# COMMUNITY COLLEGE OF RHODE ISLAND









NEASC 2014 ACCREDITATION REPORT



# Community College of Rhode Island

# **NEASC 2014 Accreditation Report**

# **Table of Contents**

Institutional Characteristics Form	i- viii
Table of CIHE Actions	ix-xi
Institutional Overview	2 - 8
Introduction	9-15
Standard One: Mission and Purposes	16-21
Standard Two: Planning and Evaluation	22-32
Standard Three: Governance	33-40
Standard Four: The Academic Program	41-59
Standard Five : Faculty	60-74
Standard Six : Students	75-85
Standard Seven: Library and Other Information Resources	86-91
Standard Eight: Physical and Technological Resources	92-100
Standard Nine: Financial Resources	101-112
Standard Ten: Public Disclosure	113-116
Standard Eleven: Integrity	117-122
Appendix	

# Community College of Rhode Island - Institutional Characteristics Form

This form is to be completed and placed at the beginning of the self-study report:

Dat	e :Febru	uary 14, 2013			
1.	Corp	orate name of institution: Community	Co	ollege of R	hode Island
2.	Date	institution was chartered or authorized	: 1	964	
3.	Date	institution enrolled first students in deg	gre	e programs	s: 1964
4.	Date	institution awarded first degrees: 1966	í		
5.	Type	of control:			
	Publi	ic P	riv	ate	
	X S	tate		Independe	ent, not-for-profit
		City		Religious	Group
		Other		(Name of	Church)
	(Spec	eify)		Proprietar	y
				Other: (S	pecify)
	100				
6.	By w	hat agency is the institution legally aut	ho	rized to pro	ovide a program of education beyond
	high	school, and what degrees is it authorize	ed	to grant?	Established by an act of the Rhode Island
	Gen	eral Assembly in January 1960.			
7.	Leve	l of postsecondary offering (check all the	hat	apply)	
		Less than one year of work			First professional degree
	X	At least one but less than two year	rs		Master's and/or work beyond the first professional degree
	X	Diploma or certificate programs of at least two but less than four year			Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
	X	Associate degree granting program of at least two years	m		A doctor of philosophy or equivalent degree
		Four- or five-year baccalaureate			Other doctoral programs
		degree granting program			Other (Specify)

X	Occupational training at the crafts/clerical level (certificate or diploma)	X	Liberal arts and general
X	Occupational training at the technical or semi-professional level (degree)		Teacher preparatory
$\mathbf{x}$	Two-year programs designed for		Professional
	full transfer to a baccalaureate degree		Other
The	calendar system at the institution is:		
x	Semester	nester	Other
. Wha	at constitutes the credit hour load for a full-tim	e equiv	valent (FTE) student each semester?
. Wha	at constitutes the credit hour load for a full-tim  Undergraduate 12 credit hours	e equiv	valent (FTE) student each semester?
		e equiv	valent (FTE) student each semester?
a)	Undergraduate 12 credit hours	e equiv	valent (FTE) student each semester?
a) b) c)	Undergraduate 12 credit hours  Graduate credit hours	e equiv	valent (FTE) student each semester?
a) b) c)	Undergraduate 12 credit hours  Graduate credit hours  Professional credit hours	e equiv	valent (FTE) student each semester?

	2012 Undergraduate	2013 Undergraduate	Total
Full-time student headcount	5,857	5,459	11,316
Part-time student headcount	12,027	12,240	24267
FTE	10,959	10,767	21726

b) FY 13 number of students (headcount) in non-credit, short-term courses: 34,290 (based on seat count)

# 12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Nursing – Associates Degree	National League for Nursing Accrediting Commission (NLNAC)	1972	Fall 2011	Fall 2018
Practical Nursing	National League for Nursing Accrediting Commission (NLNAC)	1972	Fall 2011	Fall 2018
FIRE SCIENCE EMT-B	RI DOH Recognized			

Clinical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	1980	Sept 2013	Fall 2020
Histotechnician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2008	Sept 2013	Fall 2018
Radiography	Joint Review committee on Education in Radiologic Technology (JRERT)	1974	Fall 2008	Fall 2016
Respiratory Therapy	Commission on Accreditation for Respiratory Care (JAART)	1988	Fall 2008	Fall 2018
Diagnostic Medical Sonography	Joint Review committee on Education in Diagnostic Medical Sonography	2007	Fall 2012	Fall 2017
Dental Assisting	Commission on Dental Accreditation for Dental Auxiliary Programs of American Dental Association	1990	Fall 2011	Fall 2018
Dental Hygiene	Commission on Dental Accreditation for Dental Auxiliary Programs of American Dental Association	1990	Fall 2011	Fall 2018
Physical Therapist Assistant	Commission on Accreditation of Physical Therapy Education (ACOPTE)	1993	Summer 2007	Summer 2017
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Association (ACOTE)	1999	Spring 2004	Fall 2014
Therapeutic Massage	Commission on Massage Therapy Accreditation (COMTA)	2005	Spring 2010	April 2015
Accounting, A.S.	Accreditation Council for Business Schools and Programs	1994	2004	2014
Financial Services, A.S.	Accreditation Council for Business Schools and Programs	1994	2004	2014
Marketing, A.S.	Accreditation Council for Business Schools and Programs	1994	2004	2014
Management, A.S.	Accreditation Council for Business Schools and Programs	1994	2004	2014
General Business Administration, A.S.	Accreditation Council for Business Schools and Programs	1994	2004	2014

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE (F-2013)
A. In-state Locations			
Westerly High School	None	None	83.9
Shepard Building - Providence	None	None	70.2
Off Campus & Davies Vocational	None	None	71.4
B. Out-of-state Locations	None		

14. <u>International Locations</u>: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." Do not include study abroad locations.

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Highlight indicates Title IV eligible certificate

Name of program	Degree level	% on- line	FTE Fall 2013
Accounting	A.S.	64%	314
Administrative Assistant	A.S.	63%	38
Business Management	A.S.	79%	309
Computer Programming	A.S.	60%	145
Early Childhood Education & Child Development	A.A.	77%	281
Financial Services	A.S.	71%	43
General Business	A.S.	66%	589
General Microcomputing	A.S.	77%	6
General Studies	Ä.A.	63%	9,916
Information Technology Support	A.S.	63%	70

Specialist			
Liberal Arts	A.A.	80%	235
Marketing	A.S.	71%	99
Medical Administrative Assistant	A.S.	56%	117
Microcomputing- Web Technologies Concentration	A.S.	67%	36
Microcomputing-Networking Concentration	A.S.	65%	42
Opticianry	A.A.S.	55%	9
Paralegal Studies	A.S.	51%	210
Accounting	Certificate	52%	32
Basic Office Skills	Certificate	88%	11
Business Management	Certificate	80%	16
Early Childhood Education	Certificate	66%	91
Emergency Disaster Management	Certificate	50%	22
Entrepreneurship	Certificate	52%	22
Financial Services	Certificate	59%	8
Legal Office Assistant	Certificate	73%	7
Marketing	Certificate	52%	5
Networking	Certificate	60%	14
Office Administration	Certificate	90%	10
Office Automation	Certificate	90%	1
Social Services	Certificate	63%	24
Travel Tourism Hospitality	Certificate	56%	42
Web Technologies	Certificate	80%	6

16. <u>Instruction offered through contractual relationships</u>: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Not Applicable

Name of contractor	Location	Name of program	Degree or certificate	# of credits
		4.		

- 17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)
- 18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization: (Included in Data First forms Standard 3)
  - a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
  - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
  - Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
  - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution:

In January, 1960, the Rhode Island Junior College state system was established by an act of the RI General Assembly. Today, CCRI is the largest public, two-year, degree granting college in New England and is the only public community college in Rhode Island. The college opened its doors in temporary quarters in the CIC building on Promemade Street in Providence on September 24, 1964. The Knight Campus (Warwick) opened in September 1972 in a futuristic megastructure. In 1976, the Flanagan (Lincoln) Campus opened. On June 26, 1980, the RI Board of Regents approved a change in the name of the Junior College to the Community College of Rhode Island. The Providence Campus, later renamed the Liston Campus opened in September 1990 making college more accessible to inner city residents. More recently, the Newport Campus opened in 2006 serving Aquidneck Island. Currently the college serves nearly 18,000 students in credit courses each fall semester (24,252 unduplicated headcount over one year) and more than 30,000 students using seat count in non-credit classes including workforce development and training. Two satellite sites are in Westerly and Providence and approximately 1,600 students enroll in credit bearing distance learning classes each semester.

### CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Eva-Marie Mancuso	Chair of The Board of Education	2013
President/CEO	Ray Di Pasquale	President	2006
Executive Vice President	Dr. Gregory Lamontagne	VP of Academic Affairs	2013
	David Patten	VP of Business Affairs	2013
	Dr. Ronald Schertz	Associate VP of Student Services	2006
	Robin Smith	Associate VP – Center for Workforce and Community Education	2005
	Lori Bosio	Interim Associate VP of Institutional Advancement	2013
Chief Academic Officer	Dr. Gregory Lamontagne	VP of Academic Affairs	2013
Deans of Schools and Colleges (insert rows as needed)	Dr. Peter Woodberry	Dean of Business, Science & Technology	1996
	Dr. Maureen McGarry	Dean of Health & Rehabilitative Sciences	1995
	Dr. Lois Wims	Dean of Arts, Humanities & Social Sciences	2012
	Ruth Sullivan	Dean of Learning Resources	2003
	Michael Cunningham	Dean of Students	2012
	Robert Cipolla	Dean of Student Development/Assessment	2012
	Dr. Rebecca Yount	Associate Dean of Student Life and Service Learning	2002
	Christine Jenkins	Associate Dean of Student Life	2002
Chief Financial Officer	David Patten	VP of Business Affairs	2013
Chief Student Services Officer	Dr. Ronald Schertz	Associate VP of Student Services	2006
Planning	David Patten	VP of Business Affairs	2013

Institutional Research	Dr. William LeBlanc	Director of Institutional Research & Planning	1984
Development	Lori Bosio	Interim Associate VP of Institutional Advancement	2013
Library	Ruth Sullivan	Dean of Learning Resources	2003
Chief Information Officer	Stephen Vieira	Chief Information Officer	2008
Continuing Education	Robin Smith	Associate VP – Center for Workforce and Community Education	2005
Grants/Research	Lori Bosio	Interim Associate VP of Institutional Advancement	2013
Admissions	Teresa Kless	Director of Admissions	2013
Registrar	Cathy Picard-Tessier	Director of Records	2013
Financial Aid	Joel Friedman	Director of Financial Aid	2010
Public Relations	Richard Coren	Director of Marketing, Communications & Publications	2010
Alumni Association	Marisa Albini	Director of Alumni Affairs	2002



# NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

3 Burlington Woods, Suite 100, Burlington, MA 01830
Voice: (781) 425-7785 Fax: (781) 425-1001 Web: http://cihe.neasc.org

# Table of CIHE Actions, Items of Special Attention, or Concerns

The Commission may request an institution address, in its self-study prepared in advance of the Comprehensive visit, Actions, Items of Special Attention, or Concerns, stemming from the Fifth Year Interim Report, substantive change reports, focused evaluations, progress reports, special monitoring reports, or the like. To ensure that the Institution, the Visiting Team and the Commission can readily identify all of its concerns in the self-study, please review CIHE letters received since the last self-study and include a table outlining each concern. Below is a sample chart which will be included as a separate page(s) after the self-study Introduction.

Self-Study Page Number	Overview p.4, 5	Std. 8 p.94	Std. 8 p. 99	Std 8 p. 94	Std. 9 p. 101
CIHE Standards cited in Letter	9.3, 9.8				
Detailed Actions, Items of Special Attention, or Concerns	<ul> <li>A. Continued to operate on sound financial footing, utilizing data to infuse its planning and decision-making.</li> <li>B. Demonstrated an increase of more than 43 percent in training and development credit enrollments in Fall 2013.</li> <li>C. Awarded a grant in October 2010 from the Department of Labor Trade Adjustment Assistance Community College and Career Training Grant for \$3.4 million.</li> <li>D. Raised more than \$5 million dollars within the last five years through the CCRI Foundation and Capital Campaign.</li> <li>E. Center for Worldforce and Community Education (CWCE) generated revenue in excess of \$23 million over the last five years.</li> <li>F. Held tuition increases to a reasonable level in the interest of maintaining affordability; since 2006, instate tuition and fees have risen 14.5 percent, and CCRI has frozen tuition two out of the last four years.</li> <li>G. Generated "internal savings" through a variety of efficiencies and reinvested these savings within the college.</li> </ul>	H. Savings have been realized by assigning course sections to classrooms providing a better match with seats available, the desired technology configuration of the rooms and student demand for sections.	I. Projection to increase the usability of college's available space usage by creating blocks of scheduling that will allow students to find courses	<ol> <li>In 2011, CCRI entered into an \$11.1 million energy performance contract with energy services company Ameresco, will lead to lower energy costs.</li> </ol>	K. Independent audit accepted by the Rhode Island Board of Education (RIBE) on Nov. 13, 2013 indicates that total assets of \$101.4 million exceeded total liabilities of \$21.3 million by \$80 million and
Summary of CIHE Actions, Items of Special Attention, or Concerns	- addressing its resource challenges in relation to reductions in state funding				
Date of CIHE Letter	March 25, 2009				

	providing CCRI with a stable and liquid cash reserve for operating expenses and contingencies.  L. From FY2009 to FY2013 the college's unrestricted revenue has increased over \$12 million or 13 percent, primarily the result of tuition and fee revenues.  M. FY11 and FY12, the General Assembly earmarked one-time federal American Recovery and Reinvestment Act (ARRA) monies for fire safety improvements. CCRI's share of these funds totaled \$5.6 million.		Std. 9 p. 102 Std. 9 p. 103
-strengthening the engagement of faculty and staff and the use of data in planning and decision making processes	A. College has continued to operate on sound financial footing, utilizing data to infuse its planning and decision-making  B. College completed assessment of deferred maintenance needs of all campuses  C. Surveyed campus community to assemble data used in assessing CCRI's compliance with NEASC Standards and for identifying projection priorities to address results from the campus-wide appraisal process  D. Utilized feedback from Advisory Board(s) and environmental scans to help inform curricular choices in educational programming  E. College engaged consultants and participated in nationally recognized programs to increase its ability to use data to inform decision making  F. College participated in statewide and national efforts to collectively identify and prioritize the educational outcomes essential for preparing an educated citizenty essential for lifelong learning and participation in the workforce of the 21st Century  G. College sought and used feedback from the campus community to increase opportunities for faculty and staff to have input into college's planning and decision-making processes  H. College utilized technology to increase faculty and staff abilities to utilize the feedback from students regarding the effectiveness of classroom instruction  I. College's Office of Institutional Research collects and shares data to provide feedback to the college community regarding enrollment patterns, students' retention and persistence rates, etc.  J. College has participated in external audits and utilized technology to identify how it can increase its effective use of resources, including how it can utilize its classroom and learning facilities to increase students served.	3.10	Overview, p.4 Overview, p.5 Intro p.10,11 Std 1 p. 17 Std 2 p.24, 25 Std 2 p. 24-30 Std 2 p. 69, 70 Std 6 p. 80, 81 Std 8 p.93
analyzing and discussing data reported in the assessment and student success form	A. College updated its Academic Program Review (APR) process to include data elements useful in assessing program effectiveness  B. College continued to invest in professional development activities to support the faculty in utilizing data to analyze students' success  C. College invested resources to create a Center for Teaching, Learning, and Assessment (CITLA) to assist faculty and staff in identifying areas benefitting from additional professional development and/or the attention of professional learning communities  D. College adopted a Student Response System - clickers - allowing faculty to encourage student engagement and instant feedback on their comprehension of key concepts  E. College revised its curriculum review and approval process to include information on how learning outcomes will be assessed  F. College participated in nation-wide initiatives designed to improve student success (Early College Readiness, Foundations of Excellence, Voluntary Framework of Accountability, Complete College America, Critical Thinking Assessment Test (CAT),  G. College has utilized technology to increase faculty and staff abilities to utilize the feedback from	4.51, 10.12	Overview, Stds 2, 4 p. 6, 24, 45, 47 47 Intro, Stds 2, 4 p. 12, 24, 25, 49 Std 2p. 25 Std 2 p. 28 Std 4 p. 45 Overview, Stds 2, 3, 4 p.7, 24, 30, 49

1	students regarding the effectiveness of classroom instruction.  H. College's Office of Institutional Research collects and shares data to provide feedback to the college.	Std 5 p.69, 70
٥	community regarding enrollment patterns, students' retention and persistence rates, etc.	Std 6 p. 76, 80
H #	<ol> <li>Based on available data, the College has begun piloting an array of cocurricular preparation and remediation activities in response to the overwhelming numbers of students who need academic</li> </ol>	Std 6 p.80, 81
5	remediation,	
T 44	<ol> <li>College has identified multiple projections focused on increasing its use of data to inform strategies for increasing student success.</li> </ol>	Stds 2, 4, 5, 6, 7,
		9, p.31, 58, 73,84, 90, 91,
**	K. College's instructional effectiveness with respect to public disclosure is strong and still improving.	110 Std 10, p. 114

### Institutional Overview

From its modest beginning as Rhode Island Junior College with 325 students in 1964 to its current enrollment of more than 17,699 students in Fall 2013, the Community College of Rhode Island (CCRI) has grown to meet the goals of its founders. Since being established by the Rhode Island General Assembly, the college's charge has been to provide academic transfer programs, career-oriented training and student support services of the highest caliber.

CCRI grants the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Applied Science (A.A.S.), the Associate in Applied Science in Technical Studies (A.A.S.-T.S.) and the Associate in Fine Arts (A.F.A.) degrees. Multiple one-year certificates are also awarded. CCRI currently offers almost 100 programs, certificates and related majors.

Living up to its mission, the Community College of Rhode Island offers open access to programs in academic and vocational-technical areas as well as a full complement of programs and services for full- and part-time students, for recent high school graduates and for older, adult learners. The student body at the Community College of Rhode Island enjoys considerable diversity in ages, cultures and experiences. In Fall 2013, 59.2 percent were women, 69.2 percent were part-time, 35 percent were from an ethnic minority group, and 38 percent were 25 years of age or older.

Current survey results indicate that 26.7 percent of 2012 graduating students self-reported as enrolling on their own or through the coordinated Joint Admissions Agreement Program in a four-year college or university, with 4.4 percent reporting enrolling in community colleges or "other" type schools. Others complete career-oriented programs that can lead to immediate employment. In fact, the Community College of Rhode Island is the largest provider of health care workers in the state. Its high academic standards prepare CCRI graduates for transfer or for entering the workforce, thus contributing to Rhode Island's economy.

In addition, the college's Center for Workforce and Community Education (CWCE) offers programming through customized training, corporate alliances, community partnerships and credit and non-credit continuing education. CWCE works collaboratively to fulfill its mission through the following:

- The Adult Basic Education Office
- The Community Education Office
- Business and Economic Development
- · Adult Skills Training
- DLT-TRADE Program
- Workforce Investment Act (WIA) programs

In 2012-13, CWCE programs supported more than 35,000 participants (duplicated headcount) in gaining additional education and training.

CCRI opens its facilities for public use, sponsors programs on issues of public concern, and offers workshops and seminars for small businesses, for government agencies and for individuals seeking to improve their skills or enhance their lives.

In every sense, CCRI – as a community resource and the state's only two-year, degree-granting institution – strives to meet the educational needs of the people of this state by adhering to its mission of "building on our rich tradition of excellence in teaching and our dedication to all students with the ability and motivation to succeed." The college's Mission Statement says, "CCRI is the state's only public comprehensive community college and associate-degree granting institution. We provide affordable open access to higher education at locations throughout the state. Our primary mission is to offer recent high school graduates and returning adults the opportunity to acquire the knowledge and the skills necessary for intellectual, professional, and personal growth through an array of academic, career, and lifelong learning programs. We meet the wide-ranging educational needs of our diverse student population, building on our rich tradition of excellence in teaching and our dedication to all students with the ability and motivation to succeed. We set high academic standards necessary for transfer and career success, champion diversity, respond to community needs and contribute to the state's economic development and the region's workforce."

CCRI maintains four main campuses located throughout the state, and two satellite facilities. These include:

### Main campuses:

- The Knight Campus in Warwick is located on 205 acres adjacent to I-95 and I-295. All
  academic facilities on this campus are housed under one roof. Physical fitness classes are
  offered in the adjacent field house.
- The Flanagan Campus in Lincoln occupies a 300-acre site off Louisquisset Pike. The
  campus features one building composed of three connected modules, totaling nearly 7.5
  acres of floor space. The field house on the campus contains a swimming pool.
- The Liston Campus in Providence is located on almost 7 acres of land on the capital city's south side. The contemporary brick structure contains more than 25 classrooms, several science, allied health and computer labs, a central atrium and a 250-seat auditorium.
- The Newport County Campus occupies a 5-acre site off Coddington Highway. The 65,000 square-foot campus appears as a single, three-story building that is, in fact, three connected structures including a student services complex, a classroom/laboratory wing and a 240-seat auditorium.

### Satellite facilities:

- Shepard Building in Downcity Providence
- Westerly High School in Westerly

### Recent highlights

President Ray Di Pasquale assumed his presidency on July 1, 2006, after serving as interim president beginning in December 2005. President Di Pasquale assumed his role at a time when the college was experiencing organizational unrest as a result of the resignation of its president and difficulties in key operational areas such as the budget and enrollment. The college was facing a large deficit and enrollment was at an all-time low. The college community experienced deep divisions among various groups, all of which contributed to poor morale among faculty and staff.

As noted in the college's fifth-year interim report, within a short time, President Di Pasquale instituted new systems and processes that helped stabilize the institution and improve morale. The president was called upon to assume the role of commissioner of higher education from 2009-13 in addition to his presidential responsibilities. In spite of the extra demands on his time and energy, he has provided the leadership and oversight that have enabled the CCRI community to make tremendous progress. As the self-study articulates, while there is always more work to be completed, the college community has much to be proud of. Highlights of achievements occurring under the president's leadership include:

- College has continued to operate on sound financial footing, utilizing data to infuse its planning and decision-making.
- Increased the number of degrees and certificates awarded, with the highest number awarded in 2012-13, an increase of 18 percent from the prior year.
- Achieved the highest minority enrollment (35 percent) in Fall 2013.
- Over the last six years, the distance learning enrollment has increased by more than 160
  percent resulting in more than 1,600 students enrolling in one or more distance learning
  class.
- Increased fall-to-spring retention rates for full-time students for three consecutive years, with a current rate of 82.1 percent. CCRI's retention rate is higher than that of the other state public institutions, the University of Rhode Island (URI) and Rhode Island College (RIC).
- Reported the highest IPEDS graduation rate over three years in the college's history: nearly 13 percent for the 2010 cohort (three years), 17 percent for the 2009 cohort over four years and 15 percent for the 2008 cohort over four years.
- Demonstrated an increase of more than 43 percent in training and development credit enrollments in Fall 2013.
- Invested in state-of-the-art electronic communications for students, faculty and staff, contributing to a greater sense of community.
- Awarded a grant in September 2011 from the Department of Labor Trade Adjustment Assistance Community College and Career Training Grant for \$3.4 million; surpassed goals of key objectives within the first year of the grant.
- Raised more than \$5 million dollars within the last five years through the CCRI Foundation and Capital Campaign.
- Center for Workforce and Community Education (CWCE) generated revenue in excess of \$23 million over the last five years.

While this list of accomplishments indicates significant achievements for the college, these are even more remarkable when one considers the financial climate of Rhode Island since 2006. The above-listed successes occurred within a fiscal climate that shared the following characteristics:

- CCRI held tuition increases to a reasonable level in the interest of maintaining affordability; since 2006, in-state tuition and fees have risen 14.5 percent, and CCRI has frozen tuition two out of the last four years.
- Tuition at CCRI is in the middle of the rankings compared to other New England states.
- State investment and funding have decreased by 2 percent since 2006.
- CCRI has generated "internal savings" through a variety of efficiencies and reinvested these savings within the college.
- Overall, Rhode Island ranks third to last of New England states for public higher education funding.

The following are examples of some of the major achievements within individual divisions of the college:

Facilities

The college completed an assessment of the deferred maintenance needs of all campuses in the spring of 2009. The assessment included a review of all of the physical structures, the mechanical systems, and the infrastructures of each campus. Some of the major projects that have been completed since the audit include entering into a contract with an energy services company for \$13.9 million to include additional cost-saving measures. As part of this agreement, various upgrades (lighting, electric to gas conversion, HVAC upgrades) have been implemented across the four main campuses. Utility savings have funded much of the project and additional savings are used to fund additional facilities projects.

Fiscal health

Mindful of the resource challenges resulting from reductions in state funding, the college has raised significant additional funds:

- The Center for Workforce and Community Education has generated an additional \$23 million in revenue since FY 2009 in direct support for the programs that are then expensed by these dollars.
- o The CCRI Foundation has raised nearly \$4 million dollars since FY 2009.
- The Capital Campaign has generated \$1.5 million dollars in additional revenue.

Technology upgrades

CCRI was selected as the "anchor institution" for the National Telecommunications and Information Administration's (NTIA) Broadband Technology Opportunities Program (BTOP) grant program at both the Newport and Knight campuses. As such, these locations provide a central point of broadband distribution to Aquidneck Island and Warwick neighborhoods and the institutions located within them (higher education, municipalities, health organizations, libraries and security and safety providers) through the Ocean State Higher Education Economic Development and Administrative Network. These broadband distribution centers provide a significant

increase in bandwidth and network capabilities for organizations to take advantage of higher throughput on the Internet and Internet 2.

Additionally, CCRI has increased its virtual desktop and virtual machine presence on the four campuses by 200 percent over the last year enabling virtual testing, online instruction and centralized management of essential services while reducing technology replacement budget requirements within this same time period.

Finally, using the BTOP network upgrade, CCRI has created a Virtual Private LAN Service (VPLS) "mesh network" that provides fault tolerance and redundancy between the four campuses, increases the bandwidth allocation to all students from 1Mbps to 10Mbps, provides dynamic bandwidth configuration changes from campus to campus on demand, improves the network connection to the Rhode Island Department of Administration (effectively treating that organization as another campus) and expanding the business continuity capabilities of the college and its single data center.

### Academic achievements

o Increased graduation rates:

• In 2004, the college's graduation rate was 9.6 percent; by 2009, the graduation rate had increased to nearly 17 percent over four years. If the graduation rate for the 2009 cohort that was college ready is considered, the graduation rate increases to 16.9 percent.

Updated the Academic Program Review (APR) process to include more

information on the following elements:

 Assessment of the currency of academic programs relative to the goals of corresponding transfer programs or to occupational forecasting trends.

Effective practices for incorporating advisory boards.

- Planning for educational and economic trends projected for Rhode Island.
- Created a Center for Innovative Teaching, Learning and Assessment (CITLA) <a href="http://www.ccri.edu/citla">http://www.ccri.edu/citla</a> in 2010 to serve as a resource for faculty and as an incubator for innovation.
  - Provided more than 30 professional development activities, workshops and symposiums featuring nationally recognized speakers.

Surveyed faculty regularly soliciting feedback and suggestions for future

program offerings.

- Created a CITLA website that provides links to resources in teaching and assessment, conference opportunities, teaching tips and links to other teaching centers.
- Created a mechanism for faculty to provide feedback and suggestions electronically.

### Student Services

In 2012, CCRI added Connect to College, a federally funded College Access Challenge Grant program administered through the Office of Opportunity and Outreach, to its cadre of support

services for students who are low-income, first generation in college or otherwise from underrepresented backgrounds. Connect to College works in partnership with the College Crusade and area high schools to assist first-time freshmen in their successful transition to CCRI and help them navigate the college environment.

Over the past five years, CCRI's Early College Readiness programs, administered through the Office of Opportunity and Outreach, sought and acquired more than \$500,000 in grant funds (federal, state and private) to expand dual enrollment opportunities for Rhode Island high schools statewide.

- Opportunities included College Success classes (more than 2,000 student participants) and remedial math opportunities based on ACCUPLACER scores.
- Students participating in the Early College Readiness activities received both college credit (for LRCT1020) and credit toward high school graduation.
- Center for Workforce and Community Education (CWCE)
   Secured \$3.4 million Department of Labor grant in September 2011 for training unemployed and underemployed trade-eligible and other dislocated workers, including veterans; program is strongly aligned with Industry Partnerships funded through the Governor's Workforce Board.

In summary, as the approach to the self-study process describes, CCRI has utilized the self-study process as an opportunity to acknowledge its progress and to identify areas that the college would like to strengthen. In developing a new strategic plan, the college had a similar opportunity to research and prioritize the next set of initiatives to increase its effectiveness. Based on ongoing commitment to continuous improvement, the college knows it has more that it can do to improve overall institutional effectiveness.

The college is confident that it is poised to address the next stage of its development. For the first time in seven years, the president has a full senior staff in place and the new vice president for Academic Affairs has all of his academic deans in place as well. Guided by a new strategic plan and the projections identified in the self-study, the college is energized and ready to move forward, building upon its many significant accomplishments within the last 10 years. In Fall 2013 each major area of the college began developing specific goals, benchmarks and outcome measures to guide the college's progress on implementing the new strategic plan. These concrete editions will enable the college to utilize data in evaluating progress and making future decisions.

Finally, as is discussed in further detail in Standard Three, the state has experienced multiple approaches for overseeing higher education since the college's last 10-year accreditation visit. Between 2009-13, there have been three distinct separate boards of higher education and four different board chairs of these organizations. The current model includes a Board of Education responsible for overseeing all of K-20 education. In spite of the frequently changing external

governance structures overseeing the college's work, CCRI has demonstrated its ability to set and maintain a strong, clear course to achieve its strategic priorities and aspirational goals on behalf of improving its institutional effectiveness.

### Introduction: a description of CCRI's approach to the self-study process

President Di Pasquale embraced using the self-study process as a genuine opportunity for the faculty, staff and his leadership team to examine what CCRI has accomplished in the last 10 years, what the college sees as its current and next set of challenges, and what are the resulting strategic and operational priorities over the next 10-year period. Even though CCRI was not scheduled for a site visit until spring of 2014, the president initiated steps to set the process in motion in May 2011. He assigned oversight responsibility for preparing the self-study to the Vice President for Academic Affairs Lela Morgan, who was supported initially in this role by Dr. Denise Yordy, professor of Biology and Donna Mesolella, the Academic Affairs coordinator. In the spring of 2013, Dr. Yordy found it necessary to relinquish her role for personal reasons and was replaced by Jack Renza, professor of Business. This small group is referred to throughout the document as the NEASC leadership team. In July 2013, the college's new Vice President for Academic Affairs Dr. Gregory Lamontagne assumed leadership of the NEASC self-study process, replacing the former Vice President Mrs. Morgan, who retired on June 30, 2013.

In the spring of 2011, the president and vice president for Academic Affairs requested nominations for individuals to serve as co-chairs to lead the work of each Standard's team. Once nominations were completed, the president and his senior staff finalized the list of co-chairs and invited all of the co-chairs to an orientation luncheon in mid-June 2011. This group became known as the NEASC executive team. (See Appendix Intro-I for a list of members.)

Speaking at the luncheon, the president stressed the importance of the self-study process as a way of helping the college improve its effectiveness and charged this group of nearly 30 people (29 co-chairs) with the full responsibility of identifying areas in need of improvement. Beginning the self-study process well in advance of the scheduled NEASC Team Site Visit allowed CCRI to provide the community with lead time to begin addressing selected projection priorities corresponding to areas identified as needing improvement in the appraisal stage.

In order to ensure that everyone on the NEASC executive team was well acquainted with both the revised July 2011 NEASC Standards and the overall self-study process, the college invited Dr. Pat O'Brien, NEASC's deputy director of the commission, to present an overview of the accreditation process to the NEASC executive team on June 28, 2011. Dr. O'Brien highlighted the critical aspects of preparing a beneficial self-study as well as what NEASC visiting teams expect in terms of candor and data to support statements made by the college. In October 2011, the college sent the first of two CCRI teams to the NEASC Orientation Workshop; the first CCRI team consisted of President Di Pasquale, and Dr. Yordy.

The co-chairs of each Standard were encouraged to recruit faculty and staff members representing diversified roles and perspectives to populate their individual teams. During the Opening Day Convocation on Sept. 7, 2011, the president shared with the full college community that the self-study process had begun, encouraging members of the community to

become involved. In order to foster transparency in the ongoing deliberations of preparing a self-study, the college created and has maintained a website dedicated to its NEASC preparations (<a href="www.ccri.edu/neasc">www.ccri.edu/neasc</a>) containing lists of committee memberships, agendas for meetings, materials presented at the meetings, etc.

To continue fostering an atmosphere of transparency as well as to encourage a cross-campus assessment of each Standard's ongoing findings, the entire NEASC executive team met monthly for most of the 2011-12 academic year. Within the course of the semester, co-chairs began deliberations by meeting with their teams or committees to identify the college's current practices related to each standard. Committees then presented their findings under the heading of <a href="Description">Description</a> to the entire NEASC executive team, allowing the opportunity for the team to ask questions and make suggestions in order to enhance the work of each standard. Next, committees were asked to tackle the more difficult task of <a href="Appraisal">Appraisal</a> of current practices. Results of this exercise were shared with the entire NEASC team, and members provided feedback to each group. Finally, near the end of the fall semester, teams were invited to share the emerging priorities or <a href="Projections">Projections</a> for future work with the entire NEASC team.

As one might expect, this process of sharing findings and perspectives with the entire group exemplified the multitude of perspectives and approaches that exist within a large organization regarding almost any substantive issue. In order to foster a more cohesive approach, Vice President Morgan, along with the other members of the NEASC leadership team, met individually with each set of co-chairs to review their findings for their Description, Appraisal and Projection sections. These meetings provided an opportunity to verify sources of information, check the accuracy and consistency of data used for decision-making and offer assistance to the co-chairs as requested.

The persistent challenge throughout this process, particularly at the Description and Appraisal phases, consisted of procuring identification of data from committees – including verifying the accuracy of the data – being used to draw conclusions. To address this challenge, the vice president of Academic Affairs met with the Standards co-chairs at regular intervals to collectively identify the data sources that would be most helpful in completing these sections of the self-study.

During a meeting in mid-January 2012, each set of co-chairs was asked to present their final set of Projection priorities to the entire NEASC executive team. Committees were asked to identify how the selected priorities addressed the findings in the Appraisal stage of their deliberations. The NEASC leadership team intentionally selected this approach of each team presenting to all of the other Standards' teams based on the belief that the work of all college departments is interrelated, and there is value in hearing how other departments perceive the effectiveness of an area's services and programs.

In order to record public opinion in a nonthreatening manner, the leadership team designed a process by which each member of the executive team was provided with an opportunity to vote for what he or she deemed the most important priorities. Each team member was given a set of 12 green dots (representing top priorities) and a set of 12 yellow dots (representing secondary

priorities) and asked to place these dots next to the items they perceived to be the college's most important priorities. Each Standard's Projection priorities were listed on chart paper posted around the meeting space and voting took place on the spot. No restrictions were placed on how one could distribute the dots; one could place more than one dot on a priority, choose not to vote on the priorities of a specific standard, etc.

This process was probably one of the most valuable steps shared by the self-study team; clear priorities surfaced as evidenced by a number of issues clearly getting the majority of votes. In some cases, the results were expected by those working on a given standard, and in other cases, it was obviously difficult to accept that colleagues saw issues in need of attention within their area. The full list of items voted on and the results of the voting can be found in Appendix Intro - II. A summary, organized by Standards, of the emerging priorities is included at the end of this section. In some cases, an area appeared under more than one standard.

Moving forward, a member of the NEASC leadership team prepared a set of Project Management templates for each Standard. The leadership team adopted a project management orientation based on the belief that the best way to manage achieving complex goals is to delineate the steps that need to be taken to reach the end goal. Working backwards from a stated end date, all 11 teams were asked to identify what steps would be addressed during the next three semesters for each priority before the completion of the self-study process. The goal of these templates was to assist members of each Standard's team in identifying and tracking progress on attending to the action steps necessary to address the priority areas identified as requiring attention in the appraisal process. Sample sets of these key priorities in a project management format are available on the designated website http://www.ccri.edu/neasc/pdf/NEASC%20Key%20Priorities%20COMPLETE.pdf.

A clear lesson learned emerged from the project-management approach that CCRI used to ensure progress on the identified priorities. Don't underestimate the skills and discipline required to create a project management approach to implementing change! Managing this process—including prompting people to show their progress—involved a great deal of monitoring, prodding and oversight effort by the Office of the Vice President for Academic Affairs. The tracking and persistent efforts resulted in positive progress on a number of our identified priorities. Work on this initiative provided some lessons learned that the college anticipates using to monitor success in implementing the new Strategic Plan. For more information, see the related discussion in Standard 2.

The appraisal process also created an awareness that many teams were searching for data in order to make or substantiate claims made within the Standard. Instead of having each team create its own survey for the CCRI community, co-chairs were encouraged to submit questions that they would like answered by the larger college community to the dean of Learning Resources who then forwarded the questions to the Academic Affairs coordinator. An online survey was created and was opened to the college community for two weeks in October 2012. Our goal was to send out one comprehensive survey versus the multiple surveys that would have resulted if each Standard collected its own information.

Approximately 180 faculty and staff members completed the survey, although not everyone answered every question. There were 33 questions in all, and a copy of the survey is available at <a href="http://www.ccri.edu/neasc/pdf/neasc%20survey.pdf">http://www.ccri.edu/neasc/pdf/neasc%20survey.pdf</a>. This process also proved very helpful in bringing greater clarity to which existing perceptions or beliefs about college practices seemed supported by respondents and which were less so. It is worth noting that the survey results were consistent with the priority areas identified via the NEASC Executive Team voting process.

The college community was periodically updated about the NEASC self-study process throughout the 2011-12 academic year. As already noted, the president announced the process in September 2011, and the college sent a second team to the NEASC Orientation Workshop a year later in October 2012; this team consisted of Vice President Morgan; Ms. Mesolella, Academic Affairs coordinator; Dr. Lois Wims, dean of Arts, Humanities and Social Sciences; and Ms. Jeanne Mullaney, professor of Foreign Languages and Cultures and faculty assessment coordinator.

In March 2012, the college created an online NEASC-related trivia contest that occurred during the All-College Week, with the top winners having a choice of gifts that have been donated to the college for this specific purpose. The goal was to generate interest in the self-study process through an innovative, fun approach enticing more people to participate in the process. In an effort to keep the process moving forward, the leadership team continued to meet with the cochairs of each Standard and with the entire NEASC executive team for the remainder of the Spring 2012 semester.

The college made progress on addressing many of the key priorities that were identified as part of this process. The college also provided additional resources as needed to assist team members in addressing priorities in their areas. Examples of these initiatives include work related to the assessment of student learning outcomes and the governance system. To initiate addressing assessment-related issues, Dr. Peggy Maki was invited to return to the college in September 2012 to update the entire team on what was expected in the realm of assessing student learning outcomes. The assessment challenges and the college's assessment of its progress in this area are discussed in more detail in Standard Four.

NEASC online survey results provided strong clarity regarding suggestions for improving the governance system. Many respondents indicated that the current system was too cumbersome, too time consuming, and lacked both efficiency and effectiveness in yielding recommendations to the president. The college assembled a team of faculty and staff to assist in revising the then-existing governance system. A more detailed description of how the college has utilized the appraisal process to improve the governance system is discussed within Standard Three.

Dr. Lamontagne convened a meeting of the NEASC executive team in early September 2013. He shared an outline of the remaining tasks accompanied by a timeline for completing the self-study process. Subsequent to the September meeting, he and members of his staff met with all of the Standard co-chairs individually. These individual meetings provided an opportunity to review each Standard in depth and to identify areas to address before completing the process.

Final drafts from each Standard were due in mid-October, and Dr. Lamontagne's staff pulled the individual chapters into one draft document and edited the document for clarity and accuracy. Data information was updated once enrollment numbers and other relevant information became available in the new semester. The NEASC executive team reviewed the near final draft before it was forwarded to the college's Marketing and Communications department for a final edit.

These are the institution's priorities that received the greatest number of votes by the CCRI NEASC Executive Team in January 2012:

- Standard One: Mission and Purposes
  - Increase visibility and knowledge of CCRI Mission Statement.\*
  - Form committee to revitalize and re-evaluate vision statement.\*
- Standard Two: Planning and Evaluation
  - Create a more comprehensive and integrated planning and evaluation process.
  - Demonstrate success and results from planning and communicate that information.
  - o Improve institutional effectiveness through the strategic planning process.
- Standard Three: Organization and Governance
  - o Improve effectiveness of governance system.\*
- Standard Four: The Academic Program
  - Assess student learning outcomes through data collection; includes developing curriculum maps and information on how and when the primary outcomes will be assessed.\*
  - Integrate assessment of general education outcomes into assessment process.
  - Ensure common learning outcomes for multiple sections of the same course and adopt common syllabus elements.
- Standard Five: Faculty
  - Develop a process for orienting, evaluating and supporting adjunct faculty.\*
  - o Ensure common learning outcomes for multiple sections of the same course.
  - Collect data from students' evaluations of course and use it to improve teaching.
- · Standard Six: Students
  - Improve process for placing students in developmental courses.
  - o Retrieve and utilize data to improve retention and graduation.
  - Develop protocols to assess students' satisfaction; increase advising and counseling staff.
- Standard Seven: Library and Other Information Resources
  - Establish vision for the distance learning program, including a mission statement and measureable goals/outcomes.
  - o Strengthen tech support for faculty.
  - Define informational literacy and tech literacy.
- Standard Eight: Physical and Technological Resources
  - Utilize the tools of S25, R25 and X25 to improve space utilization and the creation of the semester master schedule.
  - Create technology awareness programs.
- Standard Nine: Financial Resources

- o Create multi-year strategic plan that can be integrated with budget priorities.\*
- o Establish key data elements to be used for resource allocation.\*
- · Standard Ten: Public Disclosure
  - Create a written policy manual.\*
  - Create revisions to website to enhance communication.\*
- Standard Eleven: Integrity
  - o Create collegewide policy manual.\*
  - o Revise existing governance system.\*
  - o Diversify full-time and adjunct faculty.
- \*Priorities receiving 20 or more votes (combined both first- and second-level priority votes)

Each Standard contains information on the appraisal and recommended next steps for addressing the identified priorities for improvement. Given CCRI's early start on the self-study process, many of these priorities have already received substantial attention and progress in strengthening many of these areas is well underway.

A review of the list of key priorities suggests some ideas on how the college can explore ways of improving its overall operations. Specifically, it is remarkable that in this current, extended climate of a serious economic downturn that has been labeled by some as the Great Recession, most of the priority items on the above list do not come with an expensive price tag! In other words, the challenges underlying these priorities may have more to do with the college's internal processes associated with identifying areas of need, designing effective and timely solutions to address the identified issues, and creating effective systems to monitor progress. On balance, it is also possible that if the college had greater resources to hire more faculty and staff, many of these listed priorities items could more easily be addressed.

While it is clear that CCRI has been well managed financially, the list of priorities suggests that the college could benefit from placing a greater emphasis on developing a culture supported by widespread and inclusive institutional leadership with the skill and the will to increase institutional effectiveness. Responding to the list of priorities and what the list as a whole suggests for improvement, the strategic planning committee added two new goals in the 2013-16 document with these considerations in mind:

- Goal VI Leadership: Create leadership systems and programming as a basis for quality assurance and enabling institutional improvement.
- Goal VII Community: Create a CCRI culture that is guided by Mission, Vision and Values and that is committed to deporting itself in a manner that is conducive to creating a vibrant, inclusive community.

The president charged those working on the NEASC self-study to be bold in making projections for tackling CCRI's identified priorities. In order to provide the skill sets needed to achieve these bold initiatives, the college's new strategic plan includes goals and activities addressing building a culture and the leadership necessary to effect change.

In conclusion, while CCRI's extended self-study process has been arduous and challenging at times, it has resulted in the college's identifying its significant challenges. But in keeping with the initial intention of using the self-study process to guide development, the work has yielded a very solid, in-depth commitment to projected priorities that will help the institution become more effective in *Changing Lives for Changing Times*. The reader will find a direct link between the Appraisal and the Projection section of each Standard, and each Standard contains a summary chart that highlights the college's projections relative to each Standard. Appendix Intro-III includes a summary Table of the Projections from all 11 Standards.

In addition to its own appraisal results, the self-study process also focused on the three areas highlighted in the CIHE letter dated March 25, 2009, following the submission of CCRI's fifth-year interim report. The letter requested that "the college give emphasis to the institution's continued success with:

- Addressing its resource challenges in relation to reduction in state funding.
- Strengthening the engagement of faculty and staff and the use of data in planning and decision making processes.
- Analyzing and discussing data reported in the assessment and student success forms.

# Standard One: Mission and Purposes

### Description

One of the key recommendations of the NEASC Visiting Team that conducted CCRI's site visit in connection with its 10-year accreditation review in 2004 was that the college develop a formal Mission Statement that accurately described the college's goals and purposes. In addition, the Visiting Team recommended that CCRI create a mechanism for reviewing the relevance and accuracy of the newly created Mission Statement on a five-year cycle. The team's recommendation charged the college with developing a "Mission Statement that was understandable, concise enough to remember, and reflective of the needs and services provided by a twenty-first century community college."

In response to the NEASC recommendation, then-President Thomas D. Sepe established the Mission Initiative Committee. Work on the Mission Statement was completed two years later under current President Ray Di Pasquale, who was formally appointed to the position in July 2006. The newly drafted Mission Statement was accepted by the college community, and approved by the Rhode Island Board of Governors of Higher Education (RIGBHE) prior to the end of 2006. This Mission Statement was amended by an action in the state legislature during the January session 2010 to include the final statement referencing the "region's workforce." The change took effect April 29, 2010 as outlined in a letter from the General Assembly dated the same date. The purpose for the wording change was to continue to maintain the Community College of Rhode Island "as a junior college and a workforce development center." The change in wording was necessary in order for the college to be eligible for funds earmarked for workforce development.

During CCRI's preparation of its Fifth-Year Interim Report, the college set forth the following projected goals with respect to its mission:

- · Re-enforce the use of the mission in decision-making activities.
- Develop strategies for determining the level of understanding of the mission and the
  extent to which the mission guides decision-making throughout the college.
- Create an ongoing process for examining the currency of the Mission Statement particularly in light of the college's then newly adopted strategic plan.

In the process of preparing the Fifth-Year Interim Report, one of the surprising discoveries was that many of the college's publications either did not include the Mission Statement and/or the Mission Statement was buried within the document. Steps have been taken since this discovery to include the Mission Statement in all college publications – including electronic versions – and to place it in a prominent position within each document. Mission Statement bookmarks have been printed and are available at a variety of locations on each campus.

### Appraisal

As a part of the self-study process, the Standard One NEASC Committee reviewed CCRI's Mission Statement using the NEASC guidelines as a benchmark. According to subheading 1.1, "the mission statement should define the character of the institution, identify its students, and reflect on its traditions and future visions." During the review process of CCRI's Mission Statement, the committee compared CCRI's statement with other community colleges' statements throughout the country. The committee also compared CCRI's Mission Statement with the statements of Rhode Island's two other public institutions of higher education: University of Rhode Island (URI) and Rhode Island College (RIC).

The various mission statements were compared to assess content, language and brevity. The committee members concluded that the current Mission Statement was too long and difficult to remember. The committee drafted several versions of a more concise Mission Statement and forwarded them to the President's Council for consideration. However, once the word got out that a committee had proposed a shorter Mission Statement, some opposition arose. It appeared that a small group of faculty believed that a proposed revision to the Mission Statement was synonymous with changing the college's mission. Given the many priorities that were surfacing through the appraisal process, the college – in consultation with NEASC personnel – made the decision to postpone modifying language in the Mission Statement. NEASC staff confirmed that the current Mission Statement was within the acceptable length limits.

CCRI is in a unique position as it serves as Rhode Island's <u>only</u> public associate degree-granting institution. Standard 1.1 expresses that the mission and practices of the school must reflect the students it strives to educate and speak to societal needs. The college uses an open access process for enrollment and is a more affordable institution for higher education than other schools in the area. Multiple resources are offered to better support its diverse student population, such as developmental education courses, college success courses, programs designed to support the diverse population such as Access, New Student Orientation, community service projects, cultural events, etc.

CCRI claims to evaluate the needs of the workforce and respond by modifying or adding appropriate programs. The college has a defined process for completing program reviews. Chapter Four contains a description and appraisal of the effectiveness of the current Academic Program Review Process (APR). The Curriculum Review Committee meets twice per semester, and its purpose is to "consider courses of study and programs, and approve or reject individual courses to be offered for degree credit. The committee also assesses modification to existing courses, including changes in catalog descriptions."

For example, in 2003, CCRI was asked to consider offering a Health Care Interpreter program to help minimize language barriers between doctor and patient. Through an advisory board consisting of stakeholders, a certificate program was designed and offered. However, changes in the health care community required the suspension of the program while it was re-examined and modified to meet new needs. The Health Care Interpreter program was recently revamped in 2012 based upon changes occurring within the health care industry relative to use of technological resources in the delivery of these services. Expectations of The Joint Commission, the national agency that accredits and certifies more than 20,000 health care organizations and

programs in the United States, helped to guide the course revisions. In Fall 2012, CCRI began offering the revised credit certificate program to students who are bilingual in English and Spanish.

The college is constantly seeking grant funding to develop programs to address the needs of the region's workforce while preparing students to succeed. Two recent examples of these efforts include: Connect to College and the Pathways To Advance Career Education (PACE) Program. Connect to College is a student support service program for first- and second-semester students designed to provide a link between learners and CCRI resources. The ultimate goal of the program is to increase the probability of graduation for this population.

The *PACE Program* focuses on training in the health care and information technologies fields, and is funded by a successful grant submitted under the TAACCCT funding guidelines. This initiative, conducted under the leadership of the Center for Workforce and Community Education (CWCE), involved gathering extensive input and guidance from agencies served and from other organizations working with adults interested in pursuing new career pathways. The targeted populations include the unemployed and those employed in health related careers and information technology fields (including veterans). The goal is to prepare students representing these specific groups to assume entry-level positions within the fields where there is projected high growth and availability of quality jobs. Through the efforts of CWCE, the college effectively demonstrates its commitment to meet the needs of the workforce in training and provides vehicles to earn a GED<sup>®</sup>. Through this division of the college, students may participate in courses in areas of adult and workplace literacy, community education, and career and technical credit and noncredit courses.

In addition to discussing the wording of the Mission Statement, the committee researched the documents where the statement appears in its entirety and ways to make it more visible. The Mission Statement appears in such publications as the viewbook, college catalog, the websites linked from the president's and vice president for Academic Affairs' Web pages and is printed on college bookmarks. Committee research identified some areas where CCRI's Mission Statement is not included. Two examples of the exclusions discovered include the Commencement booklet and some of the Web pages for individual departments.

A discussion about the need for a vision statement was prompted by wording in NEASC standards. After much research, it was discovered that CCRI has no formally accepted vision statement. While there are two draft versions found on CCRI's website dated 2005, no statement has been formerly completed and adopted. Following consideration of the definition of a vision statement, a study of vision statements from other community colleges and much discussion, wording for two suggested vision statements was submitted to President Ray Di Pasquale for further review in 2012-13. A vision statement was approved in the fall of 2013- "Changing lives in a changing world".

The committee reviewing this Standard discussed CCRI's purposes and whether or not the college is seeking to improve the lives of those it seeks to serve. NEASC language uses terms like "scholarship, research, and public service." The Standard One Committee determined that in addition to distance learning offerings the college provides accessibility through the four main campuses and two satellite locations throughout the state, demonstrating CCRI's effort to make

higher education classes more accessible to those living in various communities. In addition, research also reveals that many students graduating from CCRI transfer to various colleges and universities throughout the state and country. The Joint Admission Agreement (JAA) RIC, URI and CCRI allows qualified students to easily transfer into four-year degree programs at RIC and URI. The Center for Workforce and Community Education provides continuing opportunities for the general public to improve themselves both on campus and through worksite training.

Community service is part of the annual All-College Week planning (<a href="www.ccri.edu/acw/csd/">www.ccri.edu/acw/csd/</a>). Faculty, staff and students work side by side at various locations in Rhode Island communities to demonstrate CCRI's commitment to reach out in service to the state. Some faculty are integrating community service learning projects within the curricula.

NEASC guidelines reference the need for a college's mission and purposes to be understood and accepted by all within its community. In an effort to collect information from a wider cross-section of the college community, a NEASC-related survey was developed and completed in October 2012. A total of 96 percent of the 173 respondents answered in the affirmative to indicate that they were familiar with the college's Mission Statement. Further, 86 percent of the 173 respondents said that CCRI's mission has an influence on their daily performance and understanding of job requirements.

As part of the appraisal process, the Office of the Vice President for Academic Affairs surveyed how many of the academic programs posted a mission statement on their Web pages. (See Data First forms). Programs are expected to reference their mission statement as part of the Academic Program Review Process. A recent review of academic departments' Web pages found that there were 15 programs with mission statements posted and five departments with department mission statements posted. Discussion related to the use of the mission in providing direction to curricula and the basis on which expectations for student learning are developed can be found in Standard Four.

The Office of Enrollment Services (OES) provides an example of how one division of the college developed its own specific objectives to reflect the college's overall mission and purposes. The OES web page lists not only CCRI's Mission Statement, but also a second testimonial in the form of a message from the associate vice president for Student Services that identified the specific mission and responsibility of that department. "These services are designed to help students meet the challenges and opportunities of college life. All our services and activities are designed to empower students to reach their full leadership potential while achieving academic and career success."

The president has stated that with the college's new strategic plan for 2013-2016, (<a href="www.ccri.edu/stratplan/pdfs/StrategicPlan2013.pdf">www.ccri.edu/stratplan/pdfs/StrategicPlan2013.pdf</a>), the college will undertake a formal review of its Mission Statement.

### **Projections**

- Establish a formal mission review procedure/committee to revisit CCRI's Mission
  Statement. Two important purposes should be considered: first, to examine the language
  in an effort to make it more concise and memorable, and second, to address its role in
  workforce development.
- A method for reviewing and re-evaluating the content and pertinence of CCRI's Mission Statement must be established. The Mission Statement must also be assessed to determine how useful the elements of the statement are in providing overall direction to the college, Once the Strategic Planning Committee sets forth a long-range plan to guide the college, this committee can evaluate the accuracy of the current Mission Statement to determine its alignment with future planning.
- To increase visibility and understanding of the Mission Statement, the following steps are needed: display Mission Statement banners prominently on each campus, provide a direct link to the Mission Statement from CCRI's website's home page and display copies of the Mission Statement in all administration offices.

		Standard 1- Pla	an of Actio	n Milestones	
Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
1.1	Create a formal mission review procedure	Establish a formal mission review process	2014-15	President and President's Council	Revised mission statement
1.2	Develop a method for periodically reviewing/ evaluating CCRI's mission/vision statements	Create a five-year periodic review procedure for evaluating relevance of mission/vision statements	2014-15	President and Strategic Planning Committee	Currency of mission/vision statements
1.3	Increase visibility and understanding of CCRI's mission/vision statements	Increase visibility and understanding of mission statement	2013-14	Marketing and Communications	Utilization of mission/vision statements in guiding the work of CCRI

### Institutional effectiveness

The college reviews the relevance of its mission and vision through a series of activities linked to strategic planning. To ensure continued relevance of the mission and vision statements, the college has committed to the establishment of a formal committee that will re-assess the mission and vision annually to ensure relevance and responsiveness to the citizens of Rhode Island. The college's strategic planning process is intricately linked with the mission and vision of the college. Plans to assess progress on the stated goals within the strategic plan include revisiting

vision of the college aligned.		

Standard 1: Misison and Purpose	on and Purpose	
Attach a copy of the current mission statement.	t mission statement.	
Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.ccri/about/misson.html	August, 2006 and amended in 2010
	URL	Print Publication
Program Departments with Mission Statements Linked		
Art Department	http://www.ccri.edu/art/mission.html	
Athletics	http://www.ccri.edu/athl/mission.html	
Business Administration	http://www.ccri.edu/businessadmin/mission.html	
Chemistry	http://www.ccri.edu/chemistry/chemical_technology/missionstatement.html	ement.html
Computer Studies	http://www.ccri.edu/comp/mission.html	
Criminal Justice Studies	http://www.ccri.edu/laws/mission.html	
Distance Learning For Students	http://www.ccri.edu/distance/mission.html	
Distance Learning For Faculty	http://www.ccri.edu/distancefaculty/	
Engineering & Technology	http://www.ccri.edu/engt/mission_outcomes.html	
English	http://www.ccri.edu/engl/Mission.html	
Human Services	http://www.ccri.edu/engl/Mission.html	

Library	http://www.ccri.edu/library/mission.html	
Performing Arts	http://www.ccri.edu/performingarts/music/program-and-course-outcomes.html	tcomes.html
Physics	http://www.ccri.edu/physics/outcomes.html	
Psychology	http://www.ccri.edu/psych/program_outcomes.html	
Social Sciences		
History	http://www.ccri.edu/socsci/histout.html	
Philosophy	http://www.ccri.edu/socsci/philout.html	
Sociology	http://www.ccri.edu/socsci/socsout.html	
Related statements	URL	Print Publication
CCRI Security	http://www.ccri.edu/campuspolice/mission.html	
CCRI Student Success Centers	http://www.ccri.edu/success/mission-statement.html	
CCRI Bookstore	http://bookstore.ccri.edu/store1/SiteText.aspx?id=9775	
CCRI Threat Assessment	http://www.ccri.edu/threat/mission.html	
CCRI Interfaith Center	http://www.ccri.edu/interfaith/mission.html	
CCRI Career and Internship Office	https://www.ccri.edu/cooped/mission.html	
CCRI Distance Learning	http://www.ccri.edu/distance/mission.html	
Vision Statement	http://www.ccri.edu/stratplan/pdfs/StrategicPlan11 15 13.pdf	Strategic Plan updated 2013-2016

### Mission of the College

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

### MAIN TELEPHONE:

401-825-1000

Knight Campus, Warwick TEL: 401-825-1000

Flanagan Campus, Lincoln TEL: 401-333-7000

Liston Campus, Providence TEL: 401-455-6000

Newport County Campus TEL: 401-851-1600

Shepard Building Providence TEL: 401-277-5197

Westerly Middle School Satellite Campus TEL: 401-596-0104

### Direct Links to Compus Floor Maps:

Knight

Flanagan

Liston

Newport

### Standard Two: Planning and Evaluation

### Description

Within the last 10 years, the college has organized its planning efforts in response to three major factors that bear a significant impact on the direction of the college. These areas of influence include: the state's fiscal picture and priorities in supporting public higher education; the Rhode Island Board of Governors for Higher Education's priorities; and the college's own strategic planning process.

The impact of the state's fiscal support of the college is covered in detail in Standard Nine. Rhode Island was one of the hardest-hit states during the Great Recession as manifested by a sustained unemployment rate well above the national average. As a result, there has been extreme competition for the state's limited fiscal resources. However, as a result of President Di Pasquale's strong presence and advocacy in Rhode Island's public and private sectors combined with the college's solid fiscal management, the college has successfully navigated the fiscal challenges of the last 10 years. Not only has the college been able to manage its expenses, its enrollment has grown significantly and it has managed to make multiple investments in its extensive plant and operations as well as investments in its programs. Standard Nine contains more complete information on how the college has managed its resources within the last 10 years.

The Rhode Island Board of Governors for Higher Education (RIGBHE) served as the external governing body for CCRI for most of the last 10 years. As noted in Standard Three, the General Assembly passed legislation in 2012 to dissolve RIGBHE in January 2013, effectively combining the state's separate boards for higher education and K-12 into one Board of Education. The new board is still in the process of organizing its functions.

During RIGBHE's existence, institutional planning for the state's higher education institutions was driven by a process referred to as the President's Management Letter. RIGBHE established its own statewide planning priorities from year to year, and CCRI as well as the other state institutions of higher education were asked each year to submit action plans for how the college planned to address the priorities. At the end of each year, the college was asked to submit a report on its effectiveness in addressing the board's priorities. (Copies of these plans and reports are available in the workroom.)

The college's primary planning function is driven by its own strategic planning process. Since submitting its five-year interim report in January 2009, the college has undertaken two strategic planning initiatives. The first strategic plan was created in 2008 for the 2009-12 time period. The second strategic plan was created in 2012 for the 2013-16 time period. The first plan was developed using four teams, each assigned to address one of the following questions:

- · What students will we teach?
- What will our students learn?
- · What resources will we need?
- How will we measure success?

The initial step in the development of this plan consisted of the appointment of the four committee co-chairs, committee members and the executive committee in 2007. Each committee was led by a faculty member, a staff member and senior administrative officer and, over several months, committee and subcommittee meetings were held, numerous drafts were discussed and responses to the four questions were created.

In December 2008, the executive committee and committee co-chairs conducted a series of open forums at all four campuses for representatives of academic and support units. With that input, a subcommittee completed the process by refining the document and creating a well-conceived set of strategic directions that was intended to help the college navigate for the future. The resulting 2009-12 Strategic Plan is available in the workroom.

As the college neared the end of the three-year planning cycle of the first strategic plan in early 2012, the president appointed a new Strategic Planning Committee to build on the work of the previous plan. The committee was composed of faculty, staff and administrators from across the college, with representation from all four campuses. The president leveraged his strategic planning experience with a model used by the Washington State Board for Community and Technical Colleges. The Washington State Model addressed many concerns similar to CCRI's goals and considerations in addressing the particular educational needs of the state's residents.

The president shared the Washington State Model with the Strategic Planning Committee, and he suggested that the committee consider using a similar format and approach. The committee completed its work in time for the President's Retreat to review the strategic plan in June 2013. The president introduced a draft of the new strategic plan with the college at the Opening Day Convocation on Sept. 3, 2013.

The next step in finalizing the draft of the new strategic plan consisted of the president and his senior staff hosting open forums at each of the college's campuses in September and October of 2013. The forums were well attended and provided the audience of faculty and staff with the opportunity to ask further questions as well as to offer additional insights into the planning priorities.

Currently, each major division of the college is reviewing the proposed new strategic plan and completing the assigned task of developing action plans that include outcome indicators and assessment strategies to use in determining the institution's effectiveness in achieving its stated goals. A copy of the college's current Strategic Plan is available on <a href="http://www.ccri.edu/stratplan/pdfs/StrategicPlan2013.pdf">http://www.ccri.edu/stratplan/pdfs/StrategicPlan2013.pdf</a>.

In addition to participating in strategic planning efforts, the college has participated in multiple activities that involved planning and evaluation within the last five years. Samples of these institutional efforts include the following. A brief description is included for each initiative:

The Foundations of Excellence self study The Foundations of Excellence Project is a self-study process developed by the Gardner Institute for Excellence in Undergraduate Education. Goals of the process include a comprehensive assessment of an institution with respect to enhancing student success and to implement changes based on the findings. President Di Pasquale initiated the program in the summer of 2009 and a task force of more than three dozen members of the college community worked for a year to develop nine Dimension reports as well as a final report and recommendations for improvement. The president accepted the recommendations in the summer of 2010 and authorized the creation of an implementation team to work with various college constituencies to use the data and recommendations from the process to improve the first year experience of students at CCRI. A copy of the report is available in the workroom.

- 21<sup>st</sup> Century Workforce Commission report
  This was a statewide joint effort between CCRI and Rhode Island Economic Development Corp. (RIEDC). The report was released in April 2010. CCRI's vice president for Business Affairs and the associate vice president of the Center for Workforce and Community Education represented CCRI in preparing the report. The goal of the commission was to identify the knowledge and the skills that predicted to be in demand for a 21<sup>st</sup> century workforce, with the anticipated outcome that educational institutions would review their programmatic offerings to ensure that graduates of their programs would possess the prerequisite skills that would prepare them for full participation in future careers in Rhode Island. A copy of the report is available in the workroom.
- <u>Academic Program Review (APR)/five-year cycle</u> Academic Program Review is the college's internal academic program review process. Members of the vice president for Academic Affairs staff worked with the faculty member overseeing the APR process to strengthen the rigor of the APR process and to incorporate measures of learning outcomes and an emphasis on the currency of programmatic offerings and the likelihood that graduates would possess the skills needed for the 21<sup>st</sup> century workforce. A copy of this document is available in the workroom.
- <u>Development of student learning outcomes</u> Rhode Island hired an external consultant, Dr. Peggy Maki, to lead all three public post-secondary institutions through the process of developing student learning outcomes for the programs and courses offered at each institution. Dr. Maki served as a consultant to Rhode Island from 2005-10. Dr. Maki is a nationally recognized consultant in higher education; her expertise addresses multiple aspects associated with assessing student learning outcomes.
- <u>Development of a Learning Outcomes Assessment Committee</u> Dr. Maki developed a process
  for assessment of program student learning outcomes. She reviewed the progress of each of
  CCRI's academic programs with respect to the necessary steps for assessing student learning
  outcomes, providing them with a rating of Level 1 (successful completion of a cycle of

assessment); Level 2 (pending completion of a cycle); or Level 3 (beginning steps of assessment depending on how far along a program was in the assessment cycle). Standard Four provides more information on the types of improvements that departments planned and implemented as a result of analyzing assessment data.

- <u>Faculty development and CITLA</u> The mission of CITLA (Center for Teaching Learning and Assessment) is to support effective teaching and learning at all levels and in all contexts in which instruction occurs in the college. CITLA is a new center at the college and opened its doors at the Knight Campus in Warwick in 2010.
- <u>Faculty evaluation process</u> The faculty evaluation process remains a critical tool for the
  college to use in evaluating its instructional effectiveness. Within the last five years, the
  college has implemented new steps in creating a more robust faculty evaluation system.
  Standard Five provides information on the updated faculty evaluation system.
- Individual departmental plans Plans of varying scope and content are also developed in
  divisions and departments throughout the college. Examples of these plans include the
  Campus Master Plan and the <u>Capital Improvement Plan</u>. (A copy of this document is
  available in the workroom.) Many other less formal plans and activities take place at
  department levels as has been documented by a survey conducted by this NEASC Standard
  Two committee. Evidence of these processes can be found in the Standard Two folder on the
  NEASC self-study share drive/website.

The Office of Institutional Research (IR) (www.ccri.edu/irpl) is the main resource on campus for supporting the planning development process with timely data pertaining to various critical measurements such as enrollment, transfers, demographics, retention rates, completion rates and others. More recently IR and Information Technology have partnered to build a data warehouse (Ellucian's ODS) supported by a Web-based reporting system (Argos). The systems developer for Argos reports to the director of IR and IT hired a database administrator to manage, update and troubleshoot the operational data store (ODS).

In addition, the IR offices at the three public colleges, coordinated by the Office of Higher Education and the Rhode Island Department of Education, developed a statewide warehouse to integrate unit record data across many state agencies (<a href="www.RIDataHub.org">www.RIDataHub.org</a>). This initiative is being funded in part by "Race to the Top" federal grants. The goal of this project is to provide additional data that will be useful to the participating colleges in responding to trends in students' performance and retention.

Recently CCRI joined the beta testing for the new Voluntary Framework of Accountability (VFA). The VFA is the first national system of accountability specifically designed for use by community colleges. Leadership overseeing this process is defining the most appropriate metrics for gauging how well community colleges perform in serving a variety of students and purposes.

The VFA includes:

- A technical manual to define and instruct calculation of measures.
- · A framework for guiding colleges in the assessment of student learning outcomes.
- · A blueprint and mock-up of data collection and display tool.
- The preliminary results of pilot testing.
- A strategic plan for college participation and engagement in the VFA.

CCRI submitted the required data for participating in the VFA BETA project in the summer of 2013. RIGBHE also signed on to participate in the Complete College America initiative in 2009 as well as to the Access to Success national reporting systems. CCRI has continued to provide these initiatives with the requested statistics in an effort to benchmark the college's progress. The Office of Institutional Research (<a href="https://www.ccri.edu/irpl">www.ccri.edu/irpl</a>) periodically provides the President's Council with updates to key indicators and trends such as high school graduate yields, transfer in and out trends, under-represented minorities including analyses of students receiving Pell aid, retention by subgroups by semester, developmental education placement trends, degree completion trends, distance education trends and many others. Each year, the vice president for Business Affairs and the Business Office provides timely information on fiscal and economic statistics necessary for planning. Such timely information and trend data are included on the CCRI Business Affairs' Web pages <a href="https://www.ccri.edu/businessaffairs">www.ccri.edu/businessaffairs</a>. (See the charts section.)

### Appraisal

One method of evaluating the effectiveness of CCRI's planning efforts is to review a sampling of the outcomes that these efforts have produced.

As noted in the Description section, the college's solid financial position (as discussed in more detail in Standard Nine) provides a solid appraisal of the college's effectiveness in planning for and navigating the unstable and challenging fiscal environments of the last few years. While the college had to postpone creating some new positions during this period, it managed its finances without layoffs while also attending to investing in new initiatives.

Copies of the President's Management Letters for the last 10 years serve as indicators of the action steps that the college has taken in order to meet the RIBGHE's institutional priorities for higher education. Frequently there has been strong overlap and synergy between RIBGHE's priorities and CCRI's own strategic plan.

The following is a brief summary of the results achieved via the college's Strategic Plan for 2009-12. For each of the Strategic Plan's four major goals, highlights of the Outcomes of the <u>Strategic Plan 2009-12</u> include:

Strategic Goal #1: Position the college for the fiscal, political, economic and demographic shifts of the 21st century:

- Strengthen our connection to Rhode Island's high schools.
- · Expand services and support for students age 25 and older.

- Establish comprehensive marketing and recruitment strategies that promote academic programs and target specific demographic data groups.
- Expand strategies for retaining students and enriching the student experience.

### Examples of outcomes:

- In the last year, the R.I. Educational Talent Search (RIETS) program served more than 750 students in 10 target schools in Central Falls, East Providence, Providence and Woonsocket school districts. As a result of the program's partnership with these target schools (school leadership personnel and guidance offices):
  - 67 percent of students served were both low income and potential first generation college students.
  - 99 percent of students in grades 6 to 11 persisted in school and were promoted to the next grade.
  - 97 percent of seniors served graduated from high school; 75 percent of them completed a rigorous program of study.
  - 96 percent of all seniors were assisted in completing college and financial aid applications.
  - 85 percent of graduating seniors enrolled in college immediately after graduation.
- CCRI submitted a successful grant to the U.S. Department of Education Office of
  TRIO Programs to fund RIETS. Administered through the Office of Opportunity and
  Outreach, the program provides assistance and guidance to middle and high school
  students including sustained and comprehensive services designed to encourage
  students to stay in school, complete secondary school and enroll in a program of postsecondary school education. Project services include academic, vocational and career
  advising, tutoring, PSAT and SAT preparation classes and other academic enrichment
  services, college visits, financial aid and college admissions assistance. In support of
  this commitment, ETS helps low-income and potential first-generation college
  students.
- The Office of Opportunity and Outreach is working in with collaboration several other
  areas of the College and the R.I. Board of Education to expand dual enrollment
  opportunities for high school students throughout the state and to streamline the
  registration processes for such at CCRI.
- Strong participation and representation on the many workforce development agencies across the state of Rhode Island.
- Purchased Constant Contact software to expand marketing capacity.
- Restricted federal financial aid has increased nearly 51 percent over a four-year period due in large part to the expertise of the Financial Aid director and his staff.

Technology was utilized to streamline some of the financial aid processes, as well as reporting and validation of data. Increased enrollment has driven some of the increase in financial aid awards, but more importantly student access, communication and education about the availability of financial aid has been a more significant driver of this enormous increase.

Strategic Goal #2: Strengthen the culture of academic excellence and inquiry to prepare students for transfer, employment and career advancement.

- Systematically monitor and access CCRI's academic offerings as they related to Rhode Island's population and economic environment.
- Expand the use of technology to support learning, including distance learning, provide degree options and deliver online support services.
- Provide professional development opportunities that support faculty in their goals to enhance their teaching effectiveness.

### Examples of outcomes:

- Participated in the Pathways for the 21<sup>st</sup> Century program, which will work with students to refine career choices through exposure to the nine industry sectors identified by the Governor's Workforce Board.
- Evidence of strong participation with the Rhode Island Department of Education, including adult education, professional development and Transitions to College.
- Revised college's Academic Program Review process to include information on how programs address the anticipated competencies essential for career and educational advancement.
- Number of distance learning sections offered has increased from 144 in 2007 to 382 in 2013, representing an increase of more than 160 percent.
- Implementation of lecture capture system known as Camtasia Relay allows faculty to record their lectures and post on Blackboard or on faculty websites. Some of the college's research indicates that nearly 60 percent of students prefer this method of instruction and that they seek out courses using this technology.
- Adoption of SRS Student Response System clickers, allowing faculty to encourage student engagement and instant feedback on their comprehensions of key concepts.
- Introduction of "flipped classrooms" in which faculty require students to watch captured lectures and video resources online as an assignment/homework in preparation for their next class.
- Expanded availability of interactive whiteboards and annotating desktop displays:
   Faculty utilize the digital ink options to interact with their instructional application or website content in order to highlight and reinforce learning objectives.
- Upgrade to Blackboard's newly expanded features that result in the Learning Management System becoming more intuitive and easier to navigate.
- Through the Center for Teaching, Learning and Assessment (CITLA), the college has
  offered programming to support teaching and learning. Examples of programs include:

- Sessions on how to get started teaching online.
- Workshops on teaching critical thinking skills.
- Training on using clickers in class to engage students in learning and provide quick feedback to the instructor on student's level of understanding new material.
- Workshops on implementing strategies to accommodate students with different learning styles.
- Workshops on leading text-based discussions.

### Strategic Goal #3: Maximize organizational efficiency and resource allocation.

- Maximize the capacity of the four campuses and off-site locations to support academic efficiencies, student success, and program growth.
- Identify opportunities for generating additional revenues and resources.

### Examples of outcomes:

- College implemented X25 classroom utilization program to increase its effective use of available classroom space.
- End results of using the "25" series to better utilize available space has yielded more available seating capacity to meet the needs of a growing enrollment.
- College has successfully raised in excess of 5 million dollars within the last five years through a combination of a capital campaign, annual fund, special events, etc.

Strategic Goal #4: Develop measurement standards and performance indicators to assess the institutional effectiveness of the college.

### Examples of outcomes:

### Quality, Continuous Improvement and Innovation (QCII)

- College participated in a year-long project with a subcommittee of the Rhode Island Board of Governors in 2011-12 known as QCII (Quality, Continuous Improvement and Innovation).
- Members of CCRI and QCII generated a list of performance indicators based on a review of national models for assessing effectiveness of community colleges.
- Performance indicators led to generation of a working paper for Dashboard Metrics Evaluation (Copy available in Appendix 2.1); areas measured included:
  - Affordability
  - Accessibility
  - Excellence
  - Efficiency
  - Stewardship and sustainability
  - Student success

 Legislative action in June 2012 led to the state's reorganization of the external governing body for higher education institutions. The college is waiting for the new governing board to establish how it will use the accountability measures created by QCII and CCRI.

### Voluntary Frameworks of Accountability (VFA)

 Refer to the discussion in this Standard on Page 23 that describes CCRI's participation in the VFA BETA project. CCRI submitted required data in the summer of 2013.

### Complete College America (CCA)

 CCRI signed on to participate in the CCA initiative in 2009 and has been submitting the required data to help benchmark the college's progress and effectiveness.

### Projection

In creating the new Strategic Plan for 2013-16, it became clear that while the college had undertaken many new initiatives within the last five years, it often did so without directly linking those initiatives back to the Strategic Plan. In other words, it was a general sense of those working on creating the new Strategic Plan that the college would benefit from having a more formal process in place for continuously reviewing its progress in meeting the goals outlined in the Strategic Plan.

In building the Strategic Plan for the next three years, members of the strategic planning process in conjunction with the president and his senior staff identified the initiatives that had been achieved in the former Strategic Plan. The initiatives that required more attention were moved into the new Strategic Plan if they were still deemed as relevant.

One of the lessons learned in completing the self-study process is the importance of creating a workable project management system to assist staff and faculty members who are assigned oversight responsibilities for completing initiatives within the Strategic Plan. Equally important is the necessity of providing training in how to break down larger goals into manageable units, and linking those units with timelines for completion.

The president has agreed to set up a new ongoing review process to monitor the Strategic Plan created for 2013-16. The new review process includes establishing a calendar that includes placing Strategic Plan updates on the agenda of the President's Council meeting once a month. In addition, the new governance structure includes a Strategic Planning Committee, and the president will charge that committee with reviewing the college's progress on meeting its goals on a quarterly basis.

Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
2.1	Focus on updated Strategic Plan; planning activities fragmented	Establish more integrated, participative planning and evaluation	September 2014	President	All division and department plans integrated with the Strategic Plan
2.2	Actions need more alignment with the Strategic Plan	Structured periodic reports from division heads on status of plan implementation	September 2014	President	Established reporting regiment to document progress of plan
2.3	Focus in updated Strategic Plan; need to maintain ongoing process to evaluate planning effectiveness	Establish and maintain an accountability model to regularly measure implementation of the Strategic Plan	September 2014	President	Periodic progress reports on metrics for each goal within the Strategic Plan

### Institutional effectiveness

The institutional strategic plan drives planning and resource allocation at all levels of the college. The plan is anchored in CCRI's mission and vision; goals have been articulated based on an indepth assessment of external trends linked with assessment results of CCRI's current programs and services. Going forward, the college will build on the successes of our most recent strategic planning process. In particular, those responsible for overseeing key elements of the new strategic plan will help prioritize and focus data collection for more purposeful planning across all the programs of the institution. Led by the president, ongoing monthly monitoring of the 2013-16 Strategic Plan will provide quarterly progress reports to the president and will serve to increase institutional effectiveness.

As part of formalizing its measures of effectiveness, the college's projections call for including more check-in points for measuring progress towards goals and our effectiveness in reaching our goals. One of the lessons learned in completing the self-study process is the importance of creating a workable project management system to assist staff and faculty members who are

assigned oversight responsibilities for completing initiatives within the Strategic Plan. Equally important is the necessity of providing training in how to breakdown larger goals into manageable units, and linking those units with timelines for completion. Part of the new strategic plan includes goals and activities to help bring these processes and supports to fruition.

	1	tandard	Two: Planning & Evaluation
PLANS	Year of Completion	Effective Dates	URL or Folder Number
Strategic Plans			
Immediately prior Strategic Plan	2009	2009-2012	http://www.ccri.edu/stratplan/pdfs/stratplan09.pdf
Current Strategic Plan	2013	2013-2016	http://www.ccri.edu/stratplan/pdfs/StrategicPlan2013.pdf
Next Strategic Plan	2016		
Other institution-wide plans			
Master plan		-	RFP for consulting firm out to bid; See related materials in work room
Financial plan			http://www.ccri.edu/businessaffairs/businessoffice/pdfs/CCRI_FY_2015.pd
Technology Project Plan	Inception 2011	Ongoing	http://www.ccri.edu/it/projects/
Enrollment plan	2013	2012-2013	President's Management Letter 2011-12 and 2012-2013: "Work Room"
Development plan			Alumni Strategic Plan 2008, Foundation Planning Document: "Work Room"
Plans for major units (e.g.,depa	rtments, librar	y)	
1 Security	2012	2012-	Report in progress. Hard copy available in workroom
2 RI Board of Governors	_	2005-2008	http://www.ribghe.org/goalprior0508.htm
3 RI Board of Education (formerly Board of Governors)	2010	2010	http://www.ribghe.org/perfindicators2009.pdf
Library	1,000		Inofrmation avaiable in materials in work room
EVALUATION		3 3	URL or Folder Number
Academic program review	100-000	T-1	
Program review system. System last updated:	2012	2012 forward	http://www.ccri.edu/dean-as/programreview/
Program review schedule	2013	2013-2016	http://www.ccri.edu/dean-as/programreview/
Sample program review repo	rts (name of u	nit or progr	am)
1 Art Department	Oct-12		Hard Copy of Report in work room / BIN Standard 4
2 Technical Studies	Feb-13	2013-2016	Hard Copy of Report in work room / BIN Standard 4
3 Therapeutic Massage	May-08	2008-2013	Hard Copy of Report in work room/ BIN Standard 4
System to review other function			
Program review schedule			Every 3 to 5 years
Sample program review repo	rts (name of u	nit or progr	am)
1 Pilot Learning Community-		, p. 33	
Developmental			Hard Copy of Report in work room/ BIN Standard 4
2 Student Success Courses Study			Hard Copy of Report in work room / BIN Standard 4
Other significant evaluation rep	orts (Name)		Date/URL or Folder Number
1 Wabash Study	2010-2013	2010-2013	http://www.ccri.edu/wabash/
2 Critical Thinking Assessment	2010-2013	2010-2013	http://www.ccri.edu/wabash/CAT.html
3 21st Century Workforce	2010	,	http://www.ccri.edu/president/archive/2010/workforce_041010.html
3 Foundations of Excellence	2009	2009-2011	http://www.ccri.edu/excellence/members.html

### Standard Three: Organization and Governance

Since the last 10-year self-study, major changes occurred in the college's external and internal governance, including the dissolution of the Rhode Island Board of Governors for Higher Education (RIBGHE) and the Office of Higher Education in 2012, which placed the external governance of CCRI under the auspices of a newly merged K-16 Board of Education. Internally, the college revised and adopted a new model of governance in 2013.

### Description

### Organization

The Community College of Rhode Island (CCRI) is a four-campus institution with additional locations in Providence (Shepard Building Providence) and Westerly High School (<a href="www.ccri.edu/about/campuses.html">www.ccri.edu/about/campuses.html</a>). The college's five-year strategic plan identified a remedy for lack of coordinated administrative presence on each campus. The proposed solution consisted of creating a rotating schedule that identified which senior administrator would be on campus each day. The schedule proved difficult to maintain. Currently, the Knight Campus in Warwick has full-time campus administration. The Liston Campus in Providence employs a part-time (19 hours per week) campus director; Newport has a full-time site coordinator, and since August 2013, the Flanagan Campus in Lincoln also has a 19-hour campus director.

The president's executive team of vice presidents, deans and directors implements the president's directives. While retaining final authority over all college policies, the president also delegates responsibility to the college governance system to integrate the authority and expertise of faculty, staff and students to advise on matters relevant to their expertise. In addition, bargaining agreements between the RIBGHE and the CCRI Faculty Association (NEA/CCRIFA), CCRI Professional Staff Association (CCRIPSA/NEARI/NEA) and CCRI Educational Support Professional Association, National Education Association Rhode Island (ESPA/CCRI/NEARI) provide for additional participation in governance.

### External governance

By Rhode Island statute, authority to govern the Community College of Rhode Island is vested in the CCRI Charter (RIGL Section 16-33.1-3). Externally, the RIBGHE was established by statute in 1981 (RIGL 16-59) as a public corporation entrusted with control over post-secondary education (<a href="www.ribghe.org/polman.htm">www.ribghe.org/polman.htm</a>). The RIBGHE was responsible for the control, management and operation of the community college (RIGL 16-44). RIBGHE delegated authority to execute the functions of the college to the college president.

In June 2012, however, Article 4 – R.I. Appropriations Act (An Act Relating to Government Organization) was approved, an act that essentially led to revamping the management and

oversight of public higher education in Rhode Island. With the goal of "moderniz(ing) the manner in which education shall be governed for future generations" and "to ensure that higher education institutions in the State of Rhode Island coordinate their efforts with elementary and secondary programs and increase their efforts towards eliminating the skills gap to ensure the State is competitive and the workforce is a marketable asset," Title 16, Chapter 96 of the R.I. General Laws was established. Pertinent aspects of RIGL 16-97 include:

- "The board of governors for higher education established in chapter 16-59 and the board of regents for elementary and secondary education established in chapter 16-60 shall cease to exist as of January 1, 2013" [RIGL 16-97-5].
- "Effective January 1, 2013, there is created a board of education which shall be and is
  constituted as a public corporation, empowered to sue and be sued in its own name, to have a
  corporate seal, and to be vested with all the powers and duties currently vested in the board
  of governors for higher education established in chapter 16-59 and the board of regents for
  elementary and secondary education established in chapter 16-60" [RIGL 16-97-1(a)].
- "... No later than July 1, 2013, the board of education shall submit to the governor and the general assembly its final plan for the permanent administrative structure for higher education ..." [RIGL 16-97-1(e)].
- "... Effective July 1, 2014, the office of higher education shall be abolished." [16-97-1(e)]
- "... There is established an executive committee of education that shall be composed of the president of the University of Rhode Island, the president of Rhode Island College, the president of Community College of Rhode Island, the commissioner of higher education, and the commissioner of elementary and secondary education. The commissioner of higher education shall serve as the chairperson of the committee." [16-97-3(a)]

Copies of all RIGL documents are available in workroom.

### Internal governance (2008-13)

The president is directly responsible to the R.I. Board of Education for the educational leadership and effective management of the college's human, physical and fiscal resources. The president's authority is final in all matters relating to the college. The college's executive team (President's Council) advises the president on policy and implements the president's directives (see President's Council membership list in Appendix 3.1.)

Section 16-33.1-3 of the General Laws of Rhode Island states that it "shall be the duty of the president and a committee of faculty, with approval of the board of governors, to arrange courses of study, prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper." Reporting directly to the president, the college's vice president for Academic Affairs (<a href="https://www.ccri.edu/hr/handbook/images/College Org Chart.pdf">www.ccri.edu/hr/handbook/images/College Org Chart.pdf</a>) is the person responsible for the integrity and quality of the college's academic programming, in conjunction with the college faculty. Academic integrity and quality are ensured through a variety of committees and advisory groups.

The CCRI governance system ratified in 2008 recognized the primacy of the role of faculty on matters pertaining to academic programs and learning. The Academic Council offered faculty the opportunity to advise the president on long-range academic planning, to identify new instructional directions that align with the mission and long-range goals of the college, and to formulate academic policies (see Page 18 of the 2008 governance document <a href="https://www.ccri.edu/governance/pdf/Governance3\_408rev.pdf">www.ccri.edu/governance/pdf/Governance3\_408rev.pdf</a>). The Academic Council coordinated and integrated the work of functional committees with a commonality of interest in the academic area.

The CCRI charter (Appendix 3.2) is the foundation of the faculty role in governance at the institution (RIGL Section 16-33.1-3). Because every aspect of the college has an effect on the academic environment, faculty members were given a broad presence in the governance system beyond the academic realm. For example, faculty members served on the Student Affairs Council.

Aside from the Academic Council (www.ccri.edu/governance/council-academic/index.html), other examples of the faculty role in academic integrity included:

- Academic Program Review Committee (www.ccri.edu/dean-as/programreview/)
- Learning Outcomes Assessment Committee
- Curriculum Review Committee (<u>www.ccri.edu/dean-bst/curriculumreviewcommittee.html</u>)

An agreement between the RIBGHE and CCRIFA codifies the participation of faculty in the institution's educational programs through contractually established committees. (<a href="www.ccri.edu/hr/contracts/CCRIFA\_2007-2010.pdf">www.ccri.edu/hr/contracts/CCRIFA\_2007-2010.pdf</a>). The collective bargaining contract provides for faculty participation in faculty evaluation and sabbatical review and governs personnel and compensation matters relating to faculty. The system of governance offered students on all four campuses positions on the Academic, Facilities, Student Affairs and Technology councils. The Division of Student Services, through the Student Government Association (SGA), also made available opportunities for students to serve on some standing committees relevant to disciplinary and academic grievance.

CCRI continues to strive for governance mechanisms to facilitate the fulfillment of its institutional mission and purposes. Since the last 10-year self-study was completed, a college-wide governance system was written and ratified in 2008 (<a href="www.ccri.edu/governance/pdf/Governance3">www.ccri.edu/governance/pdf/Governance3</a> 408rev.pdf). The founding principles of this governance system articulated the commitment to encourage and promote a wide range of opportunities for people to exercise leadership regardless of their official position at the college (see 2008 governance document for guiding principles.) The college's fifth-year interim report to NEASC in 2009 anticipated a fully functioning governance system by 2011 (see interim report.)

Although great strides were made in crafting a governance structure, including communicating the system to the college community, conducting elections for membership on all governance councils, sponsoring forums and surveying all constituencies on issues of concern, the governance system as approved in 2008 proved to be ineffective.

CCRI's governance system document was ratified in May 2008, with 22.3 percent of the eligible participants voting; of those who voted, 84.5 percent approved the new system. The document described the college's system of representative councils, as well as the roles of the college president, executive team and the RIBGHE. Key to the design of the system was the determination to build an inclusive model – one that invited participation from staff, faculty and administration across all campuses, divisions and departments.

The college initiated efforts in October 2008 to recruit faculty and staff nominations for the new system. Information about the elections process was posted on the governance website numerous times. The Department of Marketing and Communications sent out email blasts to the college community on multiple occasions. Members of the Governance Committee sponsored many forums to discuss the design and operation of the new system. Attendance at these "teach-ins" was usually sparse, although they were conducted across the four campuses and at varying times. The Governance Committee also presented "How it Works" forums on Professional Development Day for three consecutive years. Council elections were held during Spring 2009 and Spring 2010.

Seven councils comprised the CCRI 2008 governance system (see Page 10 of the 2008 governance document, <a href="www.ccri.edu/governance/pdf/Governance3">www.ccri.edu/governance/pdf/Governance3</a> 408rev.pdf). Standing and ad hoc committees were grouped under councils according to commonality of interest. Membership on councils was by election and was proportioned according to the weight of interest by constituents, integrating authority and expertise of faculty, staff, administration and students. Ad hoc members, whose positions were advisory and based on a specific area of expertise, served on councils as members at large.

Each council had a charter that outlined its purpose, scope and membership and a decision matrix, which defined its authority and delineated the system by which its work intersected with that of other college constituencies. Governance decision-making moved forward through a series of reciprocal conversations between the interested bodies represented by the councils. Initiatives or decisions made at the committee level moved forward to the parent council; upon review there, they moved to the College Coordinating Council (CCC), which could refer items back to committee or to the parent council for further review or forward to the president and his council. (See 2008 governance document for details.)

The governance website was designed as a repository for committee minutes and governance deliberations, as well as a source of information for membership of committees and councils, policies under review, and opportunities to participate in CCRI governance (see <a href="https://www.ccri.edu/governance">www.ccri.edu/governance</a>.)

After three years of attempting to work with the 2008 model, it became sufficiently clear that the model was not functional. A call for nominations during Fall 2012 resulted in six nominations across the entire college population.

The NEASC self-study process prompted the college to revisit the governance system. In February 2013, the vice president for Academic Affairs convened a new Governance Task Force

composed of administrators, faculty and staff who were charged with reviewing and revising the 2008 governance system. Record of their meetings and discussion points leading to the revised governance document are available in Appendices 3.3 to 3.6E

This revised governance document was initially approved by the college community on April 29, 2013. (<a href="www.ccri.edu/acadaffairs/pdfs/Approved%20GOV%20doc%204\_29\_13.pdf">www.ccri.edu/acadaffairs/pdfs/Approved%20GOV%20doc%204\_29\_13.pdf</a>). However, following the vote, concerns were raised about various elements of the system, including but not limited to the dissolution of existing committees, the proposed membership on committees and the eligibility of adjunct faculty to vote on the document. As a result, ratification was delayed until the task force could reconvene and address these issues.

The Governance Task Force agreed that the adjunct faculty were ineligible to participate in the governance system at this time; however, continuing dialogue regarding the role of adjunct faculty in the governance system will continue and this issue will be included in Spring 2014 review. A newly revised document (see Appendix 3.7) was then circulated for ratification from Aug. 16 to Sept. 6, 2013. The governance structure was ratified with 17.6 percent of eligible participants voting. Of those voting, 77.9 percent approved the system.

The system described in the current governance document is Phase I and took effect on Oct. 1, 2013 (see Appendix 3.7.) Key elements of the revisions contained in Phase I include building on the existing model with the following changes:

- Organize functional committees using the same six general areas as listed in the 2008 governance document: Academic, Business, Facilities, Institutional Planning, Student Affairs and Technology.
- · Identify which committees are contractual committees.
- · Define the role and membership of committees not defined by contract.
- · Eliminate parent councils.
- Replace the Coordinating Council with the President's Council.
- Provide bylaws for committees that clearly delineate scope of responsibility, membership, responsibilities of memberships, procedures for posting meeting agendas and minutes, timelines for decision-making, forwarding action items to the president, etc.
- Designate the most senior officer within each of the six functional areas to forward recommendations to the President's Council.
- · Submit written summary of dissenting opinions in committee.
- · Rely on Robert's Rules of Order and simple majority rule.
- Appoint a governance compliance facilitator (reporting directly to the president).

### **Appraisal**

### External governance

While implementation was due to commence in January 2013, convening the new Rhode Island Board of Education was delayed until March 11, 2013. The new structure includes a position for commissioner for higher education and a commissioner for elementary/secondary education.

CCRI President DiPasquale concluded his term as commissioner of higher education having served in that dual role from January 2010 to August 2013. An authorized officer of the Rhode Island Board of Education has been appointed. At this writing, it is unclear how these changes will affect public higher education in Rhode Island.

### Internal governance 2008-11

Eighty-eight (88) elected positions existed in the governance system; 84 nominations were received. Some elected categories received no nominations, while some received more than were needed. Elected membership represented a diverse constituency from all segments of the college community and from all campuses. While not all of the 88 potential positions were filled in the first round of December 2008 elections, the fact that 75 percent (66 of 88) of the positions were filled was a positive indication of the community's willingness to give the new system a chance to work.

However, over time, individual participation waned. At the time it was approved, there was no blueprint for implementing the model. No one could have anticipated the effects of a system that lacked full integration with the existing institutional and administrative structure of the college. Three members of the original Governance Committee took responsibility for implementing and managing the system during its first two years, including the administration of the elections held in 2009 and 2010 (see election results 2009, 2010.) With no volunteers stepping forward, there were no elections held in 2011 or 2012.

As noted in the introductory section describing the self-study process, the NEASC executive team conducted a survey of the college community as part of its deliberations. Questions on the survey were submitted by each standard in an effort to gain some factual information on items of concern. Two questions that appeared on the survey prompted more feedback than any others (survey and results are available in Appendix 3.8.)

Do you understand how the governance system works?

What suggestions would you offer to improve the governance system?

The results indicated that while nearly 80 percent of respondents either somewhat understood or clearly understood how the governance system worked, they also believed the system was complicated, cumbersome and inefficient.

### Internal governance 2012-13

The new Governance Task Force began its work by agreeing to a set of guiding principles, many of which were central to the 2008 governance system:

- Governance is advisory to president.\*
- System that is easy to understand and efficient.
- All major constituencies have a voice.\*
- All constituencies afforded appropriate participation opportunities.\*
- Faculty has substantial voice in matters of curriculum and instruction.\*
- Decision-making aligned with expertise and responsibility.\*

\*Recommended by NEASC and other professional organizations.

The vice president for Academic Affairs and her staff used the feedback from the Governance Task Force to draft a more complete governance document. The revised draft made the system simpler and more efficient.

While the 2008 model relied on consensus, the new model of governance embraced the use of Robert's Rules of Order, allowing for a simple majority vote to approve a proposal.

The new model eliminated both the parent and the College Coordinating Councils as a way to simplify the deliberative process. The rationale for eliminating these tiers is based on including a broader cross-college representation at the committee level. The decision matrix is articulated in the governance document (see governance document 9/9/2013, www.ccri.edu/acadaffairs/pdfs/GovernanceDocument10 4 13.pdf).

The new model provides resources for support, coordination and training for running elections and for supporting chairs of each committee. The president has agreed to appoint a governance facilitator to ensure that all areas of the college adhere to the processes and procedures outlined in the governance document.

### **Projections**

A new Governance system was implemented September 2013. In order to assess and improve this revised system, the college proposes to:

- Convene all Governance committee chairpersons to provide input into the revised Governance process
- Charge Governance committee chairpersons with creating a "Governance Survey" to be completed by CCRI faculty and staff in order to gather data on revised Governance process
- Utilize results of the survey to develop changes in the Governance process
- · Allow college community to vote on proposed changes
- Implement changes approved changes

		Standard 3- Pl	an of Actio	n Milestones	
Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
3.1	Nominate	Call for Nominations	February 2015	Governance Facilitator	Nominations received
	Vote	Election of committee seats	March 2015	Governance Facilitator	Elected seats on committees
3.2	Evaluate	Prepare a survey	April 2014	Committee Chairs and VPAA	Survey instrument
Ī	Communicate	Conduct electronic survey	May 2014	Committee Chairs and VPAA	Survey results

3.3	Develop	Develop proposed changes based on survey results	June 2014	Governance Committee	Proposals for change to governance system, including possible role for adjunct faculty
3.4	Vote	College-wide vote on proposed changes	September 2014	Governance Committee & Governance Facilitator	Change to governance document effective July October 1, 2014
3.5	Implement changes	Implement approved changes in the process	January 2015	Governance Committee & Governance Facilitator	Revised Governance system

### Institutional effectiveness

The college has operated within the context of frequent changes in the external governing structure over the last five years. Between 2009 and 2013, there have been three distinct separate boards of higher education and four different board chairs of these organizations. The current model includes a Board of Education responsible for overseeing all of K-20 education. In spite of the frequently changing external governance structures overseeing the college's work, CCRI through strong executive leadership guided by its mission has demonstrated its ability to set and maintain a strong, clear course to achieve its strategic priorities and aspirational goals on behalf of improving its institutional effectiveness.

The college has made progress in improving the effectiveness and efficiency of its internal governance system. The governance system includes a formal process to review the effectiveness of the existing structure and to recommend revisions on an annual basis. Resources have been provided to assist with the infrastructure and oversight responsibilities that are key to ensuring that the community is utilizing the revised governance system protocols and communication systems that were put in place to increase input across all CCRI campuses.

<sup>\*</sup>All RIGL documents referenced in this document may be found in the Workroom.

	œ	10
	n	ъ.
	м,	•
	,	1
	u	
	œ	5
	~	٩.
	•	4
		a.
	С	3.
		٠.
13	~	-
	1	4
		ъ.
	•	•
	σ.	~
	α.	2
	9	-
		-
	×	50
	-	•
	E.	
		۰.
•		٠.
ĸ	Prophization and (Noverhance	1
	-	٠.
	-70	90
9		9.
	_	4
ec.	c	3
	•	-83
	-	4
	1	a.
		7
S.		
	•	v
	_	٠.
3	٠.	•
	-	34
	_	٩.
	٠.	
w	-	
	~	٧.
Ξ.	٠.	s
ж.	-	
	a	
		•
SX.		•
6	Г	v
2	а.	а.
	7	٩.
	-	4.
	s.,	
	,	7
	-	٠.
	P)	٠.
Э,	•	
	_	м
	•	٧.
	٠.	4
	•	۹.
20		6
•		٦.
	Ε.	,
33	-	
	21	-
	ж.	٠.
	•	•
ĸ	*	ì
		3.
2		
	-	4
	Ċ	1
	Ç	į
	Ç	1
•	Ç	1
•	24.0	1
•	210	1
	210	1
	2010	1
-	0.00	1
- C	0.100	1 1 1 1 1
	2000	175777
	かったり	775777
	いれないいな	
	フォでフィウ	777777777777777777777777777777777777777
	フォでフィウ	ימוזיהמוה
* No. 10 10 10 10 10 10 10 10 10 10 10 10 10	10101010	ומוזותמות
	しょっしついっし	ומוזהמוה
	したのなったの	חומוותמות
	* ひれてひれてい	חומוותמות

Please attach to this form:
1) A copy of the institution's organization chart(s).
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the
legal authority of the institution to award degrees in accordance with applicable requirements.

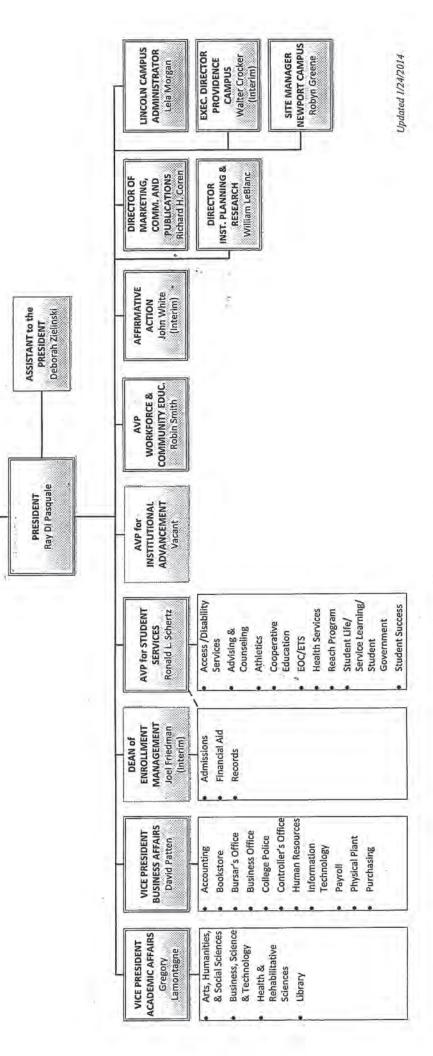
governance of all public education in Rhode Island is an innovative integration of policymaking and planning for elementary, secondary and higher public education in our state." Island Board of Education: The 11-member Rhode Island Board of Education was created by the Rhode Island General Assembly in 2013 and If there is a "related entity," such as a a state system, describe and document the relationship with the accredited institution. Rhode replaced the Board of Regents for Elementary and Secondary Education and the Board of Governors for Higher Education. This consolidated

Name of the related entity	RI Board of Education
URL of documentation of relationship	http://www.ride.ri.gov/BoardofEducation/Overview.aspx
Name of the related entity	formerly the RI Baord of Governors for Higher Education
URL of documentation of relationship	http://www.ribghe.org
Governing Board	URL
By-laws	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Board-of-Education/Regulations/BOE-Bylaws.pdf
Board members' names and affiliations	http://www.ride.ri.gov/BoardofEducation/BoardMembers.aspx
Board committees	URL or document name for meeting minutes
Executive Committee	http://www.ride.ri.gov/BoardofEducation/ExecutiveCommittee.aspx
Major institutional committees or gover UR	jover URL or document name for meeting minutes
a. President's Council	http://myccri.ccri.edu/jsp/grouptools/home/HomePage.jsp?groupID=21283
b. CCRI Governance	http://www.ccri.edu/governance/

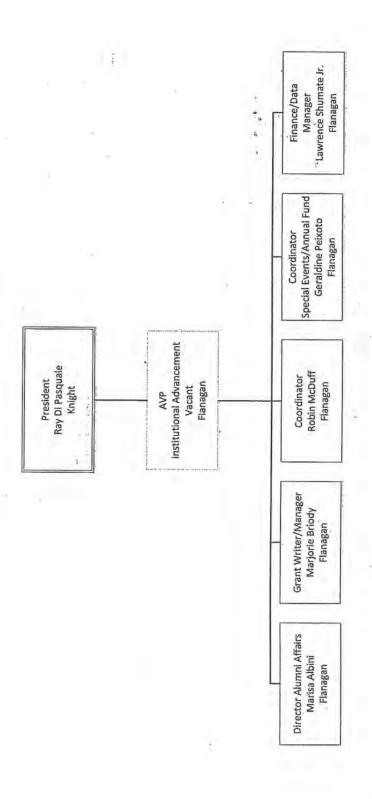
	(Locations	and Modalities)			
	(Eccations	and modulities)		1	
ampuses	, Branches, Locations, and Mod	alities Currently in Or	peration (S	see definitions, belo	ow)
				ntry Date Initiated	Enrollmen
	Main campus	Warwick	RI	1972	823
		Lincoln	RI	1974	595
		Providence	RI	1990	366
		Newport	RI	2005	160
	Other principal campuses	Down City Prov	RI	2003	28
	Branch campuses	Westerly	RI	2003	27
	Other instructional locations	Off Campus (incl	RI		12
		Trng & Dev sites	RI		34
T			Wall spaces		Passilana
	Distance Learning, e-learnin	9		Date Initiated	Enrollmer
	12: 1:			1995	151
	First on-line course First program 50% or		-	Fall 2010	
	First program 100% of		+ +	n/a	
	First program 100%	on-inie	+ +	11/2	
	Correspondence Education			Date Initiated	Enrollmen
	Correspondence Education	Telecourses		1986	1
		Telegotation		1700	
	Other principal campus: a camp the institution's academic program degree requirements of one or mo	(e.g., the medical school)	or a perman	ent location offering 10	00% of the
		(e.g., the medical school) re of the academic program	or a perman	ent location offering 10	00% of the
*	the institution's academic program degree requirements of one or mo-	(e.g., the medical school) re of the academic program campus (below).  on): a location of an insti- which meets all of the follo- ree, certificate, or other re ure; c) has its own facult	or a perman ms offered of itution that i owing criteric ecognized cr	ent location offering 10 on the main campus and see geographically apart as a: a) offers 50% or more dential, or at which a ce	00% of the dotherwise I otherwise I on the dotherwise I of an degree may be
*	the institution's academic program degree requirements of one or mo meets the definition of the branch  Branch campus (federal definiti independent of the main campus v academic program leading to a deg completed; b) is permanent in nat	(e.g., the medical school) re of the academic program campus (below).  on): a location of an insti- which meets all of the follo- ree, certificate, or other re- cure; c) has its own faculty gauthority.	or a perman ms offered of itution that i owing criteri- ecognized cri y and admin	ent location offering 10 on the main campus and see see see see see see see see see se	00% of the dotherwise I nd re of an degree may be organization;
*	the institution's academic program degree requirements of one or momets the definition of the branch  Branch campus (federal definition independent of the main campus vacademic program leading to a degrompleted; b) is permanent in nated) has its own budgetary and hiring Instructional location: a location	(e.g., the medical school) re of the academic program campus (below).  on): a location of an insti- which meets all of the follo- ree, certificate, or other re- cure; c) has its own facult- g authority.  a way from the main came d.  A degree or Title-IV eligib	or a perman ms offered of itution that i owing criteric cognized cr y and admin	sent location offering 10 on the main campus and sent location of the main campus and sequentially apart at a a: a) offers 50% or more dential, or at which a constrative or supervisory 10% or more of a degree	00% of the dotherwise I and re of an degree may be organization;
*	the institution's academic program degree requirements of one or mo- meets the definition of the branch  Branch campus (federal definiti- independent of the main campus v- academic program leading to a deg completed; b) is permanent in nat d) has its own budgetary and hiring  Instructional location: a location eligible certificate can be complete  Distance Learning, e-learning:	(e.g., the medical school) re of the academic program campus (below).  on): a location of an insti- which meets all of the follo- ree, certificate, or other re- cure; c) has its own facult- g authority.  A degree or Title-IV eligib- on-line.  ree or Title IV certificate	or a perman ms offered of itution that i owing criteric cognized cri y and admin  upus where 5	sent location offering 10 on the main campus and sent the main campus and sequences are as	1 otherwise I othe

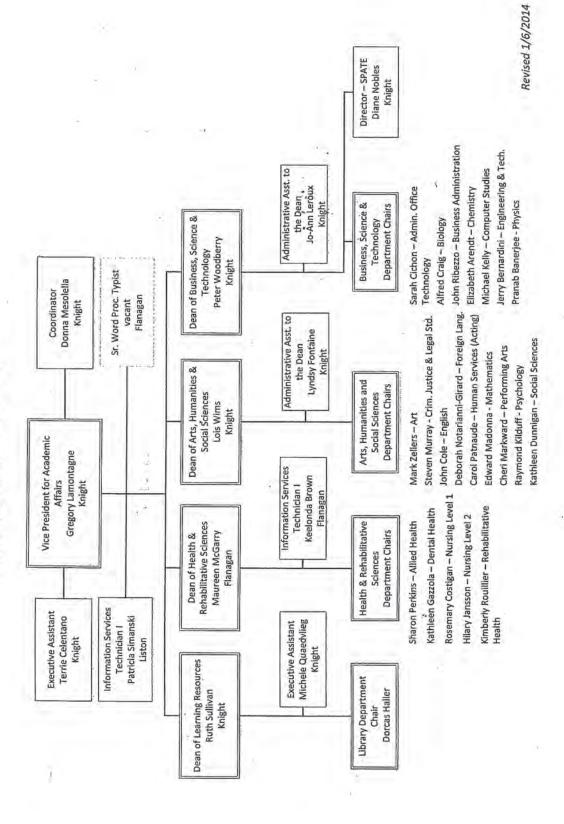
# COMMUNITY COLLEGE OF RHODE ISLAND FUNCTIONAL ORGANIZATIONAL CHART

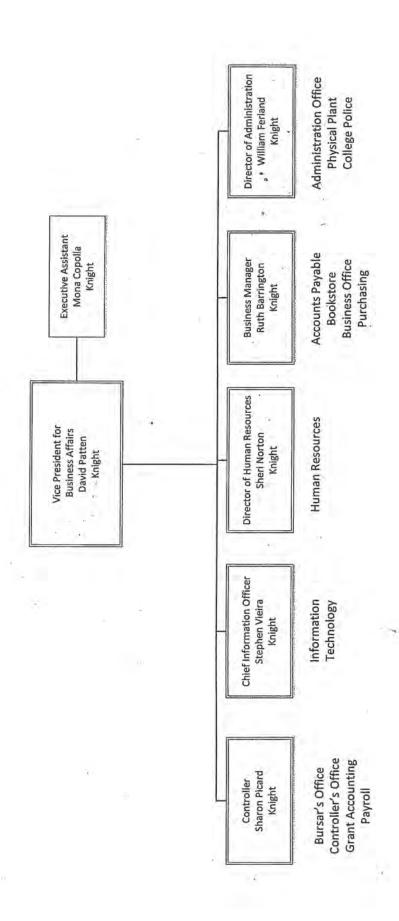
BOARD OF EDUCATION



President's Division Office of Institutional Advancement

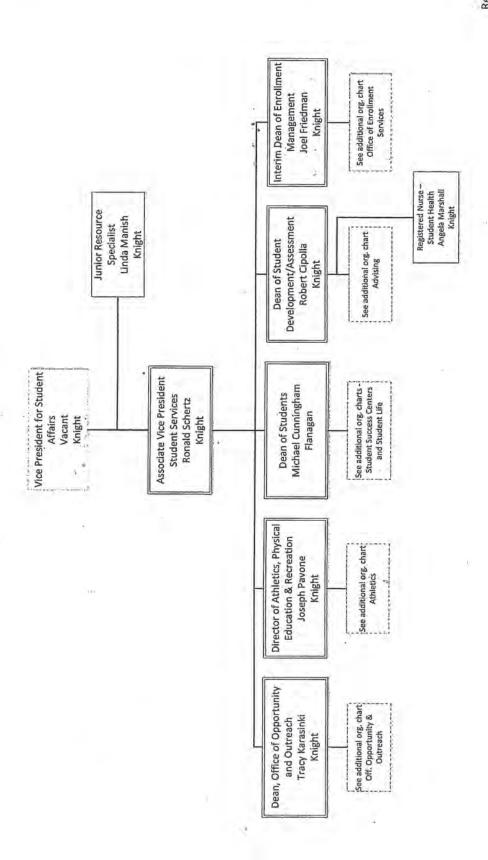






Revised 1/8/2014

# **Division of Student Affairs**



# TITLE 16 Education

### **CHAPTER 16-33.1**

## Community College of Rhode Island [See Title 16 Chapter 97 – The Rhode Island Board of Education Act]

### **SECTION 16-33.1-3**

§ 16-33.1-3 Award of degrees – Curriculum and government. – The board of governors, with the approval of the president and a committee of the faculty of the community college, shall award associate degrees, certificates, and diplomas and confer honors in the same manner as is customary in American junior colleges and community colleges. It shall also be the duty of the president and a committee of the faculty, with the approval of the board of governors, to arrange courses of study, prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper.

History of Section. (P.L. 1968, ch. 180, § 1; P.L. 1981, ch. 24, § 1.)

### Standard Four: The Academic Program

### Description

CCRI offers almost 100 programs, certificates and related majors. (See Data First Forms for more specific information.) The associate degree programs are all greater than one year in length and all require at least 60 credits to complete. Evidence of this can be found in the CCRI catalog and in program/departmental websites. In addition to meeting the minimum requirements for an associate degree, many of the programs have also been "slimmed down" based on a directive from the Rhode Island Board of Governors in Higher Education (RIGHBE) issued in 2008-09. RIGBHE was concerned with what it perceived to be the state's higher education institutions' excessive credit requirements required for graduation and the resulting costs passed on to students. Each of the three Rhode Island higher education institutions was required to submit a revised curriculum for each degree program, justifying the need for total credits above the minimum credits required. For CCRI programs, the minimum credit requirement is 60 credits, and a good number of the college's programs exceeded the minimum requirement. CCRI's programs were revised accordingly, with the resulting exceptions consisting of programs requiring licensure to practice and programs that included a number of four-credit courses; e.g., science courses, etc.

CCRI has courses and programs designed to meet the educational needs of the community. It offers courses leading to an associate degree, certificate or personal development. The courses are offered on four campuses and two satellite locations, making them available throughout the state. Courses are also offered in a distance learning format allowing students access from anywhere at any time.

Mission statements for the majority of the associate degree programs are posted on their respective department websites. The program mission statements show consistency of the program missions with the mission of the college. The career programs have mission statements that indicate the programs will provide the students with the knowledge and skills to competently and safely perform job-related tasks in the workplace for the respective fields of study. The mission statements of the liberal arts and general education programs indicate that graduates are prepared to acquire a solid academic foundation upon which to become successful in their pursuit of further education. The Science, Liberal Arts and General Studies programs at the college emphasize coursework that is typically offered in the freshman and sophomore years of a bachelor's degree program preparing students to transfer after graduation.

Credit-bearing certificate programs are offered in the Academic Affairs Division. They are housed within 12 of the academic departments and the number of credits required for completion ranges from 16 to 40. All of the credits required in a certificate are accepted toward a degree program as appropriate. The Gainful Employment Disclosure is included for each certificate

program in the CCRI catalog, CCRI and respective department websites and on disseminated materials such as brochures and information packets. Information relative to the Gainful Employment Disclosure including program length, cost of books, tuition and fees, and statistics relative to employment and graduation rates is available on the vice president for Academic Affairs website: <a href="www.ccri.edu/acadaffairs/gainful-employment">www.ccri.edu/acadaffairs/gainful-employment</a>. Academic department Web pages link to this information.

The college offers programs to address the educational and training needs of individuals of all ages as well as the needs for qualified employees in business and industry through its Center for Workforce and Community Education (CWCE). Serving more than 35,000 individuals annually, CWCE enriches lives through collaborative planning, workforce development programs, customized training, noncredit continuing education and state-mandated training.

Through its Community Education and Personal Enrichment courses, CWCE addresses a wide variety of interests of individuals of all ages. Courses offered include Kids' College, computer skills training, pet assisted therapy, Reiki and SAT preparation.

CWCE's Department of Adult Education and Literacy provides hundreds of adult learners with opportunities to acquire foundational skills and knowledge to enrich themselves, their families, their workplace and their community. Partnering with other adult education providers, CWCE creates a seamless system of services for adult learners and offers best practice models for students such as its Career Pathways for the 21<sup>st</sup> Century program. The department also provides GED® preparation and testing to those individuals who are attempting to acquire a high school equivalency diploma and English as a second language (ESL) courses to individuals who need to improve their reading, writing, vocabulary, comprehension and conversational English skills.

CWCE provides many career training programs on its campuses as well as online to address workforce needs in the community by training individuals for certification and employment. Many of the programs offered are developed in response to the needs of the Rhode Island community and educate, train and certify individuals for successful careers in an increasingly complex economy. Each year, thousands of students participate in pre-employment training programs such as certified nursing assistant (CNA), teacher assistant, pharmacy technician, office skills and continuing education programs for dental assistants, massage therapists and other healthcare professionals. The division also offers apprenticeship training programs in the electrical and plumbing fields as well as several other certification courses in lead abatement and food and alcohol server awareness.

Providing high-quality customized training programs to organizations, CWCE's Workforce Training department is a comprehensive resource addressing the workforce development needs of businesses in Rhode Island. Training programs can be offered at any college campus or facility or on site. A combination of courses, both credit-bearing and noncredit, may be included in individualized plans that are developed for an organization's unique needs. The Institute for Leadership Development provides customized, affordable, high-quality organizational skills training to increase individual and organizational effectiveness. Training opportunities serving organizational needs at all levels, from frontline employees to upper-level management, are

available in modular programs focusing on specific aspects of performance improvement, leadership skills, teamwork, supervisory skills, workplace basics and interpersonal communication. These training systems are designed to provide the maximum opportunity for customization in order to best meet an organization's specific needs.

CWCE also offers several grant-funded programs that enable qualified participants to receive skill training, remedial education and job search skills. Pathways to Advance Career Education (PACE) was initiated when CWCE was awarded a three-year \$3.4 million federal grant in 2010 from the Department of Labor to produce pathways to career ladder jobs in the expanding industries of health care and information technology for trade-eligible displaced workers, military veterans and other unemployed or underemployed Rhode Island workers. Participants of the program receive strong support and guidance from the PACE staff including academic advising, tutors and bilingual interpreters. The tutors work in conjunction with the classroom content instructors to facilitate acquisition of the career requisite reading, writing and mathematics skills. PACE has integrated promising practices to create an "earn and learn" model that has effectively linked education, training and the workplace while addressing participants' identified barriers to program completion and success. To date, PACE has served more than 831 individuals with more than 488 entering employment upon successful completion of their respective program.

Credit-bearing courses offered as part of CWCE's Workforce Training department are taught by instructors from the Academic Affairs Division of CCRI. These courses may be offered at the worksite, at CCRI or through distance learning. The instructors are assigned through the appropriate academic department and the content and assessment of the content for courses offered at the worksite is the equivalent to the courses offered onsite or online at CCRI.

CWCE monitors and evaluates all of the noncredit courses offered. CWCE assesses student performance and satisfaction in all courses as well as assessing the outcomes for courses by documenting the registration, completion rate and pass rate on any certification exams where applicable. CWCE courses and programs are offered on all of the CCRI campuses, through distance learning, at worksites and many other locations throughout the state. Information about courses and programs, including registration info, is available at each of the campuses and on the CCRI website where it is easily accessible.

Course syllabi for the credit courses vary greatly in the amount and type of information provided. In the Spring 2011 semester, as a consequence of one of the recommendations that came from the Foundations of Excellence self-study, an ad hoc committee was formed to develop an outline of the elements to be included in syllabi for all of CCRI's credit courses. The Recommended Syllabus Components, finalized by the ad-hoc committee, were approved through the Academic Advisory Committee and the Department Chairs in 2011-12 and are now published on the Vice President for Academic Affairs website (<a href="https://www.ccri.edu/acadaffairs/informationforfaculty.html">www.ccri.edu/acadaffairs/informationforfaculty.html</a>). The President's Council granted final approval in April 2012. In keeping with its commitment to creating formal policies – discussed in greater length in Standard Ten – CCRI Policy 3.1.3-Syllabus was developed in January 2013. Full implementation of this policy began in Fall 2013.

During its last comprehensive evaluation, CCRI was cited for not being in compliance with NEASC requirements pertaining to general education. Since that visit, the General Education Committee developed a Definition of an Educated Person in 2006. The definition was originally composed of six abilities but was refined to include four abilities in 2007 and was implemented in Fall 2008. The definition and four abilities can be found on Page 17 in the CCRI 2013-14 catalog or <a href="www.ccri.edu/gened/EducatedPerson.html">www.ccri.edu/gened/EducatedPerson.html</a>. The abilities include effective communication; critical thinking; quantitative, mathematical and scientific reasoning; and social interaction. To ensure that graduates achieve the student learning outcomes in each of the elements included in the Definition of an Educated Person: Four Abilities, the core general education requirements for the associate degree programs were developed. Each degree program requires at least 20 credits of general education coursework that must comply with the distribution requirements outlined in the core general education requirements. The required general education core distribution requirements can be found in the CCRI 2013-14 catalog (Page 19) and on the website: <a href="www.ccri.edu/gened/gened\_gened\_core.html">www.ccri.edu/gened/gened\_core.html</a>.

Following the last NEASC visit, all of the current associate degree-granting programs at the college were revised to meet the distribution requirements of the General Education Core. All of the degree-granting programs require their students to complete a college-level English course to demonstrate that students achieve the ability to effectively communicate. All degree-granting programs require completion of either ENGL 1005: College Writing; ENGL 1010: English Composition I, or ENGL 2100: Technical Writing. These courses require placement testing or coursework to demonstrate readiness to participate in college-level writing, thinking and research. New programs and courses must submit proposals to the Curriculum Review Committee prior to the program or course being offered. Courses intended to satisfy the General Education Core requirements must be reviewed by the Curriculum Committee prior to the course being designated as satisfying the general education requirement.

Each academic program includes major requirements to address knowledge and skills specific to preparing students for transfer to a four-year program or for entry into the workforce. Courses that are directly linked to the program major (Business, Nursing, etc.) are developed by the program faculty members who have expertise in the major content areas. Program faculty consult with advisory boards, clinical/fieldwork sites, graduates and employers in designing new courses. In developing courses intended to transfer, program faculty consult with their counterparts at four-year institutions to verify that the course objectives and content are equivalent to the requirements of the baccalaureate institution, thus ensuring successful transfer of credit for those graduates who will be continuing education in their field of study. Courses designated as 1000-level courses are designed to prepare students to be successful in the 2000-level courses. The majority of the degree-granting programs have a recommended course sequence for students to complete to ensure that the course sequence prepares the student to progress through the program and the recommended course sequence for most academic programs was added to the 2013-14 CCRI catalog.

Nearly half of the degree-granting programs require students to achieve a "C" or better for all major courses or require a GPA of at least 2.0 or better to progress through the program. The catalog indicates both general education as well as major courses for each program.

The vice president for Academic Affairs is responsible for oversight of the 21 academic departments, distributed among four divisions: Health and Rehabilitative Sciences; Business, Science, and Technology; Arts, Humanities and Social Sciences; and the Library (LRC). A dean oversees each of the academic divisions. Each academic department has a chair who is a faculty member and who reports to the dean of the division where the department resides. Faculty members that work in an academic department may report directly to the department chair. If a department comprises more than one academic program, each academic program has a program director. Faculty members in a program report to their program director as well as the to the department chair.

The Department Chairs Committee includes department chairs and members of the administration. Committee meetings are chaired by the vice president for Academic Affairs. Policies, procedures and implementation strategies are discussed for issues impacting instruction and assessment in the academic programs. Minutes of the meetings are available in the workroom.

Curriculum and program policies are developed by the program director and program faculty. The department chair and/or the program director are responsible for evaluating the courses, faculty and program performance. Programs are scheduled to complete an Academic Program Review (APR) once every three to five years. The APR process is led by a full-time faculty member and supported by a committee. The APR process – previously referred to as the Internal Quality Assessment – was revised in 2010-11 to include more rigor and involvement with the leadership within the Academic Affairs Division. New elements that were added included research to confirm that the stated learning outcomes meet the demands of employers and/or transfer institutions and there is a particular emphasis on meeting the guidelines of a newly released Rhode Island 21<sup>st</sup> Century Workforce Commission report. Provisions were also introduced to address the academic deans' concerns that they were not included in the process. The revised version of the APR requires a dean's signature to move from one section to the next, thus ensuring that the deans are involved in the process. The APR schedule of program review is available on the website (<a href="https://www.ccri.edu/dean-as/programreview">www.ccri.edu/dean-as/programreview</a>); more information on the APR process can be found in the Appraisal section.

Any faculty member may develop and initiate a course or program by first completing a Course Proposal Form, an Experimental Course Proposal Form or a Program Proposal Form. The forms are available on the Curriculum Committee's website, <a href="www.ccri.edu/dean-bst/curriculumreviewcommittee.html">www.ccri.edu/dean-bst/curriculumreviewcommittee.html</a>. In order to strengthen and support the outcomes assessment process, there is a notation on the timeline that prior to submitting proposals to vice presidents/deans, departments preparing course/program proposals are "encouraged to confer with the assessment coordinator regarding the wording of drafted student/program learning outcome statements." Once the proposal form(s) is completed, it must be approved by the faculty member's department prior to being sent to the deans and then to the Curriculum Review Committee. Once approval has been granted by the Curriculum Review Committee, the final approval occurs at the President's Council meeting. The timeline and forms are made available

to all interested parties on the website at <a href="www.ccri.edu/dean-bst/curriculumreviewcommittee.html">www.ccri.edu/dean-bst/curriculumreviewcommittee.html</a>.

Guidelines governing the awarding of academic credit are contained in Policy 3.2.1 (Appendix 4.1). Academic credits are awarded using the Carnegie Unit, which assigns credits based on the amount of time a student is in class. Lecture courses are assigned credits based on the number of hours (50 minutes) that lecture is provided each week in the semester (15 weeks). Laboratory courses are assigned one credit for every two hours of laboratory activity. Credits for clinical education are based on standards established by external accrediting bodies for individual programs. Credits are also awarded for work that includes demonstrable academic content, including study abroad, independent study, service learning and internships.

CCRI's policy on Prior Learning Assessment (PLA) is published in both its print and online catalog (<a href="www.ccri.edu/priorlearning">www.ccri.edu/priorlearning</a>). Credit is awarded only if learning through work and life experiences can be identified as college-level, can be applied to specific courses offered at CCRI within a degree program, and can be documented. Information regarding how the college awards transfer credit to CCRI as well as information regarding transfer and articulation agreements is clearly delineated on CCRI's website (<a href="www.ccri.edu/oes/admissions/tran\_info.html">www.ccri.edu/oes/admissions/tran\_info.html</a>) and in CCRI's printed catalog.

A complete listing of CCRI's distance learning courses by department and by semester can be found at <a href="http://webfor.ccri.edu/dl/courselisting.cfm?term\_in=201330">http://webfor.ccri.edu/dl/courselisting.cfm?term\_in=201330</a>. At CCRI, there are currently two course formats available through asynchronous distance learning, one synchronous format and one blended format. In the asynchronous course formats, there are online Web-based courses and telecourses. In the synchronous course formats, there are interactive two-way video conferencing courses and blended or hybrid courses. There has been more than 160 percent increase in headcount for distance learning courses from Fall 2007 to the present and enrollments are projected to grow.

CCRI has various procedures through which it establishes that the student who registers for a course or program is the same student who participates in and completes the program and receives the academic credit. First, CCRI issues unique usernames and passwords to access course materials. Second, faculty are directed to adhere to stated guidelines in terms of assessment including:

 If any one test is worth a substantial portion of student's grade (20 percent+), the test should be proctored.

2. No more than 50 percent of final course grade should be based on online tests and that multiple tests are used to determine the final grade. The remainder 50 percent should be determined by other assessment methods (proctored final exam, multiple research writing assignments, graded discussion boards postings and/or group or individual projects).

 Faculty are encouraged to implement various methods to ensure the integrity of online testing (delay release of score until availability period ends, prohibit copying and/or printing, randomizing test questions and/or responses, limiting time, forcing completion in one sitting). More information on the resources available to students and faculty working in a distance learning venue are available in the Appendices for this Standard.

CCRI's student learning outcomes assessment reporting process has developed over the past 10 years, beginning with a directive in 2004 from the Rhode Island Board of Governors for Higher Education (<a href="https://www.ribghe.org/11b041204.pdf">www.ribghe.org/11b041204.pdf</a>). Dr. Peggy Maki was hired by the state to provide a multiple-year consultancy to the state higher education institutions to assist them in developing methods to assess student learning outcomes. In 2005, Dr. Maki held a series of four formal workshops to inform faculty of good practice in student learning outcomes assessment. In Fall 2006, the college granted six credits release time each semester to a faculty member to serve as the assessment coordinator. Since Fall 2009, this same faculty member has been granted full-time release time each semester, with stipends over the summers, to coordinate the assessment process. From 2005-10, Dr. Maki assisted CCRI faculty and staff in writing learning outcomes and establishing valid methods of assessment.

CCRI is using the inventory of program assessment and specialized accreditation to exhibit its approach to assessing student learning and using the results for improvement. All of CCRI's associate degree programs, approximately one-third of which are accredited by external bodies, have created student learning outcomes that clearly articulate what students should know and be able to do upon graduation from the program. In addition, all of the associate degree-granting programs have posted program student learning outcomes on their department websites, with the exception of two programs that do not have a program website: General Studies and Technical Studies.

All programs are scheduled to complete an Academic Program Review on a three- to five-year cycle and all associate degree programs are scheduled to submit reports on their program student learning outcomes assessment practices on a three-year cycle.

A significant portion of the revised Academic Program Review (APR) (<a href="www.ccri.edu/dean-as/programreview">www.ccri.edu/dean-as/programreview</a>) document emphasizes utilization of the outcomes assessment process. The updated APR also asks for a written summary of the changes made based upon the assessment results. Section II of the APR document requests specific information regarding the assessment of the program learning outcomes:

#### Section II: Curriculum and Outcomes

#### Course Outcomes and Assessments

Course	Outcomes Method Assessi		Changes Made Based Upon Assessment Results
--------	----------------------------	--	--

Further, the revised Academic Program Review document includes a copy of the program's most recent program assessment report(s) in order to better integrate the processes of Academic Program Review and program assessment.

More than half of CCRI's associate degree programs have reported on their assessment processes twice since 2007, a little more than one-third have reported once and approximately one-tenth have never reported. Of those that have not reported, the majority are new programs or have new directors. As the Inventory of Educational Effectiveness Indicators shows, programs have made a variety of curricular, pedagogical or assessment changes as a result of what was learned from the assessment process. Specifically, programs have added one or more class or classes to the program, implemented a tracking program to monitor success, added projects or presentations, raised or changed program entrance requirements/grades, reviewed/changed assessment tool(s), created a student survey, added a capstone, created a website, made information more accessible to students, added a mentoring program, changed faculty to student ratio, added a field trip, held conference/collaborative effort across schools, added certification tests for practice, designed a pilot program, added an internship, offered adjunct/faculty support, added a new text and added new equipment.

In 2007, CCRI department chairs and program directors began reporting the results of their associate degree program learning outcomes assessment to the Academic and Student Affairs Committee of the Rhode Island Board of Governors for Higher Education. The campuswide assessment committee called the Learning Evidence Team established a three-year cycle for submitting reports. The Learning Evidence Team was composed of the academic deans and faculty from all divisions of the college. It met four times per year and showcased one program's assessment report during each meeting.

At that time, Dr. Maki reviewed the reports and categorized them as Level 1 (Successful Completion of a Cycle of Assessment, meaning that the report specified how the program analyzed data and made changes based on the analysis of that data), Level 2 (Pending Completion of a Cycle of Assessment, meaning that the report included information on how the program had collected evidence of student learning, but had not provided analysis or interpretation of the data and had not implemented changes based on it ) or Level 3 (Beginning Steps of Assessment Cycle). Please see Appendix 4.2 for a copy of Dr. Maki's criteria for evaluating program assessment reports.

In the first round of reporting from 2007-10, 45 programs reported. Of those, 47 percent (21 programs) were classified as Level 1, 53 percent (24 programs) were Level 2 and no programs were classified as Level 3. In the second round of reporting (2009-13), 28 programs reported and of those, 64 percent (18 programs) were classified as Level 1, 36 percent (10 programs) were Level 2 and no programs were classified Level 3.

With the departure of Dr. Maki in Spring 2010, CCRI formed a new assessment committee to begin evaluating CCRI's program assessment reports. This committee, the Learning Outcomes Assessment Committee (<a href="www.ccri.edu/loac">www.ccri.edu/loac</a>) formerly the Learning Evidence Team, is composed of two members from each division of the college and it reviews the program assessment reports and provides written feedback to the departments on the strengths and weaknesses of their reports.

As an example of CCRI's progress in student learning outcomes assessment since undertaking this work, program student learning outcomes are now written for 100 percent of CCRI associate degree programs and the majority of those are published on department or program websites. Nearly half of the academic departments have published their course student learning outcomes on department websites. The remaining departments publish their course student learning outcomes on their syllabi. By contrast, in 2006, responses to a survey showed that only 38 percent of CCRI associate degree programs had crafted student program student learning outcomes and 40 percent had developed course outcomes for most or all of their courses at that time.

CCRI's associate degree programs are in the process of creating curriculum maps for courses in the major to help ensure that learning activities provide multiple and varied opportunities to offer feedback to students so that they can master the outcomes. In a NEASC survey given in Fall 2012 in which two-thirds of the respondents were faculty and one-third were staff, answers to a question on how student learning outcomes are assessed in courses and programs included many formative measures such as tests, lab reports, papers, portfolios, practicums and projects, as well as summative measures such as standardized final exams.

In addition to the indirect and direct methods documented in the program assessment and Academic Program Review processes, CCRI has gathered data in a variety of ways to better understand what and how students are learning and to get ideas about how to improve teaching and learning at CCRI. For example, the college administered the CCSSE in 2006 and the CCRI Graduate Survey in 2007, (<a href="https://www.ccri.edu/irpl/archives.html">www.ccri.edu/irpl/archives.html</a>) 2012 and 2013. CCRI also participated in the Wabash Study in 2009 and in the Foundations of Excellence self-study in 2009-10. Examples of outcomes that resulted from the recommendations from the Foundations of Excellence self-study follow in this chapter.

The Critical Thinking Assessment Test (CAT) results (2011-12) (related documents available in workroom) gave the college very specific information about students' strengths and weaknesses, and a faculty learning community studied both how to address the results and how to assess critical thinking in the future. There is more information in the Appraisal section about how CCRI has worked to establish a process to assess the Definition of an Educated Person: Four Abilities.

The processes for assessing student learning at CCRI involve faculty in articulating student learning outcomes, in choosing the tools to assess outcomes, in deciding which outcomes to assess and what evidence to collect and in analyzing the results of the evidence. Faculty members from each division also serve on the Learning Outcomes Assessment Committee, which evaluates the program assessment reports submitted by each associate degree program. Aggregated results are reported to the Department Chairs', and all reports are housed on the CCRI Assessment Wiki (documents available in workroom) so that the academic deans and vice president for Academic Affairs have access to them.

In Fall 2010, CCRI's Center for Innovative Teaching Learning and Assessment (CITLA) opened and began offering several workshops on teaching and assessment each year. In response to a

survey question in September 2012 asking CITLA participants what ideas they had implemented in their daily teaching as a result of attending CITLA workshops, 15 percent answered that they have implemented new assessment techniques or realigned their outcomes and assessments. Support for CITLA is another example of an initiative that arose from a Foundations of Excellence recommendation to "increase professional development opportunities for full-time and adjunct faculty" by supporting "the CITLA as a vehicle for faculty exploration of varying teaching methods and their effectiveness."

In a survey given in Fall 2012 in which the respondents were approximately two-thirds faculty and one-third staff, 87.6 percent answered affirmatively that their department or college division assesses its effectiveness at regular intervals. Further, 83 percent of those responded that their department, program or college division uses the assessment data it collects to improve its performance. Examples of changes or improvements that have been made within programs or courses as a result of data collected from assessing student learning include greater use of course objectives, curriculum additions or adjustments, clearer, more unified outcomes in syllabus and the addition of simulation projects.

### Appraisal

The missions of the certificate and degree programs at CCRI align with the mission and purpose of the college. The APR process requires that programs at least indirectly evaluate the adequacy and currency of their existing mission statement.

Up until now the college has had no consistent mechanism for monitoring course syllabi, as there was no standard procedure that required faculty to submit their syllabi each semester. Without access to the syllabi, the college could not offer assurances that multiple sections of the same courses contained a list of common course outcomes that corresponded to the course proposal that was approved by the Curriculum Committee. The department chairs would assume lead responsibility to ensure that multiple sections of the same course shared common outcomes.

In Spring 2013, Policy 3.1.3 was developed indicating that department chairs would be responsible for ensuring that the course learning outcomes were included on syllabi for all courses within their departments, using the course learning outcomes that were approved by the Curriculum Committee. Templates could be uploaded with the common course learning outcomes for courses with multiple sections, making it easier for each instructor to know the expected learning outcomes for a course and making it more efficient for the department chair to verify that the course learning outcomes were the same for all sections of the same course. Instructors have the option of including additional course learning outcomes to the common course learning outcomes if they so wish. In programs and departments that choose not to use the templates, each instructor will be expected to develop his/her own syllabi and to know and include the common course learning outcomes when teaching a course that is one with several sections. Department chairs will be required to ensure that faculty comply with this policy.

As noted in the description section, the college has revised all degree-granting programs to ensure that they include the minimum of at least 20 credits of general education coursework that

comply with the distribution requirements outlined in the core general education requirements. As the Inventory of Educational Effectiveness Indicators (E1 form) indicates, the college has implemented a variety of pilot projects to assess critical thinking, including embedded assessments, standardized tests and indirect measures and is establishing a systematic process to assess how well the college's graduates have mastered the other skills and habits of mind of an educated person that are outlined in the college's publications.

In a survey given in Fall 2012 in which two-thirds of respondents were faculty and one-third were staff, respondents were asked how programs assess student learning outcomes in general education and the college's Definition of an Educated Person: Four Abilities. Responses to this question included "writing reports," "unsure" and "just beginning the conversation." These answers clearly indicate a need for discussion of approaches to assess the general education curriculum.

To that end, many of the associate degree programs are in the process of updating their curriculum maps to include the manner in which programs address program student learning outcomes for required general education courses. At the same time, the programs are mapping the manner in which their general education course requirements contribute to the achievement of the learning outcomes associated with the Definition of an Educated Person: Four Abilities. Because many of the general education courses are still being mapped to the learning outcomes associated with the Definition of the Educated Person: Four Abilities, they are not available to the programs for inclusion in their maps. As a result, only a small percentage of the programs have finalized their updated curriculum maps addressing the Definition of an Educated Person: Four Abilities, but the college is working toward accomplishing this goal, which was another of the key Foundations of Excellence self-study recommendations regarding curricular intentionality. Specifically, the recommendation was to "Clearly map and then demonstrate the relationship between courses taken and institutional learning outcomes by mapping the curriculum as it relates to the educated person, mapping the general education core to the educated person." When the courses are mapped, the college will also have a much clearer picture of where to look for evidence of student learning of the skills and habits of minds of an educated person.

Metrics for assessing student learning outcomes are being developed for the General Studies and Liberal Arts programs. A process to assess the extent to which the programs meet these metrics needs to be determined. Program learning outcomes assessment in the General Studies program may be lacking, as there is no program director to lead the program in this activity.

One of the challenges in creating a process to assess the components of preparing an educated person has been the absence of a dean for the Arts, Humanities, and Social Sciences division. Within the last 10 years, the position has been vacant for four years. The former vice president for Academic Affairs served as the interim dean along with her other responsibilities. Currently, the position has a dean in place, but there is much catching up work to complete in this area. However, the new dean is working with faculty to develop metrics to measure student learning outcomes in general education.

For the past seven years, the assessment of student learning outcomes has been focused on the program level because of the mandate that came from the former Rhode Island Office of Higher Education in 2004. This process has worked fairly well for the departments that have programs, but for the departments that don't have programs or that have very few graduates of their programs, it has not been an effective process. These departments include many of the courses in the general education program, such as English, social sciences, mathematics and psychology. As a result, these departments have either not assessed student learning outcomes at all because nothing was required of them or they attempted to assess program learning outcomes but could do so only with very small numbers of graduates, and the results were not meaningful.

As the Inventory of Educational Effectiveness Indicators shows, the program assessment reports of those that have engaged in outcomes assessment work document a wide variety of assessment methods that are both formative and summative, as well as an assortment of changes and improvements that have come about as a result of data gathered to assess student learning and a development in the assessment processes used by the programs. In general, as the Inventory of Specialized and Program Accreditation indicates, assessment of student learning is more effective and systematic in accredited and technical programs than in other programs, but there are stellar examples of assessment work in each of CCRI's academic divisions. (The following examples are available in the workroom.)

The music program is exemplary because it implements multiple changes based on its assessment of every outcome. Its reports detail a variety of both assessment methods and changes implemented to address the issues surfaced in the process of data collection and analysis. For example, some of the changes made to improve student mastery of the first outcome – fourth semester collegiate ability on a principal instrument or voice – include the following:

- Systematically gathered more data about the private lessons and instructors in the juries, such as the number of lessons given and overall experience from the student's viewpoint.
- Increased the number of student recitals from one to two or three per semester to push the more advanced students to higher levels of achievement.
- A vocal performance class has been mandated for all voice students and the number of required pieces has been increased from two to five per semester for them.
- Rubrics for juries and private lessons were changed to reflect more specific outcomes.

The Business Administration Department's assessment of student learning outcomes is noteworthy for the evolution of its processes since beginning this process in 2007. After the department submitted its first reports on the assessment of its degree program, the Rhode Island Board of Governors for Higher Education designated the program as Level 1, meaning that the program had completed a full cycle of assessment. The following are several formative and summative methods of assessment that have been instituted by the department as a result of its most recent assessment effort to improve student performance:

- Standardized final exams.
- · Standardized term projects (including standardized rubrics).
- · Online homework managers.
- · Online adaptive learning programs.

Finally, the respiratory therapy program stands out for the range of direct and indirect methods it uses to assess mastery of both the affective and cognitive student learning outcomes of its program. Three changes implemented by this program include:

 Pulmonary Function Testing (PFT) rotation moved to summer with positive feedback from change.

· Grant purchase of new ventilators for lab practice.

 Reinstitution of oral case presentations with program medical director to assure structured physician input.

The college intends to build on these examples of excellent practice in the assessment of student learning by fostering the development of collaborations among chairpersons and program directors to share assessment strategies and by instituting opportunities for more formal dissemination of both results and processes.

The program student learning outcomes assessment reports, attachments, and responses from the LOAC are available on the CCRI assessment wiki and on flash drives, and hard copies are available in the document room.

Since Fall 2010, the Learning Outcomes Assessment Committee has been using a narrative response form to synthesize the comments of the committee and provide feedback to the program directors/chairs on their assessment reports. The completed responses detail the strengths of the report, questions from the committee, suggestions for improvement, recommended actions and a rating. Previously, the LET had experimented with a more detailed instrument that was seen as too complicated by the committee. The college is researching best practices in rating forms and instruments used by sister institutions and creating a CCRI version that will improve on the narrative response. (See Appendix 4.2 for a copy of the proposed Assessment Rating Instrument.)

As noted earlier, a copy of the criteria that Peggy Maki developed to evaluate program assessment reports is included in Appendix 4.3. The checklist indicates the items that constitute a rating of Level 1 (Successful Completion of a Cycle of Assessment), Level 2 (Pending Completion of a Cycle of Assessment) or Level 3 (Beginning Steps of Assessment Cycle) in the outcomes assessment process. The assignment of levels originally was used to quantify the number of programs achieving completion of the assessment cycle. It also allows the LOAC to identify programs that are not achieving higher levels of assessment. The new rating instrument mentioned above will include much more detailed information and rating of the evidence collected in the assessment process and how that information is used to improve instruction.

In May 2013, the assessment coordinator presented a report to the department chairs that compared the first and second rounds of CCRI's program student learning outcomes assessment reporting. A copy of the PowerPoint presentation that accompanied the report is available in Appendix 4.4. While the report details several examples of growth, such as in the number of programs that were rated Level 1 versus Level 2, and the number of programs that provided data as evidence from the first round to the second round, the report also highlights the fact that quite

a few programs still cite grades, including class grades and grades in capstone courses (38 percent and 19 percent respectively), to assess student learning outcomes. However, at least one-quarter of the programs also uses rubrics to assess and grade student work. A review of the previously discussed Assessment Rating Instrument and the results of the college's assessment initiatives suggest that, although a process is in place to assess program learning outcomes, the college has work to do to better understand what its students are learning.

There is a concern that the program assessment form being used may not be a universal tool that is most effective for reporting on the assessment of program student learning outcomes for all of the programs at the college. There are different perspectives about the quality of the existing assessment processes among those involved in the assessment efforts at the college.

The need for greater transparency and participation in the Program Learning Outcomes
Assessment process is evident in feedback from faculty and the deans. The Program Assessment
Form is submitted by department chairs to the Learning Outcomes Assessment Committee. This
committee functions well from the standpoint of evaluating the program reports. On the other
hand, the academic deans expressed that they are not informed of the student learning outcomes
assessment at the college because they are not part of that committee and the procedure for
submission of the forms has not included them.

The assessment process has been based on a three-year cycle for assessing program student learning outcomes, while the program review process has been scheduled for a three- to five-year review. This schedule has not worked well because many programs don't prepare and assess every year; they wait until the third year, which causes an interruption in the assessment and development process.

There has been a lack of compliance with participation in both the Academic Program Review and the Program Learning Outcomes Assessment processes by some of the programs at CCRI. (See the report titled CCRI Program Assessment Reporting Compliance, available in Appendix 4.5.) Faculty who are skeptical about the purpose of student learning outcomes assessment and department chairs who have not yet integrated regular assessment practices into their department's work challenge the assimilation of systematic and broad-based assessment of student learning throughout the institution. This delay in completing outcomes assessment work suggests a lack of engagement or lack of appreciation for the assessment process. It may be that some department chairs and program directors are not convinced of the value of the assessment process, or it may be that time to fully engage in the process is lacking. Faculty members teach 15 to 16 credits every semester (with the exception of the English faculty, who teach 12 credits), and they have been slow to embrace student learning outcomes assessment as a means of improving student learning. On the other hand, the requirement for faculty to work with the assessment coordinator on writing student learning outcomes before program and course proposals can go to the Curriculum Review Committee has proven to be an effective method of teaching them about that aspect of the assessment process.

It would seem that faculty need to be re-engaged in understanding why assessment is important to the mission of the college as well as to be reminded of what they can learn from the process to

help improve student success. For some programs it may also be beneficial to designate time for program assessment and to ensure that the instrument used in the assessment process is the most efficient and effective assessment tool.

Creating a culture of assessment is an ongoing process. Much of the assessment processes have been conducted in isolation within and across departments at the college. There is a reason for using the phrase building a culture of evidence as a benchmark for determining a college's progress on assessing learning outcomes. The recognition that assessment of individual program effectiveness is a challenge to how colleges are organized and how faculty think about their role at the institution; changing those perceptions takes time and effort, but it also takes working in a community. The projection element on this topic discusses the multiple values of making the assessment processes much more transparent and rigorous and introducing a model that requires participating programs to complete the processes as a group.

To improve the quality of Program Learning Outcomes Assessment data and materials, it is important for everyone associated with Academic Affairs, including faculty, program directors, department chairs, coordinators, deans and the vice president of Academic Affairs, to focus on the following questions. Examples of the essential questions to be considered are:

- What do we hope to learn from the assessment processes in place?
- · Why are we engaging in this work?
- Can we articulate the value of assessing student learning outcomes as a way of helping students experience greater success?
- · How will we know our efforts have been successful?
- What revisions can we make to the current APR and LOA processes to improve their effectiveness?

This discussion could play a large role in determining the changes that CCRI needs to make to the existing APR and the LOAC processes. It is agreed that the two closely related assessment projects focused on student learning should be evaluated and revised. One suggestion that was considered and then implemented through the new CCRI governance process, was to combine the APR and the LOAC processes to create one committee to review results of assessment processes. Revisions to the APR process that were approved in 2011-12 had already taken steps to move in that direction by embedding the assessment reports within the APR process. The college is now positioned to find or create a tool to formally and systematically evaluate its assessment process.

While the program assessment reporting process provides evidence of what and how students are learning in the classroom, there is no parallel process to demonstrate what and how students are learning from their experiences outside the classroom in their cocurricular experiences. The Athletics Department has published goals and core values in the student-athlete handbook (<a href="https://www.ccri.edu/athl/pdf/CCRI%20Student-Athlete%20Handbook%202012-2013%20copy.pdf">www.ccri.edu/athl/pdf/CCRI%20Student-Athlete%20Handbook%202012-2013%20copy.pdf</a> and on its website, <a href="https://www.ccri.edu/athl/mission.html">www.ccri.edu/athl/mission.html</a>), but there is no evidence of other cocurricular experiences having written student learning outcomes.

Approximately one-third of faculty have participated in CITLA workshops to improve teaching and the college will continue to build on those conversations about improving practice to foster and encourage participation in the process of assessing student learning.

Contact hours are consistent as described by the Carnegie Unit. Policy 3.2.1 (<a href="www.ccri.edu/acadaffairs/pdfs/3.2.1%20Course%20Credit.pdf">www.ccri.edu/acadaffairs/pdfs/3.2.1%20Course%20Credit.pdf</a>) requires that expectations regarding work to be completed outside of class be documented on each course syllabus. This policy, together with Policy 3.1.3 which requires that syllabi be submitted, will provide the documentation necessary to delineate how learning outside of the classroom is being monitored.

Student testimonials (<a href="www.ccri.edu/distance/student\_testimonials.html">www.ccri.edu/distance/student\_testimonials.html</a>) indicate satisfaction with both the learning and how user-friendly the system is. Students have access to the same resources, tools and support services as those who physically attend courses on the college campus. Student testimonials also indicate satisfaction with the opportunity to interact with both faculty and students in their online courses.

The Service Desk and the Blackboard Help Desk are open weekdays from 8 a.m. to 4 p.m., 9 a.m. to 2 p.m. Saturdays and closed on Sundays. Distance learning students and faculty who have questions or need assistance outside of these hours cannot access the Service Desk or the Blackboard Help Desk. This is problematic for students and faculty who complete work outside of designated service hours.

Instructors of distance learning courses have access to professional development and training to ensure students' level of knowledge, understanding and competencies are equivalent to traditional methods of instruction. According to a survey given to faculty in Fall 2012, 64.9 percent of respondents indicated distance learning training as the additional information that would assist them in reaching a decision to teach a distance learning course. The distance learning coordinator serves as a resource for faculty teaching in a distance learning format. She offered two seminars on CCRI Professional Development Day in 2013: "Getting Started with Online Learning" for faculty considering online teaching and "Best Practices in Online Teaching" for faculty already teaching online. She also developed and teaches the Distance Learning Pedagogy course that 22 faculty and two instructional technology staff members have completed so far. She coordinates for CCRI in the Pathways group, composed of faculty, staff and administrators from URI, RIC and CCRI to share information and resources, to collaborate on building resources and to collaborate on building online program of study pathways through the three colleges with a minimum of duplication.

The college submitted a proposal to NEASC in 2009 seeking approval to offer degree programs online. The college was awarded approval to do so without reservation, and 23 degree programs and 15 certificate programs offer more than 50 percent of the required coursework in an online format.

The JAA program is popular and successful with a growing number of students each year who benefit from the program and transfer to URI or RIC. Data from the most recent student satisfaction survey (April 2012) shows that 99 percent of students responding would recommend

the JAA program to another student. The top three reasons students give for participating are the clear path for transfer, the JAA transition plans that map out transfer courses and the tuition discount.

Ideas to improve the JAA program include expanding it by adding more advisers and allowing them to have more time with students, adding to the available URI and RIC majors and promoting the program more to increase the number of students who are aware of this opportunity.

Finally, an area that was identified in the Foundations of Excellence self-study as well as in the NEASC self-study process is that of developmental education. The college has worked earnestly in researching this matter and has implemented a variety of strategies including cocurricular initiatives. Some examples include learning communities for students placed at the lowest levels, preparatory courses prior to taking placement exams, rapid review programs for students who are close to placing out of developmental education and remediation programs for students who place into developmental education or below. The college is still gathering and/or analyzing the data for some of these programs, but has seen place-out rates in the 90 percent range for students who do rapid review for reading and in the 80 percent range for mathematics. Also, CWCE conducted an extensive study of the research on developmental education released by the National Institute on Postsecondary Education when it was developing its PACE program seeking funding from the TAACCCT grant. It has begun piloting some of the best practices gleaned from this research.

### **Projections**

- Focus on enhancing instructional effectiveness as a means to achieving the goals in a newly adopted Strategic Plan.
- Create policies necessary for enhancing instructional effectiveness and student success.
- Link professional development to assessment efforts, program development, instructional strategies and the scholarship of teaching and learning.
- Combine all assessment-related activities into one process with a goal of creating a
  more integrated approach to reviewing the academic programs, assessing student
  learning and creating processes to share the results on a broader scale.
- Bring attention to programmatic offerings to improve student access, persistence and retention.
- Utilize research on developmental education at the national level to make revisions to the college's developmental education offerings.
- CWCE will conduct ongoing environmental scans to develop noncredit programming with industry recognized credentials.

Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
4.1	Focus on enhancing instructional effectiveness as a means to achieving the goals in a newly adopted Strategic Plan.	Provide professional development and resources to achieve programming aligned to the goals of the Strategic Plan	2014-2015	VPAA, CITLA	Achievement of goals in Strategic Plan
4.2	Create policies necessary for enhancing instructional effectiveness and student success.	Develop expanded orientation program for new faculty	2014-2015	VPAA, CITLA	Enhanced instructional effectiveness and increased student success
4.3	Link Professional Development to assessment efforts, program development, instructional strategies, and scholarship of teaching and learning	Create programming in response to pedagogical needs indicated in assessment reports	2014-2015	VPAA, CITLA	Increased activity in scholarship of teaching and learning
4.4	Combine all assessment related activities into one process	Create new committee to combine academic program review and assessment activities	2014-2015	VPAA, Program Review and Assessment Committee	More integrated approach to reviewing the academic programs, assessing student learning, and creating processes to share the results on a broader scale.
4.5	Bring attention to Programmatic Offerings to improve student access, persistence, and retention.	External evaluators in program review process.	2014-2015	VPAA	Improved student access, persistence and retention
4.6	Utilize research on developmental education at the national level to make revisions to the College's developmental education offerings.	Make revisions to the College's developmental education offerings.	2014-2015	VPAA	Revised developmental education program

4.7	CWCE will conduct ongoing environmental scans	To develop non- credit programming with industry recognized credentials		2.00	Availability of relevant workforce training programs aligned with industry
-----	---	--	--	------	--

### Institutional effectiveness

The college has made substantial progress in delineating a cycle and process for completing Academic Program Reviews and for assessing Program Learning Outcomes. Within the last 10 years, the college's assessment and program review processes have yielded some promising results. Deliberations in preparing the self-study suggest that the college is poised to create an enhanced approach to systematically assessing student learning and using the results to improve student learning. A more robust system of assessing student learning will provide an opportunity to engage faculty in embracing the importance on building a culture of assessment.

				Inrollment and I	rogram CCI			
	(3)	IIIIIII	ly - L	Infoliment and I	Jegices			
Fall E	nrollmen	t* by I	ocati	on and modality	, as of Census	Date		
								Fall 20
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professiona I doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total FTE
Knight Campus	4,483							4,483
Flanagan Campus	3,175			-				3,175
Liston Campus	1,391							1,391
Newport County Campus	826							826
Shepard Building	70							70
Westerly Satellite	84							84
Off Campus	77					-		77
Distance Learning Training &	406							406
Development	95							95
Television	3	2.0					100	3
ROTC	2	-						2
Total	10,612				-	- 181	- 1	10,612
Unduplicated Headcount Total Degrees/Certificates Awarded, Most Recent Year	17,699 2,101							2,101
Student Type/ Location & Modality	Non- Matriculat ed Students	Visiti ng Stude nts	Cert	itle IV-Eligible ificates: Students king Certificates				
Main Campus FTE								
Other Campus FTE								
Other Leasting ETE	141	است						
Other Locations FTE Overseas Locations FTE								
On-Line FTE								
Correspondence FTE Low-Residency								2
Programs FTE Total FTE								
Unduplicated Headcount Total								
Certificates Awarded,	7.1	T. F.						
Most Recent Year	n.a.	n.a.	-					
		- 1						
		4						
	Y- 1	- 1						
		100						

# Standard 4: The Academic Program

(Headcount by UNDERGRADUATE Major)

		3 Years	2 Years	1 Year	Current	Next Year
345.44		Prior	Prior	Prior	Year*	Forward (goal)
For Fall Te	erm, as of Census Date	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
	3.1				1	
ACTC	Accounting Certificate	33	33	35	32	32
ACTD	Activities Director Certificate	1	0	0	0	0
BILC	Bilingual Judicial Interpreter Certificate	9	5	2	0	0
BIOT	Biotechnology Certificate	26	22	24	19	19
BOSC	Basic Office Skills Certificate	16	10	9	11	11
CAMC	Computer Assisted Manufacturing Certific		2	1	0	0
CDTC	Computer Desktop Technician Certificate	20	29	21	15	15
CDVD	Developmental Disabilities Certificate	8	6	3	3	3
CHLC	Early Childhood Education Certificate	34	32	28	91	91
CHMC	Chemical Technology Certificate	2	6	9	5	5
CMGC	General Microcomputing Certificate	1	3	2	1	1
CMNC	Networking Certificate	14	12	11	14	14
CMPC	Micro. Sys./Networking - Web Programmi	4	1	0	0	0
CMSC	Information Technology Support Specialis	21	14	9	10	10
CMWC	Micro. Sys./Networking - Web Developme	8	2	1	0	
CNMC	Computer Network Maintenance Certifica	3	3	1	0	0
CPCT	Computer Programming Certificate	9	19	19	29	29
CSOS	Social Services Certificate	17	31	30	24	24
CSPC	Customer Service Specialist Certificate	- 4		pr	1	1
CULN	Culinary Arts Certificate	9	9	9	7	7
CWTC	Web Technologies Certificate	10	5	7	6	6
DENT	Dental Assistant Certificate	28	24	20	24	24
EMER	Emergency/Disaster Management Certific		3	6	3	3
ETRC	Entrepreneurship Certificate	23	21	11	22	22
ETUT	Energy Utility Technology Certificate		7	32	25	25
FACM	Facilities Management Certificate	4	3	9	6	6
FNSC	Financial Services Certificate	4	7	8	8	8
HMLS	Homeland Security Certificate		-	$y_1 = 0$	2	2
HOSP	Hospitality Management Certificate	14	14	13	7	7
ICNC	Intro to Computer & Networking			1	0	0
IDDC	Introduction to Design Drafting Certificate		1	0	0	0
INTC	Health Care Interpreter Certificate	1	2	10	11	11
LEAN	LEAN Manufacturing Certificate	0	0	0	0	0
LOAC	Legal Office Assistant Certificate	4	5	4	7	7
MANC	Manufacturing Engineering Technology Ce		0	0	0	0
MECC	Mechanical Engineering Technology Certif		1	0	0	0
MEDT	Medical Transcription Certificate	6	7	6	2	2
MFGC	Manufacturing Technology Certificate	1	1	0	0	0
MGTC	Management Certificate	18	18	13	16	16
MIBC	Medical Insurance Billing Specialist Certifi	90	105	92	84	84
MRIC	Magnetic Resonance Imaging Certificate	10	11	12	10	10
MRKC	Marketing Certificate	6	11	2	5	5
NWAC	Advance Networking Technician Certificat	0	2	2	0	0
NWTC	Networking Technician Certificate	10	15	10	0	9
	Office Administration Certificate	12		11	9 10	10
OFAC OFAD	Office Administration Certificate  Office Administrative Assistant Cert Sho		8	0	0	10

OFFA	Office Automation Cartificate	21	1	0][	1	1
OFFA PHLE	Office Automation Certificate  Phlebotomy Certificate	38	38	29	31	31
POST	Post Associates Certificate	1	0	0	0	0
PRCC	Process Control Technology Certificate	3	1	0	0	0
RENL	Renal Dialysis Technology Certificate	1.	5	7	6	6
RSPR	Children's Residential Programming Certif	3	4	2	1	1
TELC	Telecommunications Engineering Technol	0	1	0	0	0
TMSC	Therapeutic Massage Certificate	3	6	10	10	10
TRVL	Travel, Tourism and Hospitality Certificate	40	38	28	42	42
LPNU	Practical Nursing (DIPLOMA)	1	13	13	23	23
LFINO	Total	583	617	572	633	633
77774	Total	303	017	312	933	000
ACCT	Accounting	303	291	308	314	314
ADAD	Administrative Assistant/Secretary	51	42	50	38	38
ADAS	Administrative Assistant - Shorthand	0	0	0	0	0
ADNU	Nursing	282	291	285	267	267
ARTS	Arts	200	212	218	210	210
CDTO	Computer Desktop Technology	4	6	3	11	11
CETC	Computer Engineering Technology	4	2	3	0	0
CHLD	Early Childhood/Child Development	254	310	281	281	281
CHMT	Chemical Technology	26	25	32	33	33
CLAB	Clinical Lab Technology	33	32	37	29	29
CMGD	General Microcomputing	6	13	8	6	6
CMID	Microcomputing	1	1	0	0	0
CMND	Networking	63	67	45	42	42
CMPD	Micro. Sys./Networking - Web Programmi	7	2	0	0	0
CMSD	Information Technology Support Specialis	70	64	65	70	70
CMWD	Micro. Sys./Networking - Web Developme	23	9	2	1	1
CNTD	Computer and Networking Technology	101	89	92	122	122
CPRD	Computer Programming	118	135	145	145	145
CPRG	Computer Programming	3	4	1	0	0
CRIC	Computer Programming - RIC Track	21	36	40	59	59
CURI	Computer Programming - URI Track	52	65	65	79	79
CWTD	Web Technologies	6	18	19	36	36
DHYG	Dental Hygiene	62	67	60	49	49
DMSD	Diagnostic Medical Sonography	36	29	27	15	15
DMSE	Diagnostic Medical Sonography/Echo	-	6	6	10	10
DMSV	Diagnostic Medical Sonography/Vascular	-	4	6	7	7
DRAM	Drama	34	40	40	44	44
ECHD	Early Childhood	1	3	0	. 0	0
EDUC	Education	1	0	0	0	0
EETC	Electronics Engineering Technology	1	0	0	0	0
ELEC	Electronics	1	1	1	0	0
EMGD	Emergency/Disaster Management		7	18	22	22
ENGN	Engineering	272	266	257	304	304
ESPE	Education/Special Education	197	202	182	160	160
ETEK	Electronics Technology	37	16	8	1	1
ETST	Engineering Systems Technology	100	15	35	77	77
FASH	Retail Management - Fashion Merchandis	1	2	1	0	0
FIRE	Fire Science	167	116	91	75	75
FNBK	Financial Services	44	43	31	43	43
GBUS	General Business	577	582	643	589	589
GENS	General Studies	9,636	9,994	10224	9916	9916
GERN	Gerontology	9	3	2	3	3
HSTO	Histotechnician	22	15	19	23	23

JAZZ	Jazz	8	6	3	4	4
LAEN	Liberal Arts - English	79	64	62	86	86
LAFL	Liberal Arts - Languages	18	22	32	35	35
LAHI	Liberal Arts - History	40	53	38	25	25
LAMA	Liberal Arts - Math	8	11	13	13	13
LAND	Land Surveying Technology	20	5	10	7	7
LAPH	Liberal Arts - Philosophy	8	5	5	6	6
LAPS	Liberal Arts - Psychology	146	199	170	179	179
LASO	Liberal Arts - Sociology	23	17	21	9	9
LAWS	Law Enforcement	1	1	1	1	1
LENF	Law Enforcement	727	714	671	666	666
LGAD	Legal Administrative Assistant/Secretary	9	15	9	8	8
LIBA	Liberal Arts	311	316	262	235	235
MAPR	Machine Process	0	0	0	0	0
MARK	Marketing	92	89	88	99	99
MDAD	Medical Administrative Assistant/Secretar	98	95	88	117	117
MDAS	Medical Administrative Assistant - Shortha	0	0	1	0	0
METC	Mechanical Engineering Technology	27	14	5	3	3
MFGT	Manufacturing Technology	1	0	0	0	0
MLTC	Medical Laboratory Technology		1	1	0	0
MNGT	Management	295	288	257	309	309
MNTL	Mental Health	36	29	32	53	53
MUSC	Music	76	75	63	65	65
NMCC	New Media Communications Certificate		-		3	3
NURS	Nursing Level 1	363	346	344	312	312
OCTA	Occupational Therapy Assistant	42	45	45	45	45
OPTI	Opticianry	18	14	12	9	9
PALG	Paralegal	221	188	216	210	210
PHTA	Physical Therapy Assistant	46	49	45	46	46
PLST	Plastics Processing	0	0	0	0	0
PRCT	Process Control Technology	0	1	1	0	0
RESP	Respiratory Therapy	53	33	36	35	35
RLST	Real Estate	1	1	0	0	0
SCIA	Science Track A	7	0	0	0	0
SCIB	Science Track B	47	30	20	9	. 9
SCID	Science	88	109	122	191	191
SOWK	Social Work	222	249	207	210	210
SPED	Special Education	0	1	0	0	0
SUBS	Substance Abuse	36	34	40	60	60
TDRA	Drama Technical Track	5	7	7	4	4
TECH	Technical Studies	2	2	1	9	9
TETD	Telecommunications Technology	60	38	23	5	5
TMSG	Therapeutic Massage	16	14	14	15	15
XRAY	Radiography	66	60	57	59	59
Undeclared		1,150	912	940	843	843
	Total	17,192	17,276	17,312	17,066	17,066
N/A						
Undeclared		1 67			11 11	
	Total					

<sup>\*&</sup>quot;Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

# Standard 4: The Academic Program (Headcount by GRADUATE Major-Not Applicable)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
For Fall Term, as of Census Da		(FY2 )	(FY 2 )	(FY 2 )	(FY 2 )
faster's					
and the same of th				1 = - 13	
	3				
				J = +4	
7		1		V T = 1	
				J	
				1	
				1	
			/E		
	2	2.1			÷
octorate					
	I	1			
	b			1	
7	T			The second	
		0.0			
		-		-	
rst Professional					
	-				
		1			
	1-1			1-1	144
				G2	
ther					
				1	
				20.0	
			1		

<sup>\*&</sup>quot;Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

### Standard 4: The Academic Program

(Credit Hours Generated By Department or Comparable Academic Unit)

3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
1	T T			
1.000	1 014	1.000	1 570	1,570
				2,302
				3,742
				9,900
				8,207
				2,055 6,037
				5,842
				949
				414
				2,332
				35,280
				1,255
				4,495
				2,990
				2,411
	17,216	17,221	15,537	15,537
	×	, v.		
9,887				9,733
				2,578
1,029		989	802	802
2,140	2,173	2,364	2,664	2,664
12,447	12,226	12,589	12,409	12,409
1,612	1,729	1,606	1,630	1,630
15,898	15,466	15,132	14,846	14,846
		-		
563	412	263	163	163
152,129	153,855	152,142	150,143	150,143
التحييا				
	Prior Fall 2010  1,980 2,499 4,510 10,001 8,518 2,304 7,081 6,268 1,022 111 2,178 32,482 1,370 4,550 3,225 1,802 16,540 2,112 9,887 - 1,029 2,140 12,447 1,612 15,898 - 563	Prior         Prior           Fall 2010         Fall 2011           1,980         1,914           2,499         2,332           4,510         4,327           10,001         9,955           8,518         8,318           2,304         2,148           7,081         6,541           6,268         6,092           1,022         1,057           111         207           2,178         2,363           32,482         34,248           1,370         1,087           4,550         4,577           3,225         3,159           1,802         2,273           16,540         17,216           2,112         -           9,887         10,224           -         2,905           1,029         906           2,140         2,173           12,447         12,226           1,612         1,729           15,898         15,466           -         -           563         412	Prior         Prior         Prior           Fall 2010         Fall 2011         Fall 2012           1,980         1,914         1,688           2,499         2,332         2,379           4,510         4,327         4,062           10,001         9,955         10,063           8,518         8,318         7,830           2,304         2,148         2,012           7,081         6,541         6,380           6,268         6,092         5,764           1,022         1,057         1,060           111         207         264           2,178         2,363         2,445           32,482         34,248         34,187           1,370         1,087         1,009           4,550         4,577         4,941           3,225         3,159         2,715           1,802         2,273         2,660           16,540         17,216         17,221           2,112         -         -           9,887         10,224         10,032           2,905         2,487           1,029         906         989           2,140	Prior         Prior         Prior         Year*           Fall 2010         Fall 2011         Fall 2012         Fall 2013           1,980         1,914         1,688         1,570           2,499         2,332         2,379         2,302           4,510         4,327         4,062         3,742           10,001         9,955         10,063         9,900           8,518         8,318         7,830         8,207           2,304         2,148         2,012         2,055           7,081         6,541         6,380         6,037           6,268         6,092         5,764         5,842           1,022         1,057         1,060         949           111         207         264         414           2,178         2,363         2,445         2,332           32,482         34,248         34,187         35,280           1,370         1,087         1,009         1,255           4,550         4,577         4,941         4,495           3,225         3,159         2,715         2,990           1,802         2,273         2,660         2,411           16,540

Total - - -

<sup>\*&</sup>quot;Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

## Standard Five: Faculty

### Description

CCRI employs a highly qualified, motivated and committed faculty. The college has three categories of faculty: (1) full-time faculty are members of the bargaining unit and are eligible for tenure track appointments, (2) full-time temporary faculty (visiting lecturers) teach 12 to 16 contact hours, are hired on a semester-to-semester basis, are non-tenure track and are not members of the bargaining unit, (3) adjunct faculty members teach on a part-time basis (10 hours or fewer) and are not members of the bargaining unit. However, adjunct faculty have established an informal group known as the Community College of Rhode Island Adjunct Faculty Association to address their concerns with the college's administration. Founded in 2010, the mission of the association is to promote professional equity and teaching excellence for all adjunct faculty, collegial cooperation with full-time faculty, active participation in the shared governance of the college and the highest quality of education for all CCRI students. The hiring of visiting lecturers and adjunct faculty is based upon the needs of the college, which vary from one semester to the next. In the Fall 2013 semester, the college had 329 (including two visiting lecturers) full-time faculty and 585 adjunct faculty members. Visiting lecturers are only hired in emergency situations, such as a last-minute medical leave, and only for one semester. There were two visiting lecturers hired in Fall 2013.

The qualifications for both full-time and adjunct faculty positions include a combination of the following criteria: discipline specific advanced degrees, professional certifications, creative activities, relevant professional experience and teaching ability. The principal activity of the faculty is to provide quality instruction that prepares students for careers upon graduation or for transfer to four-year institutions of higher education. According to the Collective Bargaining Agreement (CBA), Article VI, Section B., all full-time faculty shall maintain a classroom minimum of 12 clock hours and a maximum of 16 clock hours. Current practice is a requirement of 14 to 16 hours, with the following exceptions: English Department faculty who are assigned two writing courses per semester shall maintain a maximum 12-clock-hour teaching load. Department chairs shall maintain a classroom minimum of four and a maximum of nine clock hours. Exceptions to this minima and maxima may be arranged under appropriate circumstances with the dean.

Based on the size of CCRI's student body, frequently multiple sections of the same course are offered within a given semester, and these sections are taught by a combination of full-time and adjunct faculty. Having a variety of instructors teaching the same course offers students the opportunity to experience different methods of instruction and exposure to different viewpoints. The assignment of full-time faculty is supplemented with assignments of visiting lecturers and adjunct faculty on an as-needed basis. For the fall 2013 semester, the ratio of full-time faculty, visiting lecturers and adjunct faculty to students is one faculty member to every 19 students.

The college has established a transparent and systematic process for recruiting and appointing its full-time, tenure-track faculty utilizing applicable state and federal guidelines. New full-time faculty positions become available as the result of retirements, resignations, development of new programs, enrollment growth, etc. Vacant positions are posted in a variety of venues. Recruitment, hiring, training, transfers, leaves, work assignments, appointments, demotions, retrenchments, recalls from retrenchments and promotion for all job classifications are made without regard to race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity, gender expression, disabled veteran or veteran of the Vietnam era. Searches are designed to attract a highly qualified and diverse applicant pool. The CBA, the Affirmative Action Handbook, and guidelines provided by the Department of Human Resources guide the academic departments through the search and hiring process. Search committees are made up of department members who review vitae, conduct interviews and recommend individuals for appointment through their department chair, academic dean, the vice president for Academic Affairs and finally to the president of the college. Upon being hired, new faculty members are provided with a written contract that identifies the nature and terms of their initial appointment.

Since Fall 2012, the staff of the Department of Human Resources has been participating on all search committees to ensure adherence to federal/state laws and state regulations as well as the college's Affirmative Action Plan. Since Dec. 1, 2004, or the last 10-year accreditation, 162 full-time faculty have been hired, including 14 ethnic minorities (yielding 8.65 percent minority hires during this period). Over the past three semesters, Fall 2012, Spring 2013 and Fall 2013, there were 1,069 applicants for 27 full-time faculty positions. Within this applicant pool, 21 percent of the candidates disclosed they were in a protected class and 23 of the 273 faculty positions were filled. Three of the 23 positions filled were minorities (13 percent). Currently 20 of 327 full-time faculty are minority, which amounts to 6.1 percent. This number has stayed relatively stable because the college has also lost minority faculty through retirement or relocation.

For the Fall 2013 semester, of the 585 adjunct faculty, 52 or 8.9 percent were self-identified as ethnic minorities. In the Fall 2012 semester, of the 569 adjunct faculty, 34 or 6.0 percent were self-identified as ethnic minorities. In the Fall 2011 semester, of the 543 adjunct faculty, 25 or 4.6 percent were self-identified as ethnic minorities.

The CBA spells out the rights of the faculty, conditions of employment, salary schedule and fringe benefits, etc. The starting salaries and average salaries by rank are as follows:

Rank	Starting Salaries	Average Salaries
Instructor	\$37,298	\$37,298
Assistant Professor	\$39,630	\$49,487
Associate Professor	\$52,671	\$56,568
Professor	\$64,741	\$74,912

Prior to the beginning of each semester, chairs are required to submit full-time faculty workloads (both onload and overload) through the Banner Management Information System to the

respective dean and vice president for Academic Affairs in order to ensure that contractual workloads conform to the fundamentals of the CBA.

If faculty wish to have a reduced workload, they must submit a Request for Release Time form that is reviewed by the department chair and division dean, and then submitted to the vice president for Academic Affairs for final approval. Release time has been approved for various activities, including overseeing initiatives related to academics (such as distance learning, assessment and specialized programs) and serving as faculty representatives to student organizations. Explicit functions related to release time or stipends are outlined in the contract. All other requests for release time must be approved by the department chair and submitted prior to the start of the semester to the academic dean of the area and the vice president for Academic Affairs. Stipends are not automatically renewed. In an effort to keep full-time faculty in the classroom as much as possible, the college uses stipends rather than release time to compensate faculty for additional work whenever possible.

Regarding overload assignments, if a faculty member is requesting a course that is in excess of the overload guidelines, the department chair must submit a Faculty Teaching Overload Exception Request form that provides a rationale for assigning a course in excess of these requirements. The form requires the chair's signature, the division dean's signature and then the vice president for Academic Affairs signature for final approval. In most cases these forms are submitted before the start of the semester. Occasionally, unusual circumstances result in these forms being submitted after the start of the semester.

The college has a full-time Faculty Handbook located at <a href="https://www.ccri.edu/acadaffairs/faculty/handbook.html">www.ccri.edu/acadaffairs/faculty/handbook.html</a> that describes college policies and procedures, selected articles on teaching, resources for teaching, instructional technology and other campus resources.

The CBA addresses conditions of employment, faculty participation in the selection process, promotion, evaluation, employment and ranks, tenure, etc. Regarding promotion, the following criteria are taken into account: (1) teaching effectiveness, (2) productive scholarship, (3) committee work at the college, and (4) professional activity in one's field of specialization. The divisional dean, the vice president for Academic Affairs, and the president use these criteria in making the promotion decision. Final approval is at the president's level.

Regarding tenure, when a faculty member has been found worthy of retention by the institution, the institution shall recommend to the Rhode Island Board of Education that the faculty member merits tenure. Regardless of the time served at the institution, any untenured faculty member who is promoted from assistant professor to associate professor or from associate professor to professor shall be recommended to the Rhode Island Board of Education as worthy of tenure.

Adjunct faculty are encouraged to participate in a comprehensive orientation process, implemented Fall 2012, that includes viewing an introductory online video and reviewing the module's pages that address relevant college policies, procedures and issues pertinent to the adjunct experience. It is designed to make the adjunct's transition to the college a smooth and

enjoyable experience while providing him/her with important information and support. Once the adjunct completes this orientation, he/she takes a survey and, upon completion, downloads a certificate that is simultaneously forwarded to the office of Academic Affairs. The need for providing a better orientation for adjunct faculty was another area of need identified within CCRI's self-study process. Given the numbers of adjunct faculty CCRI employs, the best option for reaching the most faculty was to design an online onboarding process.

Article XIV of the CBA establishes a six member Evaluation Review Committee (ERC) composed of three administrators and three elected faculty members. The contract provides for the VPAA to convene the ERC at the beginning of each academic year to elect a chair and establish a time frame for completion of the review process. This committee meets regularly during the academic year and minutes of meetings are kept.

Written descriptions of all aspects of the faculty evaluation system for both full-time faculty and adjunct faculty are in place. Policies and procedures for faculty evaluation, full-time and adjunct, were created in 2004. The most recent version (1-17-13) is posted on the VPAA Web page: <a href="https://www.ccri.edu/acadaffairs/pdfs/Faculty%20Evaluation%202013.pdf">www.ccri.edu/acadaffairs/pdfs/Faculty%20Evaluation%202013.pdf</a>

These policies and procedures address key components of the evaluation system, specific timelines for each component, designation of where responsibility lies for each component, delineation of how feedback is shared with a faculty member and the responsibility of the faculty, department chair, dean and vice president for Academic Affairs in the evaluation process.

There are several types of evaluations within the faculty evaluation system. The first one is the Student Ratings of Instruction (SRI), which is the instrument used by students to evaluate both full-time and adjunct faculty. It is a standardized form that was approved at all levels of the college and has been used since Spring 2008 and is used by all departments. There are 16 questions dispersed among the following five categories: (1) Presentation-Assignments, (2) Faculty-Student Interaction, (3) Exams/Grading, (4) Course Management and (5) Overall Rating. There is also a place for students to provide narrative feedback to the faculty member regarding the faculty member's strengths and recommendations for improving instruction in the course. This evaluation can be completed on hard copy or, at the option of the faculty member, through the use of computers, for those classrooms with adequate numbers of computers, or by reserving a computer lab in the libraries on all four campuses. (Distance learning faculty evaluations <a href="https://www.ccri.edu/comp/FacultyEvaulations.html">www.ccri.edu/comp/FacultyEvaulations.html</a>, Policies and Procedures for Faculty Evaluation – full-time and Adjunct: <a href="https://www.ccri.edu/acadaffairs/pdfs/Faculty%20Evaluation%202013.pdf">www.ccri.edu/acadaffairs/pdfs/Faculty%20Evaluation%202013.pdf</a>, Peer Evaluation Process: <a href="https://www.ccri.edu/acadaffairs/faculty-focus/2012/fall1/Peer\_Evaluation-Faculty\_Focus\_7-12.pdf">www.ccri.edu/acadaffairs/faculty-focus/2012/fall1/Peer\_Evaluation-Faculty\_Focus\_7-12.pdf</a>).

The 16-item SRI form was adapted for distance learning courses and approved by the Evaluation Review Committee in fall 2012. The processing and reporting of the results of the hard copy course evaluation instrument by the Information Technology Department has gone through a review process that is now complete. As of Spring 2013, the 16-item portion of the SRI is posted

on MyCCRI. Participation from students enrolled in distance learning courses was initially at a much reduced rate.

The second type of evaluation: The standardized peer evaluation is the peer evaluation that was approved at all levels of the college for use starting in Fall 2012. It is a standardized form procedure that is used by all departments to evaluate the full-time faculty. The process starts with the department chair discussing the purpose of the evaluation with the faculty member being evaluated. Then they mutually agree upon the peer evaluators who will be assigned to the faculty member. The faculty member provides the peer evaluators with a syllabus and documentation to assess student learning. Within the peer review guidelines, a classroom observation is optional, with some departments requiring it and some departments not.

The third type of evaluation is the chair's evaluation for full-time faculty, in which the chair reviews the results of each component composing the faculty member's comprehensive evaluation (student and peer evaluations) and creates a written summary.

The fourth type of evaluation is the faculty self-evaluation. It is a standardized evaluation approved at all levels of the college for full-time faculty. This evaluation is optional on the part of the faculty member. Its purpose is for the faculty member to highlight accomplishments, areas of development and professional self-goals.

All full-time faculty members must be evaluated each year. Each department decides on which evaluation method to use annually. During the first three years after hire, a faculty member's evaluation must include the chair, student and peer evaluations. During the fourth, fifth, and sixth year after hire, either the divisional dean or department chair or both may require peer and/or student evaluative reviews if not otherwise required by the department's evaluation plan. Following the sixth year after hire, chair, student and peer evaluations will be included in the evaluation of all faculty members every third year. Student and peer evaluations may be included in the annual evaluation of a faculty member on a more frequent basis by mutual agreement between the divisional dean and chair.

Student evaluations are conducted between the 10<sup>th</sup> and 13<sup>th</sup> week of the fall semester. Peer evaluations may take place in the fall or spring semesters. The chair's evaluation takes place in the spring for full-time faculty members who are within the first three years of employment and for those faculty members that must have a comprehensive evaluation every three years. All aspects of the evaluation process are shared with the faculty member and then submitted to the divisional dean who then forwards the evaluation materials to the vice president for Academic Affairs.

In 2012-13, the deans completed guidelines for addressing the need to follow-up on Student Evaluation of Faculty (SRI) to improve instruction and support faculty development. The guidelines have not been formally adopted, and until such time as they are, there are no stated procedures on how the results of the SRI are to be used.

Years 1-3	Years 4-6	Year 7 -> Every third year after tenure is a comprehensive evaluation year	Year – "Off Year"
Comprehensive: 1. Peer review 2. Student evaluation 3. Chair evaluation 4. Self-evaluation (optional)	According to departmental plan*	Comprehensive: 1. Peer review 2. Student evaluation 3. Chair evaluation 4. Self-evaluation (optional)	According to departmental plan

<sup>\*</sup>During a faculty member's fourth, fifth and sixth year after hire, either the dean or department chair, or both, may require the inclusion of peer and/or student evaluative reviews in the annual evaluation.

SRI evaluations of adjunct faculty are conducted each semester and results of those evaluations for the fall and spring semesters are available at the close of each semester for each faculty member. If administered on-line, they are accessible through their MYCCRI account. If completed using the hard copy, copies are provided to adjunct faculty.

Faculty accept the responsibility for the content and methods of instruction that meet generally accepted academic and professional standards and expectations. The following committees and support personnel are in place to support these expectations.

- The Curriculum Review Committee is a well-functioning advisory committee
  whose mission is to consider courses of study and programs, and approve or reject
  individual courses to be offered for degree credit. The committee also assesses
  modification to existing courses, including changes in catalog descriptions. All
  recommendations are presented to the president for final action.
- The Center for Teaching, Learning and Assessment (CITLA) supports effective
  teaching and learning at all levels and in all contexts in which instruction occurs in
  the college. The college has a distance learning coordinator who works with faculty
  who use distance learning in their courses.
- The Centers for Instructional Technology support the academic mission of the
  college by helping instructors in the use of technology to meet their teaching needs.
  Through consultation, workshops and information sessions, and by managing pilots
  of new instructional technologies on campus, Instructional Technology staff assist
  faculty in accomplishing a meaningful integration of technology into their teaching
  practice.
- The Program Based Review and Assessment Committee (discussed in Standard Four.)
- The Academic Advisory Council is responsible for developing, reviewing and evaluating academic policies for the college.

- Department Chairs' meet periodically with the divisional deans and the vice president for Academic Affairs.
- The Learning Outcomes Assessment Committee (discussed in Standard Four.)

There are several opportunities for faculty to engage in continuing professional development throughout their careers. The college offers tuition waivers at all three state institutions of higher education (Community College of Rhode Island, Rhode Island College and the University of Rhode Island) for full-time faculty to pursue advanced degrees or improve and enhance their knowledge through course work.

The college provides funding for professional development activities. Professional development funds must be requested by submitting an application to the Faculty Professional Development Committee, which is composed of the academic deans and the CITLA faculty coordinator or his/her designee. The committee makes recommendations to the vice president for Academic Affairs for approval. These funds are not for attendance at professional conferences or for meals. Each department has a budget to pay for registration fees for full-time faculty participation at instate and out-of-state professional conferences.

The college provides travel funds (transportation, food, and lodging) for attending out-of-state professional development activities. These requests are reviewed by the Faculty Travel Committee.

Full-time faculty can take advantage of sabbaticals. A member of the full-time faculty who has served full-time for at least six years, who has the rank of assistant professor or above and who is tenured, shall be eligible for sabbatical leave. According to Letter of Understanding #3 in the CBA, no more than five percent of the full-time faculty will be awarded sabbatical leave during an academic year. However, in Letter of Understanding #4 (hardcopy found in document room), the vice president for Academic Affairs may, in his/her exclusive discretion, may grant sabbatical leaves in excess of the five percent limitation up to a maximum of seven percent.

As mentioned previously, the Center for Teaching, Learning and Assessment and the Centers for Instructional Technology provide faculty with support in the area of professional development. The college has a Professional Development Day each spring for full-time faculty, visiting lecturers, adjunct faculty and staff personnel, who attend sessions of personal, professional and academic importance.

The CBA (Article III-Rights of Individuals) contains the following statement pertaining to Academic Freedom: "Academic Freedom is essential to the college and its faculty and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic Freedom in its teaching aspects is fundamental to the protection of the rights of the teacher in teaching and to the students for freedom of learning. It carries with it duties correlative with rights. The teacher is entitled to freedom in the classroom in discussing his subject."

The following is the Code of Ethics of the college, published on the Human Resources Web page <a href="https://www.ccri.edu/hr/handbook/204Ethics.html">www.ccri.edu/hr/handbook/204Ethics.html</a>: The Community College of Rhode Island is an

institution whose paramount mission is the enhancement of growth and learning in every one of its members – students, staff, faculty, administrators and members of the Rhode Island Board of Education. Membership in this institution involves both privileges and obligations. To preserve the balance between these, and to ensure congruence between all college activities and the college mission, the college has formulated a Code of Ethics by which institutional and individual decisions shall be measured. Broadly interpreted, this code expresses a commitment of conscience, that is, we pledge to conduct our affairs, in spirit as well as in letter, with honesty, frankness and integrity. The following are essential to this commitment:

1. The terms of this Code of Ethics are to be taken by each member of the CCRI community as a

guide in all dealings pertinent to this institution.

2. The principle of academic freedom shall in no way be dishonored.

3. The resolution of conflicts shall be guided by traditionally held, fundamental, and commonly understood principles of honesty, mutual respect, justice, fair play and equity.

4. The allocation of institutional resources shall be governed by this Code of Ethics, as permitted

by the availability of these resources.

5. The ethical obligations incurred by faculty and staff because of membership in professional organizations external to this institution should be upheld by those individuals. This statement should not be construed to conflict with other such codes of ethics. In no case would it be considered appropriate for anyone to treat professional standards glibly or irresponsibly.

6. College employees are also governed by Rhode Island General Laws (Ref: <u>State Code of Ethics</u>, Rhode Island General Laws 36-14-1 et. seq.)

Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as learning goals of academic programs and objectives of individual courses. The college has several initiatives to support this effort. The Academic Technology Advisory Committee focuses on specific issues relating to technology required in support of teaching and learning. It deals with the details of implementation/support of technology in the classroom, laboratories and all other instructional technology requirements. Mentioned previously are the Center for Teaching, Learning and Assessment, the Centers for Instructional Technology, and the distance learning coordinator. The college has also developed a fully online distance learning faculty pedagogy training module for those faculty members who want to learn about teaching hybrid courses or fully online courses. Also, faculty that teach in a lab environment are assisted by technical and support staff who prepare the labs for classroom work.

As a result of the assessment initiative of the Rhode Island Office of Higher Education, each department that has a program is now required to participate in assessment activities. As a response to this requirement, and as noted previously, the college has established a Program Based Review and Assessment Committee whose mission is to uphold the rich tradition of excellence in teaching at the Community College of Rhode Island by improving student learning outcomes assessment at the program level. More information on the assessment process is available in Standard Four.

The Advising and Counseling Center offers a full range of services for enrolled students. These services include: academic advising, career and educational counseling, and personal counseling

services. Academic advising is available for students with program and course selection concerns. Career and educational counseling consisting of interest, aptitude, values and personality assessment, as well as assistance with career exploration, is provided to students requesting help in establishing educational and career goals. Personal counseling is also available for students experiencing personal difficulties as they relate to their academic success. A list of community resources is available if outside services are needed. According to the CBA, faculty are not required to perform academic advising, however, they do offer their informed advice to those students who request it. Also, certain departments, based upon the program of study, do informally assign faculty advisees to students.

### **Appraisal**

The college operates on four campuses and two satellite facilities. It offers traditional and distance learning classes day and evening, six days per week, for 12 months per year. Faculty are highly qualified, academically and professionally, to fulfill the mission and vision of the college. In fall 2013, there were 327 full-time faculty members. Degrees held by full-time faculty were as follows: 22.02 percent held a doctorate degree, 75.29 percent held a master's degree and 2.4 percent held a bachelor's degree.

The breakdown of the rank of full-time faculty is as follows: 41.3 percent of faculty are full professors, 20.5 percent of faculty are associate professors, 37.9 percent of faculty are assistant professors and 0.3 percent of faculty are instructors. Women account for 62.4 percent of the full-time faculty and men account for 37.6 percent of the full-time faculty.

As of 2012, the college employs approximately 526 adjunct faculty members, who teach approximately 30 percent of semester classes. In 2004 there were 286 full-time faculty and 426 adjunct faculty. However, it should be noted that headcount enrollment has increased from 16,223 students to 17,699 students. The ratio of full-time and adjunct faculty to students is one faculty member to 19 students. In 2004 the ratio was 23 students. Laboratory classes are typically smaller because of space and equipment constraints and safety considerations.

Through the Department of Human Resources (HR), the college has taken a comprehensive approach to increasing the hiring of faculty from diverse backgrounds. The department has purchased and implemented PeopleAdmin, a Web-based recruiting and applicant tracking software package. HR has also expanded recruitment efforts by utilizing Higher Ed Jobs' Affirmative Action Minority Package and Monster Complete, which includes its Diversity and Inclusion Network partner sites. While the gains are small, the strategies employed by the college have resulted in an increase in the representation of ethnic minorities over the last two years (2012-13). The college has made a focused effort over the last two to three years to work with different organizations within the communities it serves to reach a larger pool of minority candidates. The college believes that increases in minority representation in the adjunct faculty will translate into more applications from minority candidates for full-time positions.

The college has instituted new efforts to facilitate the transition to employment for new full-time faculty. The vice president for Academic Affairs has established a website that provides useful

information for new faculty. Upon being hired, new faculty are provided with information by HR regarding all aspects of work at the college.

In response to an identified weakness through the self-study process, a new, more comprehensive orientation process for adjunct faculty has been established to make the transition to employment easier. Since its implementation in Fall 2012, approximately 94 adjunct faculty have completed the orientation to date. Also, the Community College of Rhode Island Adjunct Faculty Association, although not a bargaining unit, enables the adjunct faculty to voice their concerns with the administration. As a result of these discussions, the per contact hour pay rate for adjunct faculty has increased from \$56 per contact hour in 2004 to \$72 per contact hour in the Fall 2013 semester. The expectation is that with a more competitive salary rate, the college will be able to maintain a highly qualified and motivated adjunct faculty.

Through the appraisal process, in anticipation of CCRI's next accreditation visit, the college identified the absence of a policy manual as a major weakness. The college has made progress on compiling a formalized policy manual; current approved policies may be found on the VPAA Web page: <a href="www.ccri.edu/acadaffairs/policies.html">www.ccri.edu/acadaffairs/policies.html</a>. There is more discussion of the creation of an online policy manual in Standard Ten.

A list of policies specifically related to faculty submitted for review by Academic Affairs is available in the appendices for this Standard. (See Appendix 5.1)

The system of faculty evaluation has been completed with the approval and administering of student and peer evaluations. The system evaluates the sufficiency of and support for the faculty and the effectiveness of the faculty in teaching, scholarship and service, and the results of the evaluations are used to enhance the fulfillment of the college's mission. In the summer 2012, the Evaluation Review Committee (ERC) adopted a standardized approach for departments to document their annual evaluation plan. With the standardization of both SRI and peer evaluation instruments, a common plan format became possible. Twenty-one of 24 departments submitted the requested 2012 Departmental Plan survey. Of the 21 reporting, all but one indicated that one-third of departmental faculty would have a comprehensive evaluation during the current academic year. Twenty reported completing annual evaluations, and that all adjunct faculty are evaluated either every semester or at a minimum annually. The language of the CBA is silent on the methodology to be used to conduct annual evaluation of faculty. Departments reported using a mix of the SRI, self-evaluation, department chair evaluation as part of the self-evaluation process. As of the 2012-13 academic year, only one department has sought and received approval from the ERC for an alternate peer evaluation instrument.

For full-time faculty, the chair, divisional dean and vice president all participate in the review of the evaluation materials and the decision on whether actions have to take place for improving instructional performance and providing professional development activities. Student evaluations of adjuncts are now a requirement for all departments. More work has to be done to use the data from the evaluations to support faculty development and to improve instruction.

A system for using Student Rating of Instruction data to improve instruction was identified as a major weakness in the appraisal part of the self-study process. Previously, IT gave a date to departments and sheets were individually scanned by one person. This process was cumbersome and did not yield the overall information and fields needed to gather and aggregate data. The practice of gathering and using data from SRIs was enforced in spotty and widely varying ways by departments. Recognizing that this haphazard and inconsistent approach was problematic, the college has developed policies to address this issue. In fall 2012, the IT Department determined that the SRI database needed to be rewritten to the Banner administrative system rather than the former stand-alone system where SRI results were unavailable for data analysis and reporting.

As of Fall 2012, the college began working on a system that could tabulate data and provide an overview of patterns within the data. Going forward, the college is now able to review faculty performance via the SRI summary results and see whether students' ratings, in fact, are improving. Mean scores on each of the 16 questions can be compared to see which areas are the most challenging and need to be addressed by individual faculty members as well as the institution, as well as which areas are performing well. Faculty members are able to see their own 16-item summaries on MyCCRI; chairs are able to view their departments' results and deans are able to view their divisions. Since 2004, the college has developed a standardized system for student evaluations, as well as standardized peer and self-evaluation instruments. The interim report in 2007 recommended that the college emphasize the implementation of the faculty evaluation system; faculty are now able to see at a glance the results of student ratings of instruction, while chairs, deans and the VPAA are able to view a snapshot of the ratings in their various areas. For chairs and administrators, cumulative ratings of 70 and below are highlighted in the Student Ratings of Instruction summary for a quick view. The efficiency offered by the summary tables enable faculty to more easily address any areas of concern.

The vice president for Academic Affairs has instituted much-needed monitoring mechanisms in order for the institution to exercise better judgment about how many contact hours faculty were teaching as an overload. Onload assignments are being more closely monitored through the Banner Management Information System, resulting in more consistency and equity in assigning workloads among departments. Overload assignments have been more closely monitored through the use of the Faculty Teaching Overload Request form submissions. On average, from Fall 2010 to Fall 2013, approximately 70 percent of full-time faculty have taught overload courses. During that time period, the number of overload contact hours per full-time faculty member has averaged 7.5 hours and overload exception requests have averaged 62 per year (65 in fall 2010 down to 45 in Fall 2013).

The college strives for economically efficient and instructionally sound methods for workload assignments within the contract. This may include faculty stipends and release time, which is closely monitored by the Academic Affairs division. The number of faculty receiving release time has declined dramatically since Fall 2006, from 33 to 14 in Fall 2013; while the number of faculty receiving stipends has risen in the same time period from two to 25.

Faculty do take the opportunity to advise students when the opportunity presents itself, even though advising is not contractually part of their workload. If the college would like to have

faculty more involved in this process, it would need to be negotiated through the collective bargaining process. These discussions could determine potential incentives, including additional remuneration or release time. However, this expense would compete with other demands on the college's funding, so this is probably not a realistic expectation.

The Professional Development Fund was created to promote professional growth and enrichment so that faculty may participate in activities that enhance their own professional practice while simultaneously benefiting the college. To access these funds, proposals must provide detail on the extent to which the proposed activity will assist the applicant in meeting institutional and/or professional goals. Priority for funding is given to those requests that benefit the greatest number of students and/or faculty and staff, and that have a significant impact on the department's ability to achieve institutional goals.

The Faculty Travel Fund provides faculty with the opportunity to travel to conferences to enhance and improve their skills. The fund balance is \$23,000 and there is a limit of \$1,200 per full-time faculty member for the period July 1 to June 30. The fund, on average, is usually exhausted by March. Tuition waivers and sabbaticals result in faculty that improve and enhance their knowledge in their disciplines so that they can impart that knowledge to their students in the classroom. Professional Development Day is attended by full-time faculty, as well as adjunct faculty, who also participate in presentations made during the session.

The administration and faculty work together to ensure an environment supportive of academic integrity and the college has established a Code of Ethics. The principles of the Code of Ethics are outlined below and can be found on the Human Resources Department website.

Community College of Rhode Island is an institution whose paramount mission is the enhancement of growth and learning in every one of its members – students, staff, faculty, administrators and members of the Board of Education. Membership in this institution involves both privileges and obligations. To preserve the balance between these, and to ensure congruence between all college activities and the college mission, the college has formulated a Code of Ethics by which institutional and individual decisions shall be measured. Broadly interpreted, this code expresses a commitment of conscience, that is, pledging to conduct affairs, in spirit as well as in letter, with honesty, frankness and integrity.

The college supports scholarship, research and creative activities and accords faculty and students academic freedom in these activities. There are several opportunities for faculty to engage in continued professional development throughout their careers and to pursue scholarship designed to ensure that they are current in the theory, knowledge, skills and pedagogy of their discipline or profession. Although not a research institution, faculty have several opportunities to engage in continued professional development throughout their careers, therefore supporting any research efforts that they wish to pursue.

Another resource provided for faculty development is Lynda.com, which is an online training library that includes hundreds of video-based e-learning courses on Adobe and Microsoft applications and technologies; Web design; digital photography; video and audio; Mac

applications; programming and more. The college possesses 40 licenses for faculty and staff to request a one-month loan period to access the full lending library of online training tutorials.

The state appropriation to the college's budget has been substantially reduced over the past 10 years. In fiscal year 2003-04 the state appropriation accounted for 57.1 percent of the college's total revenue. For the fiscal year 2013-14 it is 42.7 percent of the college's total revenue. In order to account for this decrease in the state appropriation, the college has increased student tuition and fees from 37 percent of the college's total revenue in fiscal year 2003-04 to 53 percent of the college's total revenue in the fiscal year 2013-14.

The CBA expired on June 30, 2010, however it has been extended through June 30, 2013. The difficulty of renegotiating a contract was influenced by the state's fiscal crisis. The college and the CCRI Faculty Association are currently in negotiation for a new contract.

### Projections

- Policies and procedures, many of which have been standard practice at the college, are in
  the process of being formalized and posted on the website of the vice president for
  Academic Affairs. This is an ongoing task that will not be completed by the time of the
  NEASC visit. As these policies are approved, the college will develop an implementation
  plan to disseminate the information in an ongoing fashion. This plan must include
  provision for continuous orientation as ongoing changes in personnel, particularly
  department chairs, requires an easily accessible manual and widely publicized updates.
- Although the college has made some progress in diversifying faculty and staff, the next step is to develop target goals that reflect the diversity of the student population. Once those goals are in place, the college will develop a process to move toward the goals. Human Resources will continue to study best practices in achieving this.
- A clarification about the policies regarding SRIs needs to be developed and implemented, with a common understanding of practice. Follow up on SRIs by departments is now requested by the deans for faculty whose scores are 70 or less. Further clarification of what is expected from chairs, deans, and faculty members remains to be developed. Once a uniform policy is in place, the college will be able to track trends and respond to areas of concern in aggregate SRIs via professional development opportunities. These would include CITLA workshops, Professional Development Day topics, and other initiatives both collegewide and within areas or departments.
- The Affordable Care Act impacts the college profoundly with regard to adjunct faculty workload. CCRI will need to respond to the workload implications of the act, both quickly, in the short term, and strategically, in the longer term, with viable options to maintain the quality of the educational experience for CCRI students. These may include workload adjustments for adjuncts, hiring more full-time faculty, combining sections or

dropping sections/courses. This process will need to continue to evolve as the college calculates the effects of the adjustments on student satisfaction and success, community needs and enrollment.

• The experience of adjuncts at CCRI varies by department as well as the time of day the course is scheduled and the hire date (last minute or with lead time) of the adjunct. The college is only beginning to gather data from the adjunct population to understand where the experience can be improved. Working with the Adjunct Faculty Committee, the institution will conduct specific surveys to determine the effectiveness of orienting new adjuncts, involving them in college and departmental activities, and other concerns the college may not be addressing. CCRI will follow up with a plan to improve the process and achieve more uniformly positive results across departments.

Standard 5- Plan of Action Milestones					
Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
5.1	Develop an implementation plan for new policies	Community understands steps for implementation of new policy	Fall 2014	VPAA	Promote operational efficiency
5.2	Continue to make efforts to diversify faculty, both FT and PT	Develop target goals	Ongoing	HR	Faculty and staff diversity more in line with population served
5.3	Track trends generated through SRIs (Student Ratings of Instruction)	Respond to trends via professional development opportunities	Fall 2014	VPAA	Improve instruction and support faculty development
5,4	Respond to Affordable Care Act	Bring workload into compliance	Fall 2014	President and executive staff	Evaluate and make choices among the alternative solutions
5.5	Evaluate the adjunct experience and adjust resources.	Gather data about the experience of adjunct orientation and involvement in the college	Ongoing	VPAA	Make adjustments to adjunct orientation and professional development based on data

### Institutional effectiveness

Since its last 10-year visit, the college has made significant strides in implementing a comprehensive faculty evaluation system. There is a clearly articulated process in place for conducting faculty evaluations; each academic department has the flexibility to determine the

components it will utilize as part of the faculty evaluation process. All departments share common evaluation instruments, and each department must submit its evaluation plan to the Faculty Evaluation Committee for approval on an annual basis.

Most recently the college has created a process through which the Student Rating Instrument (SRI) can be scanned electronically or completed online. Having access to a systematic way of tabulating the results of the SRIs across the college has enabled the faculty, department chairs and deans to access the results in a format that is user friendly and that lends itself to improving teaching and learning. The aggregated results provide insights into patterns of teaching effectiveness both at the individual as well as the college level. Using the aggregated results for the college as a whole has been and will continue to be useful in designing workshops offered through the recently created Center for Teaching, Learning, and Assessment (CITLA).

	Faculty
	000000
	00000
8	
ŝ	
ă	-
ä	3
	9
	ē
	9
	ē
	D L
	ard
	ard
	ard
	ard
	lard
	dard
	dard
	dard
	ndard
,	ndard
1	ndard
•	ndard
	ındard
	andard
	andard
	andard
	tandard
	tandard
	tandard
	standard
,	Standard
•	Standard
•	Standard
•	Standard 5:
•	Standard

		Fall	Fall 2010	0 Fall 2011 Fall 2012	2011	Fall 2012	2012	Fall 2013	100	Fall 2104	40
		3 Years Prior	ats	2 Years Prior	ars	1 Year Prior	ar or	Current Year*	/ear*	Next Year Forward (goal)	ear (goal)
		(FY 2011)	111	(FY 2012 )	12 )	(FY 2013 )	(3)	(FY 2014 )	4 )	(FY 2015 )	2 )
		FT	PT	FI	PT	FT	PT	FT	PT	FT	PT
Number of Faculty	culty										
Professor N	fale	65		65		59	JUNE	19		61	
H	emale	69		69		71		74		74	
Associate N	fale	14		15		. 13		17		17	
H	emale	38		46		46		20	- 1	20	
Assistant N	fale	45		42		48		45	1	45	
щ	emale	91		88		98		42		19	
Instructor N	fale										
F	emale					1		1		1	
Other	fale		264		279		280		285		285
Female	emale		286		265		289		300		300
Total Male	Tale	124	264	122	279	120	280	123	285	123	285
11.	emale	198	286	203	265	204	289	204	300	204	300

Professor	134	i	134	,	130	i	135	1	135	1
Associate	52	ï	61	1	59	7	29	1.	29	è
Assistant	136	ř	130		134	1	124	1	124	ì
Instructor	1	G,	1	- 1	1		_	1	1	i
Other	1	550		544		569	a	585	ï	585
Total	322	550	325	544	324	569	327	585	327	585

alary for A	Salary for Academic Ye FT	L	PT	E	Ы	E	РТ	Ħ	PT	Ħ	Ы
Professor	Minimum	63,826		63,826		65,741		65,741	1	65,741	
	Mean			75,851		76,098		74,912	-	74,912	
Associate	Minimum	51,136		51,136		52,671		52,671		52,671	
	Mean			58,271		58,734		56,568		56,568	
Assistant 1	Minimum	38,476	,	38,476		39,630		39,630		39,630	
	Mean			49,460		49,984		49,487		49,487	

1structor M	Minimum	37,298	37,298	37,298
N	Aean	37,298	37,298	37,298
Other M	Ainimum			
Z	Mean			

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Numbers reported from IPEDS reports for bi-weekly employees

## Standard 5: Faculty

## (Highest Degrees and Teaching Assignments, Fall Term)

	Fall 2010		Fall 2011		Fall 2012		Fall 2013	3	Fall 2014	
	3 Ye	ars	2 Ye	ars	1 Ye		Current	Year*	Next	
	Pri	or	Prio	or	Pric	)t			Forward	
	(FY 20		(FY 20		(FY 20		(FY 20		(FY 20	
Contract Naviones and the	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
the state of the s	e Earned: Doctorate						1			3.7718.6
Professor	38	11 20 3	38		37		41		41	
Associate	12		14		11		13		13	
Assistant	19	1	22		24	-	18		18	
Instructor				-			-	-		
Other										
Total	69	9	74	-	72	2	72	4	72	-
lighest Degre	e Earned: Master's						10			
Professor	97	1 = = 1	96		94		94		94	
Associate	41		47		50		54	100	54	
Assistant	111		99		102		98	ETT	98	
Instructor								No. of the	7	
Other								1	1 2/	
Total	249	-	242	-	246		246		246	Ş.
AND THE RESERVE AND THE	Santana de America Aces							5 140	4.47	
Control of the Contro	e Earned: Bachelor's						1			
Professor										
Associate									-	
Assistant	9		8		5		7		7	
Instructor					1		1		1	_
Other		+ $ +$					البساا			
Total	9	-	8	-	6	-	8	-	8	-
lighest Degree	e Earned: Profession	al Licens	se						Vacan Live	
Professor									10.00	
Associate										
Assistant								ETC)		
Instructor										
Other		1	-			1			7 - 4	
Total	100	-	8	-	-			-		4
	i.		71							
all Teaching I	Load, in credit hours			-			1			
Professor	Maximum							-		
A	Median			-				-		
Associate	Maximum		-							
Contract Contract	Median -								-	
Assistant	Maximum							-		
1.75	Median		-							
Instructor	Maximum				-				-	-
	Median				-			-		
Other	Maximum Median							-		_

CCRI does not caputre degree information for our Adjucnt (PT) faculty members

	(FY 2	2 )	(FY 2	2 )	(FY 2	2 )	36.
	FT	PT	FI	L	FI	PT	
# of Faculty Appointed	nted						25
Professor							-
Associate					ĺ	3	-
Assistant	14		8		80		
Instructor							
Other							-
Total	14		80	ı	00		
# of Faculty in Tenured Positions	red Positio	Suc					196
Professor	134		130		130		
Associate	52		59		59		-
Assistant	29		32		32		
Instructor					1.X		
Other						H	
Total	215		221		221	4.	
# of Faculty Departing					222		
Professor			1		,		
Associate							
Assistant			2		2		
Instructor							
Other							
Total	q	1	3	•	3	ï	
# of Faculty Retiring				-			
Professor	3		7	1	7		
Associate							
Assistant	2						
Tachinicates							

135

135

67

34

34

12

12

236

236

ıO

10

4

Forward (goal)

(FY2)

Next Year

Current Year\*

1 Year Prior

2 Years Prior

3 Years Prior PT

FT

PT

Fall - 2014

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

Standard 5: Faculty

Fall | 2010 | Fall | 2011 | Fall | 2012 | Fall | 2013

Other				Ĭ	1	
Total	ı,	7	7	6		

## Standard 5: Faculty

(Number of Faculty by Department or Comparable Unit, Fall Term) Fall 2011

Fall 2010

progress report, the year in which the report is submitted to the Commission.

Fall 2012

Fall 2013

		4.27.27.20.20.20.20	ears ior	2 Ye Pri	120	1 Ye Pri	20.000	Current		Forward	l (goal)
		(FY 2	011 )	(FY 20	12 )	(FY 20	13 )	(FY 20	14 )	(FY 20	015)
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Numb	er of Faculty by Department (or	compara	able aca	demic ur	nit)						
	Business Admin	12		11	38	11	30	11	34	11	34
	Office Admin	7		7	10	5	11	5	8	5	8
	Computer Studies	9		9	35	9	32	9	38	9	38
	Phlebotomy	1		1	3	1	4	1	3	1	3
	Clinical Lab Technology	2		2	9 1	2		2		2	1
	Radiography	4		3	2	4	4	3	2	3	2
	Nursing - AD	52	1	52	5	52	1	34		34	
	Practical Nursing	8		8	2	8	3	- 18	4	18	4
	Cardio-Respiratory Care	2		2	2	2	1	2	1	2	1
	Sonography	= -1		1	3	1	2	2	2	2	2
	Newport Nursing Program	. 5		6		7	1 363	15		15	
	Dental Studies	8		8	21	8	22	8	19	8	19
	Occupational Therapy	2		2		2		2		2	
								0		2	4

Physical Therapy

Therapeutic Massage

Engineering & Technology

Rehabilitive Health

Renal Dialysis

Human Services

Legal Studies

English

Languages

Psychology

Chemistry

Mathematics

Fire Science

Emergency Mgt

CTD Training

DOC Training

Optician Program

Electronics

Performing Arts

Learning Resources

Physical Education

Cooperative Education

Biology

Physics

Art

Social Sciences

MRI

Histology

Instrumentation Miscellanous Adjunct \*\* \*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an

\*\* These individuals are not assigned to any one participlar acadmeic dept (ex. Weekend college, Downcity campus)

Numbers reported by IR which include, visiting lecturers and part time faculty for bi-weekly Breakdown for PT not available for the FY 2011

## Standard Six: Students

## Description

## Admissions

The primary mission of Community College of Rhode Island is to offer recent high school graduates and returning adults the opportunity to acquire the knowledge and skills necessary for intellectual, professional and personal growth. Consistent with that mission, CCRI has an open admissions policy that gives Rhode Island residents an opportunity for education beyond the high school level. While there are no specific enrollment target goals, minimum goals for budget optimization are established. The college does not discriminate in recruitment or admissions on the basis of race, color, creed, national or ethnic origin, citizenship or marital status, gender, religion, disability, age, sexual orientation or veteran status.

Seven admission officers are assigned to every public and charter high school throughout the state's 37 school districts. These outreach efforts, combined with a variety of adult population outreach initiatives, result in a diverse student population that is consistent with the college's legislative mission. A summary of CCRI student demographic information can be found at: <a href="https://www.ccri.edu/irpl/2012/Fall\_2012\_Official\_Enrollment\_Single\_Pg.html">www.ccri.edu/irpl/2012/Fall\_2012\_Official\_Enrollment\_Single\_Pg.html</a>.

All incoming, degree-seeking students are required to take the ACCUPLACER placement exam to determine their skill level in writing, reading, mathematics, computer skills and, for select programs, chemistry. ACCUPLACER results indicated that 69 percent of Fall 2013 incoming students required one or more developmental courses.

Prescribed developmental coursework is primarily enforced through course prerequisites. However, a lack of prerequisites in some disciplines may result in students bypassing remedial prescriptions and registering for courses beyond their tested level of ability. Remediation is most successfully enforced in the math and writing sequences and less so in the reading sequence. Some programs of study, particularly high-demand licensure programs such as those in health sciences, have instituted stricter admission standards to help ensure that applicants have reasonable potential for success.

Preparing students to meet the demands of college-level work is achieved primarily through a sequence of coursework in writing, reading, and mathematics. Support is also provided through cocurricular options that include ACCUPLACER test preparation, rapid review programs, summer modular remediation programs, literacy and math coaching and content tutoring.

The college's Academic Standards Policy monitors the academic performance of students and requires more intensive academic advising for students who do not meet the minimum standards. A Satisfactory Academic Progress policy outlines minimum requirements of academic progress for students who are receiving financial aid.

Unlike the general student population, student-athletes are specifically recruited to the institution and are required to participate in a program that monitors academic performance and coordinates academic services. Students with disabilities, while not specifically recruited, are offered all legal and reasonable accommodations upon self-identification and provision of appropriate documentation.

## Retention and graduation

The Office of Institutional Research and Planning (IR) collects and publishes a variety of data on measures of enrollment, demographics, student success, retention and completion. Such data are published annually and made publically available on the IR website: <a href="https://www.ccri.edu/irpl/retention">www.ccri.edu/irpl/retention</a> and <a href="mailto:completion.html">completion.html</a>.

According to IR's latest statistics regarding student retention, more than 80 percent of first-year full-time freshmen who enroll in the fall term return for the following spring semester. IR also shows a student persistence rate of 54.3 percent for full-time, first-time degree-seeking freshmen over a three-year period. Student persistence is calculated by adding the total number of full-time, first-time degree-seeking freshmen divided by the number in the original cohort who have graduated, transferred or continued their education at CCRI over a three-year period.

An array of initiatives and support services designed to enhance persistence and completion are offered by the institution. Following ACCUPLACER testing and freshman registration, new students are urged to attend new student orientation. This orientation is designed around the college's philosophy on the First-Year Experience course and provides students with information about college policies, available support services, college expectations, and instruction on using the college's computer portal in preparation for the beginning of the first semester.

A wide range of cocurricular activities and services that supplement and enhance classroom instruction are also available. The Student Success Center offers tutoring, peer mentors, success courses, mentoring and study skills workshops. Additional academic support is provided through the library and the writing centers. Advising and Counseling provides students with academic advising as well as career, educational and personal counseling. The six programs within the Office of Opportunity and Outreach collectively support and enhance existing services within Student Services by providing a comprehensive array of supports for at-risk populations. The Career and Internship office offers students cooperative education experiences as well as providing practical workshops such as resume writing and interviewing skills. Finally, VetSuccess is one of a growing number of on-campus programs that provide outreach and support to all students using military educational benefits.

CCRI encourages students to continue their education after graduation by regularly hosting transfer fairs and events across the four campuses. In addition, the online Transfer Evaluation System allows all students to see which CCRI courses have been established to meet transfer requirements at a receiving institution, thus guiding students in their course selection and minimizing the number of credits potentially lost during the transfer process. Student-athletes are the only group of students specifically recruited for admission. The Department of Athletics monitors student academic progress and effort through a Student-Athlete Academic Support Program (www.ccri.edu/athl/saasp).

## **Student Services**

In 2012 CCRI adopted a philosophy on the first year of college as a result of its participation in the Foundations of Excellence program. This philosophy, printed in the student handbook, serves as a guideline for the Division of Student Services in creating and improving programs and services that prioritize students' initial experiences at the college.

A wide array of services designed to help students achieve their academic and personal goals are offered through various departments within the Division of Student Services. The Office of Enrollment Services (OES) operates the admissions, records and financial aid functions of the college. Advising and Counseling offers academic advising, career counseling, testing centers and personal counseling while overseeing the health records function. The Student Success Center provides academic support services, mentoring and administers the new student orientation program. The Office of Opportunity and Outreach (<a href="www.ccri.edu/opportunity/">www.ccri.edu/opportunity/</a>) administers programs and services that promote equal access and success for specific at-risk and underserved populations, including first generation and low-income students, students with disabilities and individuals receiving cash assistance.

Robust intercollegiate athletics programs as well as a longstanding program of community service, student government and active student clubs on each campus comprise CCRI's Student Life offerings. The Careers and Internship Office oversees internships, on-campus employment and provides assistance for students engaged in a job search. Student discipline, assessment, student safety and cocurricular programming are managed centrally.

While the college has a Student Health Office at the Knight Campus in Warwick, its primary function is to administer student immunization and related health records. The Student Health Office offers limited health education information and may provide basic first aid. Emergency care is provided by Campus Police and local emergency services.

A variety of methods are used to identify the characteristics and learning needs of its student population; however, many of these assessments are program or department-specific. Through ACCUPLACER, all incoming students are surveyed on 20 questions that provide additional demographic data and information on student goals and expectations. These aggregate data are sometimes used by various departments within Student Services to inform best practices and develop additional programming.

Incoming students can take advantage of information sessions hosted by Enrollment Services to begin the process of learning about the services offered at the college. Following acceptance to the college, students must complete ACCUPLACER testing. More than 90 percent of new students then attend a freshman registration session to register for classes and begin to understand the program requirements of their intended major. Following freshman registration, all new students are encouraged to enroll in a new student orientation program that focuses on the roles and purposes of college, academic and personal expectations, student safety, financial planning, college computing and a review of support services and opportunities. Additional transitional support can be found in several "first-year" courses with varying degrees of support through the first semester.

All student services are available at each of the four campuses although staff members may not be permanently assigned to the location. While the Newport County Campus does not offer a writing center, writing support is provided by the Student Success Center. Students taking courses online may access any service at any campus at their convenience.

Financial aid is of great importance to the majority of students attending CCRI, with nearly 75 percent of the total student population receiving some form of aid in 2012-13. A comprehensive financial aid program that includes grants, loans, College Work Study and scholarships for eligible students is administered by the College's Financial Aid Office. Information on financial aid application processes, eligibility, disbursement, deadlines as well as scholarship information is published in print and online. Students are able to check the status of their financial aid at all times through the college portal. All aid is awarded and distributed according to federal and state requirements. Verification of eligibility is outsourced to ProEducation Solutions, a third-party vendor for daily processing.

All first-time student loan applicants are required to complete entrance counseling via Studentloans.gov. A student who drops below half-time enrollment is sent notification of online exit counseling to inform them of his or her loan obligations. Eligible students seeking to borrow more than the direct cost of attendance must complete additional steps to ensure they are aware of the ramifications of incurring additional debt. This additional process includes using the Direct Loans repayment calculator so that they are aware of the monthly payments required upon repayment. In addition, an array of financial literacy topics is covered in orientation, in the Access/TRIO Student Support Services program, in some courses and by request. The Educational Opportunity Center (<a href="www.ccri.edu/eoc/">www.ccri.edu/eoc/</a>), a federally funded TRIO program, helped 4,191 CCRI students apply for financial aid in the 2011-12 year.

Three of CCRI's four campuses have an active student government. Two associate deans for Student Life are assigned to work with student government; each associate dean is responsible for two campuses. There are approximately 60 active student clubs and organizations across the four campuses, each working under the auspices of their respective student government. These student groups provide opportunities for personal growth and the development of leadership skills. A summer leadership workshop for student government officers and fall workshops for all student leaders are being expanded and will provide an opportunity for peer mentoring and training in specific college policies and procedures.

The Department of Athletics, Physical Education and Recreation is dedicated to each individual physical education student and student-athlete by providing a high quality, nationally acclaimed and accredited Student-Athlete Academic Support Program (SAASP), which promotes academic and athletic excellence. The athletic program at CCRI fields 13 varsity teams. Every student-athlete at the community college must be academically and physically eligible to participate in sports. The college abides by the policies and procedures of the National Junior College Athletic Association (NJCAA) and academic performance guidelines as it is written in the college student handbook. Every student-athlete is also granted clearance to participate by his or her individual physician.

All Student Services personnel are well-trained and satisfy the requirements outlined in their position description. Personnel who provide educational or personal counseling have master's degrees. In 2005, Advising and Counseling implemented a rigorous training for all newly hired student development counselors, academic advisers, TRIO (<a href="www.ccri.edu/eoc/trio/about\_trio.html">www.ccri.edu/eoc/trio/about\_trio.html</a>) student support services coordinator/counselors and concierge coordinators. This formal training typically takes four to six months and at the end of training, the individual must pass a knowledge exam. Personnel who do not successfully pass the exam must attend extended training before being permitted to retake the exam. In addition, all Student Services staff members participate in periodic departmental and/or collegewide trainings, occasional off-site or third-party trainings and the annual Professional Development Day.

The Student Handbook is distributed to every new student in printed form and is also available on the college website. The handbook provides information on the student conduct code, student rights, general policies and grievance procedures. These policies and procedures are reviewed annually and updated as needed.

The college follows the guidelines of the Family Educational Rights and Privacy Act (FERPA) as it pertains to student records and privacy. Policies concerning privacy, a student's permanent record, records retention, safety and disposal are maintained by the Office of Enrollment Services, Advising and Counseling, the Student Health Office, Disability Services for students and the disciplinary system. The Office of Enrollment Services adheres to the standards regarding policies on retention, safety and security of records and these standards are developed by AACRAO (American Association of Collegiate Registrars and Admissions Officers).

Various departments within Student Services have adopted standards of ethical practice pertinent to their area of practice and have internal or professional codes of conduct guiding staff interactions.

The 2004-05 Strategic Plan outlined strategies with cocurricular programs: "Strengthen cocurricular activities to complement classroom experience and contribute to development of the 'educated person." The measured outcome was stated as "Produce end-of-year report documenting linkages between cocurricular and academic program offerings." The Business Administration Department offers cocurricular programs as stated in its mission statement.

## Appraisal

## Admissions

Data available through CCRI's Office of Institutional Research shows that the college is successful in admitting a widely diverse student body that is consistent with its mission. Fall 2012 enrollment data indicates that 31.1 percent of students reported themselves as non-white minority in comparison to the 26.6 percent of the Rhode Island population who reported themselves as non-white minority according to 2011 U.S. Census data. The total male population at the community college was 39.7 percent and total female population accounted for 60.3 percent of total enrollment. In terms of age diversity, 39.0 percent of enrolled students reported their age as 25 years or older. The fall 2012 total enrollment was reported at 17,884 with a ratio of 67.3 percent of the total population being part time and 32.7 percent being full time. In the past 10 years, CCRI has experienced an increase in the number of students reporting themselves as a minority. <a href="https://www.ccri.edu/irpl/2012/pdfs/Fall Student Characteristics History.pdf">www.ccri.edu/irpl/2012/pdfs/Fall Student Characteristics History.pdf</a>.

CCRI's admission policies and procedures for enrollment across all programs are available on line as well included in select printed publications such as the college catalog. All state and federal laws regarding equality of education are followed and adherence to those standards is posted online.

While underprepared students can and do struggle with college-level work, the mission of the community college is to provide opportunity not afforded by four-year institutions to a population that could benefit from higher education. As such, the college devotes a significant portion of its operating budget to support students who are academically underprepared. However, despite the allocation of faculty, staff and financial resources, students who enter the community college needing remedial work do not perform at the same rate as students who are academically prepared. This is indicated by the relatively poor completion rates in remedial courses. For example, less than half of all students who take basic arithmetic successfully complete the course. Developmental course work represents four of the five top "DWF" grade courses (FoE databank).

The college has recently begun piloting an array of cocurricular preparation and remediation activities in response to the overwhelming number of students who need academic remediation. These initiatives have shown positive results, but on extremely small scales and at significant costs.

Disability Services for Students remains sorely understaffed for a continually complex and growing student population and student needs are met at only the most basic, minimal compliance level required by law. Athletes benefit from their mandatory participation in the intensive academic support program and demonstrate higher retention and completion rates than the student body overall.

## Retention and Graduation

CCRI provides a wide variety of services to support student persistence and completion. However, these services are often fragmented, small-scale, not well-coordinated or widely known.

Two programs stand out in their persistence and completion achievements. Participants in the Access/TRIO Student Support Services consistently show a persistence rate of 70 percent or greater and a four-year graduation rate of 20 percent or greater. For academic year 2011-12 the Student-Athlete Support Program has increased the percentage of student-athletes transferring to four-year schools by 19.6. Some 67.9 percent of second-year student athletes transfer to four-year schools or training programs to continue their education, which is an increase of 4.1 percent over the 2011-12 academic year.

Although the college does not currently have formal retention or graduation goals, retention and completion rates are generally acknowledged to be key performance measures for the institution. Data on retention and completion are published each semester cited in the Strategic Plan and other reports and studies conducted at the college. However, there is no evidence to indicate that this data is used uniformly across the institution to inform planning, resource allocation and improvement.

## Student Services

The Division of Student Services recently adopted the first-year philosophy to use as a guiding principle in program planning and development. As of this writing, there is little evidence that this philosophy is widely known or acted upon. Additionally, while numerous data are collected on a departmental and institutional level, there is little evidence that such data are used to inform the development and delivery of student services on a systematic, division-wide basis.

Student Services generally receives good marks on the annual student satisfaction survey and individual program assessments show general approval. However, staffing constraints across the board are reflected in complaints about long lines, long waits and rushed interactions. The staffing shortages are most acute in Advising and Counseling and in Disability Services.

Student evaluations indicate that students are generally pleased with the array of support programs available, though reflect a strong desire to reduce the length of some programs. Since reinstating a traditional orientation program in 2009, attendance has increased from 300 students a year to more than 1,500 students a year, roughly one-third of the students who attend freshman registration. Further complicating efforts to increase orientation attendance relates to the fact that approximately one-third of new students apply and enroll during the last two weeks before the semester begins, thus missing the opportunity to attend orientation.

With the addition of a second full-time employee to develop campus life in 2010, stronger and more organized student governments have developed on the three primary campuses. At the Newport County Campus, the small size of the student body inhibits efforts to establish a strong campus life program.

Increasingly, student government representatives are invited to serve on college committees. In addition to serving on the academic grievance and student disciplinary committees, students have designated slots in the revised college governance system. The absence of a viable student government at the Newport County Campus leaves a gap in opportunities for students at this location. Additional information is made available to students using their MyCCRI account so that all information regarding their aid is available to them at all times. Consistency and development of new leaders remains a challenge.

The percentage of students utilizing federal college work study has steadily increased since 2010, reflecting efforts to reorganize and better monitor and market the program. Award notifications have moved to email, eliminating any delay in notification. Additional information is made available to students using their MyCCRI account so that all information regarding their aid is available to them at all times.

Staffing in Financial Aid is limited and spread out amongst four campuses. Staff members in other Enrollment Services areas who are familiar with financial aid on a general level are often the first responders to financial aid inquiries. Financial aid documents often get touched multiple times before being addressed, leading to small, inefficient delays. These inefficiencies are being addressed and a model to centralize financial aid on one campus is being explored.

Advising and Counseling currently employs 16 full-time student development counselors/academic counselors. This equates to a ratio of 1,125 students per counselor. The National Academic Advisor Association, NACADA reports that the median caseload of advisees per full-time professional academic advisor is 296. By institutional size, the median individual adviser caseloads are 233, 333 and 600 advisees for small, medium and large institutions, respectively. The following link is the complete NACADA report documenting their finding: www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx.

Although the full-time staffing ratio in Advising and Counseling is clearly insufficient, the institution has progressively addressed this issue by increasing the number of full-time student development counselors. In 2012, Advising and Counseling was granted two full-time counselor positions and has been granted three more full-time counselor positions for 2013. Once the new positions are filled, the ratio of students per counselor will be 947. This represents a substantial improvement during the past several years.

Critical staffing issues exist in Disability Services for Students (DSS). The institution employs one full-time director, one full-time coordinator and two part-time coordinators to serve an increasingly complex student population of approximately 1,500 per year across the four campuses and two satellites. The director is responsible for supervising DSS operations across the institution while also providing direct services to the greatest number of students (caseload is

approximately 700). While the institution's assistive technology is adequate, three of the four campuses lack appropriate space to provide alternative testing and other ADA-mandated accommodations. Ongoing professional development for DSS staff is minimal. The staffing shortage and lack of appropriate accommodation facilities place the institution at risk for noncompliance.

Facilities are an issue for Student Services at most every campus. Shared spaces and non-private offices make confidential conversations difficult, if not impossible. Inadequate space for the provision of ADA-mandated accommodations, overflowing Success Centers and staff sharing desks in rotating bases to cover site vacancies across multiple departments and campuses is common. This results in confusion and students often will not know when or where to find a particular staff member at any given moment.

FERPA regulations are published in a variety of areas across the college, including the Office of Enrollment Services, Information Technology and the handbooks for both full-time faculty and adjunct faculty. However, while FERPA regulations are readily available, there is no evidence that college personnel are oriented to the FERPA regulations on a systematic, ongoing basis. The college simply states that any staff member should contact the associate vice president for Student Services for details regarding the release of any student information. Specific information regarding student rights under FERPA information can be found on Page 243 of the 2012-13 catalog.

The CCRI student information system is available to select certain staff, faculty and student employees. All personnel, including student employees, who need access to the student information system must complete an authorization form and agree to comply with FERPA, the Data Security Policy and the Policy on Responsible Use of Information Technology. www.ccri.edu/it/forms/Ban Student Auth Frm.html

Assessment of cocurricular programs is done sporadically and on the programmatic level. Comprehensive planning and evaluation of cocurricular learning outcomes has only begun in 2013.

There is no noticeable or documented assessment of either of the cocurricular programs referenced in the 2004-05 Strategic Plan or the Business Department. The end-of-the-year report that was identified as an outcome in CCRI's Strategic Plan has not been completed and/or been forwarded for review.

## **Projections**

The college will develop a long-range plan to improve student services. This plan includes:

- · Improvement of placement testing tools and assessment of academic standing
- The retrieval and utilization of data to improve retention and graduation rates
- · Revising Student Services mission statement
- · Developing ethical standards, co-curricular goals, records retention policy

- Developing protocols for and distribution of a satisfaction survey, using data received to improve
- Increasing staff and efficiency in Advising and Counseling, DSS areas
- Establishment of co-curricular goals to increase student support

		Standard 6- Pl		april 100 miles	
Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
6.1	Advising & Counseling: improve placement testing tools, academic standing	Place a full-time DSS coordinator on the Liston Campus	AY 13-14	Dean, Office Opportunity & Outreach	One new FTE in DSS for Fall 2014
6.2	Advising & Counseling: improve placement testing tools, academic standing	Relocate Flanagan Campus DSS lab to ensure compliance	Fall 2014	Dean, Office Opportunity & Outreach	Flanagan DSS lab no longer above cafeteria
6.3	Advising & Counseling: improve placement testing tools, academic standing	Expand the number of student development counselors to meet ratio of 800:1	AY 16-17	Dean-Student Dev/Assessment	Two new student development counselors hired in FY2015 and again in FY2017.
6.4	Retrieve & utilize data to improve retention & graduation	Establish and publish retention and graduation goals	Ay 13-14	President's Council	Goals announced in minutes of President's Council
6.5	Retrieve & utilize data to improve retention & graduation	Regularly review retention and graduation data: President's Council, Strategic Planning, first year initiatives	AY 14-15	President's Council	Codified in Governance policies
6.6	Advising & Counseling: improve placement testing tools	Develop metrics and protocols for review of ACCUPLACER data in Student Services	AY 15-16	Associate VP for Student Serv	Presentation of protocols in 2015 management letter
6.7	Student services: revise mission statement retention policy	Ensure appropriate student representation on all governance committees	AY 13-14	Associate VP for Student Services	New governance structure will reflect student input at all levels
6.8	Student services: revise mission statement	Increase the prevalence of health and wellness programming	AY 13-14	Dean-Student Dev/Assessment	New contracts and liaisons established to implement web-based, youth-oriented wellness information
6.9	Student services: revise mission statement	Improve quality and frequency of training for student leaders	AY 14-15	Dean of Students	Revamped leadership development model based on current best practice in place for spring 2014

6.10	Student services: develop co- curricular goals	Increase attendance at New Student Orientation	AY 14-15	Dean of Students	Attendance at New Student Orientation will increase to 70 percent of new students annually
6.11	Student services: develop co- curricular goals	Develop new delivery patterns to deliver writing support across all four campuses	AY14-15	Dean AHSS	Plan produced in AY 2014- 15 for budgeting/ Implementation in the subsequent academic year
6.12	Student services: develop ethical standards	Increase the opportunities for students to learn more about their financial aid options and obligations	AY 13-14	Interim Dean Enrollment Mgmt	Explore licensing of FinancialAidTV.
6.13	Student services: develop ethical standards, develop co- curricular goals, develop records retention policy	Implement 2004-05 recommendations	Spring 2014	Dean of Students	Produce report documenting linkages between co- curricular and academic program offerings
6.14	Institutional effectiveness: develop protocols for satisfaction survey, increase staffing for advising & counseling	Analyze longitudinal data from the Student Satisfaction Survey	Spring 2014	Associate VP for Student Services	First publication (online) of longitudinal satisfaction data.

## Institutional effectiveness

Staff within Admissions and Student Services have established a strong track record of continually monitoring the effectiveness of their approaches and services to student success. As the staff identify areas in which they perceive or document a need for improvement, they look to external benchmarks and/or best practices to set new goals or directions for themselves. As they implement new approaches, they assess the results and compare the outcomes with the baseline data.

Looking ahead, the staff have included in their projections some new goals and directions for enhancing student success. Specifically, they are recommending that the college set both retention and graduation goals, and that the college increase support services at the different campus locations. The areas identified for increased support are the results of ongoing evaluations that include feedback from students, faculty and staff.

## Standard 6: Students

# (Financial Aid, Debt, and Developmental Courses)

Where does the institution describe the students it seeks to serve?

College catalog 2013-2014 p. 2, 4,

College webpages:

About CCRI: http://www.ccri.edu/about/mission.html

Adult Learners: http://www.ccn.edu/oes/admissions/adultlearners/

Military/Veterans: http://www.ccn.edu/oes/admissions/military/

nternational: http://www.ccn.edu/oes/admissions/international/

High School Partnerships: http://www.ccri.edu/oes/admissions/partnerships/ Diversity: http://www.ccri.edu/avp-students/diversity.html

Next Year Forward (FY 2.015 (goal) 3 (FY 2014 ) progress Budget\*\*\* Current (FY 2012 ) (FY 2013 ) Completed Recently Most 2 Years Prior (FY 2010 ) (FY 2011 ) 3 Years Prior 4 Years Prior

\$864,652 \$431,872

\$758,267

\$432,780

\$398,979

Y/A

N/A

\$359,288

V/V N/A N/A

N/A

N/A N/A N/A

\$369,732

\$138,973

\$230,759

Financial Aid Student

Total Federal Aid

Grants

Loans

\$1,032,000 \$1,032,000 \$44,870,882 \$27,885,059 \$16,619,523 \$3,330,712 \$817,517 \$366,300 \$817,517 \$614,950 \$125,326 \$489,624 \$0 \$26,664,416 \$42,823,282 \$15,808,871 \$3,442,206 \$170,713 \$349,995 \$870,762 \$870,762 \$279,782 \$109,069 0\$ \$23,750,639 \$11,621,713 \$35,709,481 \$2,784,326 \$252,312 \$337,129 \$608,756 \$608,756 \$160,865 \$91,447 0\$ \$18,847,166 \$25,122,329 \$5,942,881 \$2,026,847 \$557,403 \$81,403 \$285,563 \$204,160 \$332,283 \$557,403

Total Institutional Aid

Grants Loans

Total State Aid Work Study

Total Private Aid

Grants

Loans

## Student Debt

Percent of students graduating with debt\*

35%	
30%	
23%	
20%	
Undergraduates	)

Graduates N/A	For students with debt:  Average amount of debt for students leaving the institution with a degree	Undergraduates \$6,778	Graduates N/A	Average amount of debt for students leaving the institution without a degree	Undergraduates \$3,218	Graduate Students	Cohort Default Rate (calculated on two-year lay) 12.2%	Percent of First- year students in Developmental Courses**	reported as percent of head count English as a Second/Other Language	reported as percent English (reading, writing, of head count communication skills)	reported as percent of head count Math	no other non-credit course info collected Other
N/A	the institution w	8 \$6,907	N/A	the institution w	8 \$3,871		%6.6	Fall 2010	<1%	13%	16%	
N/A	ith a degree	\$8,329	N/A	ithout a degree	\$4,872		10.0%	Fall 2011	1%	15%	17%	
N/A		\$8,221	N/A		\$4,697		%9'9	Fall 2012   Fa	1%	15%	16%	
		7						Fall 2013	1%	16%	13%	
								Fall 2014	1%	16%	13%	×

<sup>\*</sup> All students who graduated should be included in this calculation.

<sup>\*\*</sup>Courses for which no credit toward a degree is granted.

<sup>\*\*\*&</sup>quot;Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

Freshmen - Undergradurate   Prior   Prior	(Admissions, Fall Term) Credit Seeking Students Only - Including Continuing Education	l' <b>erm)</b> g Continuing Education	
97		Current	NextYear
97 7,461 97 4,024 99.7% 99.7% -2.6% -1.8% 1,118		Year*	(goal)
97			CHOS E P)
97 4,024 99.7% 99.7% 54.1% 54.1% 5.3 5.3 6.0 -2.6% 0.1 -1.8% -1.1		8,016	8,016
97 4,024 99.7% 99 -2.6% 0. -2.7% -0. -1.8% -1.1		7,973	7,973
99.7% 99.0 -2.6% 0.0 -2.7% -0.1 -1.8% -1.7		3,725	3,725
54.1% 53.2 -2.6% 0.0 -2.7% -0.1 -1.8% -1.7		99.5%	99.5%
-2.6% 0.0 -2.7% -0.1 -1.8% -1.13		46.7%	46.7%
-2.6% 0.0 -2.7% -0.1 -1.8% -1.1 73 1,118			
-1.8% -0.1		7.5%	
-1.8%		7.3%	
73 1,118		-5.8%	
73 1,118			
73 1,118			
973			
		1,086	1,086

Enrolled % Accepted of	COA	1,114	1,121	1,086	1,086
to parcepted or	456	482	490	383	383
Applied	%0.66	%9.66	100.0%	100.0%	100.0%
Accepted	47.4%	43.3%	43.7%	35.3%	35,3%
Master's Degree					
Completed					
Applications					Į.
Accepted					
Applications Enrolled					
% Accepted of					
Applied	a.	-7	91	-	X
% Enrolled of					
Accepted	1	X.		<i>y</i> -	X
First Professional Degree - All Programs	Degree - All Pro	qrams			
Completed					
Applications					
Applications					
Accepted					
Applications					
% Accepted of					
Applied	x	Y	4	1	X.
% Enrolled of					
Accepted	ζ	ſ	de	T.	P
Doctoral Degree					
Completed					
Applications			e e		
Applications					
The same of the sa					

	Đ	v	3
	Į.	- 1	4
	í.	No.	ission.
	-1-		s submitted to the Comm
	,	ì	hich the report is
Applications Enrolled % Accepted of	Applied % Enrolled of	Accepted	report, the year in which the report is submitted to

### Forward (goa 7,292.0 7,604 1,360 3,884 4,008 11,612 5,244 3,156.0 Next Year (FY 2015 7,292.0 4,008 7,604 1,360 3,884 11,612 5,244 3,156.0 (Fall 2013) Current Year\* Credit-Seeking Students Only - Including Continuing Education (Enrollment, Fall Census Date) Standard 6: Students 7,195 7,449.0 1,448 3,928 5,376 3,236.0 4,373 11,568 (Fall 2012) 1 Year Prior 7,192 7,677.0 1,435 3,127.0 4,603 11,795 3,751 5,186 (Fall 2011) 2 Years Prior 7,564.0 3,730 6,741 11,468 1,427 3,081.0 (Fall 2010) 5,157 4,727 3 Years Prior UNDERGRADUATE Full-Second Year Full-Time Headcount Total Headcount Total Headcount Time Headcount Total Headcount Headcount Headcount Headcount Third Year Headcount Total FTE Part-Time Total FTE Part-Time Total FIE Full-Time Part-Time

9% Change FIE         10,90%         -1.3%         -1.8%           Undergraduate         10,90%         -1.3%         -1.8%           GRADUATE         Full-Time         Full-Time         Full-Time	TTE na 0.9% -1.3% -1.8%

Total Headcount

			17,699	10,766.0	-1.80%
	1		17,699	10,767.0	-1.8%
	,		17,884	10,959.0	-1.3%
	2		17,893	11,105.0	0.9%
	na	1	17,775	11,007.0	na
Total FTE	% Change FTE Graduate	GRAND TOTAL Grand Total	Headcount	Grand Total FTE	% Change Grand Total FTE

\*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

## Standard Seven: Library and Other Information Resources

## Description

The library occupies a central role in supporting students' education. With its computer resources, reference assistance, instruction and links to other academic libraries within the state, the library provides essential platforms and services to help realize the college's academic vision. Library and information resources receive regular and consistent operational allocations. As new technologies have been introduced, additional funds have been included in the operating budget allocations to support these technologies. (Appendix 7.1 – 7.2). Information technology funding has seen regular and consistent increases in the last three years with significant gains in the information technologies areas and moderate increases in the academic computer lab expenditures. (Appendix 7.3). Three of the campus libraries were identified as in need of upgrading and renovation; as a result, the Knight Campus library was renovated in the summer of 2009 and the remaining renovations were funded in FY 13.

To enhance the classroom experience and respond to students' varying learning styles, faculty have access to an array of technology, including recent additions of computers, laptop carts, LCD projectors and SMART sympodiums. <a href="https://ccri.edu/it/classrooms/techclassrooms.html">https://ccri.edu/it/classrooms/techclassrooms.html</a> CCRI's Technology Renewal Plan outlines a two- to four-year replacement cycle for all faculty, staff, lab and classroom computers. <a href="https://ccri.edu/it/policy/techrenewal.html">https://ccri.edu/it/policy/techrenewal.html</a>. Between 2009-11, CCRI converted from WebCT, its learning management system (LMS), to Blackboard Learn Release 9.1.12 CP4. Further upgrades for Web-based instruction include Respondus Lockdown Browser software, Camtasia Relay lecture capture system and Adobe Captivate.

The four libraries are staffed by 13 full-time and 15 adjunct librarians, all of whom hold a master's degree in library science or related degree. Each campus has Access Services paraprofessionals as well as student aide help (nine FTE across all campuses). Two paraprofessional positions in Technical Services have been vacant since July 2008. The librarians, who maintain faculty status, serve on all major college committees, play a leadership role in HELIN consortium governance and participate in regional and national organizations.

Information Technology support is divided into six areas (User Services; Instructional Technology Media Services; Network and Telecommunications; Operations; Management Information System; Web Services) and employs 40 full-time staff and 11.4 FTE. (Appendix 7.4). These individuals serve the academic and administrative support needs of the entire student, faculty and staff populations. All staff members meet the academic requirements outlined in the official job descriptions.

CCRI has full-service library facilities on each campus. With the exception of intersession and spring break, Knight, Flanagan and Newport County Campus libraries are open weekdays,

evenings and Saturdays for a total of 60 hours per week throughout the calendar year. The Liston Campus is open an additional 12 hours on weekends to support Weekend College programming during the academic year. The Shepard Building Providence satellite campus allows CCRI students access to the University of Rhode Island's full-service library. Students at the Westerly satellite must travel to the closest CCRI library for access to materials. With the use of an activated CCRI ID, all students, irrespective of campus location, have access to electronic materials while off campus.

The collections for all campuses total 94,744 items. In addition to print resources, library users have access to 180 electronic databases and other e-resources, which may be accessed both on and off campus. The collection includes nearly 1,400 e-book titles either through direct access or other library subscriptions. (Appendix 7.5). The 4,240-item microfilm collection, housed at the Flanagan Campus, includes all backfile periodicals and is available to all library users. CCRI is one of 11 academic library members of the HELIN Library Consortium, <a href="https://www.helin.uri.edu">www.helin.uri.edu</a>, that provides access to an additional 4.5 million items. Limited borrowing privileges extend to all Rhode Island residents.

From 2008 to 2012, intranetwork lending of CCRI resources to other HELIN libraries has increased approximately 26 percent. Meanwhile, CCRI borrowing from HELIN libraries in the same time period has decreased by 38 percent. Overall, annual circulation transactions in the past four years have increased 40 percent from 19,453 to 27,929. Average weekly gate counts have also increased 6 percent from 5,808 to 6,150\* during the academic year (\*excludes Liston Campus gate counts).

Academic computer labs are available on all campuses. The Desktop Support Services staff works with the academic departments prior to the start of the semester to ensure that the academic computer labs are equipped with the software required to support courses being offered.

Reference services are available in the library during all operating hours for one-on-one reference consultation. Librarians also teach one- and two-hour instruction sessions in library skills and research materials, as well as courses in information literacy and research skills: LRCT-1010: Introduction to College Research, a one-credit introductory library skills course and LRCT-1015: College Research, a three-credit advanced information literacy skills course.

As part of the Information Technology Department, the Centers for Instructional Technology (CIT), located on all campuses, support the academic mission by assisting faculty in using technology to meet their pedagogical needs. The IT Service Desk, located at the Knight Campus, is staffed by three FTEs and provides general technology support to the CCRI community through a direct phone line and walk in services. A new Blackboard Support Center, staffed by an instructional design specialist, was created in 2012 to articulate with the Service Desk, which then was known as the Help Desk. Services are available from 8 a.m. to 4 p.m. Monday to Friday (<a href="https://www.ccri.edu/it/labs/holidays.html">www.ccri.edu/it/labs/holidays.html</a>.) Service desk hours are extended until 7 p.m. one week before and after the start of each semester when demand is high. From September 2011 to December 2012, the percentage of abandoned calls was 26 percent during regular hours and 64 percent after-hours. As a result, starting in the Spring 2013 semester, computer lab staff provides

additional coverage by taking calls from 4 to 9:45 p.m. Monday to Thursday and from 9:15 a.m. to 1:15 p.m. on Saturday.

Collaborative Technology Suites, established on each campus specifically for student use, provide an opportunity for students to use multimedia technologies to create group projects and to prepare classroom presentations. <a href="www.ccri.edu/it/news/2011/cts">www.ccri.edu/it/news/2011/cts</a> for students.html IT staff are available to assist users.

In Spring 2012, CCRI librarians accepted the information literacy definition established by the Association of College and Research Libraries (ACRL). (Appendix 7.6) <a href="http://libguides.ccri.edu/content.php?pid=383268">http://libguides.ccri.edu/content.php?pid=383268</a>. This definition is consistent with the college's Definition of an Educated Person: Four Abilities, which includes elements of information literacy in its outcome on critical thinking. Recently the Computer Science Department approved a definition of technological literacy (Appendix 7.7). Neither of these definitions has been widely vetted by the college community.

Degree-seeking students are introduced to information literacy through English requirements, in either ENGL 1010: Composition I, ENGL 2100: Technical Writing, or in the case of students in the Law Enforcement and Paralegal Studies programs, ENGL 1005: College Writing. These courses require students to utilize information resources to research a topic and to write a paper. Upon the request of faculty, librarians run instruction sessions and create online Library Guides that organize information resources for students taking specific courses (Appendix 7.8) <a href="http://libguides.ccri.edu/content.php?pid=383268">http://libguides.ccri.edu/content.php?pid=383268</a>

In Spring 2013 the library conducted the ITHAKA survey of Library and Information Resources, a nationally normed survey provider, for all full- and part-time faculty in an effort to determine faculty use of library resources and their perceptions of student information use. Additional internally generated surveys of students and faculty were planned for Fall 2013.

An online survey is available to provide feedback about the IT Service Desk, but fewer than I percent of users complete it. During the Spring 2013 semester, CCRI contracted with Cherwell to provide a self-service portal to report and track service tickets online. IT will be implementing, this system that enables users to communicate with IT about problems in a more timely, direct and detailed manner. The system will also provide improved metrics and reporting capabilities.

## Appraisal

The library has a clear sense of its purpose, its patrons' needs, and its abilities to provide appropriate service. The institution values the library's role and supports it by dedicating renovation funding for three campuses and by continued acquisitions funding. The institution does not mention explicitly, nor clearly defines, what students need to know to demonstrate that they are information literate. The college should define the library's role of providing information literacy appropriate to support its academic mission including for distance learning classes.

The college has demonstrated a commitment to instructional technology by purchasing a wide variety of classroom equipment and upgrading two positions from information technologists to instructional design specialists.

The department has changed procedures to accommodate faculty, students and staff with their Blackboard technology needs and has begun to address some of the deficits.

Growth of course offerings in satellite locations and for distance learning students challenges some of the current library procedures and requires a revamping of current practices and underlying service philosophies.

As seen in Standard Four, distance learning class offerings are growing rapidly. However, there has been limited growth for related academic support services. Supporting the current growth pace of fully or partially online courses will require additional resources by the college.

One-on-one instructional technology consultations for faculty are popular and effective. Formal workshops provided through IT require registration and often fill up but then are poorly attended. However, workshops are well attended when new technology is being implemented. Overall, in an effort to increase attendance at these events, scheduling and format should be re-evaluated, especially the biannual Faculty Technology Day in August and January, which has had flat attendance.

Limited Service Desk hours have prevented students, especially those in technology-heavy classes, from receiving computer/technology help after 4 p.m. The IT department has expanded its support to accommodate Blackboard related inquiries from faculty, staff, and students after the 4 p.m. time period through the establishment of student supported Service Desks within each of the college's four (one on each campus) computer labs. The labs are open during weekdays until 10 p.m. weekdays and on weekends.

Introduction to the use of information resources/information literacy is offered for all degree-seeking students through their experience in their required English class. However, because certificate-seeking students are not required to meet the same requirements as degree-seeking students, the college cannot effectively identify and measure where access to information literacy takes place for those students. And while the definitions for information and technological literacy definition have been accepted by the departments from which they were generated, they have not been vetted widely throughout the college nor have they been mapped or measured through the general education outcomes.

The college has not addressed a method to provide increasingly sophisticated information literacy skills to its students. Some upper-level courses in a variety of disciplines provide students with an opportunity to increase their level of information literacy, and there is an expectation that students are likely exposed to these experiences; however, there is no institutional initiative to measure that effort.

While some strategies are in place to address the effectiveness of the library collection and its services, there is neither regular nor consistent assessment based on data and external measures. Regular and consistent assessment efforts, including student/faculty surveys should be strongly

encouraged and used to inform practice. While surveys of Help Desk services and Web services are technically available, responses are negligible, thereby nullifying the effort. More robust assessments with the results reported in a regular manner are required.

## **Projections**

- To assure that the technology support needs of the students, faculty and staff are being
  met, metrics for measuring computer support/Service Desk issues will be improved. The
  review of the data will inform practice, services, hours and levels of support. Growth of
  distance education is discussed in other areas of this self-study; however, any planned
  growth in that area will be linked to regular and consistent technology support relevant to
  teaching and learning in the online environment.
- The college will undertake an institution-wide discussion of information literacy and technological literacy with the intent of incorporating these concepts into the Definition of the Educated Person: Four Abilities. It is incumbent upon the college to infuse information literacy and technological literacy into the curriculum in a meaningful way and assure that students are meeting the standards and becoming increasingly sophisticated in their skills as they move through their program at CCRI.
- The staff will collect more library and information resources data in the form of surveys and other formal measures to assess its effectiveness and assist in providing a basis for improvement.
- As the college expands course offerings in distance education, as well as at satellite and
  other alternate locations, the library staff will assure that library resources and services
  are made available. Alternative methods for delivering content will be considered.
- Planners of faculty technology events will increase attendance overall, especially at
  events throughout the semester, and appeal to a wider variety of faculty and to new
  faculty users.

		Standard 7- P	lan of Action	n Milestones			
Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes		
7.1	Create computer support metrics	Review data collected to inform practice, services, hours and level of support	September 2014	CIO	Develop plan for incorporating metrics     Incorporate     Evaluate		
7,2	Distance learning planned growth	Link growth of distance education to technology support that is relevant to teaching and learning in the online environment	January 2015	CIO, VPAA	Analyze current numbers     Develop DL growth plan     with academic/technology     support included		

7.3	Define information and technological literacy	The college will undertake an institution-wide discussion of information literacy and technological literacy with the intent of incorporating these concepts into the definition of the educated person	September 2016	Dean of Learning Resources	1. Distribute definition to Gen Ed. 2. Hold CITLA events 3. Solicit feedback 4. Review curriculum maps 5. Develop measurements 6. Review and report
7.4	Assessment of library effectiveness	The college will collect more library and information resources data to assess its effectiveness and assist in providing a basis for improvement	May 2014	Dean of Learning Resources	Collect information to improve services
7.5	Appropriate access to library resources	Coordinate support services with increases in distance learning options	September 2015	Dean of Learning Resources	Provide adequate resources for online learning
7.6	Appropriate training	Planners of faculty technology events will increase attendance and participation in workshops	January 2015	CIO	Increase in awareness on how to use technology as a learning tool

## Institutional effectiveness

The Library regularly engages in short- and long-term planning ac—tivities involving the evaluation of the adequacy, utilization and impact of library and information resources and services. Future plans include further research and broad-based discussions of information literacy and technological literacy with the goal of incorporating these concepts into the college's Definition of an Educated Person: Four Abilities. CCRI continues to infuse information literacy and technological literacy into the curriculum in meaningful ways to ensure students are meeting the current technological standards.

The college has proven effective at anticipating new demands on technology and takes appropriate and timely steps to upgrade technology in order to continue to support the use of technology to improve teaching and learning, electronic communication, and data management and sharing. Additionally, the college has plans for continued investment in technology upgrades to support the growing participation in distance learning and technological-mediated instruction.

## Standard 7: Library & Other Technological Resources

	3 Years Prior		2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2011	(1	FY 2012)	-2013	(FY 2014)	(FY 2015)
Expenditures/FTE student						
Materials	\$ 45	\$	40	\$ 47	\$ 48	\$ 48
Salaries & Wages	\$ 128	\$	118	\$ 121	\$ 139	\$ 139
Other operating**	\$ 3	\$	4	\$ 1	\$ 1	\$ 1
Collections				4 4		S. 1. 2. 19.
Total print volumes	128,756	Г	111,091	95,915	94,744	90,000
Electronic books	80	+-	80	80	80	80
Print/microform serial subscriptions	793	-	784	784	784	784
Full text electronic journals	166	-	166	166	166	166
Microforms	4,240	-	4,240	4,240	4,240	4,240
Total media materials	16,075		16,075	16,075	16,075	16,075
Description (FTE)						0 - 50 11
Personnel (FTE) Librarians main campus***	7.0		7.0	7.0	7.0	7.0
Librarians branch campuses	10.0	+-	10.0	10.0	10.0	10.0
Other library personnel — main campus	1.0	+	1.0	1.0	1.0	1.0
Other library personnel – branch campus	3.0	-	3.0	3.0	3.0	3.0
		_	510	3.0	0.0	
Library Instruction		_				
Total sessions - main campus	116	-	118	130	130	143
Total attendance - main campus	1,996	-	2,179	2,300	2,304	2574
Total sessions - branch campuses	313	_	411	439	162	344
Total attendance branch campuses	4,879		6,479	7,412	2,485	5366
Reference and Reserves		7	1	100		
In-person reference questions	15,127		18,254	16,078	18,000	18100
Virtual reference questions	. 37		34	36	36	36
Traditional Reserves:					2,469	2469
courses supported	39			250	250	250
items on reserve	440			1,021	1,021	1021
E-Reserves:						
courses supported	2		2	2	2	2
items on e-reserve	6		6	6	6	6
Circulation ( does not include reserves			14.		A 54	
Total/FTE student	0.97		1.9	1.78	1.94	2
Total full-text article requests	53		67	75	94	
Number of hits to library website	- 55		- 0/	345,248		
Student borrowing through consortia or cont	20,023		29,154	27,594	26,746	26,746
Availability/attendance	(20)		40		(A) 30 (A)	
Hours of operation/week main campus	60	H	60	60	60	60
Hours of operation/week branch campuses**			187	187	187	101 093
Gate counts/year main campus	153,125	_	175,983	181,174	191,083	191,083
Gate counts/year - average branch campuses	59,414	_	58,661	60,391	62,000	65,000
URL of most recent library annual report:	n/a					
URL of Information Literacy Reports:	n/a					

<sup>\*&</sup>quot;Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunctiwith an interim or progress report, the year in which the report is submitted to the Commission.

other operating includes office & computer supplies & travel

60 hours each Lincoln & Newport; 67 hours at Providence

	11	12	13	14
N	41448	41500	42340	43104
L	77380	122540	146036	152656

P No counts for Providence - they lack a gate count mechanism or procedure

<sup>\*\*\*</sup> ft + academic year + adjunct librarians

## NEASC Data First Sheet Comments Standard 7

Total sessions for a full year (academic year plus summer, or all terms).

Questions that reference librarians fielded and responded to face-to-face.

Questions that reference librarians fielded and responded to via e-mail, chat, or other non-face-to-face technology.

The number of courses supported by e-reserves, if such technology is utilized by the library.

The tally of items on e-reserve, if the library uses such technology.

Divide the institution's total circulation (excluding reserves) by the institution's total FTE

Provide the number of full-text requests for resources available at the institution itself.

Insert total number of hours per week during an academic term.

Average the numbers for branch campuses.

In the Library Instruction section, the numbers do not include the number of sessions or the numbers of students attending for the Flanagan Campus.

In the Reference and Reserve section, the numbers do not include the number of in-person questions for either the Flanagan or the Knight Campus.

## Standard 7: Library and Other Information Resources

(Information Technology)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2010)	(FY 2012)	(FY 2013)	(FY2014)	(FY 2015 )
Number (percent) of students with own co	ompute 10	20	25	35	60
Course management system Black	board Learn v9.1				
Number of classes using the syst		017	0/0	352	450
Classes on the main campus Classes offered off-campus	202	217	262	352	450
Distance education courses	71	98	99	131	170
Bandwidth					
On-campus network	1 Gbps	1 Gbps	1 Gbps	10 Gbps	10 Gbps
Off-campus access	- 4	2.22			
commodity internet (Mbps)	80 Mbps	80 Mbps	100 Mbps	100 Mbps	500 Mbps
high-performance networks (I		100 Mbps	125 Mbps	125 Mbps	1 Gbps
Wireless protocol(s)	B,A,G	B,A,G	B,A,G	B,A,G,N	B,A,G,N, AC
Network					
Percent of residence halls connected	_				ere v
wired		NA		NA	NA
wireless	NA	NA	NA	NA	NA
Percent of classrooms connected		4000/	1000/	1000/	100%
wired	100%	100% 100%	100% 100%		
wireless Public wireless ports	100%	100%	100%		
Multimedia classrooms (percent)			1		
Main campus	53%	68%	85%	94%	99%
Branches and locations	11	n -	n n	ir _	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
IT Personnel (FTE)					
Main campus	29.0	29.0	29.0	29.0	29.0
Branch campuses	11.0	11.0	11.0	11.0	11.0

	Students	SunGard Higher Education Banner v8.5
	Finances	SunGard Higher Education Banner v8.4
	Human Resources	SunGard Higher Education Banner v8.4
	Advancement	BlackBaud Raiser's Edge
	Library	Windows XP, 7 & Office 2007, 2010
	Website Management	OmniUpdate and WordPress
	Portfolio Management	Windows XP, 7, 8 & Office 2007, 2010, 2013 and Office365
	Interactive Video Confer	er 2 - Tandberg Codec 6000MXP Studios & 4 - Tandberg Edge 95MXP MultiSite
	Digital Object Manageme	en

### Standard Eight: Physical and Technological Resources

### **Description - Facilities**

CCRI's mission includes serving the entire state of Rhode Island. To support this mission, CCRI maintains four main campuses and two satellite campuses: Knight (Warwick), Flanagan (Lincoln), Liston (Providence), Newport County (Newport), Shepard Building Providence (Providence), and Westerly Satellite (Westerly). Viewed collectively, the college maintains 485 acres and 1,052,000 square feet of facilities.

Deferred maintenance, defined as "foregoing periodic repairs as a way of saving money at the moment," is an issue that many higher education institutions struggle to address in a timely fashion. Continuous investing in maintaining campus facilities is particularly challenging for colleges experiencing one or more of the characteristics that increase their vulnerability to deferring maintenance. These characteristics include: large facilities that equate to high numbers of square footage requiring maintenance, multiple campuses and/or periods of economic decline. CCRI is subject to all of these conditions and the last two NEASC team visits have called for the college to develop a plan for addressing deferred maintenance.

The college completed an assessment of the deferred maintenance needs of all campuses in the spring of 2009 and is reviewed on a monthly basis and reassessed semi-annually. The assessment included a review of all of the physical structures, the mechanical systems, and the infrastructures of each campus. A master project list has been created and the needs have been prioritized using a triage approach performed internally on an ongoing basis by the physical plant director, the associate physical plant director and the director of administration.

Some of the major projects that have been completed include entering into a contract with an energy services company initially for \$11.1 million, which was later increased to \$13.9 million to include additional cost-saving measures. As part of this agreement, various upgrades (i.e. lighting, electric to gas conversion, HVAC upgrades) have been implemented across the four campuses. Utility savings fund the project entirely and additional savings are used to fund additional facilities projects. Funding from the state for asset protection projects has allowed the college to reroof the Warwick campus megastructure and round building as well at the field houses at the Lincoln and Warwick campuses. Funding from the state's Rhode Island Capital Plan was used to complete a long overdue replacement of the HVAC system at the Lincoln campus, which included a new roof.

Funding has also been directed to provide for appropriately equipped facilities including a fiveyear replacement plan for classroom furniture and major renovations to the Dental Hygiene Lab and other Allied Health labs at the Lincoln campus, the Providence and Lincoln libraries and the Warwick theater. To assist in planning for the future needs of the institution, an architectural and engineering firm has been hired to prepare a 10-year Master Plan. The Master Plan does involve outside consultants meeting with various groups on campus and touring all four campuses. It includes traffic studies, landscaping, land use, facilities use, capacity and future projects that tie into the college's Strategic Plan. The process will identify locations of future site development, including buildings, parking facilities, green space, roads and additional outdoor athletic facilities. An analysis of classroom capacity and utilization, building usage, building systems, code compliance and traffic circulation are also included.

The college has also taken steps to address the appearance and safety concerns that were identified by the college community during the last NEASC visit. One major step that has been completed from a safety standpoint is the installation of new fire alarm systems and installation of sprinkler systems at the Warwick, Lincoln and Providence campuses, which was made possible by funding through federal stimulus dollars. The facilities department of the college has adopted a new philosophy of customer service. Rather than wait for users' complaints to rise in volume before responding, designated staff members now conduct regular walk-throughs of all facilities intended to anticipate problems and fix them in advance of complaints or concerns. Staffs conducting these walk-throughs also use this opportunity to talk with constituents about any concerns they might have about the appearance, safety, or general functioning of the facilities. Daily walkthroughs are conducted by the director and associate director of physical plant with different areas given more focus on different days.

The department has also created a new work order system that allows campus departments to submit concerns or problems on-line, making it much easier for those responsible to respond in a timely manner. Examples of how these new initiatives have led to noticeable improvements include: (a) all of the stairwells at the Warwick campus have been painted lighter colors, which has resulted in better lighting; (b) all of the steps have been overlaid with rubber stripping that provides better gripping when wet; etc.

The recent analysis of deferred maintenance needs has also provided the college with the opportunity to assess how well it is using its current space, an assessment step that is vital to determining how to link space utilization with CCRI's mission, strategic planning priorities and resource allocation.

### Appraisal

In 2011, CCRI entered into an \$11.1 million energy performance contract with Ameresco, an energy services company. External contractors will be subject to performance-based contracts, ensuring that if a contractor promises that making certain changes in mechanical systems, for example, will lead to lower energy costs, the college will expect results that are consistent with the stated outcome or to be reimbursed according to contractual rebates. The competitive, performance-based accountability contracts will also address the priority of "doing the repairs right the first time." In an environment with limited resources, the college is striving to limit waste and to save money wherever possible. (See Appendix 8.1 for additional information and/or

visit the following website:

https://www.energyservicescoalition.org/espc/tools/practice08/whatis.htm.)

The college is also exploring alternative energy sources, and is seeking permission to experiment with a wind turbine on the Warwick campus. The Rhode Island Board of Governors for Higher Education approved the project and forwarded it to the governor and legislature for funding.

CCRI is hoping to use projected savings that result from greater efficiency to help address its list of deferred maintenance projects. The current list includes approximately \$25 million of outstanding projects. Based on previous years' awards, CCRI anticipates receiving a little more than \$2 million annually from the Rhode Island Capital Asset Plan (RICAP) funds. This imbalance of need with resources is a driving force for CCRI to redirect any savings toward capital improvements.

The college has adopted a classroom utilization program, X25, to determine its effective use of classrooms and seats on the four main campuses. (See Appendix 8.2) Initial reactions from faculty concerning the use of this tool were very negative because of the assignment of classrooms based upon characteristics and need rather than personal preference. From semester to semester, through more comprehensive descriptions of classroom capabilities and instructional requirements and through both IT and Facilities working together to correct issues with individual classrooms, the number of requested room changes went from hundreds to below twenty in a few semesters. Now room assignments are made strictly through need-based analysis determining how instruction is focused, what technology and tools are required and the specific descriptions of the classrooms available.

Information associated with the available spaces and their specific configurations has been entered into the system. In the case of classroom use, the program analyzes the amount of time a space is used during the day and week, the number of students on average that use the classroom on a daily basis, the use of classroom technology, etc. This analysis has produced "change in patterns" of how space is used on campus. Cost savings have been realized by assigning course sections to classrooms providing a better match with seats available, the desired technology configuration of the rooms and student demand for sections. Seating a class requiring 28 seats in a room that can hold that number of students saves money by not adding additional sections because of a lack of seats. In addition, campus scheduling often results in a certain percentage of "dead space" or "underutilized" space. When the college determines new programs or course offerings, it can add them without providing new square footage through while more efficiently using existing space.

### Description - Technological Resources

The importance of a robust, reliable network infrastructure cannot be overemphasized and CCRI has become the anchor institution in Newport County and Warwick for the OSHEAN Broadband Technology Opportunities Program 2 network. Blackboard 9.1 is the latest version of the learning management system adopted four years ago with a new Mobile Learn feature of Blackboard added this year. An aggressive program has focused on increasing the integration of

technology into the classroom through single-panel controls and to standardize the instructional tools in each and every classroom collegewide. The Liston auditorium experienced an extensive upgrade of the potential abilities through new media equipment meeting the college's adopted standards for classroom technology. An extensive and cutting-edge TV studio rebuild occurred that provides production and editing opportunities for students in a variety of academic programs. Science labs have been equipped with traveling laptop carts with the appropriate software installed to make them a supplemental instructional tool for any lab experience. Annually, CCRI assesses the desktop computer inventory and develops plans for replacing up to a fourth of existing devices. This year, the refresh program has shared the spotlight with an effort to provide virtual desktops through thin client provisioning and virtual application offerings.

While Banner is an excellent transaction system, the reporting aspects leave much to be desired. With that reality in mind, CCRI implemented an Operational Data Store that culls data from the Enterprise Resource Planning program (ERP) frequently to provide a collection from which to extract decision-making, business information. Like all ERP systems, Banner has evolved over the last year to entertain new functionality offered to the CCRI students, faculty and staff.

Supporting team dynamics between students, the college built four Collaborative Technology Suites (CTS), one per campus. Students can schedule time in each of the CTS rooms to build, practice and coordinate presentations, assignments and experiments using the latest technology offered in each technology-enhanced classroom. Constantly updating existing tools and employing newly discovered applications, the Centers for Instructional Technology provide faculty with an environment where they can experiment with the latest in instructional developments and explore possibilities of employing them in their classroom.

With the overwhelming popularity of the "bring your own device" collection of tablets and smartphones, the vulnerability of the network infrastructure always comes into play. Network access control and device registration maintains the accessibility of resources while controlling the possibilities of permeating viruses, spam and malware. Credit card transactions and PCI compliance have been addressed working with secure socket connection payment gateways, remote encrypted transaction sites and new vendor requirements for certification to meet the compliance requirements.

The primary data center at the Knight Campus is undergoing a cooling and power management assessment resulting in an in-row cooling, power distribution model. These new "green" initiative elements save resources, both fiscal and environmental, to help manage the power consumption and cooling of the servers in the data center. A new alternative data center, being designed at the Flanagan Campus, provides business continuity, redundancy and high availability for essential services offered to students, faculty and staff. Using the Cisco Unified Computing System blade technology, virtual desktops are being offered to CCRI constituents on a growing basis. In support of these activities, the Department of Information Technology has vastly improved fault tolerant enterprise level backup system for all essential services and data. Secondary Internet connections have also been installed at the Knight, Liston and Newport campuses. Finally a comprehensive conversion of all Internet-facing webpages to HTML 5 and

CSS 3 using a content management system with off-campus page storage for disaster planning in mind has occurred.

### **Appraisal**

With the adoption of BTOP2, CCRI has brought increased bandwidth to the students, faculty and staff at the college. A virtual private local area network service (VPLS) mesh network ultimately connects each of the campuses in a 10 Gbps redundant path environment. The new version of Blackboard enables students to bring the various tools and utilities in the learning management system to portable devices such as smartphones and tablet with increasing numbers of faculty members utilizing the software and students employing it in their day-to-day studies. The new standardized approach to classroom technology has made for a simplistic and seamless use of the collection of document cameras, projection devices and media services offered. Use of the large auditorium space for instruction at the Liston Campus has increased as a result of the enhanced capabilities of those areas supplied with appropriate presentation tools with regard to sight, sound and projection. Use of multiple, high-definition cameras, green screen technology, control room functionality and powerful editing software makes the TV studio an extremely high-end media-filled room and irreplaceable resource for those developing films, videos or presentations. In science laboratory spaces, students can quickly self-deploy the laptops, reinforcing the traditional training with the technology capabilities of Web searching, data manipulation or online videos through the learning management system. The thin client is a viable option with regard to its ease of deployment, its longer lifecycle and its scalability and flexibility for each individual and alleviates a considerable expense in substitution of desktops.

Using the operational data store and the eVisions Argos report writer, researchers can create data blocks from which reports can be developed departmentally and stored for long term use and modification.

Improvements in class scheduling, registration, online admissions execution, financial aid processing, student payroll, e-refund financial aid reimbursement, bookstore purchasing and ebilling have occurred. All these services improve the student experience at CCRI by providing immediacy, and real-time delivery of information and feedback. The CollegeNet family of products (R25, S25 and X25) is now being used to maximize the space and provide new standards to the Master Schedule. By using these tools, CCRI is able to empower students to develop a schedule that maximizes their time and brings degree completion more quickly. Space planning and resource scheduling at CCRI has progressed over time from being a highly contentious activity to one that satisfies the majority of stakeholders with regard to classroom assignment matching them to appropriate teaching locations. X25 has enabled assignment of space at the college to improve with a great reduction in after-the-fact changes that hampered the scheduling exercise in the past. Prior to its use, room assignments were simply rolling from semester to semester regardless of what the room's technology capabilities were or how the room had changed over time. The use of the CollegeNet tools, though not popular initially because of their placement of courses in classrooms based upon matching characteristics of need and availability, became less of a concern when faculty members realized how they worked and how their assigned classrooms provided the tools they needed. While the first semester saw hundreds

of room change requests, the latest results show inconsequential data reflecting increased acceptance of their value.

The CTS facilities allow groups of students to work on coursework and presentations employing the standard equipment housed in every technology-enhanced classroom with the intention of engaging students in technology and its integration into the classroom experience. Directly related to the desires of the Academic Technology Advisory Committee, the CIT gets populated with hardware and software requested by faculty members and is staffed by instructional designers with regular and constant visits from faculty members. The implementation of NAC, spam filtering and local anti-virus tools has mitigated the constant attacks on the network promoting detection, protection and prevention as key elements to providing connectivity and accessibility while monitoring for problems. No credit card data is stored electronically at CCRI thus eliminating issues which might arise in relation to PCI DSS compliance.

A virtual private local area network service (VPLS) mesh network of 10 Gbps between campuses has been established for redundancy, disaster recovery, business continuity and delivery of maximum capacity to students and faculty in the classroom and accompanying learning spaces. In addition, new functionality, including mobile access, in the learning management system, (Blackboard) has enabled adoption by 20 percent more new classes and faculty resulting in a larger student population participating in a redundant and fault tolerant system.

Achieving "green" status and saving the college power and cooling expenses while integrating the existing data center into the development of the total facility improves the relationship between IT and the Physical Plant departments. Having a second option for server and storage location enables CCRI to perform required updates, patches and fixes without service interruption and supplements systems with high availability and replication of data for warm site maintenance. The new Cisco technology, along with solid state disk technology, provides a responsive virtual desktop environment to students, faculty and staff regardless of what computer they use and where it is located: on campus, off campus or at home. Students can now use enterprise-licensed software from wherever it is convenient and timely. Naturally, having sufficient backup and restore capability is part of every service-driven IT portfolio and using advanced systems assures that no data will be lost. Single points of failure have been eliminated in regard to the internet at three of the four campuses with multiple pipes provided ensuring that CCRI will maintain this absolutely vital connection to the global community. With regard to that community, CCRI's mobile presence has been greatly enhanced through the content management system and programming impacting those personal devices that everyone brings to campus.

### Projections

Technology continues to change at a rapid rate and IT at CCRI is making every effort to be responsive to the demands of its constituents through efficient and effective use of the limited number of staff. New requirements for mobile access, extended Service Desk hours, "on demand" and "just in time" training, immediate feedback and self-service functionality has altered the customer service model. The number of devices supported continues to climb as new

personal devices (smartphones, tablets, etc.) come to campus seeking to take advantage of the infrastructure and the applications centrally supported at the college. Increased demand for wireless access and bandwidth challenge existing resources and encourage upgrades of access points and protocols to satisfy the need. CCRI, while understanding the fiscal requirements of technology and its ever-changing arena, uses responsible and conservative approaches to providing the essential services required.

 Technology-enhanced classrooms will be outfitted with a standardized model of devices throughout the four campuses with a single controlling device for easy and accessible

operation of all the tools within.

Use of the CollegeNet family of products (R25, S25 and X25) will play an increased role
in making major changes in the master schedule during the fall 2014 semester resulting in
a more student-centric schedule increasing enrollment possibilities for those who had
difficulty in finding available sections.

 Faculty and student orientation in the technology awareness will be achieved through the new Service Desk model delivering video snippets, online, self-serve functionality and off-hours capabilities as well as increased options for both students and faculty to

participate in brief, bi-weekly, recorded "tech aware" sessions.

 Annual security awareness programs will be sponsored for each staff member using the SANS Institute Security Awareness modules licensed by the college through a self-paced suite of brief, online video presentations updated annually.

 Adoption of a new Service Desk model, using a new trouble tracking system and offering self-serve functionality, will greatly enhance the proactive and responsive nature of

customer service for those requiring assistance from IT.

IT governance will continue to foster inclusivity, cooperation and transparency to the
prioritization of IT-related projects encouraging all advisory groups to shape the work
done by the department and the deliverables offered to its stakeholders.

 Professional development, through Lynda.com (an online cadre of training videos) has been encouraged through the licensing for the enterprise, creating opportunities for selfpaced, on-demand instruction in a myriad of technology and nontechnology-related topics.

Because of the energy services contract the college has entered into with Ameresco, over the next 15 years CCRI will be reducing operating expenses through lower utility costs while reducing the college's carbon footprint. Additional savings generated each year by this project will allow us to help address current and future facility needs. At the same time, the Master Plan will guide us through the upcoming decade in the efficient and effective use of space across all four campuses. Additionally, the steps needed to address the future needs of CCRI, both programmatically and aesthetically. The initial allocation for the \$20 million renovation of the Warwick campus begins in FY14 and ties in well with the completion of the Master Plan. All of these endeavors are poised to assist and enhance the future of the Community College. The first Sunday of every month, the Department of Information Technology has been granted permission by the President's Council to apply patches, upgrades and "bug" fixes. Not every month has that requirement and when the need is evident, IT has a Change Advisory Board, composed of executive officers, deans, chairs, administrators and department heads who are notified of the proposed interruption in service and which systems will be affected through an

email distribution list. Given more than a week in most cases, IT collects the feedback and if there are overwhelming issues or extremely negative impacts that will occur because of the request, the downtime is rescheduled. Naturally, the requirement remains that the work needs to be done and so other dates are suggested until an acceptable appointment can be made. Production systems and essential services are never taken offline intentionally unless approved by the Change Advisory Board. The amount of uptime versus downtime for the infrastructure, data center, servers and services supported is extraordinarily low in regard to the limited number of staff available and the lack of 24-hour operations staff. Unplanned interruptions in service due to power outages, external attacks, poorly-designed patches and upgrades and the incredible complexity of the systems present are minimal and short-lived when considering the overall picture.

		Standard 8- P	lan of Actio	n Milestones	
Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
8.1	Improve functionality of technology	Technology- enhanced classrooms will be outfitted with a standardized model on all four campuses	May 2014	Director of ITMS	Fully automate standardization of technology-enhanced programs easily used with minimal training
8.2	Space utilization: S25, X25, R25	Use of the CollegeNet family of products (R25, S25 and X25) to implement changes in the master schedule for increasing better access for students who had difficulty in finding available sections	Fall 2014	CIO, registrar, deans, chairs, VP for Academic Affairs	Increase the usability of college's available space usage by creating blocks of scheduling that will allow students to find courses
8.3	Create technology awareness programs	Create new orientation modules via a new Service Desk model  Annual security awareness programs will be sponsored for each staff member using the SANS Institute	Fall 2014 Fall 2014	CIO, Human Resources, director of User Services CIO, Human Resources, director of User Services	Provide more self-service functionality using the SANS Institute modules SANS Institute modules offered through Human Resources

		Security Awareness modules licensed by the college			
8,4	Desktop support/ Help Desk transition	Adoption of a new Service Desk model, using a new trouble tracking system and offering self-serve functionality	Summer 2014	CIO, director of User Services	New self-serve functionality, knowledge base, self-ticketing and monitoring of existing tickets, etc.
8.5	Improve collaboration via Governance IT- related committees	IT Governance will continue to foster inclusive, cooperative and transparent to the prioritization of IT-related projects	Fall 2014	CIO, ITAC, ISAC, ATAC	Improved communication and collaboration
8.6	Orientation awareness for Lynda.com, security, professional development	Provide professional development, through Lynda.com (an online cadre of training videos)	Fall 2014	Director of User Services, Human Resources	Lynda.com has been advertised and used by the college community for eight months with some level of success

### Institutional effectiveness

The college regularly evaluates its physical and technological resources in light of its mission, current needs and plans for the future, and resources are allocated based on these evaluations. Recommendations from the college's previous strategic plan led to renovations in the Dental and Allied Health areas, as well as the Bobby Hackett Theatre. Process management projects have led to new document imaging and storage systems and electronic processes for various human resources and finance functions. In Information Technology Services, a renewed focus on broad engagement in planning have led to the creation of a collegewide Information Technology Committee that has already informed the recent expansion of smart classrooms and the development of a collegewide computer replacement cycle.

The college has recently completed a deferred maintenance audit and an energy audit. Each of these processes has resulted in systematic improvements and money-saving investments across all of the college's campuses. Hiring a consulting firm to assist in the development of a campus Master Plan supports the college's expansion and renovations as needs arise.

# Standard 8: Physical & Technological Resources

"DATA FIRST" FORMS

### GENERAL INFORMATION

Institution Name:

Financial Results for Year Ending: Most Recent Year

Unqualified

(month/day)

June 30

Qualified

Certified: Yes/No

**Annual Audit** 

Community College of Rhode

Island

1 Year Prior

2 Years Prior

Fiscal Year Ends on:

Budget / Plans Current Year Next Year

Contact Person:

Title:

Telephone No:

E-mail address

Ruth Barrington

Budget Director

401-825-2449

rbarrington@ccri.edu

## Standard 8: Physical and Technological Resources

Assignable Square Feet (000)	<i>L</i> 9	- 55	22	19
Serviceable Buildings	Warwick	Lincoln	Providence	Newport
Campus location	Main campus			

Forward (goal)	(FY 2015)
For (g	(FY
Year*	(FY 2014)
1	13)
Prior	(FY 2013
Prior	(FY 2012)
Prior	(FY2011)

X			\$2,138	\$2,000									\$1,191		\$1,543
			\$2,094	\$125				\$300	\$36		\$336	\$166	\$743	\$614	\$1,543
		\$340	\$1,771		\$993	\$211		\$300	\$47	\$427	\$943	\$471		\$87	
\$4,994		\$6,223	\$2,007			\$538		\$332	\$2,262		\$134				
\$655	\$107		\$1,515			\$2,485		\$327							

### Revenue (\$000)

Capital appropriations (public institutions)

ARRA - Fire Safety

STEM-IT

COPS - AMERESCO Phase I

RICAP - General Asset Protection

RICAP - Warwick Refurbishment

RICAP - Knight Theatre

RICAP - HVAC

Operating Budget

OHE\$'s

Unrestricted Fire Safety

Unrestricted Lincoln HVAC

Knight Theatre

Providence Dome Replacements

Schneider Electric

Security & Surveillance Alarms - Lincoln and Providence

Art, Biology and Science Labs

Student Technology Fee Funding Ameresco Phase II Ameresco Phase I

Mc Bean - Newport Library Gifts and Grants

Mc Bean - Emergency Care Simulators

Mc Bean - Newport Informatics Integration

VanBeuren - Newport Computers

VanBeuren - Nursing Dept Equipment

HRSA (Senate Approp) - Allied Health Equipment Champlin Foundation - Science Labs Lincoln

Capital Campaign - Dental Lab

Capital Campaign - Knight Theater Capital Campaign - Knight Library

Total Gifts and Grants

Debt General Obligation (GO)

### Expenditures (\$000)

New Construction Debt Service Energy Conservation & Equipment Renewal

Renovations, Maintenance and Equipment

Technology - Information Technology Technology -Academic TOTAL

		\$1,200							
\$654	\$836	\$1,198				\$121			
\$4,284	\$2,013	\$1,174							
		\$1,196						\$181	\$181
		\$1,173			\$59		\$18	\$19	26\$

\$1,840 \$1,840	\$2,205 \$3,543	\$1,840 \$1,840	\$1,490	\$3,571 \$3,329		\$1.700
\$2,440	\$3,092	\$2,440	\$6,634	\$1,858		\$1 474
\$1,676	\$5,532	\$1,676	\$6,223	\$4,584		\$1 500
\$1,586	\$3,140.	\$1,586		\$1,553	\$59	\$1,607

Assignable square feet (000)	Warwick Campus	Lincoln	Providence Campus	Newport	Total	
Classroom	53	37	24	17	130	
Laboratory	37	4	6	80	26	
Office	99	23	11	7	96	
Study	37	18	2	9	63	
Special	26	78	10	9	169	
General	146	93	35	16	289	
Support	20	28	7	80	63	
Residential						
Other	36	27	9	4	73	
Major new buildings, past 10 years			Assigna ble Square Feet	15 (15 )		
Duilding name Newbort County Campus	Purpose(s)		(000)		Cost (000)	Year
Providence Campus	Building Expansion/Reno		23		\$5.882	2003
Warwick Cambus	Building Expansion/Reno		111		\$14 K23	P000

## New buildings, planned for next 5 years

Duitding name	Furbose(s)	Feet	(000)	Year
Lincoln Campus	Addition	20	\$29,810	2015-19
Major Renovations, past 10 years				
Building name	The list below includes Purpose(s)	The list below includes renovations costing \$_50,000 or Assignable Square	or more  Cost	Vear
Lincoln Campus	HVAC RTU Field House		\$289	2007
Lincoln Campus	New Carpet	220	\$245	2009
Lincoln Campus	HVAC		\$4,976	2010
Lincoln Campus	Field House Lighting		\$136	2010
Lincoln Campus	Repave Lots		\$666	2010
Lincoln Campus	New Carpeting	. 20	\$221	2011
Lincoln Campus	Fire Alarm System		\$577	2011
Lincoln Campus	Reroof Field House		\$1,050	2011
Lincoln Campus	Sprinkler System		\$2,160	2011
Lincoln Campus	Dental Lab	5	\$187	2009
Lincoln Campus	Generator Replacements		\$874	2012
Lincoln Campus	New Water Meter Station		\$200	
Lincoln Campus	Pool Renovations		\$131	2012
Lincoln Campus	New Doors		\$1,103	2013
Lincoln Campus	Surveillance Network		\$2,450	2013
Lincoln Campus	Door Lock/Security Syst.		\$108	2013
Lincoln Campus	Electric Wall Partitions		\$224	2013

Lincoln Campus	Library Renovation II
Lincoln Campus	Library Renovation I
Providence Campus	Library Renovation
Providence Campus	Fire Alarm System
Providence Campus	Sprinkler System
Providence Campus	New Carpeting
Providence Campus	Surveillance Network
Providence Campus	New Parking Lot
Providence Campus	New Skylight Dome
Warwick and Lincoln	A&E for Roofing
Warwick Campus	Upgrade Elevators
Warwick Campus	New Doors In Theater
Warwick Campus	Repave Faculty Lot
Warwick Campus	Carpet in Round Bldg
Warwick Campus	Men's Varsity Locker Rm
Warwick Campus	Repave Lots
Warwick Campus	New Carpeting
Warwick Campus	Library Furniture
Warwick Campus	Library Lighting
Warwick Campus	New Roof Megastructure
Warwick Campus	Fire Alarm System
Warwick Campus	Reroof Field House
Warwick Campus	New Carpeting
Warwick Campus	Sprinkler System
Warwick Campus	Elevator in Round Bldg.
Warwick Campus	Auditorium
Warwick Campus	Baseball Field A&E Reno
Warwick Campus	Power-wash/Seal Bldg.
Warwick Campus	Art Studio Reno A&E
Warwick/Lincoln/Providence/Newport Campuses	Energy Perform, Cont.I
Lincoln Campus	Energy Perform. Cont. II

2013	2012	2011	2011	2014	2011	2012	2010	2006	2009	2007	2009	2010	2010	2011	2009	2009	2011	2011	2011	2013	2011	2013	2013	2013	2013	2013	2011	2013	2014
\$156	\$54	\$329	\$82	\$196	\$304	\$637	\$140	\$165	\$158	\$108	\$6\$	\$120	\$419	\$168	\$186	\$61	\$2,057	\$867	\$450	\$163	\$3,235	\$124	\$2,508	\$78	\$399	\$196	\$11,100		\$2,849
																											99		
																		-1-											

10	18		4			24	40		31	11		1	

The list below includes renovations costing \$ 100,000 or more

Building name	Purpose(s)	Assignable Square
Lincoln Campus	Disaster Recovery Room	
Newport Campus	Reroof Exterior	
Providence Campus	Door Lock/Security Syst.	
Providence Campus	New Doors	
Warwick Campus	Biology Labs	
Warwick Campus	Art Studio	
Warwick Campus	Baseball Field Upgrade	
Warwick Campus	Door Lock/Security Syst.	
Warwick Campus	New Doorts	
Warwick Campus - Estate House	Repairs and Reno	
Warwick Campus – Pump Station	Upgrade/Renovate	
Warwick Campus	Renovation	

(000)	\$415	\$314	\$260	\$281	\$1,25	0	\$1,67	0	\$182	196\$	\$1,22	\$245	\$258	\$21,5	60
Assignable Square Feet						7		7				7	1		385

Year  

23	
A	
je	
中	
£	
Ö	
8	
H	
SS	
5	
80	,
¥	
0	N.
0	
H	
· 🗄	
te	
.9	
d	
a	
中日	
.E	
-	
8	
· E	
ŭ	
Ξ.	
G	
2	
F	
7	
9	
9	
a	
E	
0	
bn	
Ē.	
. <u>ವ</u>	
He	
42	
ä	
=	
4	
e fe	
lese fe	
16	
the	
16	
or, if the	
or, if the	
the	
or, if the	
or, if the	
or, if the	
or, if the	
or, if the	
or, if the	
eam visit occurs, or, if the	
or, if the	
eam visit occurs, or, if the	
eam visit occurs, or, if the	
eam visit occurs, or, if the	
eam visit occurs, or, if the	
eam visit occurs, or, if the	
which the team visit occurs, or, if the	
eam visit occurs, or, if the	
which the team visit occurs, or, if the	
which the team visit occurs, or, if the	
which the team visit occurs, or, if the	
which the team visit occurs, or, if the	
o the year in which the team visit occurs, or, if the	
to the year in which the team visit occurs, or, if the	
rs to the year in which the team visit occurs, or, if the	
to the year in which the team visit occurs, or, if the	
rs to the year in which the team visit occurs, or, if the	
r" refers to the year in which the team visit occurs, or, if the	t is submitted to the Commission.
r" refers to the year in which the team visit occurs, or, if the	t is submitted to the Commission.
r" refers to the year in which the team visit occurs, or, if the	eport is submitted to the Commission.
r" refers to the year in which the team visit occurs, or, if the	t is submitted to the Commission.
at Year" refers to the year in which the team visit occurs, or, if the	eport is submitted to the Commission.
r" refers to the year in which the team visit occurs, or, if the	the report is submitted to the Commission.
at Year" refers to the year in which the team visit occurs, or, if the	ch the report is submitted to the Commission.
at Year" refers to the year in which the team visit occurs, or, if the	the report is submitted to the Commission.
at Year" refers to the year in which the team visit occurs, or, if the	ch the report is submitted to the Commission.
at Year" refers to the year in which the team visit occurs, or, if the	ch the report is submitted to the Commission.

2014-19

.9

### Standard Nine: Financial Resources

The institution's financial resources are sufficient to sustain the <u>quality of its educational</u> <u>program</u> and to <u>support</u> institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external <u>evidence</u>, its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

### Description

The fifth-year interim report issued in March 2009 by NEASC urged CCRI to focus attention on addressing resource challenges in the face of reductions in state funding. The Commission took a favorable note of how CCRI managed to absorb significant state budget cuts while assuring academic quality and is looking for assurance that the college can continue to do so in a planned and systematic manner.

CCRI's continued solid financial stability is reflected in the June 30, 2013, audited financial statements, prepared in accordance with GAAP (generally accepted accounting practices) and GASB (Government Accounting Standards Board) principals:

www.ccri.edu/businessaffairs/businessoffice/pdfs/Financial Statements 10-10-13.pdf

This unqualified independent audit was accepted by the Rhode Island Board of Education (RIBE) on Nov. 13, 2013. The Statement of Net Assets indicates that total assets of \$101.4 million exceeded total liabilities of \$21.3 million by \$80 million, an increase of 11 percent over the prior fiscal year. Cash equivalents represent 16 percent of total assets providing CCRI with a stable and liquid cash reserve for operating expenses and contingencies. Many of these dollars are earmarked for capital projects that are in various stages of planning and construction; the college is carefully aligning the pace of completion with the availability of funding. The college's finances are managed in a safe and conservative manner through CDARS (Certificate of Deposit Accounting Registry Service) in concert with the college's banking partner. This relatively recent partnership also resulted in significant economies of banking fees and improved services including courier services to the college's cash locations.

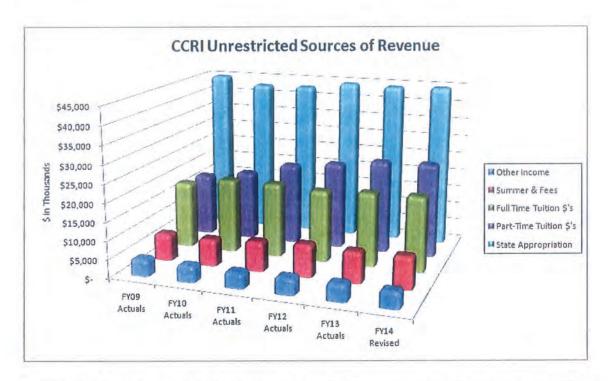
O'Connor and Drew, certified public accountants, assert that they find the "Community College's financial position remained strong as of June 30, 2013. Net position increased by \$7.7 million over the prior year."

Unlike many of its peers, CCRI was fortunate between FY11 and FY12 to receive a significant increase in state funding of \$1.6 million or 3.7 percent. This funding level has been essentially maintained into FY14 with a current state appropriation of \$44.6 million. The intent behind the FY12 increase was to assist CCRI in stemming student tuition increases and consequently there was a zero increase in tuition and fees in FY12. An 8 percent tuition increase in FY13 was

followed in FY14 with a freeze on tuition growth. The importance of this is reflected in <a href="https://www.ccri.edu/businessaffairs/businessoffice/images/State\_Appr\_vs\_TF\_FY14\_100813A.JPG">www.ccri.edu/businessaffairs/businessoffice/images/State\_Appr\_vs\_TF\_FY14\_100813A.JPG</a> as students' share of their educational cost has been increasing proportionately to the decline in state support. Compensating for the loss of state revenue is an increase in overall enrollment that has been maintained over the last several years. There has also been a consistent shift toward part-time study, which generates additional income for the college as depicted on this "Full-Time and Part-Time Fall Enrollment Headcount History":

www.ccri.edu/irpl/2013/pdfs/FT\_PT\_Fall\_Enrollment\_Headcount\_Chart.pdf

Unlike many community colleges that charge tuition solely on a per-credit basis, CCRI originated with a model that is akin to CCRI's sister four-year public institutions of higher education. There is a full-time rate for 12 or credit hours per semester, in state, out of state and regionally. There is a higher per-credit rate for students taking 11 or fewer credit hours per semester. Thus, enrollment management is an increasingly important activity and resource for CCRI. The resource shift and overall stability of resources is depicted as follows:



Restricted federal financial aid has increased nearly 26 percent over a four-year period. This is due in large part to the expertise of the Financial Aid director and his staff as well as the use of technology to streamline some of the financial aid processes, reporting and validation of data. Increased enrollment has driven some of the increase in financial aid awards but more importantly student access, communication and education about the availability of financial aid has been a more significant driver of this enormous increase.

	FY2010	FY2011	FY2012	FY 2013	% change
Full-time headcount	6,231	6,094	5,857	5,459	-12%
Part-time headcount	11,544	11,799	12,027	12,240	6%
Federal/state aid	\$21.8M	\$27.6M	\$27.4M	\$27.4M	25.7%
Aid recipients	6,422	8,117	9,588	9,962	55%

Over the course of and enabled the college to bring all four campuses up to current building code for fire alarm and sprinkler systems. Rhode Island Capital Asset Protection (RICAP) restricted monies are also received in the amount of \$2 million per year for facility maintenance. This is an ongoing fiscal commitment that demonstrates the state's economic interest in Rhode Island public higher education in spite of increased competition for state resources. The Rhode Island State Budget Office slated this same type of funding for major renovations at the Knight Campus beginning in FY14 with funding of \$125,000 and reaching a total of more than \$20 million by the conclusion of the project in FY18. (A copy of the Capital Plan will be included in Document Room).

CCRI financial services division is staffed and managed by seasoned professionals in all departments, Budget, Controllers, Human Resources, Technology and Physical Plant, who work in an integrated, cooperative and communicative manner with the academic and student divisions to ensure that the college's finances and student interests are unified in an efficient and effective manner. For example, the assistant controller, who is also a Certified Fraud Examiner (CFE), brings a sophisticated approach to CCRI's financial and operational methodologies. He works closely with the technology staff on Payment Card Industry Data Security Standards (PCI) in assessing the college's risks and compliance. Technology has been used in enrollment management tools; consistent student drop programs and notifications through the bursar's office have reduced accounts receivables; and physical and technological changes to classrooms have improved utilization. Working with enrollment reports and the academic division, the college has reduced the number of sections run by eliminating undersubscribed courses by differentiating between the numbers of paid seats versus unpaid seats as part of the course cancellation process. The weighting of this formula has been tweaked since its initiation in the spring of 2009 and it is not the only criteria used in decision-making but has been an effective starting position. Department chairs are now well versed in the theory and come to course cancellations with suggestions, alternatives and feedback. These types of activities have saved the college hundreds of thousands of dollars each semester.

In its Oct. 12, 2004, reporting, NEASC was concerned about the college's progress in ensuring that strategic planning and resource planning were linked. The Strategic Plan developed for the period 2009-12 included action steps and progress indicators for each of the strategic goals. However, the plan's objectives and the development of discernible measurements was not formalized or disseminated and therefore not been fully integrated with the resource allocation process on a point-by-point basis. Individual projects have been identified, completed and funded, but CCRI has yet to develop a rubric of data standards or reports.

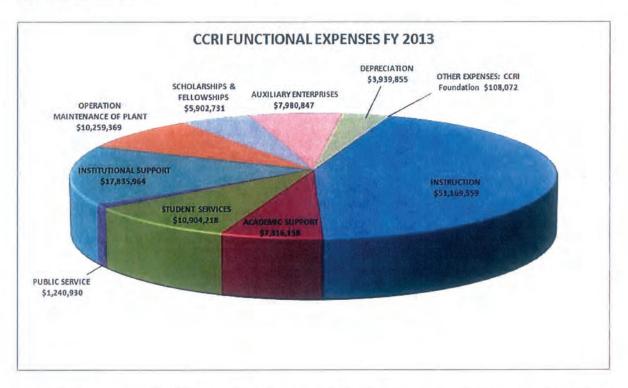
Each division of the college is currently developing action steps for its portion of the new strategic plan 2013-26. The vice president for Business Affairs was included in the executive

committee overseeing the creation of the new strategic plan. The new plan has been distributed to the college community in Fall 2013 and questions were fielded in the fall campus-based town meetings with the college's president and senior administrative team. As the specific action steps for each individual goal are delineated by the affected division, and agreed to by senior management, a specific resource identification form will be attached indicating source of funding and whether funding is existing or yet to be identified.

The creation of Business Affairs Web pages to display budget and other financial data as well as the results of the last three priority request cycles for divisional budget requests and the resultant recommendations provides a platform for any college constituent to readily access financial data on the college and keep the community as up to date as possible. Responses to an internal survey conducted by the NEASC team revealed that less than 18 percent of those taking the survey use these Web pages versus 53 percent familiar with the Institutional Research Office Web data. The Business Office needs to take actions to notify the college community when updates are made to the website that are of interest to the community on financial matters. As the college develops measurable and comparable benchmarks, these would also be added to the site and perhaps generate more attention.

Each fiscal year, all college departments and major committees are emailed a link to the college's budget request forms, i.e., priority request cycle. This is the opportunity for departments to submit equipment, technology, operating staff and facility requests. The first point of prioritization is the department, followed by the respective dean and vice president. A consolidation of all requests is discussed with each of the vice presidents, the president and the business manager. Requests for technology or facility changes are funneled through those respective departments for input and recommendation. The Fall 2013 cycle represents the fourth year of this budget priority request model. The participation rate by individual departments within each division has increased each year as has the acknowledgement that this is a key method by which strategic planning and resource planning takes place. Each cycle encompasses the current and subsequent fiscal year, requests department and divisional prioritization, and decision-making at the leadership level. It is the administration's embrace of this process and the speedy communication of decision-making that has garnered its success. Previously the internal budget request cycle was a spring process, but in 2012-13 it was moved to a fall activity. This allowed departments a greater amount of time for internal discussion and gives the administration more time for consideration and prioritization for funding requests. Although participation has increased and the quality and quantity of submissions has improved, the NEASC informational survey indicated that nearly 64 percent of the respondents were not included in the process of developing their department's budget request submission. However, based on submissions, some departments appear to be very inclusive in their internal request process. The request process has not yet become a totally comprehensive method for planning especially as pertains to technology and facility improvements; however, each year has improved over the previous year and is becoming more of the norm. The Business Office, the facilities director and the chief information officer are regularly updating a multi-year focused financial plan to determine best funding alternatives, address timing and implementation issues and providing data for the setting of priorities. The resulting planning document is brought to senior administration's attention on a quarterly basis.

The Business Office is responsible for building and monitoring the college's annual budget. Projections for both revenues and expenses are conducted monthly, conveyed to the president quarterly and resources reallocated accordingly. As related in the audit report, the college is consistent over the last three years in expending nearly 60 percent of the total \$116 million in FY13 directly on instruction, academic support and Student Services operating expenses, depicted as follows:



High priority has been to fund and fill faculty vacancies and to reallocate positions to faculty slots as needed to respond to enrollment increases as well as newly emerging programs; additional funding was identified to increase adjunct faculty pay to allow the college to better recruit and retain this valuable asset; and FTEs were reallocated for several new slots in Advising and Counseling and the Access to Opportunity program. Increased emphasis has been placed on setting aside funds to address physical facility needs of academic spaces – science labs, art studios and library upgrades. Many of these spaces were in their original condition and requiring significant modification. A substantial award was recently made by the Rhode Island Foundation for science lab equipment.

The state budget cycle begins 11 months prior to a new fiscal year and is formed in accordance with guidelines and indices provided by the state Budget Office and to date, by the Board of Education. Because the fiscal year is July to June, the college is often implementing, defending and monitoring three fiscal years at the same time, requiring significant multi-year financial planning. The Board of Education transmits the higher education system budget request to the governor's Executive Office of State Budget. This is due the first of October each year. The governor's recommendations will be conveyed to the board for reaction and update before being

conveyed to the Rhode Island General Assembly in January of each year. The Governor's Office is also responsible for conveying any supplemental budget requests for the active fiscal year; however, higher education has never requested a supplemental budget increase. The board and the three public higher education institutions will testify upon and defend their individual budget requests multiple times to the House Finance and Senate Finance subcommittees of the General Assembly. The legislative budget amendment is generally available a month before the July fiscal year begins.

### Appraisal

On Oct. 7, 2013, the Board of Education voted to transmit the system of higher education's FY15 Current Service Level (CSL) Budget Request to the governor. The Capital Improvement Program (CIP) had already been transmitted. The system is requesting a total of \$19.5 million over the current fiscal year allocation. CCRI's portion of this request is \$3.6 million. A CSL budget is a maintenance level budget – the amount needed to do tomorrow what you are doing today. However, CCRI also took the opportunity to request the funding for 10 new faculty positions and a \$500,000 increase in CCRI scholarship monies. Collective bargaining is also in process and the board has endorsed its position to strongly convey its support to each of the institution's financial requests as well as the needs of their faculty and staff.

In June 2012, the Rhode Island General Assembly approved a reorganization affecting all public education in Rhode Island. The current Board of Governors for Higher Education was merged with the Board for Elementary Secondary into a combined Board of Education effective Jan. 1, 2013. The duties and responsibilities of the former board have been conveyed to the new Board of Education, which has also assumed similar responsibility for the elementary and secondary system of education. An authorized officer of the Rhode Island Board of Education has been appointed. He and the chairwoman of the board are working closely with an external consultant, the Governor's Office and the General Assembly to refine this new governance structure in a manner that is most beneficial to both levels of Rhode Island public education. The administrative structure, fiscal policies and procedures previously endowed to RIBGHE and the Office of Higher Education are yet to be determined.

The Facilities and Finance Committee of the RIBGHE was responsible for reviewing the college's formal mid-year financial review in February of each year. This function still exists with the new board in the form of a work group prior to adoption by the full board. In FY2006, the Rhode Island General Assembly passed an appropriations bill that eliminated the board's authority to allocate or reallocate state appropriations between the three public higher education institutions; however, the board maintained control over the setting of tuition and fee rates. State funds are now legislatively appropriated specifically to each institution. A position FTE cap limit is also set by the General Assembly in each fiscal year's appropriations act for both unrestricted FTEs as well as a separate cap for FTEs funded by external third parties such as federal or state grants. Approximately two years ago, the college was successful in requesting an increase in the FTE cap and a more flexible interpretation of third-party FTEs, giving the college more management latitude in filling positions. Those positions needed for day-to-day college operations are therefore not forced to be held open in order to satisfy the needs of a new grant

program nor does the college need to refrain from pursuing such new opportunities. The FY15 CSL Budget Request includes the addition of 10 new faculty FTEs to CCRI's FTE cap as well as the necessary budgetary support.

The leadership of the Community College and the Board of Education must continue to stay on message with the General Assembly on maintaining CCRI's mission of public fiscal access to higher education to emphasize the importance that state funding must not fall below the present 42.7 percent level of unrestricted funding as reflected in the FY14 budget request, which also omits any increase in student tuition and fees: The FY15 CSL request would increase state appropriated funding to nearly 45 percent of the college's unrestricted budget. The FY15 budget transmitted to the governor also freezes tuition at the current rates, thus requiring any additional funding to come from the state.

www.ccri.edu/businessaffairs/businessoffice/images/Comparative Funding Chart FY14\_10081\_3.JPG

In turn, the college will continue to economize, find efficiencies and external revenue sources to supplement state funding. The college's first ever capital campaign, led by the president, successfully raised over \$5 million to support the renovation of the Warwick library, the Lincoln Dental Assisting lab, funds toward the renovation of the Warwick theater as well as scholarship monies for CCRI students. A new interim associate vice president for Institutional Advancement was hired by the college in the fall of 2013 and was charged with a new capital campaign as well as streamlining the grant process. The college will continue to leverage these types of alternate types of funding opportunities as well as grants, Pell student awards, and savings from the Energy Service Company (ESCO) selected by CCRI, AMERESCO. In order to allow the Office of Institutional Advancement to focus on fundraising, the Grants Office has been assigned to the new vice president for Academic Affairs. This will also allow the college to better focus on soliciting grants that are core to the college's primary objectives in academics and student success while allowing Institutional Advancement to focus on capital and alumni fundraising activities. A new director of grants position has been posted and will be filled as a direct report to Academic Affairs.

CCRI has been the recipient of a substantial federal grant for establishing an Energy Training certificate program in the department of engineering as well as a 36-month career readiness federal grant (TAACCCT-I). The latter of these two grants was awarded under the college's new federally approved indirect cost rate, bringing significant new revenues to CCRI. The college is waiting to hear if the third round of the TAACCCT funding also will be awarded to CCRI.

The membership of the Standard Nine subcommittee was derived from the Budget Resource Committee with strong interdivisional representation. This group identified that best practice divisional investment in the college's new reporting software as well as the core data and identifying data custodians must be a priority and approached in a centralized manner.

### Projection

The community college must stay aware and current with federal and state laws as well as accounting standards that impact internal controls and financial policies. A recent development that all of higher education is now struggling with is the Patient Protection and Affordable Care Act (ACA) becoming effective Jan. 1, 2014. This act requires that health insurance coverage be made available to all employees working 30 hours per week or more. As a result, adjunct faculty weekly hours are more broadly defined by rulings from the Internal Revenue Service to include prep hours outside of classroom time in addition to actual classroom hours. Academic Affairs has implemented a policy of a one-to-one ratio of classroom hours to external hours and adopted course workload accordingly for the Fall 2013 semester. Rhode Island public institutions are unique in that they need to comply with state guidelines of 20 hours per week in six-month or greater appointments for benefit eligibility. Some new permanent faculty slots have been created for departments with unusual workload requirements whereby sufficient adjuncts cannot be located or the hours for classroom requirements are in excess of college and state policy. This will have to be further studied as the college becomes better informed about the legal specifics of this new federal legislation. This act could have serious policy and financial implications for CCRI and all of higher education if compliance standards were not to be adhered to. Many of these standards and related financial penalties are still evolving. Actions the college will continue to pursue include:

- The Office of Higher Education and the three public higher ed institutions have hired an
  external vendor to assist in taxation and legal interpretations, establishing look-back
  period, employee communications, as well as future reporting and data collection issues.
- · Staying abreast of determinations made by the Internal Revenue Service.
- Using resources such as the College and University Professional Association for Human Resources (CUPA) and the National Association of College and University Business Officers (NACUBO) for best practice interpretations, implementation methods and employee communications.
- Following the development of Rhode Island's Health Care Exchange program development.
- Developing a cohesive college action plan for meeting classroom and other personnel needs within prescribed health care guidelines that were essentially put in place as of July 1, 2013. Adjustments will be made as needed as legal and tax consequences are assessed. The Payroll and Human Resource departments, in concert with the IT Department, are actively improving the frequency and reporting of internal payrolls to ensure legal compliance

The college will also continue to address control and policy issues raised by external auditors with the higher education system as a whole to be consistent with Federal tax form 990:

- Recommend that CCRI develop a conflict of interest policy.
- Recommend that CCRI develop a whistleblower policy.
- · Recommend that CCRI develop a records retention policy.

Although these policies are not a requirement, it is always a good policy to use "best practices" for any entity. A conflict of interest policy could be co-mingled with a code of ethics policy under the college's vision and values statement. These are essential building blocks for internal controls that will decrease the college's compliance and legal liabilities.

The following are major initiatives that are projected to affect the financial administrative future of CCRI and will result in definable action steps as each initiative evolves:

• The college's Strategic Planning Executive Committee distributed the 2013-16 strategic plan in Fall 2013 to the college community for feedback and discussion. As currently written, nearly every strategic effort is certain to include a resource requirement of "personnel" but little in the way of specifics that must be clearly defined in order to attach resources or plan for resource needs. Data will be used for measuring progress and for developing a data-driven budget process that conforms to the college's mission and strategic priorities. Toward that end, the college should:

 Charge a committee with the task of developing reasonable and effective data measurements and determining peer and national benchmark equivalents.

- Determine a primary data custodian and common reporting data standards.
- Develop clear reports for use in resource allocation and other performance measurements.
- Develop Web-based dashboards for communicating results to college at large.
- These decision points will be addressed by Spring 2014 and woven into the governance and committee process.

The NEASC survey indicated that a minority of faculty and staff are aware of or use the Business Division website for up-to-date information on the college's financial condition. The most significant communications are made at Opening Day in September and Professional Development Day each spring. These are times of the year when the message may be accurate for the moment but out of context for portraying a positive fiscal condition. The Business Office has assisted by:

- Using Crier to provide monthly or quarterly updates on the college's financial status even
  if it is just a notice to an updated link on the financial Web page. Notices continue to be
  forwarded of financial and operational updates.
- Improvements in grant funding and expenditure reporting status have been initiated by the Controller's Office. The grant accounting personnel in this office have also initiated "brown bag" lunch seminars several times each semester aimed at the grant audience but also applicable to the college at large. These sessions have been well attended and earned recognition from a federal grant representative conducting an on-site monitoring visit on the TAACCCT grant. She specifically cited that the Grant Accounting Office was fostering an environment for positive networking and collaboration and confirmed knowledge of rules and topics affecting grant administration.
- CCRI has engaged a firm, Symmes Maini & McKee Associates (SMMA), to complete a 10-year Master Plan for college consideration that will include identifying locations of

future site development, building and space utilization, parking facilities, roads and athletic facilities. Campus meetings with individual groups and committees were conducted, as well as vendor analysis of classroom capacity and utilization, current and project building usage, building systems, code compliance and traffic circulation. The resultant product will assist the college in identifying and planning for the fiscal resources required to address anticipated recommendations as well as the funding alternatives such as state bonding requests for consideration. The initial plan was provided by the planner in June 2013 and is currently being analyzed by the college.

• The first meeting of the new Board of Education took place March 11, 2013 and gave the college its first glimpse into the potential structure of the new board. The systems' mid-year financial review for 2013 focused on the agenda of the second board meeting and provided a sense into how the financials of the institution will be reviewed, monitored and fiscal recommendations made under this revised state structure. With a work group session taking the place of the former Finance Subcommittee, the process mirrors that of the former board. Refinements of this new governance system will be emerging in the coming months as the Office of Higher Education ceases to exist June 30, 2014.

Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
9.1	Strategic Plan resource requirements	Plan being vetted to community; react to specific changes and defined objectives	Spring 2014	Executive Committee to the Strategic Planning Process	Prioritization of Resources identified to meet specific objectives defined in strategic initiative
9.2	Data driven decision making process	Increase use of data for making resource and strategic decisions Create a committee to determine effective data measures	Spring 2014	Request that Standard Nine subcommittee could start this process or assign to a committee established under the revised Governance model	Reasonable and effective benchmarks that can be measured against peer and national data consistent with the college's defined objectives
9.2	Data-driven decision-making process	Determine primary data custodians	Spring 2014	IT, IR, User departments, colleges senior administrative team	Common data sets employed universally in a collegial manner
9.2	Data-driven decision-making process	College wide reporting	Will evolve over Calendar 2014	IT, IR, User departments	Resource allocation tools, report tools, aspirational goals and performance measures; dashboards for communicating college wide info

9.3	Improve Financial literacy and transparency	Use Crier to provide budgetary updates and alerts to new information on CCRI Business website Continued Brown Bag lunches for grant and other finance topics	Continuous	Business Office; Controller's Office, Purchasing, Grants Office	Accurate information available to college community; educated grant and program administrators
9.4	Improved grant resource utilization	Better reporting and support of grants that directly support and supplement the college mission	Continuous	Grant Accounting office	Streamlined grant processes and deliverables
9.5	College master plan	Use 10-year plan to drive resource planning and allocation	Fall 2014	Director of administration, Executive Committee for Master Planning	A vision and options of how college can plan for space utilization and resource allocation across multiple fiscal years
9.6	Patient Protection & Affordable Care Act	Evolving strategy manage part-time employees to avoid federal health care penalties while ensuring college efficiency and effectiveness	Fall 2014	HR, Controller's Office, Business Office, CWCE, Academic Affairs	Plan for the fall 2013 semester to meet classroom and program needs as well as part-time staffing needs throughout the college
9.7	Best Practice Operational Policies	Recommend college develop policies that will reduce legal liabilities	Fall 2014	Controller's Office in concert with President's Council	Conflict of Interest Policy; Whistleblower Policy, Records Retention Policy
9.8	Operational relationship with new Board of Education	Continue to liaison, inform and react to board recommendations	Ongoing	Entire CCRI community	Positive and effective policies and financial stability for CCRI

### Institutional effectiveness

The college's excellent track record of solid fiscal management – particularly in challenging fiscal climates – demonstrates its careful attention and planning, leading to its effectiveness in managing financial resources. CCRI has in place appropriate internal and external mechanisms to evaluate its fiscal condition and financial management, and to maintain its integrity. The college will continue to utilize external agencies to conduct its yearly audit; it has a long-standing history of clean audits.

Examples of recent improvements from the college's thoughtful fiscal management include aligning the budget approval process with the fiscal year and the strategic initiatives, including starting the planning for the next budget cycle earlier in each academic year to allow more time for department input and feedback. Updated financial aid application processes have resulted in a significant increase in the amount of aid available to students to help offset the costs of going to college. In spite of declining state funding and the lengthy recession, the college has demonstrated strong fiscal health through careful management of its resources and by generating other sources of funding. The college is in the process of hiring a grants officer to assist with securing more external funding.

### Standard 9: Financial Resources

(Statement of Financial Position/Statement of Net Assets- CCRI & CCRI Foundation)

FISCAL YEAR ENDS month &da	y: (6/30)	2 Years Prior (FY2011)	1 Year Prior (FY 2012)	Most Recent Year (FY13)	Percent C 1 yr prior Mo	
ASSETS						
CASH AND SHORT TERM IN	VESTMENTS	\$26,113,518	\$25,312,992	\$17,288,663	-33.8%	-31.7%
CASH HELD BY STATE TREA	SURER	\$0	\$0	\$0		
DEPOSITS HELD BY STATE T	REASURER	\$0	\$0	\$0		
ACCOUNT'S RECEIVABLE, NI	ET	\$4,145,768	\$3,635,574	\$4,497,993	8.5%	23.7%
CONTRIBUTIONS RECEIVAB	LE, NET	\$52,805	\$153,805	\$60,000	13.6%	-61.0%
INVENTORY AND PREPAID	EXPENSES	\$916,912	\$817,948	\$940,156	2.5%	14.9%
LONG-TERM INVESTMENTS		\$2,080,827	\$2,322,287	\$2,461,240	18.3%	6.0%
LOANS TO STUDENTS						
FUNDS HELD UNDER BOND	AGREEMENT	\$3,747,929	\$4,646,127	\$4,780,788	27.6%	2.9%
PROPERTY, PLANT AND EQU	JIPMENT, NET	\$49,940,804	\$64,138,385	\$74,882,440	49.9%	16.8%
OTHER ASSETS		\$13,587	\$13,587	\$13,587	0.0%	0.0%
TOTAL ASSETS		\$87,012,150	\$101,040,705	\$104,924,867	20.6%	3.8%
LIABILITIES		3 - 3 - 1 - 1 - 1 - 1 - 1 - 1				
ACCOUNTS PAYABLE AND ACCR	UED LIABILITIES	\$13,263,046	\$11,958,291	\$8,316,605	-37.3%	-30.5%
DEFERRED REVENUE & REFUNI	DABLE ADVANCES	\$2,928,818	\$2,717,685	\$2,969,978	1.4%	9.3%
DUE TO STATE		\$0	\$0	\$0		
DUE TO AFFILIATES		\$0	\$0	\$0	1	
ANNUITY AND LIFE INCOME OF	SLIGATIONS	\$27,417	\$22,594	\$21,675	-20.9%	-4.1%
AMOUNTS HELD ON BEHALF OF	OTHERS	\$1,251,086	\$1,374,606	\$1,351,542	8.0%	-1.7%
LONG TERM DEBT		\$3,618,904	\$9,536,793	\$8,786,525	142.8%	-7.9%
REFUNDABLE GOVERNMENT AI	DVANCES					
OTHER LONG-TERM LIABILITIES	3		1			
TOTAL LIABILITIES		\$21,089,271	\$25,609,969	\$21,446,325	1.7%	-16.3%
NET ASSETS						
UNRESTRICTED NET ASSETS						
INSTITUTIONAL		\$62,490,271	\$71,968,445	\$79,190,085	26.7%	10.0%
FOUNDATION		\$237,500	\$267,124	\$342,684	44.3%	28.3%
TOTAL		\$62,727,771	\$72,235,569	\$79,532,769	26.8%	10.1%
TEMPORARILY RESTRICTED NET	C ASSETS					
INSTITUTIONAL		\$360,926	\$397,129	\$842,293	133.4%	112.1%
FOUNDATION		\$2,834,182	\$2,798,038	\$3,093,480	9.1%	10.6%
TOTAL		\$3,195,108	\$3,195,167	\$3,935,773	23.2%	23.2%
PERMANENTLY RESTRICTED NE	T ASSETS					
INSTITUTIONAL		4	++1	\$0		
FOUNDATION				\$10,000		
TOTAL		\$0	\$0	\$10,000		
TOTAL NET ASSETS		\$65,922,879	\$75,430,736	\$83,478,542	26.6%	10.7%
TOTAL LIABILITIES AND N	ET ASSETS	\$87,012,150	\$101,040,705	\$104,924,867	20.6%	3.8%

### Standard 9: Financial Resources-C.C.R.I.

(Statement of Revenues and Expenses)

	FISCAL YEAR ENDS month &day: (6/30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward** (FY 2015)
	OPERATING REVENUES					
	TUTTION & FEES	\$51,018,915	\$52,471,819	\$54,433,485	\$55,312,787	\$55,101,113
	ROOM AND BOARD					
	LESS: FINANCIAL AID	(\$19,661,588)	(\$23,044,428)	(\$24,870,665)	(\$25,000,000)	(\$25,000,000)
	NET STUDENT FEES	\$31,357,327	\$29,427,391	\$29,562,820	\$30,312,787	\$30,101,113
	GOVERNMENT GRANTS & CONTRACTS	\$29,503,895	\$37,621,732	\$34,296,825	\$33,975,415	\$36,300,475
	PRIVATE GIFTS, GRANTS & CONTRACTS				1 2 2 1	
	OTHER AUXILIARY ENTERPRISES	\$7,982,696	\$8,610,163	\$8,721,896	\$8,624,293	\$8,786,069
	ENDOWMENT INCOME USED IN OPERATIONS		T. A			
	OTHER REVENUE (specify): Sales & Service-Educational Activi	\$3,948,918	\$3,849,301	\$4,207,510	\$4,450,696	\$4,468,330
	OTHER REVENUE (specify): CCRI Foundation	\$154,861	\$166,930	\$196,748	\$197,167	\$200,000
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$72,947,697	\$79,675,517	\$76,985,799	\$77,560,358	\$79,855,987
	OPERATING EXPENSES					
	INSTRUCTION	\$48,165,051	\$50,108,732	\$51,169,559	\$55,416,228	\$55,114,410
	RESEARCH					
	PUBLIC SERVICE	\$1,328,459	\$1,290,498	\$1,240,930	\$1,156,650	\$1,171,577
	ACADEMIC SUPPORT	\$7,404,622	\$7,058,156	\$7,316,158	\$8,175,878	\$8,397,638
	STUDENT SERVICES	\$10,180,152	\$10,511,698	\$10,904,218	\$11,940,630	\$12,208,129
	INSTITUTIONAL SUPPORT	\$17,185,157	\$17,806,497	\$17,835,964	\$17,602,507	\$18,308,771
	FUNDRAISING AND ALUMNI RELATIONS					
	OPERATION, MAINTENANCE OF PLANT (6f not allocated)	\$10,193,718	\$11,737,921	\$10,259,369	\$12,627,401	\$12,782,198
	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$6,489,076	\$6,961,234	\$5,902,731	\$6,000,000	\$6,000,000
	AUXILIARY ENTERPRISES	\$7,494,441	\$8,110,645	\$7,980,847	\$8,095,877	\$8,258,532
	DEPRECIATION (if not allocated)	\$3,481,282	\$3,226,106	\$3,939,855	\$0	\$0
~	OTHER EXPENSES (specify): CCRI Foundation	\$105,269	\$161,385	\$108,072	\$197,167	\$200,000
	OTHER EXPENSES (specify):		I go market			
	TOTAL OPERATING EXPENDITURES	\$112,027,227	\$116,972,872	\$116,657,703	\$121,212,338	\$122,441,255
-	CHANGE IN NET ASSETS FROM OPERATIO	(\$39,079,530)	(\$37,297,355)	(\$39,671,904)	(\$43,651,980)	(\$42,585,268)
	NON OPERATING REVENUES		- A &			
	STATE APPROPRIATIONS (NET)	\$42,884,078	\$44,482,657	\$44,169,980	\$44,589,076	\$48,156,631
	INVESTMENT RETURN	\$485,883	\$84,944	\$340,339	\$105,000	\$105,000
	INTEREST EXPENSE (public institutions)	(\$180,497)	(\$316,042)	(\$418,171)	\$0	\$0
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$184,371	\$385,499	\$352,541	\$0	\$0
	OTHER (specify):					
	OTHER (specify): Reversal of OPEB expense	\$1,484,751			4 1	
	OTHER (specify):					1
	NET NON OPERATING REVENUES	\$44,858,586	\$44,637,058	\$44,444,689	\$44,694,076	\$48,261,631
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$5,779,056	\$7,339,703	\$4,772,785	\$1,042,096	\$5,676,363
	CAPITAL APPROPRIATIONS (public institutions)	\$4,581,235	\$2,168,154	\$3,275,021	\$2,268,675	\$4,138,305
N = 4	OTHER	\$0	\$0	\$0	\$0	\$0
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$10,360,291	\$9,507,857	\$8,047,806	\$3,310,771	\$9,814,668

<sup>\*</sup>Estimated "Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

<sup>\*\*</sup>Current Service Level (CSL) Budget Request submitted to Board of Education & State Budget Office 10/1/2013 and estimates

### Standard 9: Financial Resources-C.C.R.I.

(Statement of Debt)

FISCAL YEAR EN	DS month & day (6/30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
	DEBT	1				
	BEGINNING BALANCE	\$3,839,691	\$3,618,904	\$9,536,793	\$8,786,525	\$8,786,525
	ADDITIONS	\$0	\$6,560,000	\$3,125,525	\$0	\$0
	REDUCTIONS	(\$220,787)	(\$642,111)	(\$3,875,793)	\$0	\$0
	ENDING BALANCE	\$3,618,904	\$9,536,793	\$8,786,525	\$8,786,525	\$8,786,525
	INTEREST PAID DURING FISCAL YEAR	\$160,497	\$156,258	\$413,979	\$253,238	\$250,471
	CURRENT PORTION	\$227,111	\$843,435	\$907,897	\$893,161	\$903,005
7 1 1	BOND RATING					

DEBT COVENANTS: (Please describe)

RI Health & Education Building Corporation (RIHEBC): Proceeds of 2013 B Bonds used to refund the 2003 C Bonds.

Bonds were issued in conjunction with RIC and URI. CCRI share are secured by all educational & general revenues except auxiliary enterprise revenues. In a non-cash transaction, there was an economic gain in the present value of old and new debt service of \$386,000. Bond covenants held and managed by the RI Office of Higher Education.

3% Series A Revenue Bonds of 1977 (Student Center). Managed by CCRI. Bond secured by revenue from student activities fund, college bookstors and locker rentals

Certificate of participation (COP) energy conservation bonds payable to the State of Rhode Island to be repaid from energy conservation savings.

Bond rating: CCRI has no independent bond rating and relies on the RI Board of Education to approve and arrange bond offerings. RIBOE-OHE bonds issued for CCRI are rated between A1 and A2 by Moody's.

\*"Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

### Standard 9: Financial Resources-C.C.R.I.

(Supplemental Data)

FISCAL	YEAR ENDS month & day (6/30)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
	NET ASSETS					
	NET ASSETS BEGINNING OF YEAR	\$52,833,542	\$62,851,197	\$72,365,574	\$72,365,574	\$76,718,44
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$10,017,655	\$9,514,377	\$7,666,804	\$4,352,867	\$9,814,66
	NET ASSETS END OF YEAR	\$62,851,197	\$72,365,574	\$80,032,378	\$76,718,441	\$86,533,109
	SOURCE OF FUNDS					7
	UNRESTRICTED INSTITUTIONAL	\$35,306,245	\$33,276,692	\$33,770,330	\$34,763,483	\$34,569,44
	FEDERAL, STATE & PRIVATE GRANTS	\$29,503,895	\$37,621,732	\$34,296,825	\$33,975,415	\$36,300,47
	RESTRICTED FUNDS	\$8,137,557	\$8,777,093	\$8,918,644	\$8,821,460	\$8,986,069
	TOTAL	\$72,947,697	\$79,675,517	\$76,985,799	\$77,560,358	\$79,855,98
	% DISCOUNT OF TUITION & FEES	0.0%	0.0%	0.0%	0.0%	0.0
	% UNRESTRICTED DISCOUNT	-0.00X t. 250	(Australian)	4	2 2 2 2 2 2	
	PLEASE INDICATE YOUR INSTITU	TION'S END	OWMENT S	SPENDING I	POLICY:	
		Not app	olicable			

<sup>\*&</sup>quot;Current Budget" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.

### Standard Ten: Public Disclosure

### Description

As projected in its 2009 fifth-year interim report to NEASC, CCRI has implemented an annual process for reviewing and updating all college publications under the supervision of its Department of Marketing and Communications (M&C). M&C and designated members of CCRI's Department of Information Technology (IT) also manage a virtually continuous program for updating and improving the college's website, its password-protected Web portal for students, faculty and staff and its growing menagerie of electronic communication capabilities (e.g., email, Facebook, Twitter and text messaging). This central role of M&C in all aspects of information management and transmission, when combined with its client-service model of assigning a member of its staff as liaison to each department or function in the college, puts CCRI in a stronger position to know when important changes in its programs, policies and procedures are occurring, and to disclose those changes in a timely and effective manner.

CCRI's graphic design standards have achieved virtually universal acceptance by academic and nonacademic departments, in part because consumers of M&C's services now routinely seek its assistance in designing and printing all manner of printed materials, from posters to brochures to informational bookmarks. In addition to the college catalog (see <a href="www.ccri.edu/catalog">www.ccri.edu/catalog</a>), M&C's continuing print responsibilities include the Green & White, the college's alumni magazine (See <a href="www.ccri.edu/alumni/gw.html">www.ccri.edu/alumni/gw.html</a>), and CCRI Highlights, a 10-page publication describing particular courses or programs published three times each year and mailed to 270,000 households. The student handbook was recently revised and republished, as were directories of internal and external services available to students. (See <a href="www.ccri.edu/advising/new\_students/student\_handbook/">www.ccri.edu/advising/new\_students/student\_handbook/</a>, <a href="www.ccri.edu/catalog/pdfs/stuserv.pdf">www.ccri.edu/advising/new\_students/student\_handbook/</a>, <a href="www.ccri.edu/catalog/pdfs/stuserv.pdf">www.ccri.edu/advising/new\_students/student\_handbook/</a>, <a href="www.ccri.edu/catalog/pdfs/stuserv.pdf">www.ccri.edu/catalog/pdfs/stuserv.pdf</a> and <a href="www.ccri.edu/advising/new\_students/word/communityresourceguideA2012.pdf">www.ccri.edu/advising/new\_students/word/communityresourceguideA2012.pdf</a>).

Other publications provide information on student government and student life, including policies governing clubs and organizations and the procedure for starting new ones (See link to "Policies & Procedures" on <a href="www.ccri.edu/osl">www.ccri.edu/osl</a>.) Finally, the printed orientation guide couples some of this material with information and advice specifically directed at first-time students.

For a number of years CCRI published a course bulletin for each semester, containing essential college policies, application and enrollment information and a listing of all sections of all courses being offered that semester. This newsprint pamphlet was available in all enrollment areas and necessarily had greater and more current scheduling information than the printed college catalog. Given the lead time necessary to prepare even this publication, however, a material portion of its content had changed by the time any student would see it. A publication that had the aura of being the last word became increasingly inaccurate as the first day of classes approached. As a

consequence CCRI abandoned the course bulletin after the fall of 2012, leaving students to rely on the website with its most up-to-date schedule of courses and classes.

On the electronic side, collaborations among M&C, IT and departmental representatives have deepened and improved the quality and effectiveness of CCRI's presence on the Web and in social media. One prominent example is the enhanced Web page for admissions, the product of more than a year's effort by a committee of admissions officers, liaisons from M&C and the college's in-house Internet designers (See <a href="www.ccri.edu/oes/admissions">www.ccri.edu/oes/admissions</a>.) The new page, which went live in the fall of 2012, vastly improved visual navigation and the user-friendliness of both design and content. Among its innovations were a portal specifically for high school guidance counselors to assist in advising students, specialized portals for adult and "direct from high school" applicants and personalized introductions of admissions team members with their corresponding duties and responsibilities. Response to the new page has been overwhelmingly positive, from both inside and outside the college.

CCRI uses any of three vehicles to communicate information about upcoming campus events and important announcements on short notice. Crier is a weekly e-newsletter for faculty and staff. Student Crier is similarly formatted and scheduled for students. More immediate announcements may be emailed or posted for custom audiences via MyCCRI, the college's online portal. Finally, emergency notifications and certain special communications are communicated by email "blasts" to the entire college community. CCRI also uses the RAVE system to provide notice to subscribers, by email and/or text message, of emergencies and closures that are due to weather or the like.

CCRI has a presence on Facebook<sup>®</sup>, Twitter<sup>®</sup>, YouTube<sup>®</sup>, LinkedIn<sup>®</sup>, Google+<sup>®</sup> and Vimeo<sup>®</sup> to share news and information with friends and fans. Because so many of its students use one or more of these media as their primary means of electronic communication, the college also monitors postings to respond expeditiously to concerns, questions or complaints that might otherwise come to CCRI's attention much later or not at all. Students have expressed their appreciation for these well-intentioned interventions on their behalf.

### Appraisal

CCRI's institutional effectiveness with respect to public disclosure, as defined in NEASC consideration 10.14, is strong and still improving. In particular, the two Criers, the constant updating of headlines and features on its home page, and numerous email "blasts" keep CCRI's community continuously up to date, and departments are encouraged to do the same with their webpages. A culture of continual re-evaluation of what CCRI says to its various constituencies, and how it says it, has clearly taken hold. M&C re-examines regularly each marketing vehicle to assess its effectiveness and to make improvements, the most recent instance being the redesign of the CCRI Highlights to increase its readership and handiness by shortening stories and reducing its size from a tabloid-size publication. In addition to protecting that culture, the task ahead is to implement changes that have been or will be identified as necessary or desirable.

Improvements in public disclosure will be capped as long as critical publications such as the college catalog continue to appear in print. As do many institutions, CCRI periodically revisits the possibility of eliminating the printed catalog. The college consistently defers that decision because such a significant percentage of its students – especially Rhode Island adults who became unemployed in the Great Recession for the first time in decades – lack computer literacy or easy access to the Internet. The mere passage of time will reduce this population, but not materially over the next decade.

Wrestling with the "how" of communication is likely to present challenges in a second but similar respect. There is every reason to expect that the proliferation of social media products will continue indefinitely. As society has witnessed in the progression from email through Facebook to Twitter, each new product captures some but not all users of prior products, and new users are likely to rely most heavily on the latest thing. The result is an increasing fragmentation of the population that consumes CCRI's information on the basis of how they prefer, or are most likely, to receive that information. CCRI manages to stay in touch well through six social media products in addition to the "old tech" of email, website and print. But there may be a breaking point in how many more of such products can be maintained effectively, at least without adding positions that should arguably be allocated to other corners of the college.

Perhaps CCRI's largest challenge in public disclosure was also identified as critical to meeting its obligations under Standard Eleven (Integrity): completion of a comprehensive, online policy manual. That manual is a worthwhile goal in and of itself, but the process of creating it has also forced the college to determine that it has acceptable written policies on all material academic and administrative matters. In a college with four campuses and two satellite locations, nothing less will ensure uniformity and transparency in institutional behavior and public disclosure.

As of October 2013, approximately 30 policies had been prepared, approved by the President's Council and the president and placed in the manual. The online version of the manual was also designed and awaiting a critical mass of policies before it was posted. The process will continue until completed.

The college will notify the public of its upcoming comprehensive evaluation during the last week of February 2014 through placement of notification, with an opportunity for feedback, on the CCRI website, as well as placement in several local publications throughout the state. (See Affirmation of Compliance #5.)

### Projections

The working group for the policy manual will continue to populate this online publication
with existing and proposed policies. At the same time, the working group will implement
the mandated procedures for periodic review and revision (if necessary) of policies
already in the manual. The working group will coordinate these efforts with CCRI's new
governance system.

	4	Standard 10 - Plan			I m 11
Goal	Appraisal/ Priority	Projected Action	Due Date	Responsible Person	Deliverable Outcomes
10.1	Populate online policy manual	Individual policies completed by departments, approved by President's Council, and posted to the manual	As policies are approved	Relevant Governance Committee, President's Council and President	Individual policies completed by departments, approved by President's Council and posted to the manual
10.2	Implement mandated procedures for periodic review and revision of policies in manual	After consultation with departments, establish mandated procedures with approval by President's Council 2. Post approved procedures	Summer 2014	Relevant Governance Committee, President's Council and President	1. After consultation with departments, establish mandated procedures with approval by President's Council 2. Post approved procedures

### Institutional effectiveness

The college reviews all of its official publications, including those found on the college website, regularly. Most are reviewed annually as they are revised and updated, while others are reviewed on an as-needed basis. CCRI, like most colleges, has increased its focus on Web resources as the primary tool for presenting official information.

Individual college departments review and routinely update critical resources, such as course and program descriptions, admissions and registration resources; etc.

### Standard 10: Public Disclosure- Data First Form

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	www.ccri.edu/OES and www.ccri.edu/OES and www.ccri.edu/marketing/ news_events	Inquiry cards, Viewbook, Catalog, Highlights newsletter, Departmental and Institutional brochures
Notice of availability of publications and of audited financial statement or fair summary	www.ccri.edu/businessaffairs/ businessoffice/financial-summary	Copies available through the controller's office
Institutional catalog	www.ccri.edu/catalog	Catalog
Obligations and responsibilities of students and the institution	www.ccri.edu/advising/ new_students/student_handbook/ handbook.pdf	Student Handbook
Information on admission and attendance	www.ccri.edu/OES and www.ccri.edu/catalog	Catalog
Institutional mission and objectives	www.ccri.edu/about/ mission.html and www.ccri.edu/catalog	Catalog, Bookmark
Expected educational outcomes	www.ccri.edu/catalog and www.ccri.edu/dean-as/docs/ acadprogrevdoc.doc	Catalog
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	www.ccri.edu/about/ mission.html	Catalog
Requirements, procedures and policies re: admissions	www.ccri.edu/OES/admissions and www.ccri.edu/catalog/pdfs/ admiss-reg.pdf	Catalog, OES Fact Sheet, Viewbook
Requirements, procedures and policies re: transfer credit	www.ccri.edu/advising/ transfer_information and www.ccri.edu/catalog/pdfs/ transfer.pdf	Catalog
A list of institutions with which the institution has an articulation agreement	www.ccri.edu/catalog/pdfs/ transfer.pdf	Catalog
Student fees, charges and refund policies	www.ccri.edu/bursar/ tuition_fees.html and www.ccri.edu/ acadaffairs/gainful-employment	Catalog OES Fact Sheet, Office of Bursar handouts
Rules and regulations for student conduct	www.ccri.edu/advising/ new_students/student_handbook/ handbook.pdf	Student Handbook
Procedures for student appeals and complaints	www.ccri.edu/advising/ new_students/student_handbook/ handbook.pdf and www.nbghe.org/ pdfs/BOGStudentComplaintProcess II011012.pdf	Student Handbook
Other information re: attending or withdrawing from the institution	www.ccri.edu/bursar/ refunds.html	Catalog
Academic programs	www.ccri.edu/acadaffairs/ programs.html and www.ccri.edu/catalog/ programs.html	Catalog, OES Factsheet, Viewbook
Courses currently offered	www.ccri.edu/acadaffairs/ programs.html and www.ccri.edu/catalog/ programs.html	Catalog, Departmental brochures
Other available educational opportunities	www.ccri.edu/cwce/	CWCE brochures
Other academic policies and procedures	www.ccri.edu/catalog/pdfs/ acadinfo.pdf and www.ccri.edu/oes/ academicretention.html	Catalog
Requirements for degrees and other forms of academic recognition	www.ccri.edu/catalog/ programs.html and www.ccri.edu/it/ documentation/myccri-tutorials/ student/degree_audit.shtml	Catalog

List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	www.ccri.edu/catalog/pdfs/ directory-faculty1.pdf and www.ccri.edu/facultyindex.html	Catalog
Names and positions of administrative officers	www.ccri.edu/catalog/pdfs/ directory-adminstaff.pdf	Catalog
Names and principal affiliations of members of the governing board	www.ride.ri.gov/BoardofEducation/ BoardMembers.aspx	None
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	www.ccri.edu/about/campuses.html www.ccri.edu/catalog	Catalog and Viewbook
Programs, courses, services, and personnel not available in any given academic year	www.ccri.edu/catalog	Catalog
Size and characteristics of the student body	www.ccri.edu/irpl/publications.html	Institutional Research and Planning Facts & Figures brochures, OES Fact Sheet, Viewbook
Description of the campus setting	www.ccri.edu/about/campuses.html	Catalog and Viewbook
Availability of academic and other support services	www.ccri.edu/catalog/pdfs/ stuserv.pdf, www.ccri.edu/advising/services.html and www.ccri.edu/advising/ new_students/word/ communityresourceguideA2012.pdf	Catalog and Viewbook
Range of co-curricular and non-academic opportunities available to students	www.ccri.edu/catalog/pdfs/ stuserv.pdf and www.ccri.edu/osl and www.ccri.edu/cooped	Catalog, Viewbook, Student Services fliers, other departmental fliers
Institutional learning and physical resources from which a student can reasonably be expected to benefit	www.ccri.edu/library	Catalog, Viewbook
Institutional goals for students' education	www.ccri.edu/irpl/publications.html	Institutional Research and Planning Facts & Figures brochures, Career Placement and Graduate Transfer Reports, Statistics brochures, Viewbook, OES Fact Sheet
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	www.ccri.edu/irpl/publications.html	Institutional Research and Planning Facts & Figures brochures, Career Placement and Graduate Transfer Reports, Statistics brochures, Viewbook, OES Fact Sheet, Image ads, student success stories in press releases, Green & White alumni publication
Total cost of education, including availability of financial aid and typical length of study	www.ccri.edu/catalog/pdfs/ finanaid.pdf and www.ccri.edu/bursar/ tuition_fees.html and www.ccri.edu/irpl/ retention_and_completion.html and _ ccri.edu/acadaffairs/gainful- employment/	Catalog, Financial Aid and Bursar handouts, Institutional Research and Planning Facts & Figures brochures
Expected amount of student debt upon graduation		
Statement about accreditation	www.ccri.edu/president/neasc and www.ccri.edu/catalog/pdfs/ presmessage.pdf	Catalog

### Standard Eleven: Integrity

### Description

The 2004 self-study raised several issues related to policy and communication. Among these was a perception among students that a college Code of Ethics was not readily available. In addition, the report identified a need for improvement in the accuracy and availability of publications. The 2009 self-study reported substantial progress in ensuring the accuracy of publications by referring to annual reviews of and updates to the college catalog and student handbook (both print and online versions).

The Faculty Handbook and Employee Handbook contain clear and appropriate statements describing ethical conduct and consequences for failures to adhere. In instances, such as for theft, where community members act without responsibility and integrity, they have been disciplined and/or terminated for their ethical breaches. Integrity with regard to student behavior may be described in four ways: what does it mean for students to behave well; what counts as misconduct; what happens to students who disregard ethical conduct; and what happens when students themselves are subject to misconduct on the part of others in the college community. Each of these aspects of integrity is covered in the Student Handbook. As well, expectations for integrity in academic performance are described. The Student Handbook includes statements about plagiarism, cheating, appeal processes and grievance procedures.

CCRI protects student privacy in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act of 1974 (FERPA). Similarly, the college protects the privacy of employee records as prescribed by the various collective bargaining agreements.

Broader issues of fairness for faculty must consider the differences in status between full-time and adjunct faculty. Full-time faculty (as of November 2013, about 330 individuals) are covered by the collective bargaining agreement, which contains provisions for disciplinary action and grievances. The collective bargaining agreement does not apply to adjuncts (as of November 2013, 585 individuals). In the absence of a collective bargaining agreement, an organizing committee of adjuncts was formed in 2010 and has been meeting regularly since then with representatives of the college administration. These meetings address issues of fairness that have been identified by adjuncts themselves such as salary, working conditions and access to resources (see <a href="https://www.ccri.edu/adjunctfaculty/about.html">www.ccri.edu/adjunctfaculty/about.html</a>.)

Fairness for full-time and regular part-time staff is addressed by the college's Affirmative Action plan and by either collective bargaining agreements or the Board of Education personnel manual. Excepted from these protections are "19-hour" staff (as of November 2013, about 625 individuals), who are at-will employees. This category of employee is intended to be seasonal

and/or temporary and is necessary to fill employment gaps that are the result of legislative directives from the state of Rhode Island that limit the number of FTE employees. Over time, however, the 19-hour category developed from a temporary solution to a longer-term fix for personnel shortages. Clerical support personnel are the only group in the 19-hour staff category that is routinely and actively recruited. Applications for these positions are accepted on a continuous basis from the CCRI website, reviewed and electronically stored in a "pool."

Passage of the Affordable Healthcare Act has implications for adjunct and part-time employees (including those referred to as "19-hour" employees). CCRI has revised policies with regard to maximum workload assignments to ensure that CCRI's policies and practices are in compliance with the Health Care Reform Act. Currently, the college cannot afford to provide healthcare benefits to adjunct faculty (@500 individuals) or to 19-hour employees (more than 500 individuals) who would become eligible for coverage if they teach more than 9 contact hours or work more than 19 hours a week. This further disadvantages groups within the college community, although their contributions to the college's mission remain integral to success.

An additional issue related to fairness in hiring refers to the 2004 and 2009 self-study reports that indicated perceptions that hiring, in some cases, did not adhere to standard practices for competitive selection among candidates. Although HR has always been involved to varying degrees in the college's search processes, participation has increased over the past three years. When departments have had searches for multiple positions within a short time frame, the minimum degree of HR participation involves a reminder of relevant policies at the first selection meeting. In other circumstances, HR staff is active throughout the selection process and participates fully as a member of the search committee. Further, the Affirmative Action Officer reviews and affirms compliance with federal/state laws and state regulations as well as the college's Affirmative Action Plan throughout the search process.

CCRI is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study a given field, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research. To this end, a statement of academic freedom is found in the faculty collective bargaining agreement.

CCRI observes the spirit as well as the letter of applicable legal requirements. It has a charter and/or other formal authority from the state of Rhode Island, and is authorized by RIGL 16-33.1 to award degrees. The college's actions and operations are in compliance with the policies and procedures set forth by the Board of Governors (BOG). Revisions to RIGL 16-59 in June 2012 established a new Board of Education (BOE) that unites the previously separate public higher education and elementary and secondary education systems into one organization.

CCRI adheres to nondiscriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds. CCRI publishes and adheres to nondiscrimination statements relative to the admission of students. In addition, nondiscrimination statements apply to the employment, evaluation and promotion of and disciplinary actions for all faculty and staff. Human Resources

send periodic emails to college employees as reminders of applicable nondiscriminatory and sexual harassment policies and procedures.

All applicable forms, document and policies that were studied by Standard 11 can be found in the Data First report.

During the summer of 2012, the Standard Eleven committee surveyed the co-chairs of each of the other NEASC Standards to determine if they were able to conduct research without restriction or compromise.

### **Appraisal**

A process for submitting, reviewing and approving policies was approved by the president in June 2012. A collegewide policy committee is working with various college departments to draft policies for all areas of the college. As of June 2013, 37 policies have been approved or submitted for approval.

There is no regularly scheduled training in ethics for faculty or staff. Initial training and regular reminders of important policies are important to the integrity of the college. As the college regularly reminds the community of policies related to sexual harassment and violence in the workplace, so should it remind the community about its policy on ethics.

Practices to ensure fairness to faculty and staff covered by collective bargaining agreements and fairness to students are documented in the faculty and staff contracts and the student handbook, respectively, and appear effective.

An organizing committee of adjuncts was formed in 2010 and has been meeting regularly with college administrators. A number of concerns have been addressed, such as office space and increases in compensation in 2011 and 2013. Institutional expectations should be clarified by use of the adjunct orientation module now available on the CCRI website. Nevertheless, adjuncts remain without contractual protections afforded full-time faculty. In Rhode Island, URI and RIC have collective bargaining contracts with their adjunct faculty. Nationwide, a 2011 Chronicle of Higher Education article states that only a minority of adjuncts (~40 percent, at best) are covered by collective bargaining agreements.

There is no group or committee existing to represent concerns of 19-hour temporary staff members. The category of "19-hour" employees has developed as an ad-hoc hiring method to address long-term funding and FTE restrictions placed on the college by the state of Rhode Island. The college finds no problems with the aspect of the 19-hour category of employee that establishes a pool of candidates for clerical positions.

New policies related to the Health Care Reform Act are in the process of being drafted and will reduce the maximum number of contact hours any adjunct is allowed during the calendar year at any college in the Rhode Island public system.

Fairness in the hiring process for bi-weekly employees is more easily documented. (Bi-weekly employees refer to those who are on the state payroll and receive benefits. It excludes employment-at-will groups, such as adjunct faculty and 19-hour staff.) The college uses a wide range of recruitment and advertising resources. It has recently expanded to include Web-based tools, such as Monster.com, that reach a far wider minority population than was previously possible. The efforts of Human Resources have resulted in greater diversity within the faculty population, both full-time and adjunct. Minority representation among the staff population has increased at an even greater rate.

The Self-Study Committee is hopeful that the newly formed governance structure will foster greater communication across various communities throughout CCRI's campus locations. More information on the new Governance Committee may be found in Standard Three.

As reported in the results summary of the 2012 survey of 180 employees completing an online survey to support the self-study process, members of the college are dissatisfied with governance system as it existed in 2012-13. Specifically, of 152 respondents, 80.3 percent reported a less-than-full understanding of how the governance system works.

The committee found no significant evidence to suggest that CCRI is limiting academic freedom in any way. There is a statement of academic freedom in the faculty collective bargaining agreement based on the AAUP definition; however it lacks the complementary responsibilities delineated in the AAUP definition, such as taking attendance, holding classes for the full published amount of time, being prepared for class, keeping office hours, attending departmental meetings and so on.

Faculty and staff appear to be well protected from unlawful discriminatory practices. Nineteenhour staff and adjunct faculty are hired at the department level and do not have the same level of involvement of Human Resources in the recruitment process.

Many CCRI students seeking to complete a certificate program attend on a part-time basis and may not complete requirements within the time period defined as "normal" by federal gainful employment legislation. This is, however, a reflection of student circumstances, not a failure of the college to provide courses in a timely fashion.

There is no evidence of problems related to facility use at any of the college campuses. Consequently, although not a high priority, formal policies that define appropriate use are planned to be included in the Policy Manual currently under development.

Overall, the self-evaluation process seems to be free of restrictions and compromise.

### Projections

- Regarding the new governance system implemented Fall 2013, a comprehensive survey
  of the college community will be undertaken by the Office of Institutional Research in
  order to determine the system's effectiveness in supporting collegewide communications.
  Results from this survey will be available by June 1, 2014.
- A committee will be formed by the vice president for Business Affairs by Spring 2014 to
  analyze current policies and procedures related to hiring 19-hour employees. In the
  absence of sufficient policies, the committee will draft standardized policies and
  procedures. The committee's recommendations will be presented for approval by the
  president by Fall 2014. Upon approval, Human Resources will identify where standardskill pools can be developed and used in order to ensure greater fairness and diversity in
  hiring 19-hour employees.
- In an effort to create a more diverse pool of qualified adjuncts for every department in the
  college, the vice president for Academic Affairs will form a committee by Spring 2014 to
  draft a set of standardized procedures and practices for hiring adjunct faculty. The
  committee's recommendations will be presented for approval by the president by Spring
  2015. Upon approval, all department chairs will be required to follow the newly
  established procedures.

Goal	Appraisal/	Projected Action	Due Date	Responsible	Deliverable
	Priority			Person	Outcomes
11.1	Absences of a comprehensive college-policy manual	Continue to formulate and approve college policies with all due speed	Ongoing	President and President's Council	Comprehensive policy manual
11.2	Absence of guidelines for hiring 19-hour staff	Create policies and procedures for hiring 19-hour staff	Fall 2014	VPBA	Policies to guide hiring 19- hour staff

11,3 Lack of consistency in policies for hiring adjuncts faculty  Create policies and procedures for hiring adjunct faculty	Spring 2015	VPAA and department chairs	Policies for hiring adjunct faculty
---	----------------	----------------------------	---

### Institutional effectiveness

CCRI regularly reviews and renews its principles related to integrity. Examination and revision of its core values have occurred as part of the strategic planning and the self-study process. The college has recently undertaken the publishing of a collegewide policy manual to ensure that all employees have access to the policies that the college embraces in pursuit of its mission.

### Standard 11: Integrity Data First Form

# NEASC Policies	CCRI	Last Updated	JRL Where Policy is Posted	Responsible Office or Committee
Integrity Policies				
Academy honesty	Academic Integrity	Fall 2012	http://www.ccri.edu/advising/new_students/student_handbook/handbo	Dean of Students
Intellectual property rights		3/24/2008	httn://www.ccri.edu/convright/	
Conflict of interest	Code of		http://www.rilia.state.ri.us/statutes/	RI Legislature
	ict of nd	1980	http://www.ribghe.org.	BOGHE
Privacy rights	HIPAA		http://www.hhs.gov/oct/privacy	US Department of Health & Human Services
	HIPAA - COBRA		http://www.ccn.edu/hr/handbook/303Cobra.html	US Department of Labor
	HIPAA - Health Simulation			Office of the Dean of Health &
	HTPAA -		http://www.ccn.edu/simuahon/poicy-procedure/agreement.html	Kenabilitative Sciences
	ADNU 2040 student	Fall 2010	http://www.ccni.edu/nursing/pdfs/2040letter-103.pdf	Nursing Department
	HCIN 1002 - Networking for Healthcare	Catalog 2013- 2014	http://www.ccn.edu/catalog/pdfs/ccn_2013-14.pdf	Engineering & Technology Department
	RENL 1010 - Renal Dialysis Catalog 2013 Technology I 2014	Catalog 2013- 2014	http://www.ccn.edu/catalog/pdfs/ccri 2013-14.pdf	Allied Health Department
	TMSG 2020 - Therapeutic Massage	Catalog 2013- 2014	http://www.ccni.edu/catalog/pdfs/ccni_2013-14.pdf	Rehabilitative Health Department

NEASC Policies	Policies	Last Updated	JRL Where Policy is Posted	Responsible Office or Committee
	Massage Practice	Catalog 2013. 2014	http://www.ccni.edu/catalog/pdfs/ccn_2013-14.pdf	Rehabilitative Health Department
	Programs - Privacy Policy and	(-	http://www.ccti.edu/dental/privacypolicy.html	Dental Health Department
	- Employee Assistance Program		http://www.ccri.edu/hr/handbook/318E.AP.html	H
	Privacy Policy Bookstores		http://bookstore.ccri.edu/store2/privacy.aspx	Bookstore
	Privacy – Responsible Use of	10/23/2007	http://www.ccri.edu/it/policy/responsible-use.html	Information Technology
	Privacy Policy Information Technology		http://www.ccn.edu/it/webservices/policies/privacy_policy.html	Information Technology
	Privacy Policy WWW Site Policy		http://www.ccri.edu/it/webservices/policies/webpolicy.html	Information Technology
4	FERPA	Catalog 2013- 2014	http://www.ccri.edu/catalog/pdfs/ferpa.pdf	
	FERPA - Academic, Financial Aid		http://www.ccri.edu/oes/forms/FERPArelesaeofrecords.pdf	Student Affairs
	Bursar's handout		http://www.ccri.edu/bursar/FERPA-Handout_Prfl.pdf	Bursar's Office
	Faculty Handbook (Office of VP		http://www.ccri.edu/acadaffairs/faculty/FERPA.html	Office of the VP for Academic Affairs
	- The Wave - CCRI's IT	Fall 09 Volume 02	https://ccri.edu/it/wave/wave-fall09.pdf	Information Technology

# NEASC Policies	CCRI	Last Updated	JRL Where Policy is Posted	Responsible Office or Committee
	FERPA - Request to prevent disclosure of	2010-11	http://www.ccn.edu/oes/forms/FERPAPreventDisclosureDirectoryInformation.pdf	Student Affairs
Fairness for students	BOG Policy S- 1.0 Students Rights Policy	1970	http://www.ribghe.org/pdfs/BOGStudentComplaintProcessII011012.pd £	Associate Vice President for Student Affairs
	CCRI Student Handbook	Fall 2012	http://www.ccn.edu/advising/new_students/student_handbook	Associate Vice President for Student Affairs
Fairness for faculty	CCRI Faculty Handbook	Fall 2012	http://www.ccri.edu/acadaffairs/faculty/handbook.html	Coordinator for Academic Affairs
	CCRIFA Union Contract	2010	http://www.ccri.edu/hr/contracts/CCRIFA_2007-2010.pdf	HR
Fairness for staff	CCRIPSA Union Contract	2010		田
	Classified Union Contract	2012		
	BOG Policy P - 1.0 Personnel Policies	. 2009		BOGHE
	Adjunct Faculty	Fall 2012	http://www.ccri.edu/acadaffairs/faculty/handbook.html	Coordinator for Academic Affairs
Academic freedom	CCRIFA Union Contract	2010	http://www.ccri.edu/hr/contracts/CCRIFA_2007-2010.pdf	Board of Education
Other	RIGL 36-15 RI Whistleblower Act		http://www.rilin.state.ri.us/statutes/	RI Legislature

RI Last JRL Where Policy is Posted  6-33.1  mity of RI  ng http://www.rilin.state.ri.us/statutes/ sidon  uld	of RI ng ) 5-20 triion	Updated JRL
NEASC Policies Polici RIGL 16 Commun College o (Awardin Degrees) RIGL 35 Public Corporat Financial		

	ghe.org Board of Education	ghe.org.  Board of Education	Board of Education
	http://www.ribghe.org	) http://www.ribghe.org	orlocker warmy / waste
policies	BOG Policy S 2.0 Educational Equity Policy 1984	BOG Policy S . 3.0 Policy on Students With Disabilities 1990	BOG Policy P -1.0 Personnel
Non-discrimination policies	Recruitment and admissions		1

BOG Policy P - 2.0 Affirmative Action and Equal Employment Policy BOG Policy Policy - 3.0 Affirmative Action and Equal	Q.		
BOG Policy - 3.0 Affirmative Action and Equal	1993	http://www.ribghe.org	Board of Education
Employment			
Regulations	1998	http://www.ribghe.org	Board of Education
	9/5/2011	https://jobs.ccri.edu	
Evaluation - 1.0	2009	http://www.ribghe.org	BOGHE
D 21	2010	Tool Comme A spar	
77 1021 77 1021	1/13/2010	1/13/2010 ntracts/ESPA 2008-	
-tcinio	5/27/2010	5/27/2010 ntracts/CCRIFA 2007-	
CONTRA	5/27/2010	5/27/2010 atracts/CCRIFA 2007-	
DOG F		http://www.ribghe.org	
Disciplinary action - 1.0	2009	http://www.ribghe.org	Board of Education
CCRIPSA Page 35	6/30/2010 http:	http://www.ccri.edu/ht/contracts/CCRIPSA 2007-2010 Dec2010.pdf	HR
ESPA Page 41	1/13/2010	http://www.ccni.edu/hr/contracts/ESPA_2008-2012.pdf	HR
CCRIFA- chairs	5/27/2010	of also robe variables	Ę
Page 28 CCRIFA-		http://www.ccn.edu/ht/contracts/CCKIFA_200/-2010.pdr	HK
faculty Page 22	5/27/2010	http://www.ccti.edu/hr/contracts/CCRIFA_2007-2010.pdf	田
BOG Page 16		http://www.ribghe.org/FINAL_PRC_MANUAL.pdf	Board of Education

NEASC Policies	CCRI	Last Updated	JRL Where Policy is Posted	Responsible Office or Committee
Advancement	BOG Policy P - 1.0 Personnel Policies	2009	http://www.ribghe.org.	Board of Education
	CCRIPSA Page 24, 34	6/30/2010	http://www.ccri.edu/hr/contracts/CCRIPSA_2007-2010_Dec2010.pdf_	田
6	ESPA page 19	1/13/2010	http://www.hr.n.gov/documents/contracts/ESPA-CCRI%202008- 2012.pdf	HR
	CCRIFA page 30	5/27/2010	http://www.ccn.edu/hr/contracts/CCRIFA_2007-2010.pdf	田
Other				

Resolution of grievances	ces			
Students		1		
Faculty	CCRIFA Page 20	5/27/2010	5/27/2010 http://www.ccri.edu/hr/contracts/CCRIFA_2007-2010.pdf	HR
Staff (non-classified)	CCRIPSA Page 28		http://www.ccri.edu/hr/contracts/CCRIPSA_2007-2010_Dec2010.pdf	HR
Staff (classified)	ESPA Page 30	1/13/2010 http://wwx	http://www.hr.ri.gov/documents/contracts/ESPA-CCRI%202008- 2012.pdf	HR
Staff (non-union)	- 1.0 Personnel	2009	http://www.ribghe.org	BOGHE
Other: Temporary, part-time	non-existent			

### Appendix

### Affirmation of Compliance document

S - Series Forms

E1: Part A

E1: Part B

Workroom Documents - list

Intro I- NEASC Co-Chairpersons

Intro II-Project Management Tracking
Document

3.1 -2014 President's Council Membership

3.2 - RI General Law Title 16

3.3 - Governance Task Force (TF) Membership

3.3A - Governance Informational Sessions

3.4A - Governance TF Workshop

3.4B - Governance TF Meeting Minutes

3.4C - Governance TF Worksheets

3.5 - Governance TF Meeting Agenda

3.6A - Governance TF Agenda

3.6B - Governance TF Meeting Prezi

3.6C- Governance TF Breakout Worksheets

3.6D - Governance TF Reference Material

3.6E - Governance TF Meeting Summary

3.7 - Governance Document

3.8- NEASC Survey Results

4.1 - Course Credit Policy 3.2.1

4.2 - Assessment Rubric- Draft

4.3 - Peggy Maki Criteria for Evaluation

4.4 - CCRI Data on Data

4.5 – Program Student Learning Outcomes assessment Reporting

5.1A - Policy Non-Faculty Teaching 3.5.5

5.1B - Policy Non-Faculty Teaching Load 3.5.6

5.1C – Policy Adjunct Faculty Teaching Load 3.5.8

7.1 - 7.8 - Library / Technology

8.1 - EPA Clean Energy

8.2 - X25 Overview

\*CCRI Financial Statements, Auditor's
Management Letter available in "hard copy" in
workroom.



### NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514 Voice: (781) 425 7785 Fax: (781) 425 1001 Web: http://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	http://www.ccri.edu/acadaffairs/pdfs/3.2.1%20Course%20Credit.pdf
Print Publications	
Self-study/Fifth-y	ear 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 carned 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 4.44 and 10.5.)

URL	http://www.ccri.edu/oes/admissions/tran_info.html http://www.ccri.edu/oes/admissions/traagree.html			
Print Publications	College catalog page 15 College catalog page 14			
Self-study/Fifth-year Report l				

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 6.18, 10.5, and 11.8.)

URL	Student Rights: https://www.ccri.edu/advising/new_students/student_handbook/handbook.html#II Academic Grievance: https://www.ccri.edu/advising/new_students/student_handbook/handbook.html#grievance Sexual Harassment: https://www.ccri.edu/advising/new_students/student_handbook/policies.html#sexual_harassment
Print Publicati ons	Student handbook

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 4.42.)

Method(s) used for verification	Students who register in a distance education course at CCRI must use a unique username and password combination to access the Blackboard learning management system, used in most distance education courses. Other learning management systems used include the MyCourses component of MyCCRI and
	publisher LMS's. MyCCRI and publisher LMS's also require a

username/password combination. Students must engage academically with course material for verification of enrollment, reported approximately ten days after the start of the course. Faculty are encouraged through training to develop courses that require regular, substantive interaction with students that takes a variety of forms and allows faculty to know students as individuals. There are no additional charges for verification of student identity in distance education courses. Responsible Use of Information Technology guidelines: https://www.ccri.edu/it/policy/responsible-use.html. Knight Account page: http://www.ccri.edu/it/documentation/live/what-is-knight-acct.html

Self-study/Fifth-year 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.

URL	http://www.ccri.edu/neasc/
Print Publications	Warwick Beacon, Cranston Herald, Johnston Sunrise, Valley Breeze, Bristol Phoenix, Barrington Times, Sakonnet Times, Warren Times-Gazette, East Providence Post, Portsmouth Times, South County Independent Newport This Week
Self-study Page Reference	P. 115

The undersigned affirms that the Community College of Rhode Island meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:

	uccess Measures/ formance and Goals	3 Years Prior F '09	2 Years Prior F '10	1 Year Prior F '11	Most Recent Year (F '12)	Goal 2 Years Forward
PEDS Re	etention Data (Fall to Fall)					
		F '09-'10	F '10-'11	F '11-'12	F '12-'13	F '14-'15
	Full time degree seeking	60%	62%	62%	64%	65%
	Part time degree seeking	45%	42%	45%	47%	48%
PEDS G	raduation Data (3 Years)		1		B	
		F '07 into Sp. '10	F '08 into Sp. '11	F '09 into Sp. '12	F '10 into Sp. '13	F '12 into Sp. '15
	Associate degree students	9.4%	10.6%	11.8%	12.6%	14%
	Transfer-out students	17.7%	16.3%	17.4%	15.2%	17%
			1			
Other Un	dergraduate Retention Rates (1)	F '08-'09	F '09-'10	F '10-'11	F *1112	F *13-*14
a	First Time College Ready	63.8%	64.7%	63.4%	64.3%	65%
b	First Time Conege Ready  First Time Developmental	61.4%	58.7%	61.4%	60.3%	61%
c						
Other Un	dergraduate Graduation Rates (2)	100-51				
a	First Time College Ready	15.1%	14.0%	16.4%	16.9%	17%
b	First Time Developmental	6.8%	8.0%	8.6%	9.9%	10%
c	Transfer-out of College Ready above	20.5%	24.0%	20.5%	24.0%	24%
Other Un	dergraduate "COMPLETION" Rates (3	F '06 into	F '07 into	F '08 into	F '09 into	F'11 into
		Sp. '09	Sp. '10	Sp. *11	Sp. '12	Sp. '14
	After 3 years: IPEDS cohort	28.6%	31.3%	27.1%	29.1%	32%
		F '03-S'09	F '04-S'10	F '05- S'11	F '06- S '12	F *08- S *14
Af	ter 6 years: Tracking full-time cohorts (4)	42.2%	40.1%	45.9%	42.0%	44%
	ars but only if earned 12 credits in 1st year	53.5%	51.4%	59.4%	55.2%	56%
Distance l	Education (must wait one semester-IC)	22.50	- Const			E187
	Course completion rates (5)	66.7%	70%	71%	71.8%	71%
	Retention rates					
Dranah C	Graduation rates ampus and Instructional Locations: N/A					
branch C	ampus and instructional Locations. IVA					
N - C - 10 -	135 the Libert Frederick					
Definition 1	and Methodology Explanations  IPEDS first time, full time students; IPE	DS retention i	ncludes a nort	time cohort		~
2		27 77 73	For Francisco			
3	Same 3 year time spans as in the IPEDS					
4	COMPLETION RATES—IPEDS cohort	4		and the second	Constant of the	4.537.96
5	Full-time (ftf) cohorts, 6 years later: Tho					
	Fall semesters; Non-completion includes	grades of I, N	A,W, WF, WP	(NA, no asse	ssment = 6% to 1	1% each year)
6						

	THER MEASUR	ES OF STUDENT	ACHIEVEMENT	AND SUCCESS	
Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
Success of Students Pursuing Highe	r Degree				
The second secon					_
1					
2			-		
3					
4					
Definition and Methodology Explan	ations				
Rates at Which Graduates Pursue M Paths (e.g., Peace Corps, Public Ser					
1	lee Bavey		1		
2		1000			
3	-				
4					
Definition and Methodology Explan	ations				
Rates at Which Students Are Succes for Which They Were Not Explicitly					
1					
2					
3					
4					
Definition and Methodology Explan	ations				
Documented Success of Graduates A Mission-Explicit Achievement (e.g., Spiritual Formation)					
1			5		-
2					
3   Definition and Methodology Explan	ations				
beamaon and Memodology Explan	ations				
Other (Specify Below)					
ī					
The state of the s					
2 Definition and Methodology Explan					

		3 Years Prior 2010	2 Years Prior 2011	1 Year Prior 2012	Most Recent Year 2013	Goal for Next Year 2014
tate l	Licensure Passage Rates *					
			i — ary Alian		Not Posted as of	-0.50
1	NCLEX RN	88%	91.3%	87.5%	1-2-2014	100%
2	NCLEX PN	96%	90%	89%	Not Posted as of 1-2-2014	100%
	al Licensure Passage Rates * fin			0370	122011	
TO 71			Percentage Rate			
- 3	Physical Therapy Assistant	16/17	21/23	19/19	20/20	10001
1	(PHTA)	94%	94%	100%	100%	100%
-	Occupational Therapy	15/15	19/19	18/18	Not Posted as of	1000/
2	Assistant (OCTA)	100%	100%	Dec. Grads	2-1-2014	100%
2	Therapeutic Massage	6/6	5/5 100%	6/6 Dec. Grads	Not Posted as of 2-1-2014	100%
3	Certificate (TMSG)	100%	5/6	6/8	Not Posted as of	10070
4	Opticianry (OPTI)	NA	89%	86%	2-1-2014	100%
.4.	Dental Hygiene-DHNBE	28/28	24/24	32/32	Not Posted as of	
5	(DHYG)	100%	100%	100%	1-2-2014	100%
	(200	28/28	24/24	32/32	Not Posted as of	
6	NERB-CSCE EXAM	100%	100%	100%	2-1-2014	100%
	ADEX-DENTAL HYGIENE	28/28	24/24	32/32	Not Posted as of	
7	CLINICAL EXAM (DHYG)	100%	100%	100%	2-1-2014	100%
		16/21	11/14	19/19	Not Posted as of	26.66
8	Dental Asst. Cert GC exam	82%	83%	100%	2-1-2014	100%
2		21/21	14/14	19/19	Not Posted as of	1,000%
9	Dental Asst. Cert - ICE " "	100%	100%	100%	2-1-2014	100%
10	D. I.I. C. J. DIJC 6.4	19/21	14/14	19/19	Not Posted as of 1-2-2014	100%
10	Dental Asst. Cert - RHS " "	92% 194/213	100% 224/241	100% 262/271	228/262	10076
11	Nursing, NCLEX RN	91.3%	93.31%	96.91%	87.31	100%
-11	Nuising, NCLEA RIV	41/44	37/40	27/31	29/29	AAAA
12	Nursing, NCLEX PN	93.75%	92.59	89.66%	100%	100%
	Clinical Laboratory Assistant	6/6	14/14	14/14	14/14	
13	Technology (MLT EMAM)	100%	100%	100%	100%	100%
	Diagnostic Medical	13/15	9/11	15/18	Not Posted as of	
14	Sonography	87%	82%	83%	2-1-2014	100%
7	- Contagnation	6/6	7/9	3/4	6/6	
15	Histotechnician	100%	78%	75%	100%	100%
- 1	Magnetic Resonance	7/7	7/7	6/6	Not Posted as of	VII.
16	Imaging	100%	100%	100%	2-1-2014	100%
5	1 771	12/12	13/13	8/9	9/10	****
17	Phlebotomy	100%	100%	89%	100%	100%
	A) 10 V.	25/25	25/25	30/29	Not Posted as of	100%
18	Radiography	100%	100%	96%	2-1-2014	100%
	Respiratory Therapy	12/14	24/24	14/14	13/13	
19	CRT(NBRC Entry level Exam)	85.7%	100%	100%	100%	100%
19	Respiratory Therapy	33.770	10070	10070	100,00	1,0070
<b>1</b> 1	WRRT(NBRC Registered	7/8	18/21	9/9	8/7	
20	Respiratory Therapist Exam)	87.5%	85.7%	100%	87.5%	100%
	Respiratory Therapy					
	CSE(NBRC Clinical Sim.	6/8	15/17	9/9	Not Posted as of	104.0
21	Exam)	75%	88.2%	100%	2-1-2014	100%
Job P	lacement Rates **					
-	District TL Assistant			I .		
	Physical Therapy Assistant (PHTA)	100%	100%	100%	100%	100%

2	Occupational Therapy Assistant (OCTA)	100%	100%	100%	Not Posted as of 2-1-2014	100%
3	Therapeutic Massage Certificate (TMSG)	100%	100%	100%	Not Posted as of 2-1-2014	100%
4	Opticianry (OPTI)		89%	86%	Not Posted as of 2-1-2014	100%
5	Nursing RN	88%	81%	92.6%	Not Posted as of 2-1-2014	100%
6	Nursing PN	68.5%	63.6%	71%	Not Posted as of 2-1-2014	100%
7	Clinical Laboratory Assistant Technology	100%	100%	100%	100%	100%
8	Diagnostic Medical Sonography	93%	82%	89%	Not Posted as of 2-1-2014	100%
9	Histotechnician	100%	78%	75%	100%	100%
10	Phlebotomy	100%	100%	100%	100%	100%
11	Radiography	85%	85%	83%	Not Posted as of 2-1-2014	100%
13	Respiratory Therapy	79.20%	73.30%	95.00%	Not Posted as of 2-1-2014	100%

<sup>\*</sup> For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

### Institutional Notes of Explanation

STORY STATE	
a	
b	

<sup>\*\*</sup> For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

### Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2012)	Goal for 2014
	tion Rates * (This is the to on) Data is only given on t				r employed or continui	ng their
- 1	Accounting Certificate	N/A	N/A	63.6%	100%	100%
2	Biotechnology Cert.	N/A	N/A	N/A	70%	70%
3	Social Services Cert.	N/A	88.9%	N/A	93.8%	93.8%
4	Dental Assisting Cert.	87.5%	100%	90%	92,3%	92.3%
5	Licensed Practical Nursing Diploma	91.7%	89.5%	84.8%	92.3%	92.3%
6	Medical Insurance Billing Specialist Cert.	84.6%	77.3%	80%	76%	76%
7	Phlebotomy Cert.	82.4%	83.3%	90%	81.8%	81.8%
8					1	
9						
10						
	ent Rates ** (This is the to rtificates that had 10 or m		raduates responding	that they are curre	ntly employed) Data is	only given on
1	Accounting Certificate	N/A	N/A	45.5%	75%	75%
2	Biotechnology Cert.	N/A	N/A	N/A	60%	60%
3	Social Services Cert.	N/A	11.1%	N/A	43.8%	43.8%
4	Dental Assisting Cert.	81,3%	88.9%	90%	61.5%	61.5%
5	Licensed Practical Nursing Diploma	69.4%	71.1%	69.7%	61,5%	61.5%
6	Medical Insurance Billing Specialist Cert.	61,5%	72.7%	80%	60%	60%
7	Phlebotomy Cert.	52.9%	72.2%	75%	72.7%	72.7%
8	1					
9						
10						-

<sup>\*</sup> List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

11

<sup>\*\*</sup> List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

Program & Link to Outcomes	Othe	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used? What changes have been made based on the findings?	Type of Change	Date of most recent program review
At the institutional level:						
For general education if an undergraduate institution: http://www.ccri.edu/gened/educ	-	Samples of student work (embedded assignments) to assess critical thinking	Team of faculty from seven disciplines read sample assignments and	Faculty is considering     new ways to help     students develop critical	Pedagogical/ assessment	*This program has not been previously
aledperson.html	N	Graduale survey asked students to report on their progress toward general education goals (2007, 2013, 2013).	rated them with a rubric.	thinking skills, including finding new methods for explicitly teaching these skills in the classroom.		reviewed.
	m	Wabash testing	70.00	<ol> <li>Students can't define critical thinking so one</li> </ol>		
	4	Faculty Learning Community developed an assessment of critical implemented in various disciplines in spring 2011.	3. ACT scored and send	approach faculty are testing is to discuss the term itself as well as using leaching methods	-	
	ki	Pre- and post-test version of the Critical Thinking Assessment test (CAT), developed at Tennessee Technological University, in various classes in fall 2012.	FLC members developed a rubric and used it to score student samples.	that develop the skill.		
	9	Student locus groups	5. Faculty scored the samples using a point system created by Tennessee Tech.			
			Transcripts of the conversations were analyzed by the FLC members.			
For general education if an undergraduate institution: http://www.ccn.edu/genedleduc.aledperson.html	from which was stud 91's	In 2008, we used a template assignment adapted one from the Foundation and Canler for Critical Thinking which guides students to analyze the logic of an article by leading them to analyze and assess their own thinking. A rubric to assess the template assignment was adapted from several samples. Faculty volunteers was adapted from several samples. Faculty volunteers Radiography, and Spanish submitted samples of their students work.  Radiography, and Spanish submitted samples of their students work.  Students work.	A group of faculty volunteers met to read and assess the samples using the rubric.	The faculty volunteers agreed that the rubric needed to be refined, the raters needed more training, and we needed more samples	Assessment.	Scheduled for 2015

	2007-2008 Academic Year	Fall 2009	2010
1	NIA	No changes at this time	Pedagogical
	Since the results were in the acceptable parameters, no recommendations were made at this time.	Initial data indicates that students are meeting the elearning outcomes for these courses. No immediate changes are anticipated at this time. However, should student abelievement indicate that change may be needed department faculty will assess the situation at that time.	Engaging in monthly (and more offer) department meetings to evaluate and discuss success of student outcomes and evaluate and discuss success of student outcomes and to evaluate social, physical or technical difficulties impacting those outcomes.      Development of a master syllabus for each course offered in every discipline Identifying learning outcomes, which support program outcomes.      Assessing student evaluation of the evaluations at the end of each semester for every student in every course. Evaluation of the faculty member and objectives of the course as well as spontaneous comments.      Review and revision of program requirements to coordinate with Gen-Ed concept.      Ordinate with Gen-Ed concept.
	Department faculty in this discipline interpret the evidence at a meeting called for that purpose.	Each project has an assessment rubric designed for that particular course project. Initially, the teacher will interpret the results and thater discuss with the student. Eventually all evidence attained via these project rubrics are shared with all department members.	All Art Faculty (full time and adjunct) Galdury Reviews at the end of each semester. The work on display and review is collected student work from levery class in every discipline in the program.
(Tennessee Tech) and focus groups	The following direct and indirect methods were selected: Standardized final exams, objective exams, term papers, oral presentations, completion of homework assignments, as well as student surveys.	Design of the outcomes assessment includes a series of projects planned to demonstrate students' achievement in designated courses and ultimately develop into a student portfolio that students can take with them upon graduation from the program.	We observed actual level of student achievement from a marathor 4 campus review of student galley exhibits by all at faculty, (actions and hultime), individual portfolio reviews, individual critiques, grade disiribution, quizzes, and tests.
List each degree program:	Accounting A.S. http://www.ccri.edu/business adminiprogramoutcomes1.ht	Administrative Assistant A.S. http://www.ccni.edu/offd/learning_outcomes.html	Art A.F.A. http://www.ccri.edu/art/cours e.outcomes/program_outco mes.html

of the by	Type of Change		es Scheduled for 2015 arch et of Inline a control of the control o
As a direct reput of the last assessment report, the capstone activity which comprises a pivotal element of the last chemistry course in the gorgram, Chemical Technology grapms, Chemical Technology IV, has been given gester academic weight.	How are the findings used? What changes have been made based on the findings?	At this time, CLT students are meeting expected levels of achievement so we will continue to monitor results.	Added a communication class (required) to the curriculum.     2. Introduced Mini Capstones throughout the curriculum in a number of classes.     3. Introduced projects, research and presentations in number of classes.     4. Introduced Simulated Online Field Certification testing in a
The assessment tools for all of the Chemical Technology courses at CRF include: weekly pre-lab quizzes, weekly lab reports, monthly exams, a find exam or OWL (Online Web-based Learning)  The last course, Chemical Technology IV, is the capstone experience for our students. This course includes a capstone activity which forces the student to bring to bear all the skills that they have learned in the skills that program.	Who interprets the evidence? What is the process?	Tools include: written exams, pap resteats, clinical competency requirements, affective behavior evaluation, capstone project, performance on national certification exam.  The Program Director, in Conjunction with program faculty, inferror the data.	Department faculty review.
Other than GPA, the most telling program-wide assessment tool is our job placement record. Each year Technical to Chemical Technical and the Chemical Technical Program consistently places between 90—100% of its gradualses who wish to seek employment. In point of fact, many of the Chemica students become employed while they are matrioulating through the Chemical Technology IV, is the capstone experience for our students. This course includes a capstone activity that forces the students oppy all the skills they have learned in the program. More specifically, the student is given an unknown substance at the beginning of the semester and the student has the entire semester to analyze the unknown and ultmately report its identity.	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the derive?	1. evaluation of caps fone project presented just prior to graduation.  prior to graduation.  Evaluation of affective behavior as well clinical and technical competencies (fty program faculty) and clinical faculty)  a scores on National certification exam (administered by ASCPAmerican Society for Clinical Parthology  A. graduate and employer surveys	Indirect Methods Assessment Method 1: Evaluations and Feedback 1. Internal Student Evaluation of course and Instructor used with eight selected courses every semester, a total of 16 questions and over 50 sub-questions (SAMP-IE on page 5) 2. The feedback is designed to provide faculty course pointer that rates Access to equipment, level of confidence in their ability to perform a list of tasks, understanding of material delivered in class, qualify and relevance of material in regards to market value
Chemical Technology A.A.S. http://www.ccni.eduichemistryl.	Program & Link to Outcomes	Clinical Laboratory Technology A.A.S. http://www.ccn.edu/alliedheal th/clinicalab/lo.html	Computer and Networking Technology http://www.ccn.edulengt/com puternetworkingloutcomes.ht ml

Comment [EAA1]: The ACS stopped accrediting Chemical Technology programs a short while back. Therefore, we are no longer accredited. We did not, however, lose the accreditation because our program was poor. The ACS simply stopped and has yet to come up with an alternative.

		Scheduled for 2015
		Curricular, pedagogical
number of classes.		The capstone course was modified to include student presentations to faculty in the department. To ensure that the key skills and competencies essential to the goals of the program continue to be met, we
		Meetings and discussions of results with the Computer Advisory Board.
Direct Methods Assessment Method 2: Comprehensive Examination 1. Mid-term. 2. Chapter tests. Final Examination Assessment Method 3: Practical Examination Assessment Method 3: Practical Examination employed in the industry and simulation software 2. Hands-on Practical Final using networking equipment employed in the industry	Assessment Method 3: Communication skills 1. Project assignments: developed by the Cisco Academy and Faculty members, aimed at developing team work. Students design and build, applying concepts and methods presented in class. 2. Research paper. Researching and wiring a report, employ critical trinking, and make appropriate use of supporting argument and citation. 3. Presentation. Aimed at strengthening communication pkills through data analyses and presentation. Team presents their design to faculty, quests from the industry and other students. Utilizing Power Point and sinutiation software, the students. Utilizing Power Point and sinutiation communicating their points, effectiveness in their delivery and reaching the audience. 4. Engineering Journals: a rubric is used for assessing the negazines and report write reports or hold discussions on certain arches covering they be subscribing to free IT magazines and report write reports or hold discussions on certain arches covering new trends and fechnologies. 2. Pursuing appropriate professional certification(s). 3. Pursuing appropriate professional certification(s). 4. Participating in national and international competitions such as Skills USA and Net Riders.	At the course level: 1. Exams 2. Assignments 3. Presentations 4. Projects At the projects 7. A capsitone course, (COMP 1230) which integrates
		Computer Programming A.S. http://ccr.edu/compilearning outcomes.html

-	Date of most recent program review	5008
	Type of Change	Curricular
will include additional faculty in capstone projects. The faculty representation will include those who teach programming courses and house from other disciplines to ensure that core departmental skills and programming skills are being utilized.	How are the findings used? What changes have been made based on the findings?	Faculty student ratio in DENT 2010; Oral Radography labs changed from 1:6 to 1:5 Faculty student ratio in Dental Hygene Pre-Clinical Lab and three semesters of Dental Hygene Clinic changed from 3:18 to 4:18 Review of Mirro-Biology, BIOL 2210, to be instituted prior to students taking National Board Dental Hygiene Exam.  Technological improvements were added to curriculum: Digital Radography, computerized dental hygiene added to curriculum: Digital Radography, computerized dental hygiene activities and computerized front desk appointment book.  Creation of continuing and computerized front desk appointment book.  Creation of continuing and computerized front desk appointment book.  Creation of continuing expensions consisting and construction of continuing continuing declaration curricular hygiene courses are now offered utilizing Web-CT.
	Who interprets the evidence? What is the process?	Students, peers, full and part thre dental hygiene feaulty and part time dental hygiene feaulty avaluate student clinical and professional performance.  Students and dental hygiene feaulty performance. Course instructors evaluate didactic performance Students, peers and faculty evaluate project results. Faculty and off-campus dentist and dental hygiene supervisors evaluate externship performance. Dental hygiene faculty and off-campus agency supervisors evaluate externship performance. Dental hygiene faculty, in advisory committies and the Dental hygiene faculty, in concert with the program advisory committee and the Dean of Health and Retabilitative Sciences, evaluated by the Northeast Regional Board Dental Hygiene Crinical Examination, the Computer Simulated Clinical Board Dental Hygiene Computer Simulated Clinical Board Dontal Hygiene Computer Simulated Clinical Board Computer Simulated Clinical Board Dontal Hygiene Computer Simulated Clinical Examination, the
programming skills into a system solution.  2. Evaluation of students successful completion of required programming courses.  3. Meetings and discussion of results with the Computer Advisory Board	Other than GPA, what datalev/dence are used to determine that graduates have achieved stated outcomes for the denree?	Assessment Methods: Sludents undergo repeated assessment of their progress within the dental hygiene program. All assessment results are reported to the student involved.  The types of assessments used are: self-evaluation, pere evaluation, daily instruction comment sheets, notebook assessment, pre-clinic skill evaluations, professionalism requirements, laboratory performance evaluations, project evaluations, off-campus supervisor evaluations, project evaluations, off-campus supervisor evaluations, project evaluations, off-campus supervisor evaluations, apartion patient assessment, when necessary, reevaluation following remediation, course grading, amatemated a required grade point average each semester, notheast regional board clinical examinations, notheast regional board computer simulated exam, national board dental hygiene examination
	Program & Link to Outcomes	Dental Hygiene A.A.S. http://www.ccri.edu/dental/dh program/leamingou/comes.ht

	Program is reviewed annually, Last Azademic Program Review: Spring 2008
	Curricular
	Addition of Course: PHYS 1000 1000, students are now more successful in Sonographic physics Separation of Clinical credits from Didactic credits. New Courses: DINSD 2241, 2242, 2243 DINSD 2263, 2264, 2265 DINSD 2263, 2264, 2265 DINSD 2263, 2264, 2265 GINSD 2266, 22
Exercise and the National Board boral Hygiene Examination. Overall student achievement is also indirectly evaluated through an annual employer survey that asks members of the local dental community to rate our graduates performance in a graduates performance in a graduates performance in a graduates performance in a graduates per on the local dental Accreditation Surveys the program annuality. The program is evaluated every 7 years by CODA. The program direction interprets all evidence. The follations and all evidence. The follations and all evidence. The follations and every 7 years by CODA. The program direction interprets all evidence. The follations and all evidence. The follations and seculty frovides input through bemonthly faculty meetings and end of the year analytical assessions.	1. Program Director, Clinical Coordinator, and Clinical Preceptors for Diagnostic Medical Sonography program (DMSD) evaluates the student's clinical and Professional performance. 2. DMSD course instructors evaluate didactic performance. 3. Program Director evaluates Capstone Project. 4. DMSD course instructors evaluate projects. 5. Off-sile clinical Preceptors evaluate clinical performance. 6. DMSD faculty in conjunction with advisory board and Dean of Health and Rehabilitative Sciences. 5. Chacen Actievement is evaluated by the National registry, the American Registry of Diagnostic Medical Sonography.
	Didactic courses by graded quizzes, tests and examinations. Daily Clinical preceptor tracking of student progress. Clinical Preceptor documents student's performance on each scanning procedure. Clinical Coordinator varifies competencies and evaluations include: evaluation of pelent requirition and/or medical record, demonstrate patient safety and control, effective communication skills, prepare for procedure, perform procedure, evaluated images, revise maging for best optimization, proper documentation, professionalism requirements, demonstrate releasion, identifies of season.
	Diagnostic Medical Sonography A.A.S. http://www.cori.edu/alliedheal thtdiagnostic med sonogilo, html

		Program director and faculty provide input through monthly faculty meetings and end of the year summary sessions.			
rogram & Link to Outcomes	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used? What changes have been made based on the findings?	Type of Change	Date of most recent program review
sary Childhood cacatlon/Child Development A.A. Ittp://www.ccri.edu/hmns/pro pram-learning-outcome.html	Direct Measures:  Demonstration, written test, oral exams, formal papers, observation in real settings, individual and group presentations, portfolios, capstone experience, learning logs, student performance in field placement.  Indirect Measures:  Self-assessment.	On May 24*, 2013 four faculty members and the Department Chair met for an al-day Program Assessment Review. The review team examined the SLO: Recognize and applies developmental theories: Maturationist, Behaviorist, Psychoanalytic, Cognitive, Sociocultural and Ecological as related to HMNS 2100. Child Growth and Development Skills. The review team worked in pairs using a rubric specifically designed for the SLO. Student work "evidence" was collected from HMNS 2100 Child Growth and Development Skills, HMNS 1010 Introduction for Helping and Human Service Capstone. Work included child observations, tests and written assignmentes.	1. Review content and grading criteria for English 1010 for relevancy and proficiency in HMNIS course skills.  2. Refer students to Writing Center.  3. Create two or more rubrics to massure competency, for example: Skills demonstrated for critical thinking and reflective writing, measuing integrated elaming, cognitive, affective and behavioral. Request that faoulty include grammatical components in all rubrics. Provide faculty with additional sample rubrics.  4. Faculty will request that studing confidentiality.	Curricular, pedagogical	March 2009
		The findings were documented according to the rubric criteria and then used to determine what changes faculty need to make for the future.	5. Faculty will submit a copy of the rubirc for each assignment. 6. Faculty will collect student work in the fall 2013 semester for spring 2014 review.		

March 2009.	Currently in revision in 2014
	Curricular, Assesment Design
1. Review content and grading criteria for English 1010 for relevancy and proficiency in HMNS course skills.  2. Refer students to Writing Center.  3. Create two or more rubrics to measure competency, for example: Skills demonstrated for ritical thinking and reflective writing, measuring integrated learning, cognitive. Request that faculty include affective and behavioral. Request that faculty with cauditional sample rubrics.  4. Faculty will request that students use 'students and "school site' for confidentiality.  5. Faculty will submit a dopy of the grading rubric for each assignment.  6. Faculty will collect student work in the fall 2013 semester for sping 2014 review.	Changes to program title and core content made or to be made specifically:  Emergency Management and Homeland Security A.S. will replace Emergency Management A.S. will replace introduction to Cyber-lintroduction to Cyber-
On May 24*, 2013 four faculty menthers and the Department Chair met for an all day Program Assessment Review. The review team examined the SLO. Recognize and applies developmental theories: Maturationist, Behaviorist, Psychonatalytic, Cognitiva, In neview team worked in pairs using a rubric specifically designed for the SLO. Student work: evidence specifically designed for the SLO. Student work: evidence and MIMN 2200 Human Needs of Special Populations, and HMN 2200 Human Service Capstone. Work, included child observations, learning logs, tests and written assignments.  The findings were documented according to the rubric criteria and then used to determine what changes faculty need to make for the future.	Program director synthesizes the survey data and distribultes the findings to the Advisory. Board. Recommended changes will be brought forth to the CCRI Curriculum Review. Committee. Upon committee approval, changes will be implemented the following
Direct Measures:  Demonstration, written test, oral exams, formal papers, observation in classroomslobservations in real settings, individual and group presentations, portfolios, capstone experience, learning logs, student performance in field placement.  Indirect Measures:  Self-assessment	Program survey distributed to Advisory Board (composed of faculty and subject matter experts) and exit survey planned for first graduating class in 2014.
Education/Special Education A.A. http://www.ccri.edu/hms/pro gram-learning-outcome.html	Emergency Management A.S.= www.cori.edulemer

	2009	Scheduled for 2014	2007-2008 Academic Year	Scheduled for 2015	2007-2008 Academic Year
		Curricular, Assessment	Assessment		Assessment
Security may replace introduction to Computers which has been removed introduction to Homeland Security will replace introduction to Law Enforcement Geographic information Systems course to be included as elective		Course and program outcomes have been written.     NATH 2990, Advanced     Engineering Mathematics was an elective course, but a meding is scheduled to discuss meding it a requirement. Also, projects were added to many of the courses so that students can apply what was faught in the classroom.	For the courses in which students performed below standard, the assessment instrument used and the formative assessment used may not have been adequate may not have been adequate.		For the courses in which students performed below slandard, the assessment instrument used and the formative assessment used
semester.		Department faculty and the Dean of the College of Engineering interpret evidence.	Department faculty in this discipline interpret the evidence at a meeting called for that purpose.		Department faculty in this discipline interpret the evidence at a meeting called for that purpose.
	No reports. Curriculum map is complete.	Direct methods include homework, quizzes, exeminations, and projects.     Course assessments     Feedback from 4-yr institutions     Each spring Engineering students meet with the Dean of the College of Engineering at URI to discuss transfer from CGRI. Any concerns surface at this yearly meeting and are promptly addressed.	The following direct and indirect methods were selected: Standardized final exams, objective exams, term papers, oral presentations, completion of nomework assignments, as well as student surveys.	*New program director, Curriculum map is complete.	The following direct and indirect methods were selected: Standardized final exams, objective exams, ferm papers, oral presentations, completion of homework assignments, as well as student surveys.
	Engineering Systems Technology A.S. http://www.ccni.edulengt/Energy. mission.htm#engineeringsyste	Engineering Transfer A.S. http://www.ccf.edulenglengi neeringloutcomes.html	Financial Services A.S. http://www.ccri.edu/business admin/programoutcomes1.ht ml	Fire Science A.A. S. www.ccri.edulfirescience	General Business A.S http://www.ceri.edu/business adminiprogramoulcomes1.ht mi

			may not have been adequate and needs to be reviewed.		
Program & Link to Outcomes	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the deerree?	Who interprets the evidence? What is the process?	How are the findings used? What changes have been made based on the findings?	Type of Change	Date of most recent program review
General Studies A.A.	A portfolio of projects - to be presented in a Capstone course - will address the four abilities outlined in CCRI's Definition of an Educated Person. Effective Communication. Cortical Thinking, Quantilative and Scientific Reasoning, and Social Interaction, Samples of work will be collected on an annual basis from students enrolled in this program to measure the degree to which students demonstrate the competencies	CCRI's Office of Institutional Research completed an analysis of the Fall Cohort 2004, looking at the patterns of First-fine Full and Part-Time students. The study spanned Fall 2004 – Fall 2007.	designing experimental learning communities for first time students enrolling in this program in the Fall. All other students enrolling for the first time will be expected to enroll in one of the four options.  The College will monitor student progress.	Curricular/ Pedagogical	Scheduled for 2015
Histotechnician A.A.S. http://www.cori.edu/alliedheal trihistotechnicianilo.html	Evaluation of portfolio of work.     Evaluation of affective behavior as well clinical and technical competencies (by program faculty and clinical faculty)     Soores on National certification exam (administered by ASCP-American Society for Clinical Pattology)     Graduate and employer surveys.	The Program Director, in conjunction with program faculty, and clinical faculty, interpret the data.	Findings indicated a need for more on-campus laboratory experiences which are in process.	Curricular, pedagogical	Program is reviewed annually, Academic Program Review: Spring 2008
Land Surveying Technology http://www.ccn.edu/eng/Ener gymission.html#Land					Scheduled for 2015
Law Enforcement A.S. http://www.ccri.edu/aws/lear ning_outcomes.html	The department created and has been offering a course entitled Case Studies in Criminal Law (LAWS 2500) which is the capsione course for the Law Enforcement Program, This course is a required course for all Law Enforcement majors. This course has six perrequisites and is designed specifically to bring together and integrate material from those six earlier courses.	Research projects and written assignments are the main methods used to evaluate students in this course. The instructor for the courses does the evaluation. However, there are two instructors assigned for the capstone (Knight and Lincoln carripuses) and those instructors review the course results at the end of the semils at the end of the semester.	The entire Department each semester discusses with the faculty who teach the capstone course the results of the capstone course. The faculty who teach the capstone course are satisfied that the students who take the course are demonstrating competency in reaching the student learning outcomes. As a result, no changes are to be made at this time.	None.	Scheduled for 2014
Legal Administrative Assistant A.S http://www.cch.eduloitd/learn	Design of the outcomes assessment includes a series of projects planned to demonstrate students achievement in designated courses and ultimately develop into a	Each project has an assessment rubric designed for that particular course project.	Initial data indicates that students are meeting the learning outcomes for these	No changes at this time	Fall 2009

	AY 2002-2003	74-000.00	Acadomic Program Review April 2004 Program: Assessment Report, 2009
	Curricular, Pedagogical,	Type of Change	Assessment, pedagogical
courses. No immediate changes are anticipated at this time.	We periodically update curicula and incorporate trends in English Studies into our English Concentration coursework. We have developed Coordinating Committees in witing, oral communications, iterature, and the English Concentration in which faculty examine syllabi and curriculum. Coordinating Committees promote pedagogical dialogue with the entire department and voite on coursework changes and policy with the department—al-large.	How are the findings used? What changes have been made based on the findings?	More discussion and application of new leaching methods to address student-centered leadthing practices and use of technology in the dessroom has resulted from this process.  Ultimately, the department decided to dedicate a day or two at the end of each Spring semester (annually) assessing a large quantity of sampless of student work.  The department will reassess specific outcomes to ascerdain the efficacy of actions once the
Initially the teacher will interpret the results and fater discuss with the student. Eventually all evidence attained via these project rubrics are shared with all department members.	Department faculty review evidence.	Who interprets the evidence? What is the process?	The department faculty developed a rubic and faculty developed a rubic and faculty voluntees then evaluated writing samples to see frow students demonstrated mastery of Content, Vocabulary, Syntax, and Structures, and Mechanics of the foreign language.
student portfolio that students can take with them upon graduation from the program.	It is the coursework completion and cumulative development from one course level course to another, the English 2050 despitone project the English 2050 portfolio, and the presentation of works to an audience that will determine students' levels of achievement.	Other than GPA, what datalevidence are used to determine that graduales have achieved stated outcomes for the degree?	Wrking samples were taken from final examinations in several languages at various levels.
ing outcomes.html#Degree	Liberal Arts – English A.A. http://www.ccri.edu/englilearri ing-cutcomes.html (course outcomes)	Program & Link to Outcomes	Liberal Arts-Foreign Languages A.A. http://www.ccri.edu/foreignla nglprogram learning.html

	Scheduled for 2016	Scheduled for 2016	Scheduled for 2016
	Assessment Assessment		Curricular, Assessment
two-year associate degree cycle has been completed.	1. A tool is being created to assess students' perceptions of the level of their achievement of each outcome in each course as well as barriers to learning in each course.  2. Create a tracking mechanism to determine graduation status and/or transfer status for students that declare History as nuflor transferring students.  3. A tool is being created to assess the graduating or transferring students.  3. A tool of achievement of program outcomes.  4. The Department will review Student Perceptions concerning their perceptions concerning their perceptions concerning their exel of achievement of program outcomes.  4. The Department will review Student Percentance Data for each course and will determine student berriers to learning that resulted in failure or withdrawal from the course.  5. The faculty will determine if any program or institutional process can be changed to	We are in the process of designing an assessment instrument and its grading rubric with the intention of piloting it with students then completing their final math requirement.	A tool is being created to assess students' perceptions of the level of achievement of each outcome in each course as well as barriers to learning in each course.     Create a tracking mechanism.
	Student Performance Data is collected at the end of each course providing the percentage of students that passed each course, the percentage of students that failed each course, and the percentage of students that of complete the course. It also provides data relative to the student performance in each section of the course.		Student Performance Data is collected at the end of each course providing the percentage of students that passed each course, the percentage of students that failed each course, and the failed each course, and the
	The direct methods used to assess the achievement of classroom objectives and Achievement Athributes builder Gutazes, Exems, Essays, Book reviews, Oral Presentations, Research Papers. Student Partomance Data is collected at the end of each course providing the percentage of students that failed each course, and the percentage of students that did not complete the course. It also provides data relative to the student performance in each section of the course.  Plan to work with Institutional Research and Planning and/or IT to determine better data collection methods relative to graduation and transfer.  At Modert Survey of the Program Outcomes will be developed to determine the extent to which the outcomes were achieved.	We are currently in the process of designing an assessment instrument and its grading rubric.	The direct methods used to assess the achievement of classroom objectives and Achievement Attributes include :Quizzes, Exams, Essays, Book reviews, Oral Presentations, Research Papers
	Liberal Arts – History A.A. http://www.ccn.edu/socscithi stout.html	Liberal Arts - Mathematics A.A.	Liberal Arts – Philosophy A.A. http://www.ccri.edu/socsciph ilout.html

	Date of most recent program review	Scheduled for 2016
	Type of Change	Curricular, Pedagogical, Assessment
to determine graduation status, and/or transfer status for students that declare History as their major.  3. A tool is being created to assess the graduating or transferring students perceptions concerning their level of achievement of program outcomes.  Sudent Performance Data for each course and will determine student Performance Data for each course and will determine student barriers to learning that resulted in failure or withdrawal from the course.  5. The faculty will determine if any program or institutional process can be changed to enhance student.	How are the findings used? What changes have been made based on the findings?	Alin. "Reading Level" prerequisites are being reviewed. PSYC-2010 as a prerequisite for PSYC-2010 as being required. Early warning system is being developed to contact students who fail first exam. Need to take a closer look at individual faculty differences in delivering burnculum and correlate with different approaches to presenting outcome expectations and instructional strategies. Need to review impact of the following on student success:
percentage of students that did not complete the course. It also provides data traities to the student performance in each section of the course.	Who interprets the evidence? What is the process?	Faculty interpret evidance.
	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the degree?	The direct methods used to assess student performance include: quizzes, objective exams, essays, presentations research papers, and projects used to assess the specific objectives of each course.  Three potential methods are being explored and considered.  Three potential methods are being explored and considered.  1. Students Portolio System to exhibit formative and summative work.  2. Capstone course (Integrative) "Issues and Controversies in Human Behavior"  3. Standardized Cumulative Final Exam (Mapped to Outcornes).  3. Standardized Cumulative Final Exam (Mapped to Outcornes), to be used across sections of specific courses.  4. Standardized Cumulative Final Exam (Mapped to Outcornes), to be used across sections of specific courses.  5. Transfer monitor classroom retention/performance arakes. These rates include. Failure Rate. Withdrawal
	Program & Link to Outcomes	Liberal Arts- Psychology A.A. http://www.ccri.edu/psych/progr am outcomes.html

	Scheduled for 2016	2007-2008 Academic Year	2007-2008 Academic Year
	Curricular, Assessment, Pedagogical	Assessment	Assessment
Program Politices, Program Resources, Curriculum, Gradualel/Transler Eaculy, Developmental Needs, Need input from the following sources Program Faculty, CCRI Stogram Faculty, CCRI Graduales, Graduales Carduales by their inclividual graduales by their inclividual graduales by their inclividual developed to track students after they leave CCRI.	1. Plan to develop the Course EValuation in the summer for implementation. 2. Plan to establish the tracking mechanism for graduates and transfer students. The faculty will meet to discuss the Student Performance Data areas of concern to brainstorm barriers to learning.	For the courses in which students performed below standard, the assessment instrument used and the formative assessment used may not have been adequate and needs to be reviewed.	For the courses in which students performed below standard, the assessment instrument used and the formative assessment used may not have been adequated and needs to be reviewed.
	Student Performance Data is collected at the end of each course providing the percentage of students that passed each course, the percentage of students that falled each course, and the percentage of students that did not complete the course, it also provides data relative to the student performance in each student performance in each section of the course.	Department faculty in this discipline interpret the evidence at a meeting called for that purpose.	Department faculty in this discipline interpret the evidence at a meeting celled for that purpose.
Rate	The direct methods used to assess the achievement of classroom objectives and Achievement Atributes include: Quizzes, Exans, Essays, Book reviews, Oral Presentations, Research Papers	The following direct and indirect methods were selected: Standardized final exams, objective exams, term papers, aral presentations, completion of homework assignments, as well as student surveys.	The following direct and indirect methods were selected: Standardized final exams, objective exams, term papers, oral presentations, completion of homework assignments, as well as student surveys.
	Liberal Arts – Sociology A.A. http://www.ccf.edu/socsci/so csout.html	Management A.S http://www.ccni.edu/business admin/programoutcomes1.ht ml	Marketing A.S. http://www.ccr.iedulbusiness adminlprogramoutcomes1.ht ml

2009	Date of most recent program review	Fall 2009	Scheduled for 2015	Scheduled for 2015
Curricular	Type of Change	No changes at this time	Curricular	Curricular, Assessment
We are working on a consolidated and updated curriculum that will allow students to graduate in a more timely fashion.	How are the findings used? What changes have been made based on the lindings?	Initial data indicates that students are meeting the learning outcomes for these courses. No immediate changes are anticipated at this time. However, should student achievement indicate that change may be needed department faculty will assess department faculty will assess the situation at that time.	We recognize program success. For consistency among programs, the capstone course project is now in place.	We are currently considering alternative assessment tools. We are also preparing a written infroduction to each course to ensure that the students are aware of the nature and demands of the course. There are preliminary steps being taken to include an internship in this program. We expect the internship to help students make the abstract concepts of this course, with which some are struggling, more concrete.
	Who interprets the evidence? What is the process?	Each project has an assessment rubric designed for that particular course project. Initially the teacher will interpret the results and later discuss with the student. Eventually all evidence attained via these project rubrics are shared with all department members.	The faculty review evidence. There are meetings and discussions with the Computer Advisory Board as well.	Meetings and discussions of results with the Computer Advisory Board
Direct Methods: Testing of Knowledge, Testing of Skills, Projects, Lab Testing of Knowledge, Testing of Skills, Projects, Lab Description, Oral Examinations, Indirect Methods:, Observation, Interviews, Surveys	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the degree?	Design of the outcomes assessment includes a series of projects planned to demonstrate students' achievement in designated courses and ultimately develop into a student portfolio that students can take with them upon graduation from the program.	At the course level we use:  4. Projects At the program level we use:  7. A capstome course (COMP 1230) which includes an appoint hat refleuss their area of interest.  2. Evaluation of students successful completion of these courses: COMI 1640 (Word Processing), COMI 1420 (Spreadsheets), COMI 1430 (Database).  3. Meetings and discussions of results with the Computer Advisory Board.	At the course level we use:  1. Exams 2. Assignments 3. Presentations 4. Projects At the program level we use: COMIZ 121 COMP 1230) which includes a project that reflects their area of interest. 2. Evaluation of students' successful completion of core computer support courses in the program: COMIZ 1231, COMIZ 1232, and COMIZ 1233. 3. Meetings and discussions of results with the Computer Advisory Board.
Mechanical Engineering Technology A.S http://www.cci.edulengtimec hanical/outcomes.shtml	Program & Link to Outcomes	Medical Administrative Assistant http://www.cori.edu/ofid/learn ing_outcomes.htm/#Degree_ Programs	Microcomputing Systems and Networking Networking Networking-General Microcomputing A.S. Hutp://ccn.esdu/complearning outcomes.html	Microcomputing Systems and Networking- IT Support A.S. http://ccn.edu/comp/learning-outcomes.html

	Scheduled for 2016	change Date of most recent program review	Scheduled for 2015	Scheduled for 2015
ı İı	Curricular	Type of Change	Pedagogical	Curricular
A capsione course (COMP 1230) has been added to this program.	Based on discussions with the advisory board, we have changed from a focus on Novell to Linux COMI 1800.	How are the findings used? What changes have been made based on the findings?	Based on feedback from the Computer Advisory Board, we added a project and communication to highlight the need for more soft skills. For consistency among programs, we added a capstone course, COMIP 1230.	As part of degree evaluation, we found that the overlap in Web Programming and Vebsite Development was significant enough to prosolidate the two in one new program called Web Technologies.
	Meetings and discussions of results with the Computer Advisory Board,	Who interprets the evidence? What is the process?	Meetings and discussions of results with faculty and the Computer Advisory Board.	Meetings and discussions of results with faculty and the Computer Advisory Board.
	At the course level we use:  1. Exams  2. Assignments  3. Presentations  4. Proflects  4. the program level we use:  7. A capstone course, (COMP 1230)  which integrales networking skills into  2. Evaluation of students' successful  completion of core networking  courses in the program; COMI 1800  and COMI 1840.	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the descree?	At the course lavel we use:  2. Assignments 2. Assignments 4. Web Projects 4. Web Projects At the program level we use:  1. A capstone course, (COMI 1778) which integrates web development skills into a published web site.  2. Evaluation of students' successful completion of core web development courses in the program: COMI 1770, COMI 1770, COMI 1775, and COMI 2010.	At the course level we use:  1. Exams  2. Assignments 3. Presentations 4. Projects 4. Reprogram level we use: 1. A capstone course, (COMP 1230) which integrates web programming skills into a system solution. 2. Evaluation of students' successful completion of core web programming courses in the program: COMI 1220, COMI 1225.
	Microcomputing Systems and Networking - Networking A-S Ntpillcoch.edu/compliaming outcomes.html	Program & Link to Outcomes	Microcomputing Systems and Networking- Web Site Development A.S Http://cci.edu/compileaming outcomes.html	Microcomputing Systems and Networking-Web Programming A.S. Programming A.S. Publicct. edulcomplearning outcomes.html

Fall 2009	Date of most recent program review	May 2013 for both programs
Assessment	Type of Change	Curricular
We have systematically gathered more data about the gathered more data about the private lessons and instructors in the juries, such as the number of lessons given and overall experience from the student's viewpoint. We have responded to perceived problems and made corrections. We have increased the number of student recitals from 1 to 2 or 3 per semester to push the more advanced astudents to higher levels of auchient A vocal performance class has been mandated for all voice students and the number of required pieces has been increased from 2 to 5 per semester for them. Rubrics for juries and private lessons were changed outcomes.	How are the findings used? What changes have been made based on the findings?	Implementation of RN Supplemental Instructors when monles or faculty are available. Requirement changed for Sciences – must achieve a 'B-' for admission. Requirement for Dosage Calculation – must achieve a 'B-' for admission. Instituted computerized testing as the NCLEX-RN and NCLEX- PN exams are computerized. Evaluated "Anytime/Anywhere" festing for one year-proved unsuccessful for both students and faculty, Refurned to proctored computerized testing.
A 4-semester sequence of applied assons, which includes public performance at least once per semester and a cultinitiating juried performance before the faculty. Performing ensembles, 4 semesters required, with at least one public performance per semester. Students receive confinual feedback furing weekly jessons and rehearsals and the achievement is measured each semester by rubrics.	Who interprets the evidence? What is the process?	State board reviewers Department Chairpersons Dean of Health and Rehabilitative Sciences Departmental Outcomes Committee members Faculty
Mastery of scales and technical studies, diction, articulation, intonation, rlythm, breath control, tone quality, stage presence, ensemble interaction, preparedness, interpretation, sight reading	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the degree?	State Board (NCLEX-RN and NCLEX-PN) pass rates – above the national average Graduation rate – 70% or graater Performance on Standardized testing (HESI/ATI) at a level of 900 or Level 2, respectively
Music or Jazz Studies A.F.A. http://www.ccri.edulaerformin garts/music/program-and- course-outcomes.html	Program & Link to Outcomes	Nursing A.S. http://www.ccrl.edu/nursing/a dn-comp.html dn-sing PN http://www.ccri.edu/nursing/p p-comp.html

	2009					
	Curricular					
"Cultural Competency" module for NURS 1010; Eaculy voided for continue with the module. Instituted 1 to 2 Simulation modules in each of the four nursing courses every semester. Reduced number of preepopulation of processing the course of the four nursing courses every semester. Reduced number of preepopulation of the four formation and completion within 150% of identified time frame.	Content areas identified as being of concern were included in the Curriculum Development. Plan for the respective courses. Faculty responsible for the	courses was assored to review the content, the delivery of information, and the assessment of the outcomes fubjectives.	RHAB 1100: Foundational Kinesiology began and was strongly recommended for students planning to apply to ttudents planning to apply to ttudents planning to apply to ttudents planning to apply to	concurrently with RHAB 1110 Kinesiology while in the OTA program.	OCTA 1020 Course content evolved to be identical to RNAB: 1030; Pathophysiclogy for Penabilitative Health Practitiones: Elimination of	OCTA 1020: Wellness & Pathology was approved by curriculam committee and now RLAB 1030 is required to meet this content area in the OTA curriculum. The same course is now offered for OTA, PTA and Theraneutic Massane students
	Program Director Program Faculty					
	The direct methods used to assess student performance include. Quizzes, exams (Mittern and Final), papers, projects, assignments. Competency testing occurs in lab and practicum components of treatment courses.	Faculty and Course Evaluations include a rating scale that students use to rate how well they felt the course met each of the stated objectives. These evaluations are completed at the end of each course.	Clinical Experiences are assessed using the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant at the midpoint and at the end of each student clinical experience.	Graduata Surveys identify the graduates' perception of strengths and weaknesses in the curriculum relative to the program competencies (outcomes).	The licensure examination first time pass rate is reported at six months following graduation.  The Graduation Rate is tracked by the Program Director for each class at the end of each course.	Employment rates of graduates for each class are determined through the Graduate Surveys
	Occupational Therapy Assistant A.A.S. http://www.ccn.edu/rehabheal triOCTA/mission.html					

					Date of most recent program review
					Type of Change
and does provide an opportunity for interdisciplinary learning.	OCTA 1050. Additional siles, primarily in pediatric clinical and educational settlings have been added to increase opportunities for Level I and Level II fieldwork experiences. Sludents are placed in two distinct settlings for their Level I experience.	OCTA 1050: Additional Lab sessions with infants, toddlers and elementary school aged children have been added. This has increased the experiential component for students in content areas identified as integral for school based practice. Inclusion of specific handwriting training techniques was done after reviewing student feedback from clinical exprenences and felidwork educator suggestions.	Supplemental Instructors have been added to lab courses in Pediatrics, Group, and lab components of Fundamentals courses. This enables instructors to more closely supervise and give feedback during lab activities.	A Performance Based Application process was piloted for class entering in 2010 and instituted for 2011 freshmen	How are the findings used? What changes have been made based on the findings?
					Who interprets the evidence? What is the process?
					Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the degree?
					Program & Link to Outcomes

Scheduled for 2016	Scheduled for 2014
Curricular	Nane
Content areas identified as being of concern were included in the Curriculum Development Plan for the respective courses.  OPT1.2020: Ophthalmic Clinical Laboratory I and OPT1 2020: Ophthalmic Clinical Laboratory I were set up at an ophthalmic Baboratory in the community. The laboratory in the community. The laboratory was not able to offer the students the ophthalmic International Plant Community to perform "hand-on" laboratory skills so the courses were student the courses were laboratory skills of the courses were laboratory skills and OPT1 2020: Optical Laboratory Skills I and OPT1 2050; Optical Laboratory Skills I in the new classes the students community and practice the most laboratory and practice the campus	laboratory skills with faculty supervision and guidance.  The entire Department each semester discusses with the faculty who leach the capstone course the results of the capstone course the rapstone course who teach the capstone course who take the course are demonstrating competency in reaching the student learning outcomes. As a result, no changes are to be made at this time.
Program Ditector	Research projects and written assignments are the main methods used to evaluate students in this course. The instructor for the courses does the evaluation. However, there are two instructors assigned for the capstone (Knight and Lincohn campuses) and those instructors review the course results at the end of the semester.
The direct methods used to assess student performance includes Quizzes, exams (Midterm and Final), and assignments.  Competency testing occurs in lab and practicum components of the Lab Skills Courses.  Faculty and Course Evaluations include a rating scale that students use to rate how well they felt the course met each of the stated objectives. These evaluations are completed at the end of each course.  Completed at the end of each succession of the stated objectives. These evaluations are completed at the end of each student clinical experience.  The American Board of Opticians (ABO) has both written and a practical components. Pass rates for the exam are monitored.  The Graduation Rate is tracked by the Program Director for each class at the end of each course.	Employment rates of graduates for each class are tracked.  For the Paralegal Studies major, the department instituted a Portfolio Requirement for all students ennouling in the major as of the Fall 2008 and later semesters.  To date, no students are at the point in their course of studies to be required to submit a portfolio for review. However, at the end of the spring 2009 semester, 13 students who had already been enrolled in the Paralegal program voluntarily decided to create and submit portfolios for review so that they could be used as a job search tool by these students. Five were submitted to the main Paralegal Studies faculty member at the Lincohn campus, and eight were submitted to the main Paralegal Studies faculty member at the Warwick campus.
Opticlamy A.S. http://www.ccn.edu/refrabheal http://www.ccn.edu/refrabheal http://www.ccn.edu/refrabheal http://www.ccn.edu/refrabheal	Paralegal Studies A.S http://www.ccri.eduilawsflear ning outcomes.html

April 2009	Program is reviewed annually. Academic Program Review: Spring 2008.
Curricular	Curricular, pedagogical
Content areas identified as being of concern were included in the Curriculum Development Plan for the respective courses. Faculty responsible for the content, the delivery of information, and the assessment of the assessment of the outcomes/böjectives.  A new course, RHAB 1100, Foundational Kinesiology was approved through the Curriculum Committee.  An experimental course, Thraspeutic Exercise will be piloted in both the Fall 2011 and Spring 2012 semesters to determine if it will improve student performance of electromance of student performance of Education I.	In order to assure consistent lab experience, we sought clarification of expectations with Advisory Committee. Lab manuals have been
Program Director	Competency Evaluation (Clinical Instructor and Coordinator) Laboratory Performance (Lab Instructors) Professional Assessment (Clinical Instructor and
Student performance in the classroom is tracked through grade duzzes, middern and final exams, projects and papers and other assignments that are directed to specific course objectives.  Professional Behavior Assessment is performed for each student each semester. The student completes a self-assessment form. Eachly will provide input.  Student performance in the lab is assessed through competency testing with peers and with the instructor. Student performance on clinical experiences is rated by a clinical Experiences are assessed using the Student Colinical Experiences are assessed using the Student Colinical Experiences are assessed using the Student endopint and at the end of each student clinical experience.  Faculty and Course Evaluations include a rating scale met each of the stated objectives. These evaluations are completed at the end of each course met each of the stated objectives. These evaluations are completed at 6 months following graduation.  The Graduation Rate is tracked by the Program Director for each class annually.  Employment rates of graduates for each class are delemmined through the Graduate Surveys.	Clinical performance, Image Evaluation, Patient Interaction, Capstone Project, National Examination Results
A.A.S. A.H.S. Saistant A.A.S. A.H.S. Saistant A.B.S. Saistant Sais	Radiography A.A.S. http://www.ccri.edu/aliliedheal th/radiography/lo.html

	nge Date of most recent program review	Program is reviewed amulally. Academic Program Review. Spring 2008.	pending. APR pending. APR report was completed in December 2012.
	Type of Change	Curricular, pedagogical	Program level
revised and instructors informed. One faculty member is now responsible for coordinating laboratory experiences.	How are the findings used? What changes have been made based on the findings?	In 2012 a capital purchase of a simulation module to assist with the teaching of ventilator applications was purchased.  In 2011-2012 a 1-credit preclinical course and Respiratory Critical Care was added. (The nat number of credits in the program has been decreased to 71.)	Are used to monitor student success and retention. A recent change from Science Tracks A & B to one inclusive track; SCID.
Coordinator) Employer Survey (Program Director) Capstone Presentation (College Faculty) ARRT Certification Examination	Who interprets the evidence? What is the process?	Program Director and accreditation committee. Faculty is given feedback.	Review and interpretation of evidence by the Dean of Business, Science, and Technology, all faculty in the three science disciplines, three science disciplines, and Physix, along with the Science
	Other than GPA, what datalevidence are used to defermine that graduates have achieved stated outcomes for the degree?	CoARC Surveys - amnual:  - Employer (Fall)  - Graduate (Fall)  - Graduate (Fall)  - Student (Spring)  4. Program Personnel (Spring)  6. Student (Spring)  7. Student (Spring)  6. Student (Spring)  7. Student (Spring)  8. Student (Spring)  8. Student (Spring)  8. Student (Spring)  8. Self-Assessment examination results  8. Self-Assessment examination results  8. Self-Assessment examination results  8. Self-Assessment examination results  9. Self-Assessment examination and starces with DCE.  Employer Surveys (didactic, psychomotor and affective questions)  9. Seriousles Surveys (didactic, psychomotor and affective questions)  9. Self-Assessment tracking - positive job placement and self-armorphysis, graduation to determine bow, the graduates are performing within the three outcome areas:  (scopnilive, psychomotor, and affective)  Reported annually to accrediting body. Licensure examination Tracking of RRT credentials  8. Self-Assessment examination if needed brass rates  8. Self-Assessment examination if needed brass rates  9. Director of Clinical Education evaluates student, proponess in the clinical portion.	Capstone course, student performance; grades and other performance indicators, monitor class/program enrollments Retention/strition studies, monitor transfer success upon program completion or early exit
	Program & Link to Outcomes	Respiratory Therapy A.A.S. http://www.ccn.edu/alliedheal th/respiratorytherapyllo.html	Science A. S http://www.ccri.edu/biology/le arning_outcomes.html

		Coordinator.			á
Social Services A.A. (includes Gerontology, Mental Health and Substance Abbuse) http://www.ccri.edu/inmrs/pro- gram-learning-outcome.fitml	Direct Measures: demonstration, written fest, crail exams, formal papers, observation in classrooms/observations in real settings, individual and group presentations, portfolios, capstone experience indirect Measures: self-assessment	Faculty interpret evidence.	1. Review content and grading criteria for English 1010 for Televancy and proficiency in HMNS course skills. 2. Refer students to Writing Center 3. Create two or more rubrics to measure competency, for measure competency, for measure competency, for critical thinking and reflective writing, measuring integrated learning, cognitive, affective and behavioral. Request that faculty include grammatical components in all rubrics. Provide faculty with additional sample rubrics. 4. Faculty will request that students use 'studentschild' leaches and 'school side' for confidentiality.	Curricular, pedagogical	March 2009
Program & Link to Outcomes	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process?	How are the findings used? What changes have been made based on the findings?	Type of Change	Date of most recent program review
Technical Studies A.A.S.	Part I: All students enrolled in Technical Studies: A. Employer-Defined Learning Contract Through a student preparated portfolio and/or surveys of students and employer determine the extent to which students: a demonstrate mastery of outcomes as outlined in the employer-designed plan. b. Exhibit the four abilities outlined in CCRI's Definition of an Educated Person. Effective Communication, Critical Thrikting, Quantitative and Scientific Reasoning, and Social Interaction. c. address at least two of the foundation disciplines within the Seneral Education Core Curriculum, and d. have completed the external learning experience as validated by a third party s., includes a reflection discussing flow the program contributed to his/her career advancement, B. Individual Learning Contract Each student will	Faculty review,	Employer Defined Learning Contract: As situations dictale, CCRI will meet with employers to discuss course modifications to the program. For example, as program. For example, as medic shange in the industry, employers modify current course selection to meet the needs in the workplace. Individual Learning Contract. Students can request a meeting with a CCRI. Advisor to discuss individual learning plan course substitutions to meet their	Pedagogical, Curricular	May 2013

	Date of most recent program review 12/2010
	Type of Change Curricular, Pedagogical
goals,	How are the findings used? What changes have been made based on the findings? The program row has a webpage and is developing advising documents. We have begunf seutly advising. We will conflue to look at ways to recruit and to identify inferventions where students are not prepared. We will look at possible causes of less-thandesired student involvement in productions and by to remediate this. Graduation numbers by no
	Who interprets the evidence? What is the process? Faculty and paer reviews. Because it is a performing art, the most valid assessment of student achievement in theatre arts is the performance venue. Students have multiple opportunities to participate in productions, class projects, and collaborative projects, where they need to bring together all the skills acquired in the program in order to fulfill the program in order to fulfill the lask of participating in a theafre
prepare a portfolio which: a demonstrates mastery of optucrnes as outlined in their individual Bearing plan. b. exhibits competence in each of the four abilities outlined in CCR1's Definition of an Educated Person: Effective Communication, Critical Thinking, Quantitative and Scientific and Scientific Activation, and Social Interaction, c. addresses at least two of the foundation disciplines within the General Ecuation Occue. Curriculum, d. provides third party, documentation validating their external learning experience and e. includes a reflection discussing how completion of the student's individual learning plan contributed to his/her job knowledge.	Other than GPA, what datalevidence are used to determine that graduates have achieved stated outcomes for the degree?  I hay reviews, journals, lests, class discussion, exercises and assignments. Iters are hours leading up to all production process. There are hours leading up to all productions when the work of each component is observed and the quality assessed by faculty, students, and utilimately, the audience.  2. Assignments, critiques and reviews, projects that require a rationale or justification for artistic choices made, and productions. We have a new course, Play Analysis for Production, that we believe will meet this gool better. This course replaces Voice and Articulation, and is more if file will be under the production in the work.
	Program & Link to Outcomes Theatre A.F.A. http://www.ccri.edulperformin garts/theatreflearningoutcom es.html

to production. Easily and peer critiques.  4. Assignments and projects, performances, critiques.  6. Speech assignments, and read assessment of the audition package, plus whetever experiences the student has outside the exhool. Serbus actions should be auditioning for miple opportunities throughout their educations or their stages, supervised work in scene and costume shop  9. Tests, supervised work in scene and costume shop  10. Tests, supervised services and projects whetever requirements and projects as a component of the analysis and resolutions in the program and the audition of the services between the student has outside the experiment's success and services. The progressive and services the student has outside the experiment's success and services. The actions and the auditioning for multiple opportunities throughout their educations and the action of 12 of the actions where respectively in regular production of 12 of the actions where reperiments and services are an outside the experiment's success.  7. Projects, lests, work on productions, logs, model construction  8. Projects, lests, work on productions, logs, model construction  9. Tests, supervised work in scene and costume shop accordance of the major.  9. Tests, supervised by the graduation in the production of 12 of the sectors were in other many students, and the actions and sectors were in other many students, and the actions and artists or ourselve and endeading and reconsistent less and keeping consistent less and keeping consistent less and services are an accordance of the major.
---

courses). This will make it	possible for students to complete the preadmission	requirements in one semester. The remaining four general	education courses can be completed throughout the	remaining four semesters of the program, which could yield an Associate Degree in	Therapeutic Massage from CCRI in less than two years.			
met each of the stated objectives. These evaluations are	completed at the end of each course	Graduate Surveys identify the graduates' perception of strengths and weaknesses in the curriculum relative to	the program competencies (outcomes). The surveys are distributed 6 months following graduation.	Employers of Graduates surveys are distributed to employers with the permission of the graduate. The	employers are asked to identify strengths and weaknesses in the curriculum relative to the program compelencies (outcomes). The surveys are distributed 6 months after graduation.	The licensure examination first time pass rate is reported at 6 and 12 months following graduation.	The Graduation Rate is tracked by the Program Director for each class annually.	Employment rates of graduates for each class are determined through the Graduate Surveys.

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

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.	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.
Business Administration Accreditation Council for Business Schools and Programs (ACBSP)	2005	Submit a Quality Assurance Report every two years.	Graded homework     managers     Adaptive learning     programs     Standardized final exams     Term projects	Next site visit is in fall 2014 with re-accreditation taking place in 2015.
Clinical Laboratory Technology NAACLS National Accrediting Agency for Clinical Laboratory Sciences	April 2008 (Accreditation site visit September 2013: notification pending)	Seven year accreditation cycle based on 2013 NAACLS Standards for an Educational Programs in laboratory science. Most recent site visit: NO concerns; many strengths and positive comments. Continuing accreditation to be considered by NAACLS Board of Directors in February.	Program: Passing grades with a C or better Licensure: Passing Board of Certification exam (Credentialing Agency- ASCP)	TBD
Dental Hygiene American Dental Association Commission on Dental Accreditation	2004	Maintenance of faculty ratios, supportive staff, supportive budget and administration, rigorous curriculum as identified by CODA, and up to date clinical facilities.	Student success on DHNBE, ADEX CSCE and NERB clinical examination. Student, graduate and employer surveys.	2018
Diagnostic Medical Sonography Commission on Accreditation of Allied Health Programs	March 2013	Five year accreditation cycle based on the Standards for the Educational Program in 2012. The Joint Review Committee in Diagnostic Medical Sonography congratulates you and the program on maintaining accreditation and scored extremely well with JRC-DMS and wish you continued success in your efforts to provide a quality educational program.	Credentialing Exam with the American Registry of Diagnostic Medical Sonographers.     Job Placement rate. Yearly average of Graduates employed.     Program Completion Rate.     A. Employer Satisfaction Rate.     Rate.     Student Satisfaction Rate.	Spring 2017 Self-study. Fall 2017 site visit. Reaccreditation in Spring 2018.

r an 85 December 2013 ents to standard in es, s to a ig.	des with TBD oard of y-	Any progress report will be due October 1, 2014.  Logic Next accreditation visit: 2016-17  Ce.pdf	iew by For ACEN reaccreditation riew by For ACEN reaccreditation riew For ACEN reaccreditation
Obtaining grades with an 85 percentile allows students to adapt and acquire the standard that Pro-Board testing in the fire service requires, distinguishing students to a higher level of learning.	Program: Passing grades with a C or better Licensure: Passing Board of Certification exam (Credentialing Agency- ASCP)	http://agresources.arts- accredit.org/site/docs/AQ- M/F BM-JazzStudies.pdf http://agresources.arts- accredit.org/site/docs/AQ- M/A BM-Performance.pdf	Combined Follow-Up Report due to ACEN and review by Evaluation Review Board 1/28/14 and recommendation to be forwarded to Commission.  Full Accreditation recommended by review panel 1/28/14 to both PN and AD programs.
CCRI will continue to offer 6 FESHE Higher Education Core courses as part of the Fire Science Program. Students who register for (FESHE) courses will receive recognition at the National Fire Academy. FESHE recognition is a milestone in providing standardized fire science curricula to educate and develop our nation's firefighting workforce.	Seven year accreditation cycle based on 2013 NAACLS Standards for an Educational Programs in laboratory science. Most recent site visit: NO concerns; many strengths and positive comments. Continuing accreditation to be considered by NAACLS Board of Directors in February.	We have not yet received the notice from this meeting of the accreditation board. The last issues, which we responded to, had to do with our strategic plan. We submitted a plan that outlined more comprehensive efforts regarding planning, evaluation, and projection  Update 1/6/14: Strategic plan accepted. Credit hours policy for applied lessons & ensembles requested for 10/14 report	Non-Compliance with Standard 6-Systematic Program Evaluation for both the PN and AD programs  Data collection, analysis of aggregated data, and evidence of review for determination of decisions made to inform program revisions and refinement.
July 2013	April 2008 (Accreditation site visit September 2013: notification pending)	Nov. 2013	Full Accreditation recommended by review panel 1/28/14 to both PN and AD programs.  Next ACEN accreditation cycle 2019 if Follow-Up Report in 2 years for the AD program and in 18 months for the PN program and in 18 program and i
Fire Science National Fire and Emergency Services Higher Education (FESHE)	Histotechnician NAACLS National Accrediting Agency for Clinical Laboratory Sciences	Music/Jazz Studies National Association of Schools of Music	Nursing Accreditation Commission for Education in Nursing, Inc.

Rhode Island Board of Nurse Registration and Nursing Education	2011-2012	Letter of approval	Licensure pass rates for PN and AD graduates at or above national averages	Next report due Spring 2014
Occupational Therapy Assistant Program	9/24/2004	All standards met. No Progress Reports	Graduation rate by cohort Certification Exam Pass Rate	Site Visit scheduled for 2/24-
Accreditation Council for Occupational Therapy Education (ACOTE)		required.	(3-year average) Employment Rate at 6 mos. Post graduation (3-year average)	20/2014, Keview April 2014
Physical Therapist Assistant Program	10/24/2007	<ul> <li>Program must include measures to insure that students are safe to progress to clinical education.</li> </ul>	Graduation rate by cohort Licensure Exam Pass Rate	2017
Commission on Accreditation of Physical Therapy Education of the American Physical Therapy Association		<ul> <li>Rights and privileges of clinical faculty are not documented and presented so that they are available to clinical education faculty members.</li> <li>Provide evidence of implementation of the new performance based acceptance process.</li> <li>Submit a timeline for data collection for the program assessment process.</li> </ul>	(3-year average) Employment Rate at 6 mos. Post graduation (3-year average)	
Radiography Joint Review on Education in Radiologic Technology (JRCERT)	September 24, 2013	Eight year accreditation cycle based on the Standards for an Educational Program in Radiography (2011).  Interim Report "The Joint Review Committee on Education in Radiologic Technology directors and staff congratulate you and the program faculty for maintaining the maximum award of accreditation form IRCERT and wish you continuing success in your efforts to provide a quality educational	1.Credentialing Exam Results Five year average first time pass rate on the credentialing exam given by the American Registry of Radiologic Technologists. 2. Job Placement Rate Five year average of graduates employed. 3. Program completion Rate 4. Employer Satisfaction Rate 5. Student satisfaction Rate	Fall 2016 Self-study and Accreditation site visit
Respiratory Therapy Commission on Accreditation for Respiratory Care (CoARC)	2013 Report of Current Status (RCS) annual report submitted for graduating class of 2012	"Based on the outcomes you reported, your program has met or exceeded all currently set "thresholds" for success on each of the required outcome measures. This is an accomplishment of which you, your staff, and institution should be proud. No further action is required on your part. "		"Please continue your current program "Resource Assessment" and "Outcomes Assessment" activities in preparation for your next Annual Report due July 1, 2014. "per CoARC

	Accreditation valid until 05/31/2019 Site visit will be scheduled prior by agency
70% positive placement in 12 mo.  (3-year average)  Graduate Survey: Overall Satisfaction - At least 80% of returned graduate surveys rating overall satisfaction 3 or higher on a 5-point Likert scale.  Graduate Survey: Participation - 50% of the graduates have returned surveys  (3-year average)  Employer Survey: Overall Satisfaction - At least 80% of returned employer surveys rating overall satisfaction 3 or higher on a 5-point Likert scale.  Employer Survey: Participation - 50% of the employers have returned surveys	The Standards are divided into five sections: (I) Program Administration and Sponsorship; (II) Institutional and Personnel Resources; (III) Program Goals, Outcomes, and Assessment; (IV) Curriculum; and (V) Fair Practices and Recordkeeping. "Standards Met " per site visit
	Site Visit Report Dated Nov 17-18, 2008 Program Name: Community College of Rhode Island Respiratory Therapy Program #: 200333 Strengths of the program: Highly qualified, dedicated, and experienced program faculty. Active and supportive advisory committee. Excellent clinical facilities. College administrative team that is cognizant of the strengths and needs of the program. Students who are passionate and enthusiastic about the program and the profession of respiratory care. Graduates who remain loyal to the program and committed to its continued success.  Suggestions for Enhancement. (Note: Programs are not required to respond to Suggestions for Enhancement). III.A Facilities: Laboratory: Until additional lab space is obtained, encourage interdisciplinary utilization of existing laboratory space and equipment to address limitations of current respiratory care lab and need for multiple lab sections.
	Nov 12, 2009

	2000	April 2015
	Graduation rate by cohort	Certification Exam Pass Rate Employment Rate at 6 months post-graduation
	•	
Identify appropriate and available computer lab space for administration of required assessment exams.  III, A Clinical Resources: Allocate funding for clinical instructors to permit expansion of rotations to additional hospitals.  Note: Students appreciated availability of tutors for chemistry and would appreciate similar resource for assistance with respiratory care classes.		because the program is located in an accredited college, some of the standards were not required initially, but an additional report was requested for these after the fact.
	OLOG Image	April 2010
	Therapeutic Massage Program	Commission on Massage Therapy Accreditation (COMTA)

\*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

### **CCRI NEASC Documents**

Documents that are available in hard copy format ion the Workroom will be noted. Documents without notation are electronic.

### **Documents Standard One**

- Current CCRI mission statement
- Mission statement Athletics
- Mission statement Library
- Mission statement Distance Education
- Mission statement Office Opportunity and Outreach
- Mission statement Career Services
- Mission statement Student Success Center
- Mission statement Center for Excellence & College Readiness
- Mission statement Center for Innovative Teaching, Learning, Assessment
- Mission statement Health Sciences Simulation Center
- Mission statement Student Services division
- Mission statement Institutional Advancement (CCRI Foundation)
- Mission statement Business Administration department
- Mission statement English department
- Mission statement Art department
- Mission statement Human Services department
- Mission statement Criminal Justice & Legal Studies department
- Mission statement Engineering & Technology department
- Mission statement Computer Studies department
- Mission statement Administrative Office Technology department
- Mission statement Nursing department
- Mission statement Law Enforcement program
- Mission statement Education & Special Education program
- Mission statement Music program
- Mission statement Theater program
- Mission statement Computer Programming program
- Mission statement IT Support Specialist program
- Mission statement Engineering Systems Technology program
- Mission statement Opticianry program
- Mission statement Physical Therapy Assistant program
- Mission statement Dental Hygiene program
- Mission statement Histotechnician program
- Mission statement Respiratory Therapy program
- Vision statement
- RI General Assembly Act 2010-S 2823

<sup>\*\*</sup>All documents listed are available electronically on the CCRI website, with Hardcopy documents available in the Workroom bin Standard One.

### **Documents Standard Two**

- 21st Century Workforce Report 2010
- 21st Century Workforce- RI Employment Trends
- Admission's Recruitment Plan 2013-14 (Hard copy available in Workroom 'General' bin)
- Affirmative Action Plan
- Career Placement & Graduate Report
- CCSSE student survey
- CCRI Alumni Association Strategic Plan 2008
- CCRI Alumni Association Strategic Plan 2013
- CCRI Foundation Annual Meeting 2011
- CCRI Institutional Fact Book 2009
- ❖ CCRI Institutional Fact Book 2010
- CCRI Institutional Fact Book 2011
- CCRI Institutional Fact Book 2012
- CCRI Institutional Fact Book 2013
- Foundations of Excellence Final Report (Hard Copy Available in Workroom Bin 2)
- Foundations of Excellence Faculty & Staff Survey summary
- Foundations of Excellence Student Iluminative responses
- Foundations of Excellence Student Survey comments
- Graduate data 2003-2013
- Graduate placement rates 2009 2012
- ❖ IPEDS 12-13 Enrollment Data
- ❖ IPEDS Fall 12 Enrollment Data
- IPEDS 12-13 Completion Data
- IPEDS 12-13 Graduation Rate Data
- ❖ IPEDS 12-13 Finance Data
- IPEDS Financial Aid Data
- ❖ IPEDS 12-13 Human Resource Data
- IPEDS 12-13 Institutional Characteristics Data
- Noel Levitz Results 2002 (no longer administered at CCRI)
- Office of Institutional Research website
- Planning Process
- Planning Process Schematic 2008-2009
- Planning survey Academic Affairs
- Planning Survey Academic Affairs BST
- Planning Survey Academic Affairs HARS
- Planning survey results academic departments
- Planning Survey Advising & Counseling
- Planning Survey Athletics
- Planning survey Business Office
- Planning survey Controller's Office
- Planning survey Co-op Ed
- Planning survey Enrollment Services
- Planning survey Facilities
- Planning survey Library

- Planning survey Outreach & Opportunity
- Planning survey Student Life & Service Learning
- Planning survey Student Success
- President's Management Letter 2004-2005 (Hard Copy Available in Workroom Bin 2)
- President's Management Letter 2005-2006 (Hard Copy Available in Workroom Bin 2)
- President's Management Letter 2006-2007
- President's Management Letter 2007-2008
- President's Management Letter 2008-2009 (Hard Copy Available in Workroom Bin 2)
- President's Management Letter 2009-2010
- President's Management Letter 2009-2010 (Hard Copy Available in Workroom Bin 2)
- President's Management Letter 2010-2011 (Hard Copy Available in Workroom Bin 2)
- President's Management Letter 2011-2012 ((Hard Copy Available in Workroom Bin 2)
- President's Management Letter 2012-2013 (Hard Copy Available in Workroom Bin 2)
- President's Management Letter 2013- 2014
- Strategic Plan 2009 (Hard copy available in Workroom 'General' bin)
- Strategic Plan 2013 (Hard copy available in Workroom 'General' bin)
- Student Placement Report Class 2008 (Hard Copy Available in Workroom Bin 2)
- Student Placement Report Class 2009 (Hard Copy Available in Workroom Bin 2)
- Student Placement Report Class 2010 (Hard Copy Available in Workroom Bin 2)
- Student Placement Report Class 2011 (Hard Copy Available in Workroom Bin 2)
- Student Placement Report Class 2012 (Hard Copy Available in Workroom Bin 2)
- Wabash Study
- Wabash Study Description

on the CCRI website, with hardcopy documents available in the Workroom bin Standard Two.

### **Documents Standard Three**

- BOG Tentative Agreement 7/2011-6/2013
- CCRI Org Chart
- Contract Faculty Union
- Contract CCRIPSA Union 2007-2010
- CCRIPSA Constitution & By-Laws
- Contract ESPA/CCRI/NEA Union 2008-2012
- Contract Settlement ESPA/CCRI/NEA 7/2012-6/2013
- Contract UNAP 7/2008-6/2012
- Employee Handbook
- Faculty Handbook
- Governance Document 2008
- Governance Document 2013
- Governance Website
- Governance Task Force 2013 Membership
- Governance Presentation 6/2013
- Job Descriptions Classified

<sup>\*\*</sup>All documents listed are available electronically

- Job Descriptions Non-Classified
- Job Description VPAA
- Job Description VPBA
- Job Description AVPSS
- Job Description AVPCWCE
- Policy manual in process, posting date TBD
- RI Board of Education
- RI Board of Education Membership & Affiliations
- \* RIGL 16-33.1.3
- ♣ RIGL 16-59
- ❖ RIGL 16-60
- \* RIGL 16-97
- Student Handbook
- UNAP & State RI Agreement
- \*\*All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Three.

### **Documents Standard Four**

- 21st Century Workforce Commission Report
- Academic Affairs Organizational Charts ( Hard copy available in Workroom bin Standard 3)
- Academic Committees
- Academic Policies
- Academic Program Review Document
- CAT Institutional Report 10/2011
- CAT Institutional Report 1/2012
- CCRI Catalog (Hard copies can be found in Workroom 'General' bin)
- CITLA Professional development listing ( Hard copy available in Workroom bin Standard 4)
- Course Syllabi ( Hard copy available in Workroom bin Standard 4)
- \* Credit Award form
- Credit Hour Policy
- Curriculum Review Committee website
- Curriculum program proposal form
- Curriculum program proposal CWCE
- Curriculum course Proposal form
- Curriculum experimental course proposal form
- CWCE Adult Education report 2012
- CWCE Courses
- CWCE GED completion rates 2007 2012
- CWCE annual report FY 2013

- CWCE offerings information
- Departments & Programs
- Definition of an Educated Person
- Department Chair meeting minutes ( Hard copy available in Workroom bin Standard 4)
- General Education website
- General Education committee meeting minutes
- Program Assessment Reporting Compliance
- Licensure pass rates CWCE- CNA
- Licensure Pass rates (Hard copy available in Workroom bin Standard 4)
- Program Curriculum Maps
- Programs new since last review ( Hard copy available in Workroom bin Standard 4)
- Programs deleted since last review (Hard copy available in Workroom bin Standard 4)
- Program revisions since last review ( Hard copy available in Workroom bin Standard 4)
- Policy on Academic Dishonesty
- Policy on Adjunct Teaching Load
- Policy on Academic Sanctions
- Policy Course Maintenance
- Policy on Non-Faculty Teaching
- Policy on Non-Faculty Teaching Load
- Policy on Transfer Credit
- Policy I Grade
- Policy Grading Due Dates
- Policy Repeat Course
- Policy Syllabus
- Prior Learning Assessment
- Prior Learning Assessment-Standardized Credit
- Prior Learning Assessment- Military Training & Experience
- Program Review document samples (Hard copy available in Workroom bin Standard 4)
- Program Review schedule (Hard copy available in Workroom bin Standard 4)
- Internship evaluations ( Hard copy available in Workroom bin Standard 4)
- Student Learning Assessment (Hard copy available in Workroom bin Standard 4)
- Special opportunities for students Honors program brochure
- Special opportunities for students Honors program application / guidelines
- Special opportunities for students Honors program website
- Special opportunities for students PTK
- Student Experience Feedback 2012 (see comment section)
- Studies of program impact in special areas
- STEM program information (Hard copy available in Workroom bin Standard 4)
- Summary of employment / higher degree for recent graduates

<sup>\*\*</sup>All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Four.

### **Documents Standard Five**

- Advising & Counseling website
- Adjunct Orientation Module
- Department Chair Workload Reporting form
- Employee grievance procedure- faculty
- Faculty Awards Listing (Hard copy available in Workroom Bin Standard 5)
- Faculty Full-Time listing (Hard copy available in Workroom Bin Standard 5)
- Faculty Adjunct listing (Hard copy available in Workroom Bin Standard 5)
- Faculty (full-time) cv's by Department (Hard copy available in Academic Affairs office)
- Faculty (adjunct) cv's by Department (Hard copy available in Academic Departments files)
- Faculty development PTK NE Regional Leadership Conference
- Faculty Evaluation Policies & Procedures
- \* Faculty Evaluation / Chair recommendation form
- Faculty Evaluation / Dean recommendation form
- Faculty Handbook
- \* Faculty Peer Evaluation
- \* Faculty Promotion & Tenure
- Faculty Professional Development Events (Hard copy available in Workroom Bin Standard 5)
- Faculty Release Time Request Approval form
- \* Faculty Request for Exception to Non-Faculty Teaching form
- · Faculty Stipend Request Approval form
- Faculty Teaching Overload Exception Request form
- \* Faculty Union Contract 2007-2010
- Policy 3.5.5 Non-Faculty Teaching
- Policy 3.5.6 Non-Faculty Teaching Load
- Policy 3.5.8 Adjunct Faculty Teaching Load
- Sabbatical Leave Guidelines
- Search committee guidelines (for faculty positions -Hard copy available in Workroom Bin Standard 5)
- Search committee guidelines (fro President- Hard copy available in Workroom Bin Standard 5)
- Statement of Diversity Goals

### **Documents Standard Six**

- Admissions website
- Admissions application / enrollment information
- Admissions forms/ process Performance Based Health Sciences
- Admissions information sessions
- Admission's Recruitment Plan 2013-14 (Hard copy available 'General' bin)
- Admissions Report fall 2009

<sup>\*\*</sup>All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Five.

- Admissions Report fall 2010
- Admissions Report fall 2011 (Summary)
- Admissions Report fall 2012 (Summary)
- Admissions report fall 2013 (Summary)
- CWCE GED completion rates 2007 2012
- Description, size, characteristics of the student body
- Degree audit procedures
- Distance Learning
- Graduation rate studies
- Honors Program (Hard copy available in Workroom Bin 6)
- Office of Opportunity & Outreach
- ❖ Access /TRIO Student Support Services
- Connect 2 College
- REACH ( Realizing Educational and Career Hopes)
- Disability Services
- Noel Levitz Results 2002 (no longer administered at CCRI)
- Policy- Academic Standards
- Policy High School Enrichment scholarship
- Policy Presidential scholarship
- Policy Running Start scholarship
- Policy Transfer Credit
- Policy Wait lists
- Resources for commuter students
- Retention & graduation rates
- Retention & graduation rates- special categories of students
- Student clubs & organizations procedures & policies (Hard copy available in Workroom Bin 6)
- Student code of conduct (Hard copy available in Workroom Bin 6)
- Student Handbook
- Student Orientation Guide ( Hard copy available in Workroom Bin 6 )
- Student participation data Honors program
- Student participation data PTK
- Student participation data Study Abroad ( Hard copy available in Workroom Bin 6 )
- Student satisfaction study 1 CWCE ESL program 2013
- Student satisfaction study 2 CWCE ESL program 2013
- Student satisfaction survey CWCE Teacher Assistant 2013
- Student satisfaction survey CWCE Basic Rider Course 2013
- Student satisfaction survey sample CWCE Customer Service
- (Not implemented as of 12/2013)
- Student satisfaction survey CWCE Employment 2013
- Student satisfaction survey CWCE Para Pro CRN 2013

<sup>\*\*</sup>All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Six.

### **Documents Standard Seven**

- Academic Technology Advisory Committee (ATAC)
- Academic Technology Advisory Committee Faculty Survey 2004
- Budget requests/funded budgets for technology (Hard copy available in Workroom Bin 7)
- CCRI Establishment of Distance Education Programming 2009
- CCRI Site Enrollment History 2007-2011
- CCRI Survey of On-line Students 2013
- Classroom / technology space
- Collection development plan (Hard copy available in Workroom Bin 7)
- Consultant reports on library collections, access, services (Hard copy available in Workroom Bin 7)
- Copies of agreements with consortia or other libraries (Hard copy available in Workroom Bin 7)
- Databases & electronically available resources
- Guides for faculty & student training on library
- Informational Systems Advisory Committee (ISAC)
- Institutional Technology Advisory committee (ITAC)
- IT CIT website
- Library Research Guides Information Literacy defined
- Library Budget (Hard copy available in Workroom Bin 7)
- Library collection Development Plan (Hard copy available in Workroom Bin 7)
- Library Faculty ITHAKA Survey (Hard copy available in Workroom Bin 7)
- Library usage statistics
- List of library classes since 2009 (Hard copy available in Workroom Bin 7)
- Policy- support for faculty, students, classes, management
- Policy Library card
- Policy Children in the library
- Policy Study environment in the library
- Programs of technology training for faculty, staff
- Programs of technology training for faculty, staff, students security
- Report on Establishment of Academic Programming Offered Through Distance Education 2009
- Survey of library collections, access, services student (Hard copy available in Workroom Bin 7)
- Technology committee reports ATAC
- Technology committee reports ITAC
- Technology committee reports ISAC
- Technology policies
- Technology Renewal Strategy / Technology Plan
- Technology supporting learning
- Technology supporting management information
- Web Training I
- Web Training II

\*\*All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Eight.

### **Documents Standard Eight**

- Capital Project Update 10/2013
- CCRI Space Needs Analysis 7/2013
- Campus maps
- Capital budget plan (Hard copy available in Workroom Bin 8)
- College Police Master Plan (Hard copy available in Workroom Bin 8)
- Deferred maintenance plan December 2012
- Energy Performance Contracting in State Facilities
- Inspections of campus safety (Hard copy available in Workroom Bin 8)
- Insurance policies (Hard copy available in Workroom Bin 8)
- RIMPA agreement 1981
- Master Plan Presentation 8/2013 (Hard copy available in Workroom Bin 8)
- Rental agreement Westerly
- RIMPA Contract (original) 1981
- What is Energy Performance Contracting?

\*\*All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Eight.

### **Documents Standard Nine**

- Auditor's Letter (Hard copy document available in Workroom Bin Standard 9)
- Bond Schedules 6/2013
- Budget Allocation (Hard copy document available in Workroom Bin Standard 9)
- Budget & Expenditure /unrestricted FY11to FY14
- Budget/Revenue/Actuals FY11 to FY14
- Business Office directory
- Business Office webpage
- Budget Development policy & procedure
- Budget History (Hard copy document available in Workroom Bin Standard 9)
- Budget Requests, by unit 2013/2014
- Budget Status report (Hard copy document available in Workroom Bin Standard 9)
- Capital Improvement Plan 2015-2019 (Hard copy document available in Workroom Bin Standard 9)
- Cost proposal CWCE- Department of Corrections
- CWCE annual report FY 13

- Financial Integrity & Accountability Report 2013
- Financial Statements FY13 ((Hard copy document available in Workroom Bin Standard 9)
- Institutional Foundation FY13 Audit
- Institutional Foundation Report on Compliance FY13
- RI Board of Governors for Higher Education Minutes (pertaining to budget & finance)(Hard copy document available in Workroom Bin Standard 9)
- Schedule of Net Position (Hard copy document available in Workroom Bin Standard 9)
- Transmittal Letter 11/2013
- \*\*All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Nine.

### **Documents Standard Ten**

- CCRI Admissions Webpage
- CCRI College Communications Policy
- CCRI Crier
- CCRI Student Crier
- College Catalog
- Electronic publications (videos, CD.s, website)
- External Services
- Graphic Standards Manual
- Green & White
- Internal Services
- Policies / Procedures Clubs & Organizations
- Policy Manual in progress posting date TBD
- Policy on public access to institutional information
- Recruitment Publications ( Hard copies available in Workroom Bin Standard 10)
- Sign Policy
- Social Media Web Policy
- Student Handbook
- Website-About
- Website Analytics 9/2011 9/2012
- Website Analytics 9/2013-11/2013
- Website Analytics 9/2012-9/2013
- Website Map

<sup>\*\*</sup>All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Ten.

### **Documents Standard Eleven**

- Affirmative Action policy / plan
- Employee grievance procedure faculty
- Employee grievance procedure- non-classified
- Employee grievance procedure classified
- Employee grievance procedure- nurses
- Employee grievance procedure- Driver's Ed
- Faculty grievance list (Hard copy available in Workroom bin Standard 11)
- Non-discrimination policy / plan
- Public Records Request Policy & Procedures
- Recruitment publications ( Hard copies available in Workroom bin Standard 11)

<sup>\*\*</sup>All documents listed are available electronically on the CCRI website, with hardcopy documents available in the Workroom bin Standard Ten.

### Co- Chairpersons

Greg Lamontagne / Jack Renza

Maureen McGarry Ellen Schulte Dale Boyle	Standard One	Mission & Purpose
Bill LeBlanc Bob Shea	Standard two	Planning & Evaluation
Kate Dunnigan Michelle O'Brien	Standard Three	Organization & Governance
Jeanne Mullaney Kim Roullier	Standard Four	The Academic Program
Maddie Josephs Cheri Markward Ron Schertz John Ribezzo	Standard Five	Faculty
Michael Cunningham Bob Cipolla Brenda Micheletti	Standard Six	Students
Ruth Sullivan Kathy Beauchene	Standard Seven	Library & Other Information Resources
Bill Ferland Steve Vieira	Standard Eight	Physical & Technological Resources
Ruth Barrington Jack Renza	Standard Nine	Financial Resources
Tom Pitts Ann Omollo	Standard Ten	Public Disclosure
Peter Woodberry Sheri Norton	Standard Eleven	Integrity

### Office of Academic Affairs

2014 NEASC Standards' Goals for Improvement

### PROJECT MANAGEMENT TRACKER

Includes Example of How College Can Track Progress on Achieving Priorities

Standard 1:Mission & Purpose– Key Priorities  Priority Green Yellow Dots Dots Dots Dots  I Increase visibility 1.1 14 Richard Coren and knowledge of CCRI mission statement  I Form committee to revitalize and reevaluate vision statement  Mission Statement  Mission Statement  Mission Statement  Mission Statement  Century Workforce  Mork with Standard 1 Committee	ion & Purpose— Key Priorities  Green Yellow Person(s) Responsible 201210  y 11 14 Richard Coren  14 12 Bob Shea  the Robin Smith Work with Standard 1 Committee	Standard 1:Miss.	Priority	1 Increase visibility and knowledge of CCRI mission statement	2 Form committee to revitalize and reevaluate vision statement	3 Review and update Mission Statement (incorporate 21st Century Workforce
Tpose— Key Priorities  Yellow Dots 14 Richard Coren  12 Bob Shea Bob Shea Robin Smith Work with Standard 1 Committee	Person(s) Responsible	ion & Pu	Green			nt nt
Key Priorities  Person(s) Responsible  Richard Coren  Bob Shea  Robin Smith  Work with Standard 1 Committee	Person(s) Responsible	-asodr	Yellow Dots	14	12	
	201210	Key Priorities	Person(s) Responsible	Richard Coren	Bob Shea	Bob Shea Robin Smith Work with Standard 1 Committee
Timelii 201230		ne	201310			
Timeline 201230 201310	201310		201330			

Role of Designated Leaders

improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a Standard, then he or she should meet The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate progress in with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
- Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

Community College of Rhode Island

### Office of Academic Affairs

2014 NEASC Standards' Goals for Improvement

S	Standard 2: Planning & Evaluation	ng & E	valuati	on		Timeline	43	
	Priority	Green	Yellow Dots	Person(s) Responsible	201210	201230	201310	
H	Create a more comprehensive & integrated planning & evaluation process	15	4	B. Leblanc B. Shea				
7	Demonstrate success & results from planning & communication	0	15	B. She				
m	Improve institutional effectiveness through strategic plan	11	9	B. Shea				1
4	Create new strategic plan to extend beyond 2012			R. DiPasquale Vice Presidents		,		

### Role of Designated Leaders

The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate progress in improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
- Identify who is responsible for seeing that each of the listed steps is carried out
  - Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as

### Office of Academic Affairs

2014 NEASC Standards' Goals for Improvement

### PROJECT MANAGEMENT TRACKER

PriorityGreen DotsYellowPerson(s) Responsible201210201230201310Need for Full time administrator on each campus93R. DiPasqualeR. DiPasqualeCampusImprove effectiveness1212Tom PittsR. CorenOf governance system (See similar results on Standard 11)412R. CorenR. Coren	St	Standard 3: Governance- Key Priorities	e- Key	Priorit	ies	Tin	Timeline		
Need for Full time 9 3  administrator on each campus Improve effectiveness 12 12 12 of governance system (See similar results on Standard II) Improve 4 12		Priority	Green	Yellow	Person(s) Responsible	201210	201230	201310	201330
Improve effectiveness 12 12 of governance system (See similar results on Standard 11) Improve 4 12 website/communication	H	4 40	o o	m	R. DiPasquale				
Improve 4 12 website/communication	2	Improve effectiveness of governance system (See similar results on Standard 11)	12	12	Tom Pitts				
	m	Improve website/communication	4	12	R. Coren				

### Role of Designated Leaders

progress in improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate a Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
- Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

8888	****
	0000
	2
0006	medő/
œ	10000
<b>3</b> (0)	4400
No.	
2005	00000
100	40900
2000	- 00
008	-000
9904	-
	-
æ	
æ	
Ğ,	
7	3
ď	8
7	
7	
×	
×	
×	
×	
×	
×	
×	
7	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
×	
10000	
×	

0	And A. The Ass		0	Ven District		L	C	
20	andara 4: The Aca	demi	c rrogi	Standard 4: The Academic Frogram - Ney Friorines		Ť	Timeline	
	Priority	Green	Yellow Dots	Person(s) Responsible	201210	201230	201310	201330
-	Adopt common syllabus elements	10	3	P. Woodberry				
N	Assess student learning outcomes through data collection (This assumes that SLOs exist for all programs/courses. It also requires existence of Curriculum Maps for each Program; these Maps should include info on how and when the primary outcomes will be assessed.)	10	10	J. Mullaney L. Morgan P. Woodberry				
m	ivery & ivery & suring that ections of course have student utcomes	2	2	P. Woodberry Dean AHSS M. McGarry				-
4	4 General education: 3 7 L develop improved SLO assessment process, assess if completion of GE core results in an educated person	3	L	L. Morgan AHSS Dean				

Community College of Rhode Island

L. Morgan S. Vieira	R. DiPasquale L. Morgan	J. Mullaney L. Morgan	R. Schertz Dean AHSS
4			
Distance Leatning: improve communication between faculty & students, improve tech DL faculty & students, verification of student identity (Also need more quality control measures in the DL format, including providing training, support, and monitoring)	Timely opportunity for College to determine its long-range goals for DL	Concern over what some NEASC reviewers may determine are "weak outcomes" resulting from APR and LEC processes.	Review effectiveness of College's approach to development education and design more innovative approaches; e.g., TAACCCT
ις.	9	K	80

### Role of Designated Leaders

progress in improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate

Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
- Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

Office of Academic Affairs 2014 NEASC Standards' Goals for Improvement PROJECT MANAGEMENT TRACKER	Standard 5: Faculty – Key Priorities	Priority Green Yellow Person(s) Responsible 201210 201230 Dots	1 Adjunct Faculty: 18 4 R. Schertz Orientation, evaluation, communication	2 Diversify Full 1 L. Morgan Time & Adjunct Faculty (See Standard 11 where this item did receive significant
	neline	01210 201230		
		201310		
	Н	201330		

P. Woodberry R. Sullivan M. McGarry Dean AHSS	P. Moodberry
디	К
4	m
3 Implement common course outcomes (Item interrelated to Standard 4)	Collate data from course evaluations and use to improve teaching (Note: This item was added from the floor but got a significant number of votes)

### Role of Designated Leaders

Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a progress in improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
  - Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

20	2014 NEASC Standards' Goals for Improvement	Goals	AIIai for Impr	ovement  PROJECT MANAGEMENT TRACKER	j			
St	Standard 6: Students - Key Priorities	s – Ke	y Prior	ities	Timeline	9		
	Priority	Green Dots	Yellow Dots	Person(s) Responsible	201210	201230	201310	201330
H	Advising & Counseling: improve placement testing tools, academic standing	7	11	R. Smith B. Cippola	:			
N	Retrieve & utilize data to improve retention & graduation (Think this included setting goals for retention & graduation)	6	9	D. Aiken B. LeBlanc M. Cunningham		**		
m	Student services: revise mission statement, develop ethical standards, develop co- curricular goals, develop records retention policy	1	m	R. Schertz D. Aiken				
4	Institutional effectiveness: develop protocols for satisfaction survey, increase staffing for advising & counseling (Should we also be looking at other	10	7	R. Schertz				100

œ E		Sullivan Cunningham
-----	--	------------------------

## Role of Designated Leaders

Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a progress in improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
  - Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

201330

201310

201230

201210

Timeline

		ENT TRACKER	ties	nsible					0	
	S	PROJECT MANAGEMENT TRACKER	Standard 7: Library & Information Resources-Key Priorities	Person(s) Responsible	R. DiPasquale	S. Vieira	S. Vieira R. Sullivan	S. Vieira	R. Sullivan M. Cunningham P. Woodberry	B. Shea R. DiPasquale
* 00 V	Attair	ordim re	rmation	Yellow	9	11	2	7	m	
	mic Godle f	Coars	& Info	Green	8	4	7	e.	m	
F 4 0 20	Office of Academic Attairs	TT INTEXACL SCALINGERS	andard 7: Library	Priority	Establish a vision for the Distance Learning program including a mission statement & measurable goals / outcomes	Strengthen tech support for faculty	Definc Informational Literacy & Tech Literacy	Improve communication between IT & AA through governance	Explore relationship between educational technology & student success	Need to develop institutional vision
(	3 6	24	St		н	2	m	4	ru.	9

for DL

## Role of Designated Leaders

Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a progress in improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
- Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

# Office of Academic Affairs

2014 NEASC Standards' Goals for Improvement

PROJECT MANAGEMENT TRACKER Standard 8: Physical & Technological Resources- Key Priorities

Timeline

			å
	·		
		(2)	
S. Vieira	S. Vieira	S. Vieira L. Morgan	S. Vieira
13	7	2	Ø
4	4	7	0
2 Create technology awareness programs	Desk top support / Help Desk transition	Improve communication for IT governance, increase advisory group memberships, create proactive outreach, CIO newsletter, increase availability of meeting agendas & minutes	5 Orientation awareness for Lynda.com, security, professional development
7	m	4	IN .

ROLE of Designated Leaders

Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a progress in improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
- Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

# Office of Academic Affairs

2014 NEASC Standards' Goals for Improvement

Standard 9: Financial Resources - Key Priorities

## PROJECT MANAGEMENT TRACKER

Timeline

	Priority	Green Dots	Yellow Dots	Person(s) Responsible	201210	201230	201310	201330
н	Create multi-year strategic plan to align with budget. Communicate goals	22	2	B. Shea R. Barrington				
2	Data base decision malding: Establish a group to ID data elements to be used for resource allocation; ID benchmarks	H	21	B. LeBlanc R. Barrington				
3	Budget: cycle request follow up	н	н	R. Barrington				
4	Budget: Council to review budget cycle to include inter departmental input	0	0	B. Shea				

## Role of Designated Leaders

The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate progress in Improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
- Identify who is responsible for seeing that each of the listed steps is carried out
  - Create a more specific timeline and sequence of steps to ensure project completion
- dentify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles

Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

# Office of Academic Affairs

2014 NEASC Standards' Goals for Improvement

CKER	
T TRA	
EMEN	
ANAG	
ROJE	ties
	riori
	ey P
	N L
	sure
	isclo
	c D
	ıldı
	10:P
	ard
	and
	St

Timeline

5	Priority	Green		Person(s) Responsible	201210	201230	00	30 201310
н	Create written policy manual	20	4	T. Pitts Carl Toft				
7		7	16	R. Coren J. Kirby				
m	Revise printed publications	0	4	R. Coren				
4	Complete policies required by 2008 amendments to federal HE act: Credit-hour policy Credit transfer policy Student complaint policy Verification of student ID in DL	0	0	T. Morgan L. Morgan				
in	Implement best practices in departments	0	0					
9	Use OES Web page as model for rest of			T. Pitts				

- X

Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a progress in improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate Standard, then he or she should meet with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
  - Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

### 201330 201310 201230 Timeline 201210 PROJECT MANAGEMENT TRACKER Person(s) Responsible 2014 NEASC Standards' Goals for Improvement T. Pitts T. Pitts C. Toft Standard 11: Integrity - Key Priorities Office of Academic Affairs Green Yellow Dots 0 Dots 13 0 manual (Overlaps with Standard 10) (Overlaps with Create college Governance Priority Restructure Standard 3) wide policy N

Norton Morgan	M. O'Brien
r. s.	
11 S. 1	m
	8

### Role of Designated Leaders

improving our current position in time for our NEASC site-visit. If the assigned designated leader is already one of the co-chairs of a Standard, then he or she will work with the other co-chairs in completing the next steps. If the assigned designated leader is not a co-chair of a Standard, then he or she should meet The designated leader for each priority is responsible for providing assistance and leadership as needed to ensure that CCRI makes adequate progress in with the co-chairs to address the following issues:

- If the designated leader is not the co-chair, the first step is to meet with the co-chairs to complete the following steps
- Create a semester-by-semester series of steps that need to happen to reach the desired goal in time for our NEASC site visit (See the Example attached to Standard One that was distributed at the January 18th meeting)
- Identify who is responsible for seeing that each of the listed steps is carried out
- Create a more specific timeline and sequence of steps to ensure project completion
- Identify what may be potential obstacles to completion, and how the designated leader can provide assistance in clearing the potential obstacles
- Finally, the designated leader is responsible for monitoring the pace of the progress for a specific priority and reporting back to the President on a semester basis as requested.

### 2014 CCRI President's Council Membership

Bill Leblanc - Director Institutional Research

Robert Cipolla - Dean - Student Development / Assessment

Laurie Bosio - Int Assoc VP-Ins Adv & Col Rel

David Patten - Vice President for Business Affairs

Deb Zielinski - Assistant to the President

Greg Lamontagne - Vice President for Academic Affairs

Heiser, Jeffrey L. - Coordinator Student Success Center, Union Representative

Lela Morgan - Administrator Flanagan Campus

Lois Wims - Dean Arts Humanities Social Sciences

Lynn Gudeczauskas - Tech Support Specialist II, Union Representative

Maureen McGarry - Dean Health Sciences

Michael Cunningham - Dean of Students

Peter Woodberry - Dean Business Science Technology

Ramona Skelly - Professor, Union Representative

Rich Coren - Director Marketing Communication & Publishing

Robin Smith - Associate Vice President-CWCE

Robyn Greene - Administrator Newport Campus

Ron Schertz - Associate VP for Student Services

Ruth Sullivan - Dean Library Resources

Steve Vieira - CIO

Tom Pitts - Assistant to the President - Special Projects

Walter Crocker - Administrator Liston Campus

### TITLE 16 Education

### CHAPTER 16-33.1 Community College of Rhode Island [See Title 16 Chapter 97 – The Rhode Island Board of Education Act]

### **SECTION 16-33.1-3**

§ 16-33.1-3 Award of degrees – Curriculum and government. – The board of governors, with the approval of the president and a committee of the faculty of the community college, shall award associate degrees, certificates, and diplomas and confer honors in the same manner as is customary in American junior colleges and community colleges. It shall also be the duty of the president and a committee of the faculty, with the approval of the board of governors, to arrange courses of study, prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper.

History of Section. (P.L. 1968, ch. 180, § 1; P.L. 1981, ch. 24, § 1.)



### COMMUNITY COLLEGE

OF RHODE ISLAND

Vice President for Academic Affairs

### Governance Task Force Invitation List

Invitee	Dept./Title		
Bill LeBlanc - GROUP 1	Director, Institutional Research/ Adjunct		
Elizabeth Arendt	Chair, Chemistry		
Joel Friedman	Director, Financial Aid		
Dale Boyle	Assistant Professor, English		
Brenda McGill- GROUP 2	Director, Advising & Counseling		
Ramona Skelly	Professor, Mathematics/ Union		
Robyn Greene	Site Manager, NCC		
John Cole	Chair, English		
Carl Toft	Controller		
Dave Rawlinson-GROUP 3	Assistant Controller		
Dan Donovan	Professor, Criminal Justice and Legal Studies		
Jeff Heiser	Coordinator, Student Success Ctr./ Union		
Mike Kelly	Chair, Computer Studies		
David Snow-GROUP 4	Associate Director, Physical Plant		
Mark Zellers	Chair, Art		
Kevin Salisbury	Associate Director Athletics and Student Life/ Adjunct		
Sullivan, Melissa	Faculty, Dental Health		
Sharon Perkins-GROUP 5	Chair, Allied Health		
Tom Pitts	Assistant to the President/Special Projects		
Jaime Nash	Dir./Training and Development/ Adjunct		
Lynn Gudeczauskas	Technical Support Specialist II/ Union		

TO: CCRI College Faculty & Staff

DATE: March 28, 2013

FROM: Vice President Lela Morgan

RE: CCRI Governance

The Office for the Vice President of Academic Affairs has assumed the responsibility for gathering the College community's suggestions and input on how to improve the current CCRI Governance system. As part of the CCRI NEASC accreditation process, the Vice President's office has attempted to streamline the existing Governance document to make it more functional.

I feel the input of the CCRI community will be a vital part of the process that we are proposing to implement in September 2013. The approved process will be piloted for one academic year and assessed at the end of that year.

A draft of the document will be available for the College community to review April 5<sup>th</sup> on the Vice President's web page <a href="http://www.ccri.edu/acadaffairs/">http://www.ccri.edu/acadaffairs/</a>. Please review the posted document(s) and send your general comments / feedback to me at <a href="mailto:lmorgan@ccri.edu">lmorgan@ccri.edu</a>

In addition, we will be holding CCRI Governance Informational Sessions on the following days:

Monday, April 8th Knight campus - President's conference room 11am to 1 pm

Monday, April 8<sup>th</sup> Newport campus – room 200 11am to 1 pm

Tuesday, April 9<sup>th</sup> Liston campus – room 2222 9am to 11am

Wednesday, April 10<sup>th</sup> Flanagan campus – room 2520 11am to 1 pm

I encourage you to attend one of the sessions where representative will be available to address your questions and concerns.

### Agenda for Governance Task Force Workshop March 7, 2013 11:00 – 4:00

- 11:00 -11:20 Welcome and Introductions Lela Morgan, Vice President of Academic Affairs
  - Overview of Context and Goals for today's efforts
- 11:20 11:45

2:45-3:15

- o Presentation of Power Point
- o Expected Outcomes
- o Review of Ground Rules

	11:45-12:15	Working Session (WS) #1 (Small group work)			
	12:15 -12:30	Report out recommendations from WS #1			
	12:30-1:00	Lunch			
	1:00-1:45	Working Session #2 (Small group work)			
		o 1:15 to 1:25 Report out on committees to include			
• 1:45-2:15 Report out recommendations from		Report out recommendations from WS #2			
	2:15-2:45	Working Session #3 (Small group work)			

Report out recommendations from WS #3

3:15-3:30 Review list of next steps for completing Phase 1

• 3:30-3:45 Create/recommend timeline for next steps

• 3:45-4:00 Feedback and wrap up!

<sup>\*</sup>Some areas will have to be placed on a chart "requiring more development" e.g., creating a procedure for amending the document

<sup>\*\*</sup>Other areas that we can't resolve today will be placed on "Parking Lot" for now and revisited later

### **Results of Task Force Meeting**

March 7, 2013

Knight Campus room 4090

Attendees: Bill LeBlanc, Director, Institutional Research/ Adjunct; Joel Friedman, Director, Financial Aid; Dale Boyle, Assistant Professor, English; Ramona Skelly, Professor, Mathematics/ Union; Robyn Greene, Site Manager, NCC; John Cole, Chair, English; Carl Toft, Controller; Dave Rawlinson, Assistant Controller; Dan Donovan, Professor, Criminal Justice and Legal Studies; Jeff Heiser, Coordinator, Student Success Ctr./ Union; Mike Kelly, Dept. Chair, Computer Studies; David Snow, Associate Director, Physical Plant; Mark Zellers Chair, Art; Kevin Salisbury, Associate Director Athletics and Student Life/ Adjunct; Melissa Sullivan, Faculty, Dental Health; Sharon Perkins, Chair, Allied Health; Tom Pitts, Assistant to the President/Special Projects; Jaime Nash, Dir./Training and Development/ Adjunct; Lynn Gudeczauskas, Technical Support Specialist II/ Union; Lois Wims, Dean AHSS; Lela Morgan, VPAA, Cathy Livingston, CCRI Educational Consultant, Donna Mesolella, AA Coordinator, Michelle O'Brien, Human Resources,; Rick Smith, Facilitator

### **Working Session 1**

**Topic:** Should CCRI adopt a voting system to determine if a proposal moves forward? Voting versus consensus

### Results:

Group 1: Yes

Group 3: Yes

Group 5: Yes

Group2: Yes

Group 4: Yes

Topic: Recommendations for support systems

### Results:

- Post meeting minutes electronically within 5 business days
- Quorum must be present at meeting Only committee members are allowed to vote / simple majority determines outcome
- No 'in absentia' voting
- Proxy voting?
- Agenda posted electronically 5 days in advance of meeting
- Each committee should have a charter /by laws

- Ex officio membership where appropriate, but no voting privileges and ex-officio members do not count towards quorum
- Set meeting calendar posted in advance
- Meetings open to public
- Required Orientation for committee chairs/members
- Voting time frame
- Governance Awareness campaign for College
- List of committee members posted electronically for each committee

- Utilize technology to incorporate other campuses at one meeting
- Committee size maximum & minimum (7/11)
- Consider some type of Governance manager to ensure that committees are following by-laws
- Adopt modified version of Roberts Rules of Order
- Recording of 'objections' and concerns to votes in minutes & recording of vote
- > Committee chair coordinates vote

### **Working Session 2**

**Topic:** Which committees currently included in the CCRI governance process should be included in Phase I, which should be considered for Phase II and which do you recommend be eliminated from inclusion?

### Results:

A. Committees that received majority of votes to be included in 'Phase 1'

Academic Committees Facilities Committees

Adjunct Faculty Learning Spaces

General Education Emergency Response

Distance Learning Environmental Health & Safety

Institutional Planning Committees Student Affairs Committees

Calendar Create a general Student Advisory Council with representatives from the areas listed in the

Strategic Plan current model

### B. Committees that were recommended be combined

### **Academic Committees**

Academic Program Review & Learning

**Business Committees** 

**Outcomes Assessment** 

**Budget & Capital Expenditures** 

### **Technology Committees**

ATAC & ITAC & ISAC

### **Student Affairs Committees**

Advising & Counseling, Athletics, Student Grievance, Student Success = Student Advisory Council

C. Committees governed by contract

**Academic Committees** 

Student Academic Grievance

**Business Committees** 

Sabbatical Review

Bonus/PSA

**Faculty Evaluation** 

Sabbatical Review

Curriculum

Sick Leave Bank

Academic Advisory

D. Committees that were recommended to be eliminated:

**Academic Affairs Committees** 

Audio Visual

Technology

Title III Design

BUG

### Topics:

- 1. What should be the role of each committee that is retained in the governance system?
- 2. Which **College constituencies** should be included in the membership of each committee that is retained in the governance system?

### Results:

Adjunct Faculty committee:

1. Address all matters pertaining to, employment, policy, procedure regarding adjunct faculty

(3) Adjunct faculty, (2) full-time faculty, (1) department chairperson, (1) academic dean, (1) HR
representative, (1) IT representative (1) Business Office representative; (1) appointed academic
Affairs rep = 11members

### General Education Committee:

- 1. Address matters, courses, policies pertaining to / relating to CCRI' The Educated Person'.
- Student Affairs (1), Advising/counseling (1), academic dean (1), 7 full-time faculty as follows:
   AHSS-3 members, BST-2 members, HARS 2 members, LRC 1 member = 11 members

### APR/ Learning Outcomes Committee:

- 1. Address all program and course assessment related matters.
- 7 department chairpersons as follows: , AHSS- 3 members, BST- 2 members, HARS- 2 members, LRC 1 member, Institutional Planning(1), Student Affairs(1), Enrollment Services(1, possibly exofficio VPAA , Assessment coordinator = 13 members

### Distance Learning Committee:

- 1. Address matters pertaining to online course quality, evaluation, delivery, structure.
- Full-time faculty(3), DL Coordinator, appointed Academic Affairs representative (1), academic dean (1), IT(2), Enrollment Services(1), Union Representative(1), CWCE(1), student representative (1)= 11 members

### Budget / Capital Expenditure Committee:

- 1. Fiduciary responsibility for sound management
- Business office Representative (1), appointed Controller representative (1), Administrative VP (2), Divisional Deans (4), Facilities Rep. (1), Full-time faculty (2), =11 members

### **Emergency Response Committee:**

- 1. To provide a safe environment for faculty, staff & students
- Facilities (1), Threat Assessment (1), Director of Communications (1), appointed Administration representative (1), appointed College Police (1), Student representatives (2), Business office (1), appointed Academic Affairs (1), full-time faculty representative from each campus (4) = 13 members

Environmental Health / Safety Committee: (Suggestion to combine with Emergency Response?)

1. To provide a safe environment for faculty, staff & students

 Union representative (1), school nurse/ nursing department (1), full-time faculty representative from each campus (4), appointed Academic Affairs (1), appointed College Police (1), student representative (1) = 9 members

Learning Spaces Committee: ( Suggestions: 1. rename to incorporate all CCRI spaces- Space Allocation Committee,

- 1. To support learning via a sound, safe, academic appropriate environment.
- CWCE representative (1), IT (1), Facilities (1), Business office (1), Student (1), appointed Academic Affairs (1), Faculty (2), Enrollment Services (1) = 9 members

### Calendar Committee:

- 1. Plan academic and events calendar for all College campuses
- Academic Affairs/ dean (1), Facilities (1), Records(1), Student Success(1), Business office(1), Financial Aid office (1), Full-time faculty (1), IT (1), Marketing & Communications (1) = 9 members

### Strategic Planning Committee:

- 1. Address mission & goals of College. Create blueprint for College moving forward.
- VP's/ associate VP's (4), academic deans (4), one department chair from each academic division (3), HR (1), IT (1), IR (1) student representative (1), learning expert concentrating on adult education / remedial education(1) = 17 members

Student Advisory Council: ( Creation of one group that addresses all of the areas listed under the current system)

- 1. Address all matters pertaining to student
- Student Affairs (2), Athletics rep. (1), Student Government (2), Student Success (2), Full-time faculty (2), Department chairperson (2), Student Grievance (1) Academic Dean (1) = 13 members

### Topic:

- A. Should agendas for all committees in Phase I be posted electronically and one week in advance of each meeting? Unanimous: YES
- B. Should minutes be taken at each meeting and posted electronically within a week of meeting? Unanimous: YES
- C. Should all meetings open to the public? Unanimous: YES
  - D. How often should each committee meet each year? Did not address

### Working Session #3

### **Topic: Streamlining the Process**

- 1. Do we keep a Coordinating Council Role?
- 2. Do we need to redefine it so that it honors and reflects a truer representative model of governance?

### Results:

- Group 1: Eliminate Coordinating Council
  - Group 1: Vice President of each area would approve and move forward
  - Group 2: Eliminate Coordinating Council
  - Group 2: President's Council would replace role of Coordinating Council. PC would move item forward.
  - Group 3: Consolidate Broaden Representation
  - Group 3: Eliminate all area councils
  - Group 4: Eliminate Coordinating Council
  - Group 4: Broaden area representatives to join President's council
  - Group 5: Eliminate Coordinating Council
  - Group 5: Create a Governance Advisory Committee

### Topic:

- A. What kind of training or professional development is necessary to help everyone understand their role?
  - a. Governance Awareness campaign for College
  - b. Training for all committee chairs in Roberts Rules of Order
  - c. HR volunteered to conduct training on Governance related issues

- B. Recommend a process including who is responsible for evaluating the governance system annually
  - a. Establish protocol
  - b. Written document for guidance
  - C.
- C. Recommend steps to keep governance procedures current
  - a. Committees have common structure & by-laws
  - b. Hold elections to fill membership
  - A body / person ( Compliance Officer) to hold committees to standards & deadlines, tracks postings etc.
- D. Recommend procedures for amending final product? Did not address

### **PARKING LOT**

- 1. Contractual Committees:
  - a. How to ID in document?
  - b. How to include in Governance to share information?
- 2. Committees VS Departments

# CCRI Governance: Working Session #1

Note: These worksheets will be collected at the end of the workshop in order to provide Lela and others with key points that emerge from each group's discussion.

### Group 1

- Establish which of your members will report out at the end of each session.
  - Establish which of your members will be the Group Recorder.

# Improving the timeliness and time needed to make decisions

- Requires a group decision be recorded on reporting sheet; note, the decision doesn't have to be unanimous. You A. Group discussion: Should CCRI adopt a voting system to determine if a proposal moves forward? Voting versus consensus can record number in favor of one option versus another, etc.
- B. Group discussion:

Requires a group recommendations be recorded on reporting sheet. Suggested topics will be included in PowerPoint presentation.

Reporting time: 12:15 to 12:30

NOTES: (Use this space to record key concerns, suggestions, or other ideas that your group believes are important to consider.)

(A)	(B)	

# CCRI Governance: Working Session #2

Selecting Key Committees for inclusion in Phase I of this process and Providing Guidelines for Transparency and Ease of Understanding

think a committee should remain in Phase I, just put a #1 next to it; remain in Phase II, just put a #2 next to it, and if you think A. Group discussion: Which committees currently included in the CCRI governance process should be included in Phase I, which should be considered for Phase II and which do you recommend be eliminated from inclusion? For simplicity sake, if you we can eliminate the committee as part of governance, just put an E next to it. Initiate a discussion using the attached organizational chart.

Requires a group's decision to be recorded on reporting sheet. If the group can't reach agreement on some items, just star (\*) those items with comments.

Reporting time 1:20PM

- B. Group discussion:
- What should be the role of each committee that is retained in the governance system? (You can be brief here.)
- What should be the approximate size number of committee members of each committee that is retained in the governance system?
- Which College constituencies should be included in the membership of each committee that is retained in the governance

Requires group recommendations be recorded on reporting sheet.

- Group discussion: Note: Simple answers of "yes" and "no" are sufficient for most of these questions.
- Should agendas for all committees in Phase I be posted electronically and one week in advance of each meeting?
- Should minutes be taken at each meeting and posted electronically within a week of meeting?
- Should all meetings open to the public?
- How often should each committee meet each year?

Requires group recommendations be recorded on reporting sheet.

Reporting time 1:45 to 2:15PM

# CCRI Governance: Working Session #3

### Group 1

## Streamlining the Process:

A. Group discussion:

recommendations....they don't have to be unanimous but some weighting showing preferences would be helpful) Do we need to redefine it so that it honors and reflects a truer representative model of governance? Requires a group decision be recorded on reporting sheet. (Note: Again, just record a summary of your Do we keep a Coordinating Council Role?

- Group discussion: What kind of training or professional development is necessary to help everyone understand their role? Requires a group recommendations be recorded on reporting sheet. B.
- C. Group Discussion: Recommend a process including who is responsible for evaluating the governance system annually Requires a group recommendations be recorded on reporting sheet.
- D. Group discussion:
- Recommend steps to keep governance procedures current
- Recommend procedures for amending final product

Requires a group recommendations be recorded on reporting sheet.

Reporting time: 1:45 to 2:15

NOTES:

### Follow-Up Meeting on Proposed New Governance System

April 4, 2013

### **AGENDA**

### 9:00-9:55

- Welcome remarks: Vice President Lela Morgan (10 minutes)
- Opportunity for General Feedback (15 minutes)
  - Quick snapshot of suggested revisions
  - o Any additional questions or suggested revisions?
  - o Any other areas that we need to add to the list of "needing further discussion"
- Areas needing further clarification, possible discussion
  - o Voting on committees (10 minutes)
    - As a group, we seemed to agree at the initial meeting that <u>in absentia voting</u> would not be allowed
    - We were less clear about <u>proxy voting</u>. One of the five groups recommended allowing it, the other four groups were silent on the issue. This document does not provide for proxy voting. Is there any need to discuss this or are we comfortable with not allowing proxy voting?
  - Proposed Meeting Schedule (10 minutes)
    - See the proposed meeting schedule. Donna assembled this based on when she knew committees typically meeting. Rationale for including: In order for the committees to function in a manner consistent with the proposed governance system, members of the committee need to be available to attend the committee meetings. By declaring in advance when a committee is scheduled to meet, individuals wishing to serve on a committee can plan their schedules accordingly.

Note: The governance document outlines a process by which a committee can vote in a new meeting time once the membership has been elected. See Article VII 1. — on page 13.

In the feedback we received, the question was raised about whether or not there was any "governance" function over the summer. In other words, can or should committees meet over the summer?

- o Organizational Structure (10 minutes)
  - Distinguishing between how the college is organized versus the governance structure.....Note: This item was placed on the agenda for discussion in response to a question that was raised about the role of departments in the governance structure

### 9:55-10:55

- Reviewing role of Support Systems: Have we adequately addressed this?
   Elections and Training: (10 minutes)
  - HR will oversee the process of posting open seats on the committees, accepting nominations, creating a process for elections, holding elections, reporting results.
  - In addition, HR will designate a member of the committee each September to serve as acting Chair until the committee meets and votes in a chair. The name of acting Chairs will be posted on the Governance web site, and this individual will assume responsibility for posting an agenda for the first meeting. All proposals pertinent to a committee will be sent to the acting Chair.
  - HR will also provide training for Committee Chairs; training will consist of a brief overview of Robert's Rules of Order, how to run a meeting, posting agendas and minutes, etc.

### Technology Assistance: (10 minutes)

Securing assistance to support the electronic posting of agendas, minutes, etc.

### Monitoring Compliance: (10 minutes)

- What's the best way to create a monitoring system to make sure we're following the guidelines
- Discussion on how governance recommendations can best be heard at President's Council? (30 minutes)

### 10:55-11:30

- Brainstorming how to make the best use of the upcoming Governance Informational Systems (20 minutes)
  - Preparing for informational sessions
  - What can we each do to garner support for the newly proposed system
  - Reminder of the importance for CCRI to have a working system in place when the NEASC team arrives
- Wrap-up and Thank You!

### **CCRI Governance Task Force**

June 20, 2013 KN Room 1040 9 AM

### **AGENDA**

- 1. Where are we now?
  - Who voted
  - Committee membership
  - · Revisit the 'approved' document keeping the 'issues' in mind
- 2. Guiding principles
- 3. NEASC guidelines / Strategic goals
- 4. Identify challenges
  - · Requests for committee structure changes
  - · Role of adjunct faculty / right to vote
- 5. Format for today's work
- 6. Breakout session #1
  - · Do we still agree with the principles?
  - Additions?
    - · Practical applications
- 7. Breakout session #2
  - Review committee memberships
  - Identify stumbling blocks
- 8. Breakout session #3
  - Adjunct voice
  - How to bring adjuncts into the process
- 9. Wrap up and suggestions

Thank you

# CCRI Governance Revisited Inne 20, 2013

### Format for today's work:

· Overview of Issues

Questions were raised about who voted specifically the adjunct faculty nembership on select committees

So, what happened?

Questions were raised over

Voting in favor to accept: 115 to 58

nce document was submitted for

- Identify decision points
- Use breakout groups to discuss
   Make recommendations
   Report findings to President

0

Appendix 3.6B

# CCRI Governance Revisited Inne 20, 2013



### Format for today's work:

· Overview of Issues · Identify decision points

So, what happened? Questions were raised about who voted specifically the adjunct faculty

ranney document was submitted for y Voting in favor to accept: 115 to 58

- Identity decision points
   Use breakout groups to discuss
- Make recommendations • Report findings to President

0

membership on select committees

Questions were raised over

### covergance is advisory to Predict Create system that It easy to understand and efficientifier voice to all major constituencies Appropriate participation of all constituencies Taculty have substantial voice in

informed by multiple perspectives to anticipate complex implications of decisions Recommended by NEASC and other professional negativations

# CCRI Governance Revisited Iune 20, 2013

### Format for today's work:

· Overview of Issues

Questions were raised about who vote specifically the adjunct faculty

So, what happened?

Questions were raised over

Voting in favor to accept: 115 to 58 ance document was submitted for

- Identify decision points
  Use breakout groups to discuss
  Make recommendations

  - · Report findings to President

0

# Format for today's work:

- Overview of Issues
- Identify decision points
- Use breakout groups to discuss
- Make recommendations
- Report findings to President

# Guiding Principles

- · Governance is advisory to President
- Create system that is easy to understand and efficientGive voice to all major constituencies
- Appropriate participation of all constituencies
- Faculty have substantial voice in matters of educational programs
- Decision making roles aligned with expertise and responsibility
- Need for thoughtful deliberations informed by multiple perspectives to anticipate complex implications of decisions
- Recommended by NEASC and other professional organizations



Governance document was submitted for voting:

Voting in favor to accept: 115 to 58

So, what happened?

- Questions were raised about who voted, specifically the adjunct faculty
- membership on select committees Questions were raised over



President has requested that we revisit the document with the raised issues in mind

## Let's start by:

- Reviewing our guiding principles
- Reviewing requests for changes to committees
- · Reviewing roles of adjunct faculty in governance

process

- · Role on committees
- · Right to vote

FIRST....Identify the key challenges & how to manage them



Do we still agree with these principles? Would we add any?

e principles that we Practical applications of incorporated:

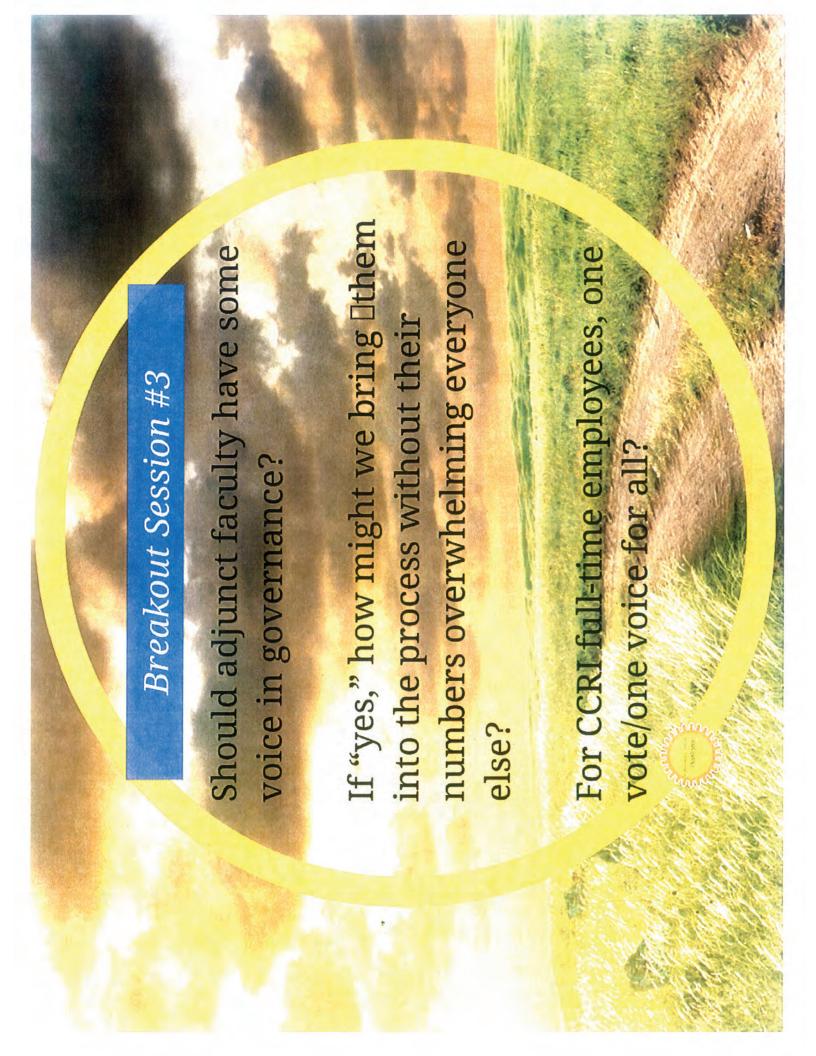
- er of members on unittee manageab empted to keep n
- ttee members to ensure majority vote if needed Odd number of comm
- Included a balance of relevant \perspectives
- Most seats on committee assigned to area of required expertise if appropriate

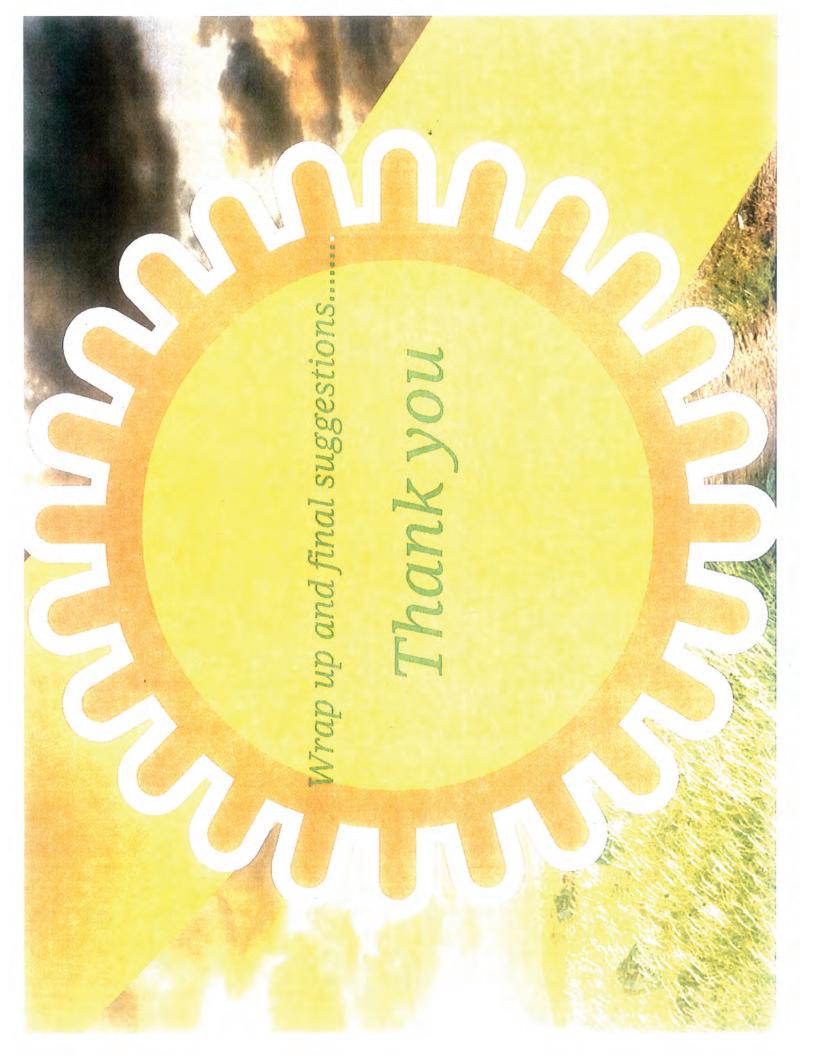
# Breakout session #2

Review committee memberships to see if we were consistent with guidelines

# Can we identify the stumbling blocks?

- Role of adjunct faculty
- View NEASC perspective
- View AAUP guidelines
- · Notion of "shared governance"
- having members from other areas of college Faculty are only group who have objected to on committees





# CCRI Governance revisited 6/20/2013

## Group 5

### Breakout session #1

Do we still agree with the principles? Yes No					
If no,	rational				
-					
Guidin	g principles:				
	Governance is advisory to President				
	Create system that is easy to understand and efficient				
	Give voice to all major constituencies				
	Appropriate participation of all constituencies				
	Faculty have substantial voice in matters of educational programs				
	Decision making roles aligned with expertise and responsibility				
	Need for thoughtful deliberations informed by multiple perspectives to anticipate complex				
	implications of decisions				
•	Recommended by NEASC and other professional organizations				
Practio	cal applications of the principles that we incorporated:				
	Attempted to keep number of members on committee manageable				
	Odd number of committee members to ensure majority vote if needed				
	Included a balance of relevant \perspectives				
•	Most seats on committee assigned to area of required expertise if appropriate				
Do we	e want to add any?				
	Breakout session #2				
Revie	w committee memberships to see if we were consistent with guidelines.				
Consi	onsistent Rational:				

### Stumbling blocks:

View NEASC perspective

Notion of "shared governance"

View AAUP guidelines

Faculty are only group who have objected to having members from other areas of college on committees

### **Breakout session #3**

Should adjunct faculty have some voice in governance? Yes	No
If no, Rational:	
If "yes," how might we bring them into the process without their needs on everyone else?	
For CCRI full-time employees, one vote/one voice for all?	

# REFERENCE MATERIAL USEFUL TO CONSIDER IN MAKING DECISIONS RELATED TO GOVERNANCE STRUCTURE

- Concerns expressed by NEASC Site Visit in 2004
  - CCRI needs to construct a coherent governance system that is advisory to the
     President that gives all major constituencies a voice in the policy and decision-making processes of the College
  - Governance system will need to be detailed in a written document or constitution which spells out the responsibilities, composition, and appointment, methods of operation, etc. of the various governance bodies, forums and/or standing committees.
  - College needs to find ways to better integrate the many adjunct faculty it employs into the college community.
- Focus visit by NEASC in 2006 (referring to the previous governance system)
  - o "That a coherent governance system gives a voice to all major constituencies seems to be not understood by the committee. The importance currently placed on a nonhierarchical, horizontal system appears to have the consequence of preserving the role and prerogatives of the constituencies of each of the existing policy committees at the expense of real governance."
- Guidelines for governance within Standard Three (Organization and Governance) expressed in the NEASC Standards for Accreditation:
  - 3.9 In accordance with established institutional mechanisms and procedures, the chief executive officer and the administration consult with faculty, students, other administrators and staff, and are appropriately responsive to their concerns, needs, and initiatives. The institution's internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution.
  - 3.12 Faculty exercise an important role in assuring the academic integrity of the
    institution's educational programs. Faculty have a substantive voice in matters of
    educational programs, faculty personnel, and other aspects of institutional policy that
    related to their areas of responsibility and expertise.
  - 3.14 Through its system of board and internal governance, the institution ensures the
    appropriate consideration of relevant perspectives; decision-making aligned with
    expertise and responsibility; and timely action on institutional plans, policies,
    curricular change, and other key considerations.
- Appendix VIII in new governance document (Excerpts from AAUP) See Sections 1.05; 1:06;
   1:08; 1:09

### Strategic Goals for 2013-2016 Related to Governance

Goal VII: Create a CCRI culture that is guided by the Mission, Vision, and Values and that is committed to deporting itself in a manner that is conducive to creating a vibrant, inclusive community

- Create a governance system that appropriately draws on the expertise of its employees to assist leaders across the College anticipate the complex implications of decisions
- Provide the professional development and training essential to creating a community with shared values

See attached handout and summary recommendations from AAUP regarding incorporating adjunct faculty into the governance system.

### **CCRI Governance Task Force Revisited Meeting Summary**

June 20, 2013

Governance Task Force members in attendance: B. LeBlanc, D. Boyle, B. McGill, R. Skelly, R. Greene, J. Cole, S. Vieira, D. Rawlinson, D. Donovan, J. Heiser, D. Snow, K. Salisbury, M. Sullivan, S. Perkins, T. Pitts, J. Nash, L. Florio (L. Gudeczauskss), L. Wims. In addition: M. O'Brien, K. Dunnigan, L. Morgan, C. Livingston, D. Mesolella, G. Lamontagne.

### 1. Governance structure:

Guiding principles and previously approved governance structure were presented to attendees:

Governance is advisory to President\*

Create system that is easy to understand and efficient

Give voice to all major constituencies\*

Appropriate participation of all constituencies\*

Faculty have substantial voice in matters of educational programs\*

Decision making roles aligned with expertise and responsibility\*

Need for thoughtful deliberations informed by multiple perspectives to anticipate complex implications of decisions

\*Recommended by NEASC and other professional organizations

D. Donovan presented insight on prior governance proposals that included a "college council concept" layer in the structure, which is made up of mostly faculty.

The attendees indicated the group still agreed with the guiding principles and did not have any additions.

Motion made by D. Rawlinson to retain previously approved governance structure governance. Motion  $2^{nd}$  by T. Pitts. Vote = 17 approve, 1 not approve

The Governance Structure graphic will be edited to enhance the definition of the senior officer within the schematic.

### 2. Adjunct faculty:

NEASC and AAUP guidelines were presented to attendees with regard to the participation of the adjunct constituency in the CCRI governance system. Discussion revolved around the definition of 'shared governance', role of adjuncts at the College and how to include adjuncts in the governance process.

J. Cole made a motion to withdraw the Adjunct Faculty Committee from the Governance document and suggested the formation of an ad hoc group to study options, and recommend to the president, a process, for adjunct participation in the CCRI Governance system, including a timeline. Motion 2<sup>nd</sup> by D. Rawlinson. Vote= 16 approve, 1 not approve

### 3. Committee membership structures:

Breakout groups reviewed the committee membership structures with regard to consistency with guidelines.

### Recommendations included:

- 1. Removing the Adjunct Faculty Committee form the present Governance structure
- 2. Distance Learning Committee- There was confusion over the distinction between the DL Advisory Committee and the DL Committee. Discussion encompassed the membership having to be elected, the need for Enrollment Services on the committee, recommendation to add one adjunct faculty and one student representative to the revised committee. The attendees agreed to retain the proposed committee of 25 members who would run for election, with the revision of 'Distance Learning Advisory Committee (2 members)' to be changed to 'Faculty Members at Large (2members)'. Change title to committee to 'Distance Learning Advisory'
- Academic Advisory Committee- R. Skelly recommended the addition of 2 adjunct faculty members to the committee, with the attendees approving the addition of members.
   K. Dunnigan opposed this change.
- Program Based Review and Assessment Committee- Discussion revolved around the purpose of combining the APR & LOAC into one entity. The attendees approved combining the processes and the committee will stand 'as is' in the document.
- Emergency Response / Environmental Health & Safety Committee- J. Nash proposed an addition to the membership structure of adding an IT representative (1member), adjunct faculty who teaches an evening course (1 member). The attendees approved the revision.
- Academic Technology Advisory Committee (ATAC)- Recommendation is to increase faculty
  membership by two members, for a total of 9 faculty members. The attendees approved this
  change.

It was recommended that the Governance document be edited to eliminate the word 'recommended' in the committee membership structures and changed to "appointed'.

It was recommended in all membership structures to identify faculty as 'full-time faculty'.

The attendees approved the vote to adopt the Governance document be limited to full-time CCRI employees.

Discussion ensued with regard to eligibility to vote on the election of committee members. Will we adopt 'one man one vote'? Can administrators vote for committee members? Can groups 'vote' for memberships representing other factions of the college? The attendees agreed each group should only vote for membership being filled by a member of their respective union, area. Student representatives would be elected by the CCRI Student Government.

# **CCRI Governance**



Revised 7/30/2013 Formally Adopted 9/9/2013

### **Table of Contents**

Articl	e	Page Number(s)
Prefac	ra l	3-6
	e I: Governance Structure	
Artici		7-13
-	Committee Structures	7-15
Articl	e II: Committee Nominations, Voting & Elections	
	<ol> <li>Soliciting Nominations &amp; Scheduling Elections</li> </ol>	13-15
	2. Transition Meetings	15
Articl	e III: Responsibilities of Members	
	1. Membership	16
10 7	Electing a Chair/Secretary	16
	Meeting Attendance	16
	4. Responsibilities	16
Articl	e IV: Responsibilities of Chairs	
	1. Preliminary Meetings	17
Article V: Action by Majority Vote		17 - 18
Article VI: Forwarding Action Items to the President's Council		18
Articl	e VII: Committee Meetings	I Take To the Control of the Control
	The Meeting Schedule	18
	Order of the Meeting	19
	e VIII: Overview of the CCRI Governance Process	19-20
	e IX: Evaluation of Governance Process	20
Article X: Amendments		20
Appe	ndix	21
	Structure Chart	
II.	Agenda / Minutes Template	
[11].	Process Chart	
IV.	Roberts Rules of Order	
V.	Support Systems	
VI.	Meeting Schedules	
VII.	Governance Restructuring Committee Members	
VIII.	AAUP Statement and Founding Principles (Ratified May, 2008 Governance document)	

### **Preface**

Section 16-33.1-3 of the General Laws of Rhode Island, with regard to curriculum and government at the Community College of Rhode Island (CCRI, states that "It shall also be the duty of the president and a committee of faculty, with the approval of the board of governors, to arrange courses of study, prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper."

Standard 3.1 (2011) of the New England Association of Schools and Colleges (NEASC) Standards on Accreditation provides that "The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them."

NEASC Standard 3.12 states, "Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise." The American Association of University Professors (AAUP) Statement on Government of Colleges and Universities concurs (see Appendix VIII).

The National Education Association (NEA) in a recent "Statement on Community College Governance" states, "Good governance necessitates the delegation of authority to each party to make decisions appropriate to its responsibility and to accept the consequences of those decisions." Such a system should be "equitable, reasonable, and consistent with the mission and goals of American community colleges."

In 2008, CCRI, under the leadership of several faculty members, approved a new Governance system. The new system was aspirational in nature, and included a vision that decision-making could be made by reaching consensus. In an effort to coordinate decision-making across the college, the new system was based on a hierarchical system in which thematically-related committees reported to one of six Councils: Academic, Business, Facilities, Institutional Planning, Student Affairs, and Technology. Each Council had its own elected membership, and elected a Chair and Co-Chair. The Chairs and Co-Chairs of each Council collectively constituted an entity referred to as the College Coordinating Council.

Within the first few years of piloting this new system, it became increasingly clear that the new model was not providing an efficient or effective means for forwarding faculty and staff perspectives to the President and his Executive Team. Within this same time period, as the college was preparing its self- study in anticipation of a NEASC site visit in support of its ten-year reaccreditation, revising the existing Governance system became a clear and necessary priority. In an attempt to obtain a more objective view of the existing Governance system, two questions on governance were included in the on-line NEASC survey of the CCRI community in October 2012. The first question asked respondents if they understood how the current governance system worked, and the second question asked for suggestions on how to improve the current governance system.

The following responses provided some clear indications on how to improve the existing system:

- Barely 20% of the respondents indicated that they clearly understood how the Governance system worked
- The most frequently cited suggestions for improving the system included:
  - Make it less cumbersome
  - o Simplify it
  - Improve the efficiency
  - o Publicize results...Make it more transparent

Under the leadership of the Vice President for Academic Affairs, a cross-section of faculty, staff, and administrators convened in early March 2013 to review and recommend key decision elements in an effort to create a more viable Governance system.

The revised system, described within this document, is proposed as Phase I, and its priorities include revisions that bring greater clarity to how the system functions while reducing the amount of time and deliberation it takes for participants to forward recommendations to the President. The new system, if favorably reviewed and endorsed by a majority of those voting on its acceptance, will take effect on October 1, 2013. Key elements of the revisions contained in Phase I include building on the existing model with the following changes:

- Organize functioning committees within their general area of focus, using the same six general
  areas as listed in the 2008 Governance document:
  - o Academic
  - o Business
  - o Facilities
  - o Institutional Planning
  - o Student Affairs
  - o Technology
- Within each general area, identify which retained committees are defined by Contract
- Define the Role and Membership of each retained committee that is not defined by Contract
- Eliminate Councils, both at the functional level (Academic, Business, etc.) and the Coordinating Council in Phase I
- Replace the Coordinating Council with the President's Council
- The most senior officer within each of the six functional areas will bring recommendations from each committee within his/her area to the President's Council for review and recommended action
- Each action item will include a written summary of any concerns or reservations of those committee members who did not vote in favor of an action item.
- President will review each recommendation and make a final decision on acceptance and implementation.
- All committees will rely on Robert's Rules of Order for decision-making, and a simple majority will constitute
  approval of an item and the outcome of the action will be forwarded to the most senior officer in the
  functional area in which the committee is housed

Built into Phase I of the revised Governance system are essential elements for improving and strengthening the governance function at CCRI:

- In the first week of March, 2014, the VPAA's Office will convene a meeting of the Governance
  Committee which shall consist of the Chairs of all standing committees within the current
  academic year with the explicit purpose of preparing a survey evaluating the effectiveness of the
  revised process and suggestions for improving it
- An electronic survey compiled from the suggestions of the Governance Committee will be made available to the entire CCRI community for a two-week period in late March 2014
- Using the feedback from the survey, the Governance Committee will vote on proposed changes to the Governance system
- Members of the CCRI community will be invited to vote on accepting the proposed changes in mid-April 2014
- Assuming that the new changes are approved by a majority of those voting, the changes will become effective on July 1 of the next fiscal year.
- Appoint a Governance Compliance Facilitator (reporting directly to the President) responsible for monitoring and periodically reporting on the performance of the Governance system, and assisting with the administrative support of the Governance system.

In summary, the proposed revisions within this document are designed to reflect the suggestions to improve the current Governance system that were submitted in October 2012. A brief summary of how the proposed suggestions in this Phase I document address these revisions follows:

The most frequently cited suggestions for improving the system in 2008 included:

### a. Make it less cumbersome

 Eliminating the role of the Councils and Coordinating Council which, under the 2008 system, can send recommendations back to committees for further consideration.

### b. Simplify it

i. Create Standing Committees with a cross-representation of faculty and staff from the functional areas of the college that have a stake or role in the areas within that committee's role and purpose. Such cross-representation allows for a rich discussion at the committee level and removes the necessity and/or possibility that another governance committee or council can override a committee's recommendation.

### c. Improve the efficiency

i. While it may be ideal to reach decisions through consensus versus voting assuming that everyone is then happy with the outcome - such a process is likely to be very time consuming if not impossible within a college that approaches 1000 employees. Adopting procedures outlined in Robert's Rules of Order allows for a simple majority approval, and thus moves decisions forward in a more timely manner. Greater efficiencies may also make it more appealing for members of the CCRI community to commit to participating in governance decision-making.

### d. Publicize results...Make it more transparent

 Phase I contains guidelines for dates and procedures for electronic posting of both the agendas and the minutes of all standing committees. Videotechnologies are also encouraged in order to include multiple campus participation.

With these parameters in mind, the Community College of Rhode Island adopts a governance structure that fosters a culture of involvement that draws on the expertise and practical experience of CCRI Faculty, Staff and Administrators. Committees within the Governance system consist of cross-campus representatives in an effort to integrate multiple perspectives in formulating recommendations and in anticipating the complex implications of decisions. The composition of committees' membership reflects the primacy of expertise that is called for within a committee's role.

### **Governance Structure**

### **Article I: Committee Structures**

The Governance structure of the Community College of Rhode Island (CCRI) is based on a shared governance model. As practiced at CCRI, shared governance is a set of processes and procedures through which college faculty, staff, and administrators collaborate in making recommendations about issues of college-wide importance in the following areas: Academic, Business, Facilities, Institutional Planning, Student Affairs, and Technology. Committees noted with "\*" are governed by contract.

The Committees that fall within each of the six general areas are listed below and include a description of their role and membership.

### 1. Academic Committees

### a) Distance Learning Advisory Committee:

Purpose: Address matters pertaining to online course quality, evaluation, delivery, structure.

Membership structure: Distance Learning full-time faculty (4 representatives from each of Arts Humanities and Social Sciences, Business, Science and Technology, Health and Rehabilitative Sciences, and 1 full-time faculty from Library appointed by the Department Chairs), Distance Learning Coordinator (1 member appointed by the Vice President for Academic Affairs (VPAA), Academic Affairs Coordinator (1 member appointed by the VPAA), Assessment coordinator (1 member appointed by VPAA), Academic Dean (1 member appointed by the VPAA), Information Technology - Instructional Technology, (1 member appointed by the Manager of Instructional Support), Information Technology - Administrative Programming Support (1 member appointed by CIO), Information Technology - User Support (1 member appointed by CIO), Enrollment Services (1 member appointed by AVP for Student Services), Disability Student Services (1 member appointed by AVP for Student Services), Faculty Union Representative (1 member), Full-time faculty-at-large (2 Members). Total: 25 members.

### b) General Education Committee:

Purpose: Address matters, courses, policies pertaining to CCRI's General Education and CCRI's Definition of an Educated Person.

Membership structure: Student Affairs (1 member), Advising/Counseling (1 member), academic dean (1 member appointed by the Vice President for Academic Affairs), full-time faculty (7 members distributed as follows: Arts, Humanities, & Social Sciences - 3 members; Business, Science, & Technology, - 2 members; Health & Rehabilitative Sciences - 2 members); and, Learning Resource Center (1 member). Total: 11 members.

c) Program-Based Review and Assessment Committee:

**Purpose:** Address all matters pertaining to program review and assessment of student learning outcomes.

Membership structure: Department chairpersons (7 members, distributed as follows: Arts, Humanities, & Social Sciences - 3 members; Business, Science, & Technology, - 2 members; Health & Rehabilitative Sciences - 2 members); Library representative (1 member); Assessment coordinator (1 member appointed by VPAA), APR coordinator (1 member appointed by VPAA), Institutional Planning (1 member), Student Affairs (1 member), Enrollment Services (1 member). VPAA ex- officio or his/her designee. Total: 13 voting members.

d) Academic Advisory Committee:

Purpose: Responsible for developing, reviewing, and evaluating academic policies for the college.

Membership Structure: 1 member representative from each academic department appointed by the academic department chairperson, Representatives appointed by AVPSS (2 members), Academic dean (1 member appointed by VPAA), . Total: 25 members.

e) Curriculum Committee\*:

Purpose: Considers all courses of study and programs, regardless of origin, including all experimental courses which have run for a maximum of two semesters, and to approve or reject individual courses to be offered for degree credit in existing or proposed programs.

Membership Structure: Governed by contract (listed on page 16 in section 3 "Scheduling").

f) Faculty Sabbatical Committee\*:

Purpose: Afford a member of the faculty who has served full time for at least six (6) years, who has the rank of assistant professor or above and who is tenured be eligible for a sabbatical leave.

Membership Structure: Governed by contract (listed on page 10 in Article V, section A).

g) CCRIFA Sick Leave Bank\*:

Purpose: Allows a faculty member, in cases of an employee's catastrophic illness or injury, to access the bank as long as they have made a contribution to the bank. Membership Structure: Governed by contract (listed on page 9 in Article IV, section D-3).

h) Faculty Evaluation Committee\*:

Purpose: This committee sets the criteria and procedures for departmental evaluations. Membership Structure: Governed by contract (page 34 in Article 14, section C).

### 2. Business Committees

### a) Budget/ Capital Expenditures:

**Purpose:** Responsible for making recommendations consistent with sound fiscal management and the college's strategic directions.

Membership structure: Business Office representative (1 member appointed by the VPBA), Controller's office representative (1 member appointed by the VPBA), Vice President for Business Affairs (1 member), Student Affairs (1 member) Academic Divisional Deans (2 members appointed by the Vice President for Academic Affairs) Facilities Representatives (4 members, one from each CCRI campus, appointed by VPBA), Department Chairs (3 members), CWCE representative (1 member appointed by AVPCWCE), Information Technology (1 member appointed by CIO). Total: 15 members.

### b) CCRIPSA Bonus\*:

**Purpose:** Recognizes and rewards members for designing and completing a project which is outside the member's normally assigned responsibilities which will accomplish a task or goal that is of benefit to the member's department or to the college in general.

Membership Structure: Governed by contract (listed on page 46 in "Letter of Understanding #2 Between the CCRIPSA/NEARI/NEA and the Board...").

### c) CCRIPSA Sabbatical Review\*:

**Purpose:** Allows employees who are eligible to take a sabbatical leave for the purpose of advanced study, independent research or pursuance of a higher academic degree at the completion of six (6) years of employment.

Membership Structure: Governed by contract (listed on page 19 in Article IX, section 9.13-9.14).

### d) CCRIPSA Sick Leave Bank\*:

Purpose: To administer a Sick Leave Bank in cases of an employee's catastrophic illness or injury and make a determination for approved use of the Bank.

Membership Structure: Committee will be composed of two (2) PSA members, two (2)

administrators and a fifth member selected by the other four (4) members. (Ref: CCRIPSA contract, Memorandum of Agreement #4, Sick Leave Bank).

### e) ESPA Sick Leave Bank\*:

Purpose: To administer the Sick Leave Bank.

Membership Structure: Committee shall be composed of six members, three (3) of whom shall be appointed by the President of the Union and three (3) by the State. (Ref: Article XVI, Section F Sick Leave Bank).

### 3. Facilities Committees

 a) <u>Emergency Response/ Environmental Health & Safety</u>: To make recommendations toward and provide a safe environment for faculty, staff and students supported by clear guidelines, protocols, and procedures for responding to emergency conditions.

Membership structure: Faculty Union representative (1 member), school nurse (1 member), Facilities (1 member, appointed by VPBA), Threat Assessment (2 members), Director of Communications (1 member), College Police representative (1 member, appointed by head of CCRI police),

student representatives (2 members representing different campuses), Business Office (1 member, appointed by VPBA), Academic Affairs representative (1 member, appointed by VPAA), full-time faculty representatives from each campus (4 members), Student Services representative (1 member), IT (1 member). Total: 17 members.

### b) Educational Spaces:

**Purpose:** To support learning via a sound, safe, appropriate environment mindful of efficient use of the college's physical facilities.

Membership structure: CWCE representative (1 member), Informational Technology (1 member), Facilities (1 member), Business office (1 member appointed by VPBA), Student representative (1 member), representative appointed by the Vice President for Academic Affairs (1 member), Full-Time Faculty (4 members, one from each campus), Enrollment Services (1 member), Information Technology (1 member appointed by CIO), Physical Plant (1 member appointed by Director of Administration). Total: 13 members.

### 4. Technology Committees

### a) Institutional Technology Advisory (ITAC)

Purpose: Provide input to the President's Council with regard to technology related issues, projects, implementation, costs, and priorities.

Membership Structure: Chief Information Office (1 member appointed by VPBA), Associate Dean-Enrollment Services (1 member appointed by Vice President for Business Affairs (VPBA) Academic Divisional Dean (1 member appointed VPAA), Full—time faculty (3 members), Director of Marketing & Communications & Publications (1 member appointed by VPBA), Controller's office (1 member, appointed by VPBA), student representative (1 member), Coordinator of Academic Affairs (1 member appointed by VPAA), CWCE representative (1 member appointed by AVPCWCE), Union Representatives (2 members, from either ESPA or CCRIPSA) Total: 13 members.

### b) Information Systems Advisory (ISAC)

**Purpose:** Focuses on specific issues relating to implementation/support of tasks required to meet institutional administrative system priorities, student information, human resources, financial resources and all other administrative systems. Forwards appropriate recommendations to ITAC.

Membership Structure: Chief Information Officer (1 member appointed by VPBA), Human Resources (1 member), Enrollment Services (1 member), Controller's office (1 member),

Director Institutional Research or designee (1 member appointed by VPBA), CWCE (1 member), Full-time faculty (3 members), Director-MIS (1 member appointed by VPBA) Academic Affairs Coordinator (1 member appointed by VPAA). Total: 11 members.

### c) Academic Technology Advisory Committee (ATAC)

**Purpose:** Focuses on specific issues relating to technology required in support of teaching and learning; deals with details of implementation/support of technology in the classroom, laboratories and all other instructional technology requirements. Forwards appropriate recommendations to ITAC.

Membership Structure: Instructional Technology representatives (2 members), Business Office (1 member appointed by VPBA), Enrollment Service (1 member), Academic Affairs Coordinator (1 member appointed by VPAA), Full-time faculty (8 members including one member representing Library faculty), CWCE representative (1 member appointed by AVPCWCE), DL Coordinator (1 member appointed by VPAA). Total: 15 members.

### 5. Institutional Planning Committees

### a) Calendar Committee:

Purpose: Plan academic and events calendar for all College campuses

Membership structure: Academic Dean (1 member, appointed by the VPAA), Facilities (1 member), Records (1 member), Student Success (1 member), Business office (1 member appointed by VPBA), Financial Aid office (1 member), Full-time faculty (2 members), Informational Technology (1 member), and Marketing & Communications (1 member), faculty member responsible for catalog coordination (1 member appointed by VPAA), CWCE (1 member), Faculty Union Representative (1 member). Total: 13 members.

### b) Strategic Plan Committee:

Purpose: Create strategic directions to assist the college in achieving its mission in the context of anticipated complex challenges and opportunities within the next three to five-year period.

Membership structure: Senior officers/Vice Presidents of the college (4 members appointed by President), academic deans (4 members appointed by VPAA), representative from CWCE (1 member); department chair from each academic division (4 members), Full-time faculty representative concentrating on remedial education / adult education (2 members), Human Resources (1 member), Informational Technology (1 member), Director of Institutional Research (1 member appointed by President), Student representative (1 member).

Total: 19 members. President of the college will serve as the chair or appoint his/her designee.

### 6. Student Affairs Committee

### a) Student Advisory Committee:

Purpose: Address all matters pertaining to students

Membership structure: Advising & Counseling (1 member), Office of Enrollment Services (1 member), Disability Services (1 member), Athletics staff (1 member appointed by AVP Student Services), Student Government (4 members – 1 representing each CCRI campus- to be selected by Student Government), Student Success (1 member), Full-time faculty (2 members), Department chairperson (2 members), , Student Life (1 member), Academic Dean (1 member, appointed by the VPAA). Total: 15 members.

### b) Threat Assessment Committee:

Purpose: The Committee is charged with establishing policies and procedures that encourage early action and intervention when necessary to maintain a high quality and safe learning environment.

Membership structure: Dean of Student Success (1 member), Dean of Student Assessment, (1 member), Campus Police (2 members from different campuses), Human Resources (1 member), Health Nurse (1 member), Disability Services (1 member), Director of Counseling (3 members), Coordinator of Counseling (1 member), Nursing and Rehabilitative Science (1 member), Emergency Management (1 member), Information Technology (1 member appointed by CIO) Legal consultant (1 member). Total: 15 members.

### c) Student Life Panel Committee:

Purpose: The Student Life Panel functions as an oversight committee in reviewing functions of Student Governments on all CCRI campuses.

Membership structure: Dean/College administrator (1 member), Associate Deans of Student Life (2 members), Student Government Presidents (4 members), Faculty/Staff Advisors to Student Government (4 members), faculty/staff at large (2 members), students at large (2 members). Total: 15 members.

### d) Tuition Appeals Committee:

**Purpose:** Tuition Appeals are for students who are requesting a refund, credit or balance waiver of their tuition charges due to extenuating circumstances that occurred during a given term.

Membership structure: Student Development counselors (2 members), Director of Bursar (1 member), Senior Financial Aid Officer (1 member), Administrative Assistant from Student Affairs (1 member). Total: 5 members.

### e) Financial Aid Committee:

Purpose: Formed to review students' requests to reestablish academic eligibility for financial

Membership structure: Dean of Student Development (1 member), Directors of Advising and

Counseling (3 members). Total: 4 members

### f) Americans with Disabilities Act (ADA) Committee:

**Purpose:** Formed to ensure an open, welcoming campus climate that is fully accessible for all persons.

Membership structure: Co-chairs; College Opportunity Support program (1 member)/Director of HR (1 member), Dean of Student Success (1 member), Dean of Nursing Rehabilitative Health (1 member), Director of Advising and Counseling (1 member), Disability Services (1 member), Human Resource staff (1 member), Physical Plant staff (1 member), Staff representing Office of President (1 member) / Marking and Communications (1 member), Staff from Enrollment Services (2 members), faculty (2 members), CIO IT (1 member). Total: 15 members.

Article II: Committee Nominations, Voting & Elections: Article II applies to the election of members of committees that are not governed by contract.

### 1. Soliciting Nominations & Scheduling Elections (Initial)

- a) CCRI Human Resources (HR) will post a listing of open Governance committee positions on the CCRI HR website during the first week in (TBD).
- b) CCRI HR will, in conjunction with CCRI Marketing & Communications, notify the college community of these postings and invite interested persons to nominate (through the use of a link to HR) or self-nominate a candidate for election to fill committee member positions and enter into an election for these positions.
- c) CCRI HR will allow a 14-day period for the college community to respond with nominations.
- d) Once nominations close, CCRI HR will send an email to all nominated persons confirming their participation in the election process.
- e) CCRI HR will utilize electronic technology to facilitate Governance elections.
- f) CCRI HR will email the college community with directions and a link to vote for committee members.
- g) CCRI employees will be required to enter CCRI email or user ID in order to vote.
  - To vote to fill any seat other than a seat allocated to students or adjunct faculty, a person must be a full-time employee of CCRI.
  - ii. Each voter will be allowed one vote on each seat for which that voter is entitled to vote. When an elected seat is allocated to a particular group of employees (e.g., a union, full-time faculty, adjunct faculty, academic division or department, administrative department or function), only employees in that group shall be eligible to vote to fill that seat.
  - iii. Student committee memberships will be filled by voting within CCRI student government.
  - CCRI Governance elections will be available to the college community between (TBD).

- CCRI HR will announce the Governance voting results with a posting on the HR website on (TBD).
- vi. In the case of a tie vote on any committee position, CCRI HR will hold a 'run off' election to begin within 5 days of the close of the original election.
- vii. In populating committees, all positions must stand for election with the exception of those members designated as appointed.

### 1. Soliciting Nominations & Scheduling Elections (future)

- a) CCRI Governance Facilitator will post a listing of open Governance Committee positions on the CCRI Governance Committee website during the first week in February of each calendar year.
- b) CCRI Governance Facilitator will, in conjunction with CCRI Marketing & Communications, notify the college community of these postings and invite interested persons to nominate (through the use of a link to Governance Committee website) or self-nominate a candidate for election to fill committee member positions and enter into an election for these positions.
- c) CCRI Governance Facilitator will allow a 14-day period for the college community to respond with nominations; it is anticipated that nominations would close before the end of February each calendar year.
- d) Once nominations close, CCRI Governance Facilitator will send an email to all nominated persons confirming their participation in the election process.
- e) CCRI Governance Facilitator will utilize electronic technology to facilitate Governance elections.
- f) CCRI Governance Facilitator will email the college community with directions and a link to vote for committee members.
- g) CCRI employees will be required to enter CCRI email or user ID in order to vote.
  - To vote to fill any seat other than a seat allocated to students or adjunct faculty, a person must be a full-time employee of CCRI.
  - ii. Each voter will be allowed one vote on each seat for which that voter is entitled to vote. When an elected seat is allocated to a particular group of employees (e.g., a union, full-time faculty, adjunct faculty, academic division or department, administrative department or function), only employees in that group shall be eligible to vote to fill that seat.
  - iii. Student committee memberships will be filled by voting within CCRI student government.
  - iv. CCRI Governance elections will be available to the College community between (TBD).
  - v. CCRI Governance elections will be available to the College community for a 14-day period during March of each calendar year.
  - vi. CCRI Governance Facilitator will announce the Governance voting results with a posting on the Governance Committee website, 2 days after the election closes.
  - vii. In the case of a tie vote on any committee position, CCRI Governance Facilitator will hold a 'run off' election to begin within 5 days of the close of the original election.
  - viii. In populating committees, all positions must stand for election with the exception of those members designated as appointed.

### 2. Transition Meetings

- a) The April meeting of each committee will serve as a transition meeting for outgoing committee members as well as incoming members.
- Chair of existing committee will schedule transition meeting and serve as chair throughout that meeting.
- c) A new chair will be elected at the April meeting each calendar year. The new chair will take office and assume responsibility at the conclusion of the April meeting.
- d) A committee chair may serve in that role for two consecutive academic years, but must be elected each year.

### Article III: Responsibilities of Members

### 1. Membership

- a) Committee members will be elected according to the designated slots indicated in the descriptions of each committee, with the exception of positions that are appointed positions.
- b) Members will be elected if they receive a simple majority vote.
- c) Members will serve two year terms on each committee. In the initial year of the revised Governance structure, and once the committee members are elected or appointed, the Committee will vote on which positions are one year in length and which are two years in length in order to establish a process by which committee replacements are staggered, allowing for a smooth transition of committee work. The results of this decision will be noted in the minutes of the initial meeting of the committee.
- d) Members may run for a second term, but they may not serve more than two consecutive terms (maximum of four years) on the same committee without taking a year off, with the exception of appointed committee members (special considerations will be given to smaller departments).
- e) Members terms will last through the date a replacement member has been elected / appointed and begins serving on the committee.

### 2. Electing a Chair/Secretary

- a) At the committee's transition meeting each year, the newly constituted members will elect a Chair and a Secretary. In the initial year of the revised CCRI Governance system (April 2013), once committee members have been elected, HR will alphabetize the list of elected members and appoint the first member on the list as the convener of the initial meeting. At this meeting the committee members will elect a Chair and Secretary.
- b) The Chair and Secretary will be appointed if they receive a simple majority vote of committee members
- c) These results will be noted in the Minutes of the initial meeting.
- d) The electronic posting of committee memberships will include identifying the Chair and Secretary of each Committee.

### 3. Meeting Attendance

- a) Members will prepare diligently for and attend all quarterly Committee meetings.
- b) If a member of the Committee misses two (2) consecutive regular meetings or three (3) meetings during the course of a calendar year, the Committee may choose to have that member removed and replaced. If this situation were to arise, the remaining committee members may appoint, through a majority vote, an interim candidate from the same designated area to fill the remaining term of the absentee member.

### 4. Responsibilities

- Members are expected to be in attendance at all scheduled meetings which are published on the CCRI Governance web site
- b) Members are expected to communicate committee business and outcomes in a timely manner to faculty / staff within the departments / areas they represent.
- c) Members are expected to be available to hear concerns or comments pertaining to upcoming

agenda items and to share those concerns / comments at committee meeting.

### Article IV: Responsibilities of Chairs

### 1. Preliminary Meetings

### A. Committee Chairs will:

- 1. Attend the preliminary training sessions sponsored by the Human Resources Office
- 2. Agree to abide by Robert's Rules of Order in conducting Committee business.
- 3. Schedule meetings, secure appropriate facilities, and make special arrangements, etc.
- Attend all meetings of the Committee, and if unable to attend a meeting, will designate an interim chair to oversee that meeting.
- Develop and post an electronic agenda (using the approved CCRI Governance agenda / minutes template - appendix) for upcoming meetings, adhering to the timelines and protocols reviewed in these materials and in the training provided by Human Resources.
- Forward appropriate documents to the Committee Secretary and Senior Officer who has oversight for the area addressed by the action item.
- Post and keep current the Committee membership including members' names, role at the College, beginning term date, ending term date on the committees' website.
- Provide appropriate support for transitions in committee leadership, for example by transferring files and other materials to incoming co-chairs.

### B. Committee Secretaries will:

- Attend all meetings, and prepare minutes (using the approved CCRI Governance agenda / minutes template-appendix) of the meeting using the prescribed protocols, and post the results electronically within five business days after minutes have been approved.
- Prepare and forward approved document to the Committee Chair within seven business days of the meeting.

### Article V: Action by Majority Vote

- a) Ex-officio members of committees will not be considered voting members and will not be included in the numerator or denominator when determining the existence of a quorum.
- In order to vote on an action item, there must be a quorum (simple majority) of committee members present.
- c) After adequate discussion, the chair will seek a vote on each action item.
- d) Actions will pass if they receive a simple majority voting.
- e) Action items may be amended at the Committee meeting following Robert's Rules of Order.
- f) Once an action item has been approved by a simple majority, it will be recorded that a decision

- has been reached, and the chair will state the decision position for the record.
- g) If any Committee members who do not vote in favor of a motion wish to have their concerns

noted in the minutes, the Secretary will note their concerns in the minutes.

- h) There are no provisions for in-absentia or proxy votes.
- i) While meetings are open to the CCRI community, only committee members are allowed to vote.
- Committees guided by Robert's Rules of Order may elect to allow for further deliberation and consideration and postpone voting to a period of one to three business days from the close of the meeting.
- k) Delayed voting decisions could be conducted in person or electronically as designated by the committee chair. If voting electronically, the chair must post the window of time open for voting to occur. Minutes of this transaction must also be posted in accordance with the previously stated guidelines

### Article VI: Forwarding Action Items to the President's Council

- a) Once an action item has received approval by a Committee, the Chair of the Committee will forward the action item with supporting material to the Senior Officer of the area most relevant to the action item.
- b) Committee chairs have the option to request a meeting with the Senior Officer of the area along with the chairs of other committees in the same area within five days of committee vote in order to invite further review and discussion and vetting of the proposed item.
- c) The Senior Officer will request that the recommendation be placed on the agenda of the next President's Council after having met with the committee chairs if so requested. If no request has been made, the Senior Officer will present the item at the President's Council meeting.
- d) The Senior Officer will invite the chair of the forwarding committee to attend the President's Council meeting where the item will be discussed.
- The President's Council will review the submitted item and share their response with the President.
- f) The President will review the submitted item(s), and make a final decision on implementation. The President's assistant will fill out the Tracking Sheet, obtain the President's signature, and forward the Tracking Sheet to the Committee Chair of origin for posting on the Governance web site.

### **Article VII: Committee Meetings**

### 1. The Meeting Schedule

a) The Committees will meet quarterly within an academic year (October, December, February, April). The designated meeting time slot for each Committee has been designated in advance of elections so that all interested members are aware in advance of when they must be available for committee meetings. The Committee, once elected, may choose to select another time to meet if, and only if, all elected and/or appointed members can meet at the newly

designated time. If a new time frame is selected for the quarterly meeting times, that change must be noted in the minutes and posted electronically within seven business days of the meeting in

which it was approved.

- b) A meeting schedule will be posted for the academic year at the first committee meeting of the year. The schedule will include date, time and tentative location for each meeting. Schedule will be available on the Governance website.
- c) It is recommended that Committees hold quarterly meetings in October, November, February and April, and that they add additional meeting times as required to review items submitted for their consideration.
- d) Summer meetings are left to the agreement of all committee members.

### 2. Order of the Meeting

- a) Meetings will:
  - 1. Begin on time
  - 2. Follow the agenda which designates the time allowed for discussing each item
  - 3. Be led by the Committee Chair or his/her designee
  - 4. Be open to all
  - 5. End on time
- Agendas and all pertinent material MUST BE circulated seven business days before the scheduled meeting.

### Article VIII- Overview of the CCRI Governance Process (see Appendix III)

- a) Proposals submitted to committee chair a minimum of 10 business days prior to meeting date in order for chair to develop meeting agenda using the approved agenda/minutes template.
- Committee Chair submits agenda and any attachments to designated content manager for posting on CCRI Governance website a minimum of 5 business days prior to meeting date.
- c) Committee members review agenda and attachments in advance of meeting date.
- d) Committee meets on appointed date and votes on action items.
- e) Meeting minutes/ attendance/action items are recorded by Secretary.
- f) Meeting minutes are posted on the CCRI Governance website within 5 business days after the minutes have been approved by the committee.
- g) Once an action item has received approval by a committee, the Chair of the committee will forward the action item with supporting material to the Senior Officer of the area most relevant to the action item.
- h) Committee Chairs have the option to request a meeting with the Senior Officer of the area along with the Chairs of other committees in the same area within five days of committee vote in order to invite further review and discussion and vetting of the proposed item.
- i) The senior officer will request that the recommendation be placed on the agenda of the next

President's Council.

- j) The President's Council will review the submitted item and share its response with the President.
- k) The President will review the submitted item(s) and make a final decision on implementation. The President's assistant will fill out the tracking sheet, obtain the President's signature, and forward the Tracking Sheet to the Committee Chair of origin for posting on the Governance web site.

### Article IX - Evaluation of Governance Process

- a) In the first week of March, 2014, the Vice President of Academic Affairs will convene a meeting of the Governance Committee which shall consist of the Governance Compliance Facilitator and Chairs of all standing committees within the current academic year with the explicit purpose of preparing a survey evaluating the effectiveness of the revised process and suggestions for improving it.
- b) An electronic survey compiled from the suggestions of the Governance Committee will be made available to the entire CCRI community for a two-week period in late March 2014.
- c) Using the feedback from the survey, the Governance Committee will vote on proposed changes to the Governance system.
- d) Members of CCRI will be invited to vote on accepting the proposed changes in mid-April 2014.
- e) Article X will govern the acceptance of the proposed changes.
- f) Governance Compliance Facilitator will present a quarterly report to the President summarizing the performance of the Governance process, i.e.:
  - 1. Status of individual committee staffing
  - 2. Timely posting of annual committee meeting schedules including subsequent changes
  - 3. Timely posting of committee meeting agenda and minutes
  - 4. Administrative issues relating to the Governance committees

### Article X - Amendments

- a) When there are proposed amendments to the existing Governance system, a notice of the proposed amendments will be circulated electronically to the CCRI community.
- b) The President or his/her designees will chair/host an open forum with video links to all four campuses to answer questions about the proposed changes.
- c) Within two calendar weeks of the open forum, the college community will have one week to vote on the proposed changes.
- d) A proposed change will take effect if it receives a majority of those voting.

### Appendix:

1.	Governance Structure Chart
	그는 걸다 가게 된 경기에 가는 얼마나가 하는 것도 되었다며 그림을 하다니다.

- II. CCRI Governance Agenda/Minutes Template
- III. Overview of CCRI Governance Process Chart
- IV. Abbreviated Version Robert's Rules of Order
- V. Governance Support Systems
- VI. Meeting Schedules
- VII. Governance Restructuring Committee Members
- VIII. AAUP Statement and Founding Principles (Ratified May, 2008 Governance document)

# CCRI NEASC Survey Results December 2012

180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

What is your name (Optional)

**Answer Options** 

Response Count

67

answered question

67

skipped question

113

180 respondents

70 Full time faculty

59 Staff

42 Adjunct faculty

9 Unidentified

What academic department/division represents your primary affiliation with CCRI?

**Answer Options** 

Response Count

171

answered question skipped question 171

	skipped quest		
Academic	Full-	Adjunct	
Department	Time		
Allied Health	1	1	
Art	3	3	
Biology	3	3	
Business	1	1	
Computer Studies	2	3	
Chemistry	1	0	
Criminal justice	4	2	
Dental	2	0	
Engineering	2	0	
English	12	9	
Foreign Languages	2	0	
Humanities	2	0	
Human Services	1	3	
Office Technology	0	3	
Math	9	10	

### December 2012

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff

### 9 unidentified

Nursing	8	0
Performing Arts	2	1
Psychology	3	0
Physics	2	0
Rehab Health	5	0
Social Science	3	3
Associate Prof / no dept	1	
A&C	1	THE PROPERTY OF
Bookstore	3	
CCRI Department	1	
CONTRACTOR		
CWCE	6	N 4
Library	5	
Student Affairs	24	
Controller's Office	1	
Business Office	5	
Physical Plant	2	Hara San
IT	4	
Administration	4	
Paraprofessional	4	
Institutional	1	THE WAY

See chart above

What is your primary position at CCRI?

**Answer Options** 

**Response Count** 

168

answered question skipped question

168

How many years have you been employed by CCRI?

Answer Options

Response Count

167

### December 2012

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

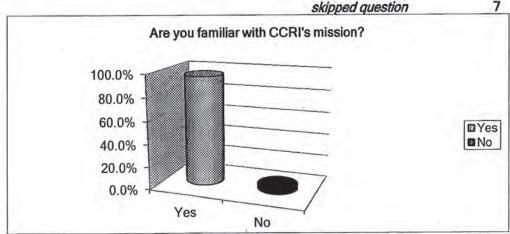
42 Adjunct faculty

### 59 Staff 9 unidentified

		answered question skipped question	167 13
	Category	Number of Responders	
•	1-5 years	(51)	
	6-10 years	(28)	
•	11-15 years	(22)	
•	16-20 years	(20)	
•	Over 20 years	s (26)	

### Are you familiar with CCRI's mission?

Answer Options	Response Percent	Response Count
Yes	96.0%	166
No	4.0%	7
	answered question	173
	skipped question	7



### December 2012

### 180 respondents

70 Full time faculty

59 Staff

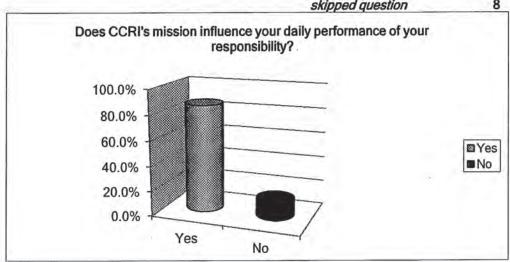
9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

Does CCRI's mission influence your daily performance of your responsibility?

Answer Options	Response Percent	Response Count
Yes	86.0%	148
No	14.0%	24
	answered question	172
4.7	skipped question	8



Are you familiar with the data that is available on the CCRI Institutional Research Web site?

Percent Percent	Count
53.4%	87
46.6%	76
answered question	163
skipped question	17
	Percent 53.4% 46.6% answered question

### December 2012

### 180 respondents

70 Full time faculty

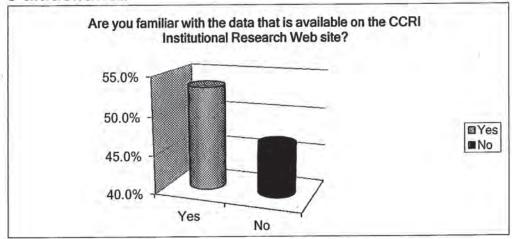
59 Staff

9 unidentified

42 Adjunct faculty

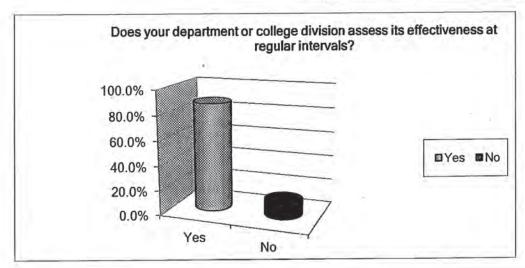
### 59 Staff

### 9 unidentified



Does your department or college division assess its effectiveness at regular intervals?

Response Percent	Response Count
87.6%	134
12.4%	19
answered question	153
skipped question	27
	Percent 87.6% 12.4% answered question



### December 2012

### 180 respondents

70 Full time faculty

59 Staff

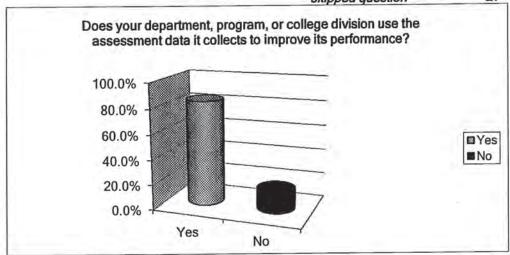
9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

Does your department, program, or college division use the assessment data it collects to improve its performance?

Answer Options		Response Percent	Count	
Yes		83.7%	128	
No		16.3%	25	
		answered question skipped question	153 27	1



Do you understand how the CCRI Governance System works?

	Response Percent	Response Count
Answer Options	Response Percent	Response Count
Yes Somewhat No	19.7%	30
	57.9%	88
	22.4%	34
	answered question skipped question	152 28

List two suggestions that you believe would improve CCRI's current Governance system:

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

**Answer Options** 

Response Count

answered question

66

skipped question

114

The following suggestions were offered to improve CCRI's current Governance System; responses repeated frequently are underlined for emphasis:

- Make it less cumbersome
- Seek greater involvement; it's always the same people involved
- Hold open forums/meetings
- Offer access to information in multiple ways
- Simplify it
- Look at other structures that are easier to operate; remove the two layers within the system
- Current governance system is not working; start over and create a new one
- Actively seek faculty involvement
- Need buy-in at all levels
- Streamline the representation system
- Add more students to the process
- Build more diversity into the system
- Make the system more transparent
- Publish minutes of meeting
- Put information on appropriate web pages
- Create smaller administrative units, give more specific responsibilities to the deans
- More cross talk with URI and RIC
- Improve efficiency of the current system; it's too cumbersome and too confusing
- Improve scope and timeliness of communication
- Create a dropbox where people can submit ideas anonymously
- Publicize actions that have been taken as the result of faculty input
- System needs to be more consistent
- Test it out before adopting it
- Disseminate information to faculty
- Use the US Congress system as a model
- Have greater visibility on all campuses

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

#### 59 Staff

### 9 unidentified

- Have better communication between faculty and administration
- Hold regular meetings
- Require mandatory orientation sessions for all faculty to learn how the system works
- Introduce governance on Annual Development Day
- Run the college like an institution of higher learning, not as a business
- Send Executive Summaries to everyone
- Make appointees and not volunteers
- Better communication of governance function
- Currently governance system is not functioning...why?
- Stress that governance is not an opportunity for people to carry out their personal agendas
- Bring key members together with the administration
- Increase the participation of adjunct faculty
- · Make time for faculty to socialize
- · Return to all college hour
- College wide policy on class time offerings
- Provide easily accessible resources to help faculty understand the system
- Provide incentives to participate
- Scrap the current system that isn't working and start over
- Update college on the role of governance
- · Have more frequent updates to the web on what groups are doing
- Everyone across the board adhere to the governance system
- Current system needs better organization..current system is also very inefficient
- People need to not feel like the administration is the enemy
- Cooperate better across academic divisions

Does your department/division request your input for budget cycle submission?

Answer Options	Response Percent	Response Count
Yes	36.3%	53
No	63.7%	93
110	answered question	146
	skipped question	34

### December 2012

### 180 respondents

70 Full time faculty

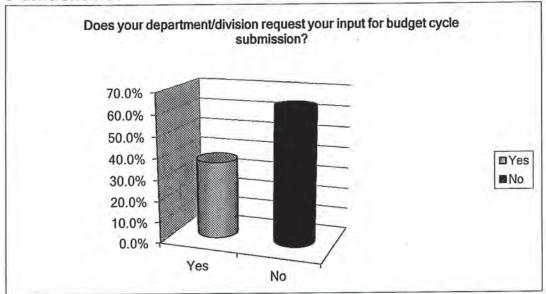
59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff

### 9 unidentified



Do you utilize the fiscal information available on the CCRI Business Office Web site?

Answer Options	Response Percent	Response Count
Yes	17.9%	26
No	82.1%	119
7-5	answered question	145
	skipped question	35

### December 2012

### 180 respondents

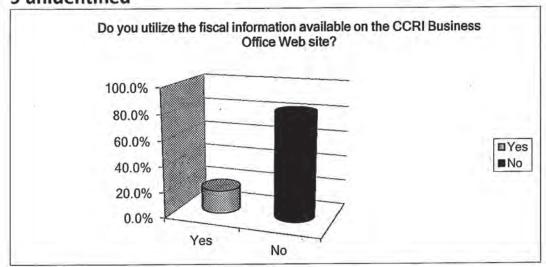
70 Full time faculty

59 Staff

9 unidentified

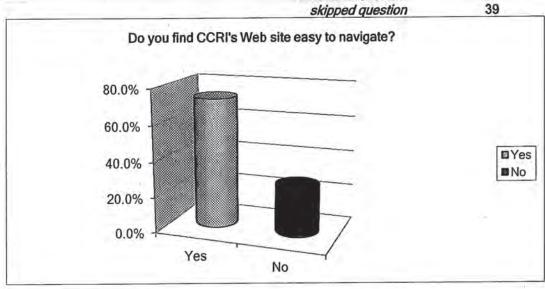
42 Adjunct faculty

### 59 Staff 9 unidentified



Do you find CCRI's Web site easy to navigate?

Answer Options	Response Percent	Response Count
Yes	73.0%	103
No	27.0%	38
	answered question	141
	skipped question	39



### December 2012

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

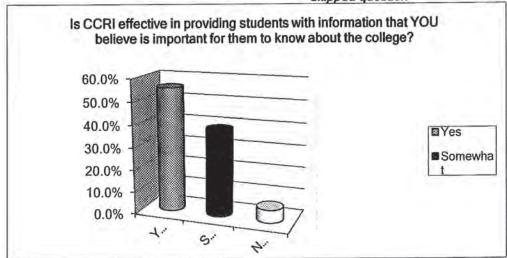
42 Adjunct faculty

### 59 Staff

### 9 unidentified

Is CCRI effective in providing students with information that YOU believe is important for them to know about the college?

Answer Options	Response Percent	Response Count
Yes	55.6%	79
Somewhat	38.7%	55
No	5.6%	8
	answered question	142
	skipped question	38



Please list topics in CCRI's print or electronic information resources for faculty, staff, student or the general public that would benefit from greater clarity:

Answer Optio	ns		Response Count
		answered question skipped question	65 115
0	The naming of resources		the home page to get to the
	changes or is not typical		basics
0	Programs are not well indexed	0	More information about
0	Events are not well indexed		student population - size, FT
0	More prevalent information on		and PT, demographics
	the website on tuition, etc., can	0	Catalog?
	find it but no quick links from	o	Available courses

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

- What meeting minutes are posted to the web, and where can they be found
- o Incomplete grades
- Course prerequisites
- Reading, math and writing requirements
- o College calendar
- Steps to take for academic dishonesty
- Security's responsibility to enforce smoking policy
- Certification of enrollment status
- o Blackboard could be a lot better
- The search engine is often not helpful
- o Distance learning
- o Faculty's work/web
- o Financial Aid
- Textbook costs
- College Catalog
- o Website
- o IT
- Support services, such as Advising & Counseling, DSS
- o New courses information
- Faculty page muddles with unclosable windows...please unmuddle
- Ability of faculty to navigate normal website while logged in
- Access to notes about students

- Too many topics on CCRI home page can confuse Faculty and Students
- Provide important resources that only pertain to Students and Faculty
- Mandatory session for Students and Faculty regarding the navigation through CCRI website
- o Names of curricula
- On college home page, a direct link to each VP's home page
- o A site-wide index
- A "search" function on the college home page
- o Grading system
- o Degree requirements
- o Prerequisites
- o Community Information
- Alumni success
- Visiting guest speakers
- That DL students may be required to come on campus to take written exams
- Students should limit the number of courses they take if they are working full time
- The DL courses are not easier than lecture courses and enrollment in them should allow for that consideration
- o Enrollment status

### 180 respondents

70 Full time faculty 9 unidentified 59 Staff 42 Adjunct faculty

- o Human Services
- o Pension Law changes
- o I think everything is very clear
- An organizational chart...who oversees who
- o College calendar
- Ethical guidelines; student handbook
- Minutes of meetings can be very difficult to find and access
- Needs to be greater transparency in what is occurring on the administrative end of things
- On the website, finding the course search option to register is confusing
- The College's mission for the community
- The number of areas of study offered
- o The number of courses offered
- Students need a better orientation to the services available at the college. Simple things, like how to use the library, email, etc.
- Weekly overview of what is happening on each campus
- Importance of becoming educated ---for students
- Opportunities for students to learn technology

- Increase the number of jobs available to students
- Move the listings of jobs available to the upper left corner
- Note that courses beginning with "0" will not appear on a student's degree evaluation, will not count toward graduation, and will not transfer
- More information on student responsibility for success.
- o Verification of attendance
- o Posting grades
- o Anything to do with Blackboard
- o Simplify enrollment verification
- Financial aid requirements
- o Adjunct faculty resources
- o A good index
- I think the website is easy to navigate for students and staff
- o Department roles
- Attendance policy for students
- o Grading policy with WF and WP
- Home page should have easier and more user friendly tabs
- o Too many broken links
- Too much outdated information on web pages
- Catalog is out of date, employees that aren't here are listed

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

- If email is the vehicle for communication, administrators must respond
- Support services for students
- Cost of attending CCRI and financial aid eligibility
- o Health science application
- Website overall needs to be more user friendly
- Direct link on homepage to schedule of courses
- Too many layers to find info they are searching for
- Admissions website
- o IT website
- College catalog should be fully web-based
- How financial aid works
- What happens with financial aid money
- o Registering for classes
- Applying for financial aid
- Services for students

- Ensure that information is up to date
- o Too much is only available on line
- o Web site is a horror to navigate
- Web site not organized according to end user needs
- o Daily notices
- o Upcoming events
- o Financial Aid steps
- A running list of which classes are offered; which are closed
- o Helpful resources for students
- Menu improvement on home page
- o Policies and procedures
- Administrative forms; e.g., travel reimbursements
- o Put mission on web page
- Left side tabs for divisions on main CCRI webpage

Having a college vision statement

Please identify areas where the absence of a uniform written CCRI policy or procedure has had a negative impact on you, a colleague, a student. or the general public:

**Answer Options** 

answered question skipped question

 Faculty who do not fulfill their responsibilities are not held accountable and... Response Count

> 52 128

 Faculty are not consulted for many IT changes that affect many

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

- Faculty are not consulted for meeting college requirements
- WP and WF grades have both positive and negative consequences
- Student attendance...no uniform policy exists
- Food and beverages in classrooms
- o Keys for my classrooms and labs
- Redistributing of older computers into the engineering and technology labs
- Not allowing the engineering and technology students significant time to work
- Implementing a one size fits all when purchasing computer equipment
- o Attendance
- Policy for dealing with disruptive and threatening students
- Term limits for department chairs
- Term limits for committee members
- o Classroom conduct
- Emergency preparedness
- Clear definition of "involuntary withdrawal"
- Clear policy on attendance and its effect on grade

- Clear policy for Disability
   Services...Big problem with
   administrators not following
   existing policy
- Every instructor should have a copy of CCRI policy or procedure...can send via email
- Some students have no idea what CCRI policy is all about
- Students must obtain a copy of CCRI policy during their first year to clarily their important role as a (???learner)
- Discrepancies in grading...I, W,
- o Supervision of faculty
- Student related policies and procedures
- o Faculty/student expectations
- Student going above my head
- Assessment of student learning
- How often a department should meet
- o Signage
- o Implementation policies are....
- College budget priorities
- o How communication works
- Plus/Minus Grading: no standard for each grade
- Student absences...lack of any college policy
- Prefer departmental policies over college-wide policies

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

- Contradicting information available for several areas
- Not easy to make a decision without proper information
- Leaves too much room for stakeholders not being held accountable
- Wasted resources as result of not holding people accountable
- College doesn't require developmental education courses and some students figure this out
- Letting students get a W all the way through Week 10; absolutely discourages students from working hard
- Making reading courses a prerequisite across the board
- Make developmental courses count in GPA
- o Promotions/Tenure
- Disciplinary matters lack of uniformity
- Faculty load hours...reimbursement for hours worked developing DL content
- Faculty load hours...reimbursement for hours worked as student club advisor
- o Policy on cell phone in classes

- Language within the buildings inappropriate
- Designated smoking areas near entrances
- Lateness to class for both students/professors
- I didn't receive a handbook or told there were ID badges
- Faculty handbook should be distributed
- Workload policy for new adjuncts
- Faculty unaware of unofficial withdrawal meanings or giving final grade of F to a student who....
- Not having a uniform attendance policy
- Instructors are not allowing students to register late, during the add period, to attend their classes
- How positions are filled and with people making large amounts more than previous employees
- Lack of communication, policy involvement
- Revamping needs to be done and look at sweetheart deals;
   OHE employees are getting jobs with no search
- o Maternity leave policies

### December 2012

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff

### 9 unidentified

- o Explanation of LWOP policies
- Absence of standardized course prerequisites across departments and divisions
- Complaints from students of a nonacademic nature
- o Process of plagiarism case
- Removing a student from a class/threat assessment
- o IT policies
- Other administrative policies
- No policies on how to set up new grants
- Uniform policies on classroom management
- o Lack of clarity in grading policy
- Form governance committees
- Being able to use personal time to travel to teach

- Being able to use personal time to take classes
- o Employee disciplinary matters
- o Payroll/timekeeping
- Disposal of mounting documents as no clear policy for document destruction
- Protracted time it takes for us to respond to community needs due to external and internal steps
- Policy on responding to external and internal questions from students who seem to constantly confront...
- Fraud, waste and abuse areas

Do you utilize BlackBoard to teach or test in any of your courses?

Answer Options	Response Percent	Count
Yes	30.7%	35
No	69.3%	79
22	answered question	114
	skipped question	66

### December 2012

### 180 respondents

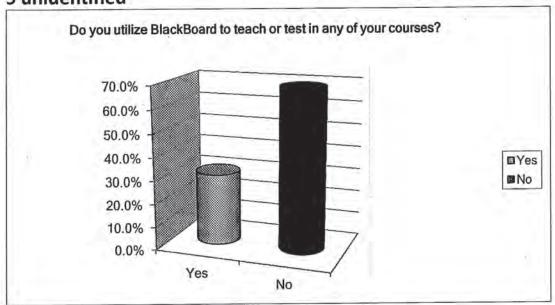
70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified



If you use Blackboard to assess student learning, list steps you take to keep testing secure:

Answer Options	Response Count
answered question	26
skipped question	154

- Use only for prelab quizzes which they can take until they get 100
- o Large question pools
- o Randomized questions
- o Use Respondus Lockdown
- Use of non=blackboard administered testing
- Specific tests tied to different sections of the same course

- As careful and diligent proctoring as possible
- o Randomized testing
- I don't use blackboard for testing
- Limit the time the test is available
- o Use password
- Timed exams
- o Keeping user list accurate

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

- o I don't test there
- o Browser lockdown
- o Time limit
- o Use of lockdown browser
- Access is only available to registered students
- The use of a fake student ID for the instructor to monitor the whole course
- o Password
- Scrambled questions and answers
- Preventing printing and copying of tests
- o Limited time
- Always proctor exams on site
- I assume that all tests will be open book
- I assign mostly papers, fewer tests
- o Randomized questions
- Exams are given onsite

- Answers to exams and tests are not made available when the assessments are open for other students
- Any test taken must be sent back to me via email so that it is time-recorded
- Students have to sign in for access
- Randomized questions
- Use other assessment mea to determine....
- Shut off all electronic equipment
- Use of scantron sheets
- Move around the room watching students.
- o I proctor all tests
- Tests are only available during specific class times

Explain how student learning outcomes are assessed for courses and programs in your department:

Answer Options

Response
Count

68

answered question
skipped question
Testing and lab work

o Instructor and student evaluations

Formal and informal
 Teacher made tests

Faculty discussions

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

- o Questions on the final exam
- Standard testing
- o Didactic testing and Practicum
- Use course learning outcomes...
- Tests., exams, writing assignments
- We discuss for each course in the department
- o Standardized final exams
- o Individual committees evaluate
- Tests, papers, attendance, participation
- o Exams
- Written tests, quizzes, online homework
- o Not sure
- o Exams, papers, activities, video
- o Portfolios
- By sitting as a department and discussing...
- o Exams, lab, reports, web
- Worksheets, practical input, tests and quizzes
- We gather part of final exam and assess...
- Exams. Attendance, on-line exams
- It's up to each professor to decide
- By the department chair and/or select faculty
- Written tests
- o Ongoing through the semester

- Tests and performance evaluations
- Learning outcomes are included in grading rubrics for testing and projects
- Exams, quizzes, laboratory prestudy assignments, written laboratory reports
- o Not well done at all
- Competency testing and practicum testing; each outcome is addressed in the course evaluation
- Standardized exams and portfolios
- o Exams and homework
- o Exams and testing
- Variety of ways: writing, tests, portfolios, etc.
- o Exams and term papers
- Testing, projects, and presentations
- Written work, tests, oral presentations
- o Do not know
- Frequent one-on-one discussions with students
- Pre and post testing of developmental ed courses
- o Tests, written or math software
- o TABE test
- Via syllabus and learning modules

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

- Student survey
- End of semester surveys given to students to fill out anonymously

o Varies across the division

Explain how your program assesses student learning outcomes in general education and the Four Qualities of an Educated Person:

**Answer Options** 

Response Count

43

answered question skipped question 43 137

- Ability to write essays, to think critically
- Don't know how assessment works on the program level
- Faculty meetings and discussions
- o Unsure
- o Not aware
- o We don't really have a program
- This question indicates why people don't understand...
- o Review of syllabi
- Writing reports, public presentations,
- We are beginning our discussion

- o Constant interaction in a professional setting, test grades and conversations
- Currently working on this in Englih
- o Unknown
- They are embedded into the assessment in pre-req courses as well as program-specifici assessment measures
- o Not done very well
- o Course evaluations
- Depends on the professor and the grading policy
- Upon successful completion of a developmental course, then and only then, is a student eligible to move up in

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

- o I do not know
- o Unsure
- o Tests
- Varies across the division

- Linking gen ed and the 4
   qualities with the accreditation
   standards
- Have the chair answer this question

List any improvements or changes that have been made within programs or courses in your department as a result of data collected from assessing student learning:

**Answer Options** 

Response Percent Response Count

answered question skipped question 41 139

- Write student objectives as questions at end of outlines to be used
- Faculty sharing assessment data and documents connected to assessment
- Greater use of course objectives
- o Improvements via comparison to NASM
- o Policies updated
- Reintroduction and expansion of topics in other and more advanced documents
- o Mainly curricular additions

- We seem to be clearer on student learning goals
- o Not sure
- o Unified objectives on syllabi
- Exam related policy...no takehome
- o Clearer outcomes on syllabi
- o Changing questions as needed
- I have implemented new strategies
- o Unknown
- A lot has been done over the years because we use standardized....
- Clearer presentation of learning outcomes objectives to

### 180 respondents

70 Full time faculty

9 unidentified 42 Adjunct faculty

59 Staff

### 59 Staff 9 unidentified

students at the beginning of a course

- Adding more simulation experiences in the lab setting
- o Not aware of any
- o Not aware of any
- o Additional text books
- o Hybrid teaching methodology
- o Adjusting class requirements

- More sharing of teaching/test materials
- Changing the delivery of a foreign language course
- o One-credit library course
- Deleting non-proctored online testing

Do you receive the results of your student evaluations?

Answer Options	Response Percent	Response Count
Yes	86.7%	85
No	13.3%	13
*	answered question	98
	skipped question	82

### 180 respondents

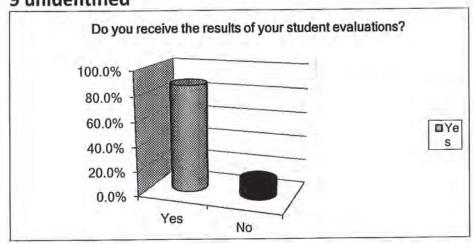
70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified



Please provide two examples of how you utilize the results of your course evaluations to plan future course offerings:

Answer O	ptions		Count
1 2			60 45
		answered question skipped question	60 120
	o Provide test practice prior to	0	Change in curriculum sequence
	test	0	Getting feedback to students
	o Utilize student input to improve		faster
	courses in various ways	0	Use practice questions and
	o Increase and improve the use of		clickers
	technology in teaching and	0	Addition of material requested
	learning material		by students
	o Adjust the pace of the course	0	May change student projects or
	o More emphasis on the content		assignments based on student
	areas not understood		feedback
	o Giving students more feedback	0	Suggestions about more quizzes
	o Plan for more open lab time		has been incorporated
	o Modify lecture styles, use case	0	Workload
	studies, examples	0	Textbook choice

### December 2012

### 180 respondents

70 Full time faculty
9 unidentified

59 Staff

ed 42 Adjunct faculty

- o Make the syllabus clearer
- Make myself more available to students
- o Assessment
- Student evaluations are selfselected and bias.
- o Idon't
- o Modify requirements for clarity
- o Continue to set high standards
- o I speak more slowly
- To evaluate new teaching strategies
- Modify assessments
- o Improve content delivery
- We monitor the placement settings..we want the best learning experience available
- I spend more time going over homework and asking students questions
- I give them the consideration they deserve
- Change assignments that students didn't like or understand
- Consider changing the textbook if the majority didn't like it
- Explain more clearly the role of homework assignments in addressing objectives of a lesson

- Encourage students more frequently to address any content that is unclear
- Rarely do students suggest things that I can control
- o Teaching style
- May dedicate more class/lab time to challenging content
- Feedback helps me fine-tune lecture material and handout to be more effective
- o Clarity of concepts
- Tweaked my syllabus, number and length of assignments
- Rewriting and clarification of laboratory instructions
- Re-evaluation of on-line homework assignments
- Modified syllabus to distribute work more evenly across the semester
- Added more simulation activities as part of the lab experience
- Self-assessment
- Revise teaching methods as identified as ineffective/effective in student evaluations
- Student feedback is not specific enough to be helpful
- Better student communication in grading

### December 2012

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

- o Revise the negatives, improve the positive es
- I never use the same material from one semester to the next
- Compare results with prior classes
- o Decrease turnaround time to enhance student feedback
- Went from 2 to 3 exams to provide more grades for students

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

Please list three ways in which you think CCRI could better influence student success:

**Answer Options** 

Response Percent Response Count

answered question

69

skipped question

111

Responses that occurred more than once are underlined. Responses that occurred several times are in bold and underlined. Responses that occurred MULTIPLE times are bold, underlines, 14 pt font.

Do more to promote benefits of reading & writing labs

Eliminate MATH 0500; make course more challenging.

Eliminate elementary school reading & math

More intensive developmental programs (9-5) 3 days per week.

Longer semesters.

If we could give them more time to study.

Put time in the schedule for teachers to collaborate with colleagues on teaching ideas.

Put chalkboards back in classrooms.

More effective guidance when students register.

LESS focus on technology more on teaching and learning.

Require high school teachers see the results of the lack of college preparedness

It changes too frequently for little benefit.

Do more to promote benefits of reading & writing labs.

More education for students on Student Success center offerings

### Increase number of student success courses.

Establish course prerequisites across the board in all credit courses.

### **Expand & improve student counseling.**

Advising earlier on for music majors

Advisors assigned to "high risk" first time students /Increase remedial assistance /
College retention counselors for at risk students / Mandatory research / writing seminar for 1<sup>st</sup> time students

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff

### 9 unidentified

### Intervene early when students are having difficulty / identify potential drop outs earlier

#### and have appropriate intervention structure to help them

Create more sense of community within courses

Expectations of all students to help them prepare for "real world" requirement for success

Initiate student forums for questions to administration

Promote taping or lecture captions for student review and reinforcement of learning

Offer more extracurricular activities for students to bond

Better communication and resources for faculty referring students for additional help

Overall moral boost for faculty staff and students to increase retention

Institute a policy that limits the number of times a student is allowed to repeat a developmental course.

Students should not pay for coursework when they test below a minimal reading and math scores.

#### Offer workshops for jobs with visiting employers

Emphasize academic success not credit hours

Address non cognitive factors contributing to student attrition

Workshops for interview skills & resume writing

Offer courses student need to complete degrees, not courses faculty want to teach

Teach students to deal with setbacks and failures

Offer more DL courses so students can complete degree sooner

IT doing much better at providing students with software that is being used in industry.

#### More interdepartmental communication

Offer effective alternatives to 15 week developmental courses that will address students' remedial needs

Students needing 2 or more remedial courses should be required to enroll in 1 and not enroll in more than 10 credits

More department head involvement with non -academic policies such as book adoptions, cost effective school materials, etc

WP and WF grades-Students need to be held accountable.

Move away from traditional college calendar.

Have an all college hour built into the master schedule.

### Revise master schedule to a MWF & TR format / Address master schedule format

### Require remedial courses be completed before moving on.

Increase reading requirement level for most courses.

Offer semester long course on being a college student with emphasis on organization / Madatory

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff

### 9 unidentified

#### orientation with accountability for non-attendance

Provide a drop in tutoring program.

Provide faculty training on working with students.

Provide enough sections of required courses.

More accessible testing for learning disabilities.

Hold students to requirements, expectations, and outcomes

1:1 Tutoring / Some areas of education do not offer student tutoring, or student externship programs

Be nice to students / Be more student centered

Course developers for faculty who teach online so they can focus on curriculum

Adjuncts need to know earlier if and what they will teach in a given semester

Greater visibility of administration

Classrooms more conducive to learning

Champion diversity more consistently

Offer more types of courses not presently offered

Have nursing orientation earlier to relieve anxiety

Better evaluation of student goal and expectations and subsequent career counseling before students register for classes

Concentrate on critical thinking within the Accuplacer testing

The bookstore should not penalize students for writing in books they want to return.

Improve support for CCRI technology as it is difficult for students to navigate multiple links to download required software etc.

Stop allowing such easy W's and so far into the semester

Hold 'professional days' so students can see

Do not use WP and WF as students figure these grades do not affect GPA

### Require reading prerequisites for all introductory courses

#### Keep expectations high

Simplifying the navigation on the website / updating info on website more frequently

Better screening (testing) of students' abilities and better remediation before students register for higher-level courses

Employ instructors who do not see this as a part time job

Offer CCRI 101 course to help students learn about enrolling, checking rosters for space, financial aid and implications, etc

Students need more knowledge of what's available to them and how to achieve success

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

Smaller classes

End open admissions

Set minimum requirements for admissions, do not admit students who do not have the ability to

benefit

Direct students who do not have the ability to benefit to non-college based careers

Develop and use policy and procedure manual

Establish uniform attendance / lateness policies/ Clarity about absences impact on education

Promote the importance of being computer literate for all students

Move away from traditional college calendar

Compiling a list of student services and asking professors to hand out the list to students

Mandatory appts with academic counselors

Provide more full-time faculty positions rather than adjuncts to make office hours easier

More effective professional development

Less grade inflation

Are you aware the CCRI library offers "for credit" courses?

Answer Options	Response Percent	Response Count
Yes	54.4%	56
No	45.6%	47
answered question	103	103

### December 2012

### 180 respondents

70 Full time faculty

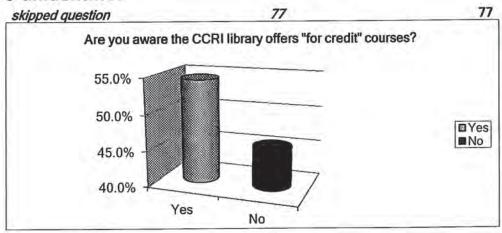
59 Staff

9 unidentified

42 Adjunct faculty

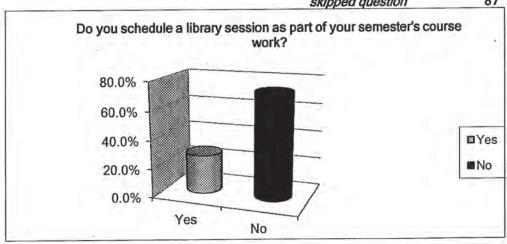
### 59 Staff

### 9 unidentified



Do you schedule a library session as part of your semester's course work?

Answer Options	Response Response Percent Cour	000000000000000000000000000000000000000
Yes No	26.9% 25 73.1% 68	
	answered question skipped question	93 87



### December 2012

### 180 respondents

70 Full time faculty

59 Staff

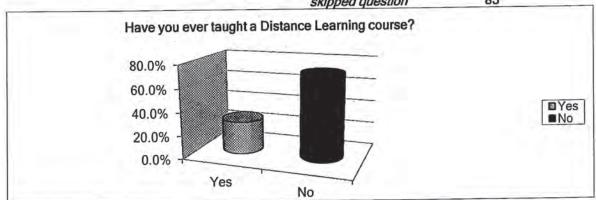
9 unidentified

42 Adjunct faculty

### 59 Staff 9 unidentified

Have you ever taught a Distance Learning course?

Answer Options	Response Percent	Response Count
Yes No	27.8% 72.2%	27 70
	answered question skipped question	97 83



If yes, please rate your experience (1 being the highest & 4 being the lowest).

Answer Options	Best experience possible	Good experience	Neutral experience	Not a good experience	Rating Average	Response Count
CCRI Help Desk	10	16	6	4	2.11	36
CCRI CIT Assistance	12	11	8	1	1.94	32
Blackboard Workshops	10	14	9	1	2.03	34
Use of technology for	9	21	3	3	2.00	36
instruction					answered question skipped question	36 144

### December 2012

### 180 respondents

70 Full time faculty

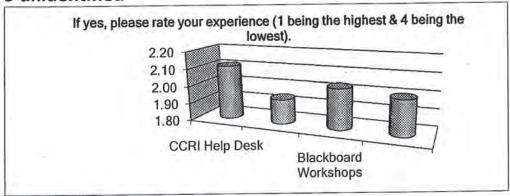
59 Staff

9 unidentified

42 Adjunct faculty

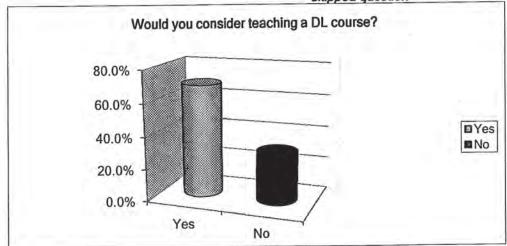
### 59 Staff

### 9 unidentified



Would you consider teaching a DL course?

Answer Options		Response Percent	Respon Count	
Yes	3	69.4% 30.6%	59 26	
No		answered question	20	85
		skipped question		95



If the answer to question 30 is yes, please indicate your timeframe preference

**Answer Options** 

Response Percent Response Count

### December 2012

### 180 respondents

70 Full time faculty

59 Staff

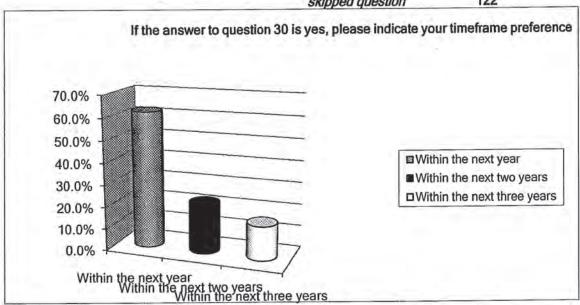
9 unidentified

42 Adjunct faculty

### 59 Staff

### 9 unidentified

Within the next year	62.1%	36
Within the next two years	22.4%	13
Within the next three years	15.5%	9
	answered question	58
	skipped question	122



What additional information would assist you in reaching a decision to teach DL?

Answer Options	Response Percent	Response Count
Web information	17.5%	10
Peer discussion	17.5%	10
DL training	64.9%	37
Other (please specify)		17
Salar (Present Present)	answered question	57
	skipped question	123

### December 2012

### 180 respondents

70 Full time faculty

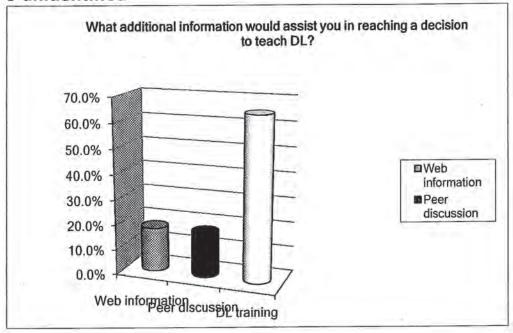
59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff

### 9 unidentified



Please indicate a reason why you would not teach a DL course.

**Answer Options** 

Response Count

105

answered question skipped question 105 75

Summary of responses. Underlined responses occurred multiple times.

- o do teach a DL course.
- o I respond to students personally.
- o I like face to face interaction.
- o Lack of personal interaction.
- o I prefer traditional classroom for teaching.
- o College lacks resources.
- o Lack of control & oversight.
- o Mathematics is learned by doing problems.
- o Course material does not lend itself to a DL format.

### 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty

### 59 Staff

### 9 unidentified

- IT support is not available.
- Trouble shooting in the midst of a live semester.
- o Training needs to be provided.
- DL courses are not effective. They exist to generate profit.
- I suspect there would be difficulty.
- There is no actual way to know who is doing the work.
- o I'm busy enough now.
- o Have no idea how to begin.
- o I am not sure.
- I feel it would be difficult to keep students on task or redirect them.
- I would consider it with proper instruction.
- Not appropriate for my discipline.
- o I would love the opportunity.
- o I will teach one.
- o I love the experience.
- o Takes too much time.
- Some subjects in my discipline seem too labor intensive.

# CCRI NEASC Survey Results December 2012 180 respondents

70 Full time faculty

59 Staff

9 unidentified

42 Adjunct faculty





### POLICY MANUAL

POLICY TITLE:

3.2.1 Course Credit

POLICY SECTION:

3.2 Academic Affairs

**EFFECTIVE:** 

7/13

REVISED:

#### A. BACKGROUND:

U.S. Department of Education:

On October 29, 2010, the Department of Education published in the Federal Register final regulations on program integrity (75 FR 66832). The definition of a credit hour for Federal purposes is necessary, in part, because more than \$150 billion of Federal financial aid is awarded annually based on an individual student's enrollment, as represented by the number of credits. The credit hour is a basic unit of student aid eligibility, and the new regulations address vulnerabilities in the student aid programs that leave them open to fraud and abuse. The regulations reflect the Department of Education's responsibility to taxpayers to ensure value for their investment, while respecting recognized accrediting agencies as the 'reliable authorities regarding the quality of education or training offered by the institutions or programs they accredit."

#### NEASC:

"As an accreditor recognized by the U.S. Secretary of Education, the Commission is obliged to follow federal law and regulations. By federal regulation, at the time of the comprehensive Evaluation, the Commission will review the institution's policies and procedures for determining credit hours that the institution awards for courses and programs and how those policies and procedures are applied to the institution's programs and coursework. "

#### B. POLICY STATEMENT:

For each credit hour, academic lecture courses will include one contact hour (50 minutes) involving direct faculty instruction (or its equivalent in blended and online learning formats) and a minimum of two hours of out-of-class work per week over a 15 week period. One credit hour will be awarded for laboratory and field/clinical courses which meet from 120 to 180 minutes per week over a 15 week period. The amount of time assigned to laboratory and field/clinical courses is determined by a consideration of transfer of theory to practice. For courses meeting in shorter timeframes, comparable equivalencies of contact time and out-of-class work are established.

#### C. POLICY APPLIES TO:

This policy governs all CCRI credit bearing courses.

### D. RESPONSIBLE DEPARTMENT:

The Office of the Vice President for Academic Affairs

APPROVED:

Ray M. Di Pasquale, President

Date

Name of Reviewer:	Program Being Reviewed:	viewed:			
Date of Review:	The following materials were made aver Curriculum Map Current Assessment Report Current Academic Program Review Department Chair SLO Compliance	ing materials were made available Map essment Report demic Program Review Chair SLO Compliance Doc	de available view ance Doc	The following materials were made available to complete this review:  Irriculum Map  Irrent Assessment Report  Irrent Academic Program Review  Irrent Academic	FT
Section I Criteria				Reviewer Ratings & Comments	
a. SLOs exist for the <b>program</b> , including SLOs that address General Education learning	□ Yes □ No	If answer i	s Yes, inch	If answer is Yes, include a reference to the document that you used to confirm this finding.	n this finding.
b. SLOs for the <b>program</b> address higher levels of Blooms Taxonomy	☐ Yes ☐ No	If answer	If answer is NO: explanation	mation	
c. SLOs are included for all <u>courses</u> required in program, including general education courses	☐ Yes ☐ No	If answer	If answer is NO: explanation	mation	
d. Evidence exists that multiple sections of the same course include common learning outcomes	☐ Yes ☐ No	If answer	If answer is NO: explanation	mation	
Corresponding evidence exists within the most recent APR that Program SLOs provide students with the currency necessary for their field of interest.	☐ Yes ☐ No	If answer	If answer is NO: explanation	mation	
Issues of note:					
	Well Developing	Less	Not Addressed	*If the rating of "Well Developed" is selected by a reviewer, the source of information for assigning that rating must be identified in the Strengths section.	ected by a signing that s section.
2. Curriculum Map				о де 4.0-2 малежена в 2 опине випорей пинативне единуличения спинентий составления вывалежной какентальной вид	
a. Program has a <u>curriculum map</u> that     addresses general education courses as well     as required courses in the major				Strengths:	
				Suggestions:	

	f.If answer is NO: explanation	g. If answer is NO: explanation	h. If answer is NO: explanation	
20		2 2	20	
Yes		Z.C.	Yes	
f. Assessment results are made available for	reviewers to validate	g. Assessment report identifies who collected and interpreted the assessment information	h. Evidence exists that assessment practices are continuous, systematic, and multi-dimensional	

## Section II: Quality of Assessment Process (cont.)

			Reviewer	Reviewer Ratings & Comments
4. Assessment Approach Potential for Improving Instruction				Comments:
<ul> <li>a. Evidence and clear alignment between stated SLOs, what is taught and learnt, and the knowledge and skills assessed – Is there a closed an coherent 'curriculum loop'</li> </ul>	☐ Yes ☐	%	If answer is NO: explanation	uo
5. Use of Assessment Results to Improve Instruction				Comments:
<ul> <li>Assessment process assesses the capacity of students to analyze and synthesize new information and concepts rather than simply recall information previously presented</li> </ul>	Yes	β□		b.If answer is NO: explanation
c. Multiple examples are present illustrating that assessment results are linked to decision making about curriculum, pedagogical approaches, etc.	Yes	20		c.If answer is NO: explanation
d. Evidence exists to confirm the program's assessment results are used for reflection and action by faculty, staff, students	Yes	2□		d.If answer is NO: explanation
6. Assessment Process and Results shared with		arger CCRI	larger CCRI Community to promote a "culture of evidence"	a "culture of evidence"
e. Includes a detailed written summary of assessment results & effectiveness, including an in-depth summary and analysis of data collected	Yes	20		e.If answer is NO: explanation
f. Indicated a timeline for follow-up as needed.	Yes	%□		f.If answer is NO: explanation
Issues of note:				

## Peggy Maki's criteria for evaluating program assessment reports

	Level 1	Level 2	Level 3
Progra tasks:	Program has completed all of the following tasks:	Program has completed 1-7 of the tasks but has not yet completed one or more of the tasks described in 8-10.	Program has not yet assessed its students.
<del>-</del> i	Stated learning outcome statements with active verbs		
ri			
	judgment by which student work is		
	assessed (scoring rubrics or benchmarks		
c			
1			
	collaborative commitment across the		
	department to address stated outcomes		
4	Described direct and indirect methods		
	used to assess each outcome; identified		
	the times when student work is collected		
S	Stated the expected level of achievement	124	
	students should demonstrate in direct		
	and indirect methods		
9	Stated students' actual level of		
	achievement on methods		
7.	Collected evidence of student learning		
00	Provided analysis and interpretation of		
	students' results		
6	Described actions taken based on results		
	(pedagogical, instructional, curricular,		
	advising, for example)		
10.	). Provided a specific timetable to reassess		
	student work after actions or changes		
	have been implemented to improve or	8	
	maximize student learning		

## Peggy Maki's criteria for evaluating program assessment reports

	Level 1	Level 2	Level 3
Progratasks:	Program has completed all of the following tasks:	Program has completed 1-7 of the tasks but has not yet completed one or more of the tasks described in 8-10,	Program has not yet assessed its students.
-i	. Stated learning outcome statements with active verbs		
7			
	judgment by which student work is assessed (scoring rubrics or benchmarks		
	on tests)		
3	. Described practices that demonstrate		
	that there is an intentional and		
	collaborative commitment across the		
	department to address stated outcomes		
4.	. Described direct and indirect methods		
	used to assess each outcome; identified		
	the times when student work is collected		
5			
	students should demonstrate in direct		
	and indirect methods		
9	<ul> <li>Stated students' actual level of</li> </ul>		
	achievement on methods		
7	. Collected evidence of student learning		
00	. Provided analysis and interpretation of		
	students' results		
6	<ol> <li>Described actions taken based on results</li> </ol>		
	(pedagogical, instructional, curricular,		
	advising, for example)		
Н	10. Provided a specific timetable to reassess		
	student work after actions or changes		
	have been implemented to improve or		
	maximize student learning		

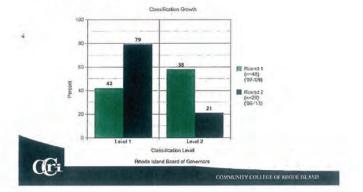


### **CCRI Data on Data**

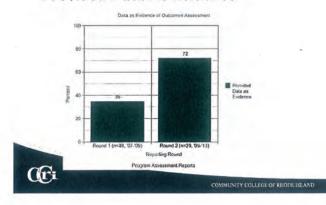
Jeanne Mullaney
Department Chairs' Council Meeting
Tuesday, May 7, 2013



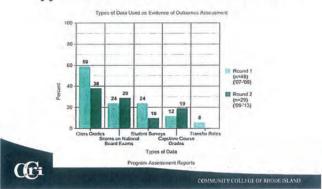
### **Classification Growth**



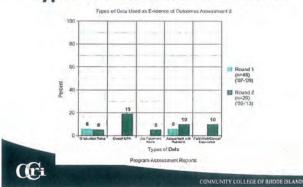
### **Provided Data As Evidence**



### Types of Data Used As Evidence

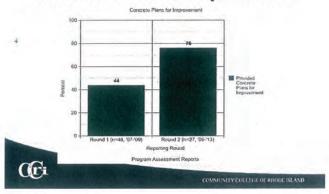


### Types of Data Used As Evidence



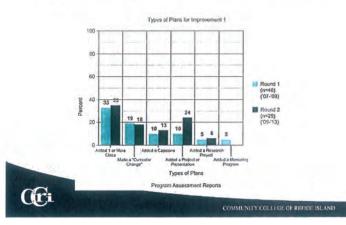
### **Number of Improvements**

### **Concrete Plans for Improvement**

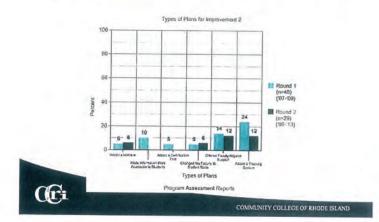


### 

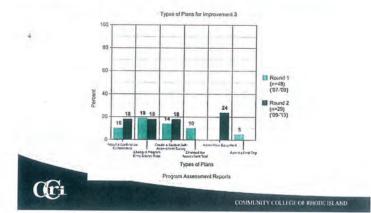
### **Types of Plans for Improvement**



### Types of Plans for Improvement



### **Types of Plans for Improvement**



# **CCRI Program Student Learning Outcomes Assessment Reporting Compliance**

### Prepared by Jeanne Mullaney

### June 29, 2013

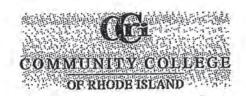
		First Rour	First Round Fall 2007-Spring 2009	g 2009	Second Roun	Second Round Fall 2009-Spring 2013	ing 2013
		Date Due	Date Submitted	Status	Date Due	Date Submitted	Status
H	Accounting A.S.	Fall 2007	Fall 2007	On time	Fall 2009	Fall 2009	On time
2.	Administrative Assistant A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
m,	Art A.F.A.	Spring 2008	Spring 2008	On time	Fall 2012	Not submitted	
4.	Chemical Technology A.A.S.	Spring 2008	Spring 2008	On time	Fall 2010	Fall 2010	On time
S.	Clinical Laboratory Technology A.A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
9	Computer and Networking Technology A.A.S.	Spring 2008	Spring 2008	On time	Spring 2012	Not submitted	
7.	Computer Programming A.S. (with concentrations in computer programming and computer science)	Spring 2008	Spring 2008	On time	Not requested		
8	Dental Hygiene A.A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
9.	Developmental Education: Reading	Spring 2008	Spring 2009	1 year delay	Not requested		
0	10. Developmental Education: Writing	Spring 2008	Spring 2009	1 year delay	Not requested		
H	11. Diagnostic Medical Sonography A.A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
2	<ol> <li>Early Childhood Education/Child Development A.A.</li> </ol>	Fall 2007	Fall 2007	On time	Spring 2011	Not submitted	
13.	. Education and Special Education A.A.	Fall 2007	Fall 2007	On time	Spring 2011	Not submitted	
14	14. Emergency Management				New program		
15	15. Engineering Systems Technology A.S.	n/a	n/a	n/a	Fall 2012	Not submitted	
16	16. Engineering Transfer A.S.	Spring 2008	Fall 2008	1 semester delay	Spring 2012	Not submitted	

17. Financial Services A.S./ Finance A.S.	Fall 2007	Fall 2007	On time	Fall 2009	Fall 2009	On time
18. Fire Science A.A.S.	Spring 2008	n/a	5 year delay	New program director		
19. General Business A.S.	Fall 2007	Fall 2007	On time	Fall 2009	Fall 2009	On time
20. General Education- Critical Thinking	Fall 2008	Spring 2009	1 semester delay	n/a	n/a	n/a
21. General Studies A.A.	Spring 2008	Spring 2008	On time	No director		
22. Histotechnician A.A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
23. Land Surveying A.A.S.				Spring 2012	Not submitted	
24. Law Enforcement A.S.	Spring 2008	Spring 2008	On time	Fall 2010	Fall 2010	On time
25. Legal Administrative Assistant A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
26. Liberal Arts: English A.A.	Spring 2008	Spring 2009	1 year delay	Spring 2010	Spring 2010	On time
27. Liberal Arts: Foreign Languages A.A.	Spring 2008	Spring 2008	On time	Spring 2010	Spring 2010	On time
28. Liberal Arts: History A.A.	Spring 2008	Spring 2008	On time	Fall 2012	Not submitted	
29. Liberal Arts: Mathematics A.A.	Spring 2008	Spring 2008	On time	Spring 2012	Not submitted	
30. Liberal Arts: Philosophy A.A.	Spring 2008	Spring 2008	On time	Fall 2012	Not submitted	
31. Liberal Arts: Psychology A.A.	Spring 2008	Spring 2008	On time	Spring 2012	Not submitted	
32. Liberal Arts: Sociology A.A.	Spring 2008	Spring 2008	On time	Fall 2012	Not submitted	
33. Management A.S.	Fall 2007	Fall 2007	On time	Fall 2009	Fall 2009	On time
34. Marketing A.S.	Fall 2007	Fall 2007	On time	Fall 2009	Fall 2009	On time

35. Mechanical Engineering Technology A.S.	Spring 2008	Spring 2008	On time	Discontinued program	i	4
36. Medical Administrative Assistant A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
37. Microcomputing Systems &NetworkingA.S. (w/ concentrations in general micro-computing, networking, IT support specialist, Web programming and Web site development)	Spring 2008	Spring 2008	On time	Not requested		
38. Music/Jazz Studies A.F.A.	Spring 2008	Spring 2008	On time	Spring 2010	Spring 2010	On time
39. Nursing A.S.	Fall 2007	Fall 2007	On time	Spring 2011	Fall 2011	1 semester delay
40. Occupational Therapy Assistant A.A.S.	Fall 2007	Fall 2007	On time	Spring 2011	Fall 2011	1 semester delay
41. Opticianry				Spring 2012	Not submitted	
42. Paralegal Studies A.S.	Spring 2008	Spring 2008	On time	Fall 2010	Fall 2010	On time
43. Physical Therapist Assistant A.A.S.	Fall 2007	Fall 2007	On time	Spring 2011	Fall 2011	1 semester delay
44. Radiography A.A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
45. Respiratory Therapy A.A.S.	Fall 2007	Fall 2007	On time	Spring 2010	Spring 2010	On time
46. Science A.S.	Spring 2008	Spring 2008	On time	Fall 2010	Fall 2010	On time
47. Social Service Majors A.A.: Social Work, Gerontology, Mental Health, and Substance Abuse	Fall 2007	Fall 2007	On time	Spring 2011	Not submitted	

48. Technical Studies A.A.S.	Spring 2008	Fall 2008	1 semester delay	1 semester Not requested delay		
49. Theatre A.F.A.	Spring 2008	Fall 2008	1 semester delay	Fall 2010	Spring 2011	1 semester delay
50. Therapeutic Massage A.A.S.	Fall 2007	Fall 2007	On time	Spring 2011	Fall 2011	1 semester delav

ound Second Round	ne = 82% 20/46: on time = 43% er delay = 9% 4/46: 1 semester delay = 9% 4/46: not submitted as of June 2013 = 30% 5/46: new program, new program director or no program director = 11% 3/46: not requested = 7%	
First round	38/46: on time = 82% 4/46: 1 semester delay= 9% 3/46: 1 year delay = 6.5% 1/46: 5 year delay still pending = 2%	Submitted two reports iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii 26 Submitted one report iiiiiiiiiiiiiiiii 17 Never submitted iiiii 5



### POLICY MANUAL

POLICY:

3.5.5 - Non-faculty Teaching

**EFFECTIVE:** 

6/1/05

REVISED:

2/1/13

### A. BACKGROUND:

In July 2005, CCRI created a committee that was charged with implementing the recommendations from the RI Office of Higher Education audit report of CCRI practices in teaching assignments for non-faculty staff and administrators.

### B. POLICY STATEMENT:

CCRI staff and administrators (non-faculty) will not be permitted to teach for additional compensation during their regular work schedule, unless deemed an emergency. An emergency situation would exist when there is an unforeseen occurrence or unpredictable circumstance requiring immediate action. If an exception is granted, the procedures set forth below must be followed.

 The Waiver Restriction Form must be completed and approved by the employee's immediate supervisor and division head prior to any assignment of course(s).

 A Copy of the approved Walver Restriction Form must be provided to the Payroll Office. Payroll checks cannot be issued unless an approved Walver Restriction Form is on file.

If permission is granted to teach during regular work schedule hours, staff must discharge either vacation time, or arrange a flex schedule to account for all hours beyond their regular work schedule. If approved, the course(s) will be counted towards the maximum calendar year limit stated in CCRI Policy 3.5.6.

### C. PROCEDURES:

The Academic Affairs Department will issue and maintain procedures to implement this policy.

### D. POLICY APPLIES TO:

This policy is applicable to all CCRI non-teaching staff and administrators.

### E. EXCEPTIONS:

In emergencies or other special circumstances, policy exceptions may be made with the approval of the Vice-President for Academic Affairs, Department Chairperson and appropriate academic dean. Such approved exceptions must be documented in writing, within three (3) business days prior to the start of the semester.

### F. RESPONSIBLE DEPARTMENT:

The Office of the Vice President for Academic Affairs in consultation with the appropriate Academic Dean is responsible for implementing and maintaining this policy.

### G. RELATED POLICIES:

- CCRI Policy 3.5.6 Non-faculty Teaching Load
   CCRI Policy 3.5.8 Adjunct Faculty Teaching Load

### H. PROCEDURES:

Use Waiver Restriction Form completed and approved by the employee's immediate supervisor and division head.

Ray M. Di Pasquale,

Date





### POLICY MANUAL

POLICY TITLE:

3.5.6 Non-faculty Teaching Load

POLICY SECTION:

3.5 Academic Affairs

EFFECTIVE:

06/05

REVISED:

08/06, 2/13, 4/13

### A. BACKGROUND:

In July 2005, CCRI created a committee that was charged with implementing the recommendations from the OHE audit report of CCRI practices in teaching overloads. As a result, the committee created a policy to cover the number of credit and non-credit courses that administrators and staff (non-faculty) may teach during a calendar year.

### B. POLICY STATEMENT:

CCRI staff and administrators may not teach more than five (5) 3-credit courses per calendar year or the equivalent. In no case can a CCRI staff member or administrator teach more than two (2) 3-credit courses or the equivalent per semester.

### C. DEFINITIONS:

Credit hour: A unit of measurement of student progress towards completing requirements for certificates and degrees. Lecture courses meet for 50 minutes for 15 weeks for one (1) credit hour.

Contact hour: A unit of measurement used to determine the pay rate for faculty teaching credit hours. A Faculty teaching one credit is paid for 50 minutes.

Credit hour equivalent: A 3 credit lecture course meets for 2 ½ hours per week for 15 weeks. Two 3-credit courses equal 5 hours of weekly instruction.

### D. POLICY APPLIES TO:

This policy is applicable to all CCRI non-teaching staff and administrators.

### E. EXCEPTIONS:

In emergencies or other special circumstances, policy exceptions may be made with the approval of the Vice-President of Academic Affairs and the supervisor of said employee. Such approved exceptions must be documented in writing, within three business days.

### F. RESPONSIBLE DEPARTMENT:

The Office of the Vice President for Academic Affairs in consultation with the appropriate Academic Dean

### G. RELATED POLICIES:

3.5.5 Non-Faculty Teaching 3.5.8 Adjunct Faculty Teaching Load

### H. PROCEDURES:

Use Overload Exception Request to document approval.

Ray M. Di Pasquale, President

Date



### POLICY MANUAL

POLICY:

3.5.8 - Adjunct Faculty Teaching Load

**EFFECTIVE:** 

6/1/05

REVISED:

2/1/13

### A. BACKGROUND:

In July 2005, CCRI created a committee that was charged with Implementing the recommendations from the RI Office of Higher Education audit report of CCRI practices in teaching overloads. As a result, the committee created a policy to cover the number of credit and non-credit courses that administrators and staff (non-faculty) may teach during a calendar year.

### B. POLICY STATEMENT:

Adjunct faculty (excluding CCRI staff) may not teach more than six (6) 3-credit courses per academic year (a maximum of 20 credits). They may not be assigned more than 20 contact hours during the academic year. Adjuncts may not be assigned more than 10-contact hours during the Fall or Spring semester.

### C. DEFINITIONS:

- Credit hour: A unit of measurement of student progress towards completing requirements for certificates and degrees.
   Lecture courses meet for 50 minutes for 15 weeks for one (1) credit hour.
- Contact hour: A unit of measurement used to determine the pay rate for faculty teaching credit hours. Faculty teachin one credit is paid for 50 minutes.
- Credit hour equivalent: A three (3) credit lecture course meets for 2 ½ hours per week for 15 weeks. Two 3-credit
  courses equal five (5) hours of weekly instruction.

### D. PROCEDURES:

The Academic Affairs Department will issue and maintain detalled procedures to implement this policy.

### E. POLICY APPLIES TO:

This policy is applicable to all CCRI adjunct faculty (excluding CCRI staff).

### F. EXCEPTIONS:

In emergencies or other special circumstances, policy exceptions may be made with the approval of the Vice-President for Academic Affairs, appropriate academic dean, and Department Chairperson. Such approved exceptions must be documented in writing, within three (3) business days prior to the start of the semester.

### G. RESPONSIBLE DEPARTMENT:

The Office of the Vice President for Academic Affairs, in consultation with the appropriate Academic Dean, is responsible for implementing and maintaining this policy.

### H. RELATED POLICIES:

CCRI Policy 3.5.5 Non-faculty Teaching CCRI Policy 3.5.6 Non-faculty Teaching Load

### I. PROCEDURES:

Use Overload Exception Request form to document approval.

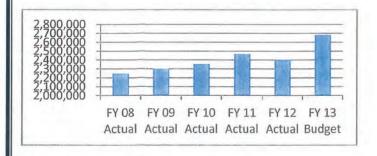
G. APPROVED:

Ray M. Di Pasquale, President

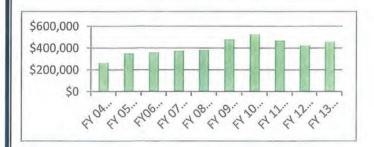
Date

### Appendices - Standard 7

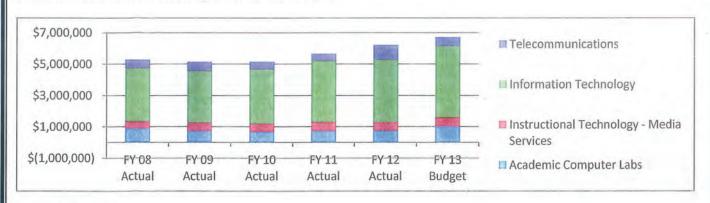
### 7.1 Library funding-total budget



### 7.2 Library funding—capital budget



### 7.3 Information Technology-total funding



### 7.4 IT staffing

### Service Desk 3 FTE

Beth Dowling Linda Vincent 2 PT 19 hour employees

### **Desktop Support 7 FTE**

Dawn Lewis Mike McNally Pat Lambrou Leslie Kennedy Sherry Zinn Lynn Gudezcauskas Brad Boudreau

### **Instructional Support 5 FTE**

Linda Richard MaryAdele Combe Gene Grande Yan Huang Ben Leveillee

### Classroom Support and Media Services 4

FTE Rick Brito

Terry Bell

**Dolly Quigley** 

Position to be filled (in process)

4 PT 19HR employees

4 PT 19 hour employees

### Academic Computing Lab Support 1 FTE

David Judd

15 PT 19 hour employees

### **Operations 4 FTE**

Anthony Dzikiewicz

Fenton lee

James Stravato

Adam Paul

### Web Services 2 FTE

James Kirby

Sara Hill

### **Network and Telecommunications 6 FTE**

Bruce Barrett

Manuel Correia

Thomas Palmer

David Bierman

Philip Garofolini

Linda Gaul

### **Management Information Systems 8**

### FTE

Becky Sheldon

Bortie The

Terrie Lefebvre

Glenn Wolczak

Rob Christina

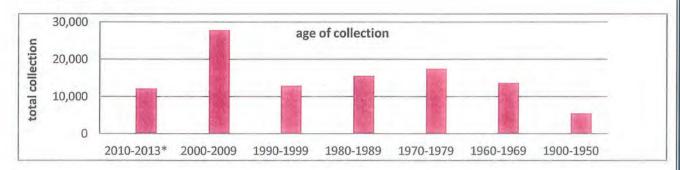
**Edward Daly** 

Eric Gojcz

Alexia Hurley

Total 40 FTE and 21 PT (mostly in the labs and off hour classroom support/media services)

### 7.5 Age of Collection



### 7.6 Technological Literacy. Definition.

### Information Literacy

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their

investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- · Determine the extent of information needed
- · Access the needed information effectively and efficiently
- · Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

(ALA/ACRL definition: www.ala.org/acrl/standards/informationliteracycompetency#ildef)

### 7.7 Information Literacy. Definition.

### Technological Literacy

A technologically literate person has the technological skills and knowledge required to achieve academic, personal, and professional goals. Technological literacy requires the ability to think critically about technological issues, to adapt knowledge of technology to new situations, to use technology to collaborate and communicate effectively, to access and apply relevant information to real-world problems, to protect data and meet legal standards, and to integrate advances in digital tools and their applications into existing skills and knowledge.

### 7.8 Summary of Library Instruction Sessions: All Campuses

Year	Total Sessions	Total Students
2008	395	6232
2009	421	6699
2010	411	6479
2011	427	7100
2012	458	7733

### EPA Clean Energy-Environment Technical Forum Energy Performance Contracting in State Facilities April 2008

### I. Introduction

Energy performance contracting provides a one-stop procurement process that allows states to use future energy cost savings to pay for new energy-efficient equipment and services. A number of states use energy performance contracts (PCs) to reduce energy consumption in state-owned buildings, typically by 15% to 35% in selected facilities. Performance contracting can provide states with a means of freeing up capital and operating budget dollars for "lead by example" activities while producing many other energy, environmental, and economic benefits, with no out-of-pocket expense and typically with a guarantee that cost savings will meet or exceed payments for equipment and services over the contract period.

### Performance Contracting Projects

Performance contracts can be used to finance a variety of energy efficiency activities, ranging from simple lighting retrofits to comprehensive packages involving auditing, engineering design, and maintenance services, in addition to equipment procurement and installation. PCs can also be used to increase energy efficiency at different scales, from a single building to a portfolio of buildings.

Many states are setting aggressive goals to reduce energy use in their facilities. For example, more than half of the states have joined the ENERGY STAR Challenge to reduce energy use by 10% of more across all state-owned facilities. Performance contracting, if done right, can help states meet these goals.

PCs include a technical audit of one or several facilities by an energy services company (ESCO). This audit provides the framework of an ESCO-developed proposal that includes recommended energy efficiency measures and expected costs. State agencies can negotiate with ESCOs to develop a PC that bundles the proposal's recommended measures with other project services (e.g., project management, monitoring, maintenance, staff training, and results measurement and verification) and sometimes financing. A PC typically includes a guarantee that energy cost savings will meet or exceed the agency's financing payments. Once the contract period is completed and all payments have been made, agencies retain 100% of the energy cost savings. Comprehensive performance contracting programs for state agencies and other public entities have saved as much as \$12 million in annual utility costs in some states (see Section V for actual results).

This document provides a brief overview of the performance contracting process, the benefits of using PCs, and potential barriers, and describes several comprehensive state programs. Additional state examples and information resources are provided at the end of the document.

### II. How Performance Contracting Works

### Assembling a Team

The performance contracting process typically begins by assembling a team of diverse expertise from multiple state agencies (e.g., legal, purchasing, and facility management staff) to coordinate preliminary feasibility assessments, review potential ESCOs, and later work with the selected ESCO to develop PCs that will help meet state energy consumption reduction goals. Some states have involved third-party engineering consultants to provide teams with additional expertise in developing performance contracts.

### Screening

Prior to entering a performance contract, the team typically conducts a preliminary feasibility assessment to determine the potential benefits of performance contracting in one or several buildings. States have performed these assessments using in-house staff or by hiring outside consultants. Washington, for

example, developed an internal energy consumption survey for facility managers that helped determine potential energy cost savings. Hawaii hired an energy consultant to provide a third-party analysis of the potential for performance contracting in its facilities. Many states are using EPA's Portfolio Manager energy rating system to identify facilities with the greatest opportunity for improvement. It is important that a building's energy cost savings potential be sufficient to interest the ESCO, since the ESCO is

unlikely to take on a project that will not bring financial returns. While ESCOs will often take on small projects, they typically offer their services to buildings with potential energy cost savings of at least 15% to 20% (GGGC, 2008b). Buildings that have not previously implemented many energy efficiency measures and that use a significant amount of energy may offer the highest energy cost savings potential because of operational considerations.

### **Evaluating ESCOs**

Once a preliminary assessment has identified which buildings to include in a PC, states typically issue a request for proposals (RFP) and evaluate ESCO qualifications to establish a pool of prequalified ESCOs to which agencies can issue RFPs. The Rhode Island Office of Energy Resources, for example, issued a request for qualifications (RFQ) to a number of ESCOs and developed a list of qualified ESCOs based on a review of each company's experience, staff, references, and financial stability (RIOER, 2007). State agencies can often obtain RFP review assistance from central state performance contracting programs. Many agencies hire

### **Preliminary Feasibility Assessment**

A preliminary feasibility assessment considers the appropriateness of performance contracting in a particular facility. The Energy Service Coalition has identified several criteria to guide decisions on whether to pursue performance contracting in a given building. Buildings most likely to benefit from performance contracting typically have the following characteristics:

- Square footage of 40,000 ft<sup>2</sup> or more;
- Annual energy costs of \$40,000 or more;
- Recurring maintenance problems;
- Poor indoor air quality;
- Budget concerns;
- Inexperienced energy management team;
- Understaffed maintenance team;
- No recent lighting or control system upgrades;
- Energy-using equipment that is obsolete or on schedule for replacement.

Other issues to consider in a preliminary feasibility assessment include:

- Scope of the activities (e.g., a single building as a pilot project, or a larger portfolio of buildings);
- · Occupancy patterns; and
- Security needs.

consultants to guide staff through the complex review and selection process.

### Developing a Plan

Once an ESCO is selected, the company conducts an investment-grade energy audit to identify potential energy cost saving measures. When approved, the audit results can be used to develop a comprehensive plan of action. The ESCO proposes this plan, including the anticipated costs, to the agency. This plan

forms the basis for the performance contract. Agencies can negotiate with ESCOs to ensure that the PC clearly defines the length of the contract, the roles and responsibilities of each party, maintenance expectations, staff training exercises, the method by which savings will be measured and verified, a savings guarantee, and often financing terms. Some states have established criteria that agencies are required to follow (e.g., Pennsylvania has mandated that PC terms not exceed 15 years) (GESA, 2008).

### Contingencies

PC negotiations determine the length of the contract, roles of each party, the method for measuring and verifying savings, and a savings guarantee. In addition, PC negotiations can address several other terms. For example, it is important that a PC clearly define how the agency's and the ESCO's roles and responsibilities are affected by contingencies (e.g., in the event that the agency is required to change the intended use of a building, or is obligated to install new equipment that alters how a building performs).

The savings guarantee can be one of the most significant features of a PC. These guarantees can be structured so that an agency's expected financing repayments and maintenance and monitoring fees will

be recovered through energy cost savings; if savings do not meet these costs, the guarantee requires the ESCO to pay the agency the balance.

Financing

Financing can be secured from state funds, through the ESCO, or from other sources. An example of a program that uses state funds to finance PCs in state agency facilities is the Building Energy Conservation Initiative in New Hampshire. When an ESCO provides financing directly, it usually through a "shared-savings" agreement whereby the agency pays the ESCO a certain percentage of the energy cost savings each month. If no savings accrue, the agency is only responsible for paying its utility bills, not the cost of the energy efficiency investments.

Tax-exempt lease-purchase agreements are a common financing mechanism that enables public entities to obtain financing at a cost lower than what an ESCO might be able to offer because the agency's interest payments are tax-exempt, which can lead to lower financing rates. Under such an arrangement, the ESCO is paid in full upon completion of the project installation and guarantees that the energy cost savings will provide the cash flow necessary to repay the third-party financing (U.S. EPA, 2004).

### Other Sources of Funds for Performance Contracting

States can also access funds through utility rebate and grant programs. The Washington performance contracting program provides information to public entities on funding opportunities available through utilities.

Source: Washington, 2006.

### Measurement and Verification

One of the most important aspects of the PC is how it addresses measurement and verification. A clearly defined protocol for determining energy cost savings is essential to an effective PC. Agencies need to be sure that both parties understand how energy cost savings will be measured and verified, especially if the savings are to be shared. Many states are using EPA's Portfolio Manager to measure and verify progress toward their energy savings goals. These and other states can include requirements in their PCs that ESCOs demonstrate energy savings in Portfolio Manager (such as Pennsylvania is doing), providing valuable third party verification. Some states (e.g., Wyoming) have developed guidance for state agencies on measurement and verification protocol. States can also use resources such as the International Performance Measurement and Verification Protocol to establish guidelines for performance contracts.

### III. Benefits of Performance Contracting

The primary benefit of performance contracting is the ability to achieve guaranteed energy cost savings from no-risk capital improvements at no up-front cost. These savings can provide a continuous source of funding for lead by example activities. In addition to reducing energy and maintenance costs and avoiding greenhouse gas emissions, performance contracting can have a number of other benefits, including:

- No cost from delay. Because PCs enable energy efficiency improvements to be made with no upfront cost, states do not have to wait for scarce capital dollars to become available. This can result in dollars saved because of the opportunity costs associated with delaying energy efficiency improvements.
- No debt. Because PCs are considered "off-balance sheet" expenses, they do not constitute debt and
  thus do not affect credit ratings. This makes performance contracting a helpful strategy for increasing
  energy efficiency in states where agencies are limited by the amount of debt they can incur (NCEP,
  2006).
- Increased capital budget flexibility. Using PCs to purchase, install, and operate energy-efficient
  equipment enables states to keep upgrade expenditures off the balance sheets and preserves capital
  budgets to be used for other priority capital projects that might not generate savings.

- Reduced administrative costs and burden. Performance contracting can minimize the ratio of
  management and administrative costs to energy cost savings because much of the administrative
  responsibility is covered under the performance contract, Along with the one-stop shopping
  procurement process, this can free up staff for other projects.
- Proven expertise. A credible ESCO's technical expertise means that a state can increase energy
  efficiency activities even when lacking in-house expertise.

### IV. Barriers

Several barriers can impede the use of performance contracting. A well-designed state performance contracting program can often be the best strategy for overcoming these barriers.

- Legal Barriers. Most states have used legislation to enable public entities to use PCs and circumvent
  mandatory low-bid requirements in favor of qualification-based contractor selection. While most
  states now permit state agencies to use performance contracting, some legal barriers still remain for
  other public entities (NCEP, 2006). The Energy Services Coalition has compiled a matrix of state
  performance contracting enabling legislation (<a href="http://www.ornl.gov/info/esco/legislation/">http://www.ornl.gov/info/esco/legislation/</a>).
- RFP Review and Contract Negotiation Complexities. Many state agencies have found that the
  complexities of the RFP review and contract negotiation processes require significant legal expertise.
  Some states administer programs that can provide agencies with guidance, while agencies in other
  states hire consultants to guide them through these processes. Some states have addressed this barrier
  by streamlining these processes and providing standard or model performance contracting documents
  for agencies.
- Liability Concerns. In addition, early performance contracts that did not deliver expected results
  caused skepticism from some building owners over the issue of liability (NCEP, 2006). However, the
  growth of the ESCO market over the past decade has refined ESCO expertise and improved ESCO
  familiarity with state government needs and procedures.

### V. Comprehensive state performance contracting programs

### Colorado

The Colorado Governor's Energy Office (GEO) helps state agencies, local governments, schools, and other building owners use PCs to increase energy efficiency activities. For local governments, schools, and other commercial and public building owners, GEO provides assistance in ESCO selection (based on a list of pre-qualified ESCOs), contract review and negotiation, and monitoring and verification guidance. For state government agencies, GEO also offers preliminary feasibility studies to evaluate a facility's energy performance and to determine the potential benefits of a PC. These studies are mandatory for all state agencies under Executive Order D10403 (issued in 2003), which directs state agencies to enter into PCs when the studies determine them to be "feasible, viable, and economically sound" over a period of 12 years or more. In 2007, a new executive order directed agencies that had not yet conducted feasibility studies to do so, and directed the state planning office and green government council to develop standards to define "feasible, viable, and economically sound." Since 1997, GEO and the Rebuild Colorado program have facilitated more than 80 PCs, producing annual energy and maintenance cost savings of \$15 million (DOE, 2007; Colorado, 2003; Colorado, 2007; Colorado, 2008).

Web site: http://www.colorado.gov/energy/greening/performance-contracting-existing.asp

### Illinois

The Illinois Energy Performance Contracting Program began in 1996 with the initiation of a ten-year pilot project. The pilot project used PCs to implement \$33.4 million in capital improvements to seven state

buildings. These improvements, which were financed through private certificates of participation (lease-purchase agreements that are divided and sold to multiple private investors), have resulted in annual energy cost savings of \$4.7 million. The program also provides assistance to local governments, schools, and other organizations to facilitate PCs, including providing model documents, technical review of audits, review and advice on contract terms, and information on evaluation methodologies. Utility savings for local governments, schools, public housing authorities, and other organizations from PCs total \$17 million annually (DCEO, 2004; 2008).

### Web site:

http://www.commerce.state.il.us/dceo/Bureaus/Energy Recycling/Energy/Energy+Efficiency/epc.htm

### Kansas

The Facility Conservation Improvement Program (FCIP), which provides technical and financial performance contracting assistance to public agencies, saves these agencies \$8 million in utility costs annually. The FCIP staff have streamlined the performance contracting process by developing prenegotiated PCs with a pool of pre-qualified ESCOs. Agencies can work with the FCIP to plan a preliminary facility walk-through with several ESCOs, after which the ESCOs present preliminary proposals at no cost to the contracting agency. After the agency selects an ESCO, the ESCO performs a technical audit at a pre-negotiated cost. The audit is reviewed by the contracting agency, the FCIP, and the ESCO before the pre-negotiated PC is finalized. Financing for the PC is arranged through the Department of Administration's master lease-purchase authority, which enables state agencies to purchase equipment at the end of the contract period for \$1 (Kansas, 2006; FCIP, 2008).

Web site: http://www.kcc.state.ks.us/energy/fcip/index.htm

Pennsylvania

The Guaranteed Energy Savings Act of 1998 enables state government agencies to enter PCs as a means of achieving the energy efficiency goals of the Governor's Green Government Council (GGGC). The Department of General Services (DGS) developed a Guaranteed Energy Savings Program to assist state agencies in entering PCs that guarantee savings over a period of no more than 15 years. This assistance typically includes project design review, program management, and other information resources. DGS has developed a series of model documents for agencies, including a facility energy profile template and a standard RFP, and guidance on RFP evaluation. These documents include references to ENERGY STAR as part of the screening, audit, and verification process. DGS also developed flowcharts to guide state agencies through the performance contracting process and has pre-qualified a pool of ESCOs that meet departmental quality criteria. State agencies can also receive assistance from the Pennsylvania State Facilities Engineering & Architecture Institute, which can provide technical assistance in preparing and adapting DGS model documents and reviewing ESCO audits. The GGGC has developed a program to provide similar assistance to local governments, schools, and other public entities (GESA, 2008; GGGC, 2008). Currently, the program has provided assistance for 37 projects that have been completed or are in progress. Seven of these projects are already generating energy cost savings, and are expected to save the state more than \$16 million over the period of the contracts. To date, these projects are estimated to have reduced emissions of CO2 by 27,000 tons, NOx by 51 tons, and SOx by 211 tons (GGGC, 2007).

Web sites: <a href="http://www.portal.state.pa.us/portal/server.pt?open">http://www.portal.state.pa.us/portal/server.pt?open</a> = 512&objID = 1300&&SortOrder = 100&level = 3&parentid = 1298&css = L3&mode = 2&cached = true (DGS — State Agencies)

<a href="http://www.gggc.state.pa.us/gggc/cwp/view.asp?a=515&q=157027">http://www.gggc.state.pa.us/gggc/cwp/view.asp?a=515&q=157027</a> (GGGC — Other Public Entities)

Washington

The Washington Department of General Administration Energy Team administers the Energy Savings Performance Contracting Program to assist state agencies, state colleges and universities, local governments, and other entities in using PCs. The program assists state agencies in complying with HB 2247 (2001) which requires them to identify energy efficiency measures in their facilities and to use PCs to implement these measures (U.S. EPA, 2006). The Energy Team provides free feasibility assessments and has developed a questionnaire for facility managers to help them determine if their building is a good candidate for performance contracting. The Team also helps agencies select ESCOs from a pre-qualified pool, assists in contract negotiation, provides an energy engineer to manage the PC, offers guidance on monitoring and verification, reviews ESCO annual savings reports, and can assist with obtaining low-interest financing from the state treasurer. The Energy Team's program generates nearly \$12 million in combined annual cost savings (energy and maintenance) for state agencies and other entities and helps these entities avoid an estimated 127,000 tons of CO<sub>2</sub> emissions annually. From 1986 through 2006, the program has saved \$66 million in energy and maintenance costs (Washington, 2006).

Web site: http://www.ga.wa.gov/eas/epc/espc.htm

### VI. Additional Resources

	Examples
	Examples of State Programs
Colorado	http://www.colorado.gov/energy/greening/performance-contracting-existing.asp
Hawaii	http://hawaii.gov/dbedt/info/energy/efficiency/state/performance/
Idaho	http://adm.idaho.gov/pubworks/perfcontracting/
Illinois	http://www.commerce.state.il.us/dceo/Bureaus/Energy_Recycling/Energy/Energy- Efficiency/epc.htm
Massachusetts	http://www.mass.gov/?pageID = ocaterminal&L = 4&L0 = Home&L1 = Consumer&L2 = Energy%2C+Fuel+%26+Utilities&L3 = Energy+Programs&sid = Eoca&b = terminalcontent&f = doer_ems_ems&csid = Eoca
New Hampshire	http://www.nh.gov/oep/programs/energy/beci.htm
New York	http://www.nyserda.org/Programs/Technical Assistance/default.asp
Pennsylvania	https://fei.psu.edu/ESCO/NAESCO PA CaseStudy Apr2004.ppt
	http://www.gggc.state.pa.us/gggc/cwp/view.asp?a = 515&g = 157027
Virginia	http://www.dmme.virginia.gov/DE/StateAgencyProgs/performancecontracting.shtr
Washington	http://www.ga.wa.gov/eas/epc/espc.htm
Wyoming	http://www.wyomingbusiness.org/business/energy_wyecip.aspx
	Examples of State Guidelines for Agencies
Florida	http://www.energyservicescoalition.org/chapters/FL/manual/Florida%20Manual.pd
Oregon	http://www.governor.state.or.us/ENERGY/CONS/school/docs/ESPCGuide.pdf
South Carolina	http://www.energy.sc.gov/publications/Perf.%20Cont.%20Guide1.doc
Texas	http://www.seco.cpa.state.tx.us/sa_pc.htm
	Examples of State Commitments
Colorado	http://www.energyservicescoalition.org/chapters/CO/documents/executive_orderCodf
Delaware	http://delcode.delaware.gov/title29/c069/sc05/index.shtml
Hawaii	http://www.capitol.hawaii.gov/hrscurrent/Vol01_Ch0001- 0042F/HRS0036/HRS_0036-0041.HTM
Louisiana	http://www.deq.louisiana.gov/portal/portals/0/news/pdf/2008EOGreenGovernmen df
Exam	ples of Performance Contracting Enabling Legislation
Colorado	http://www.energyservicescoalition.org/chapters/CO/documents/legislation- state_government.pdf
Kansas	http://www.kslegislature.org/legsrv-bills/showBill.do?id = 15996
Pennsylvania	http://www.gggc.state.pa.us/gggc/cwp/view.asp?a = 515&q = 157006
Energy Services Coalition	http://www.ornl.gov/info/esco/legislation/
	Examples of State Preliminary Feasibility Studies
Hawaii	http://hawaii.gov/dbedt/info/energy/publications/sfeup1.pdf
Virginia	http://www.dmme.virginia.gov/DE/StateAgencyProgs/performancecontracting.sht

Resource	es: State Examples and Information Resources
	Examples
E	xamples of State Preliminary Feasibility Studies
Washington	http://www.ga.wa.gov/eas/epc/ESPC-test.doc
Exa	mples of States with Pre-Qualified Pools of ESCOs
Rhode Island	http://www.energy.ri.gov/documents/efficiency/Application for RIOER ESCO.pdf
Example	s of State Financing for Energy Performance Contracts
Kansas	http://www.kcc.state.ks.us/energy/fcip/financing.htm
Texas	http://www.tpfa.state.tx.us/masterlease.aspx
	Model Energy Performance Contracts
Pennsylvania	http://www.portal.state.pa.us/portal/server.pt/gateway/PTARGS 0 2 8527 1300 2 44922 43/http%3B/enctcapp099%3B7087/publishedcontent/publish/cop general government operations/dgs/community content/property management/gesa clean 07 07.doc
Rhode Island	http://www.energy.ri.gov/documents/efficiency/ESCO Contract.pdf
National Association of State Energy Officials	http://www.naseo.org/energy_sectors/buildings/performance_contracting.htm
	State Performance Contracting Case Studies
California	http://www.johnsoncontrols.com/publish/etc/medialib/jci/be/case studies.Par.15163 File.tmp/CA%20EPA%20CS-f.pdf
Colorado	http://www.eere.energy.gov/state energy program/feature detail info.cfm/fid = 63/start = 3
Idaho	http://www.eere.energy.gov/state_energy_program/project_brief_detail.cfm/pb_id = 1006
Kansas	http://www.eere.energy.gov/state_energy_program/project_brief_detail.cfm/pb_id = 602
Maryland	http://www.johnsoncontrols.com/publish/etc/medialib/jci/be/case_studies.Par.15163 File.tmp/CA%20EPA%20CS-f.pdf
Nevada	http://www.ameresco.com/case.asp?ID = 41
Tennessee	http://www.johnsoncontrols.com/publish/etc/medialib/jci/be/case studies.Par.37209 File.tmp/Tennessee%20Energy%20Initiative.pdf
Virginia	http://www.dmme.virginia.gov/DE/StateAgencyProgs/VADOCRelease.pdf
Wisconsin	http://www.johnsoncontrols.com/publish/etc/medialib/jci/be/case_studies.Par.85432 File.tmp/Wisconsin%20Energy%20Initiative.pdf
	Information Resources
Clean Energy-Environment Guide o Action, Funding and ncentives (U.S. EPA)	ehttp://www.epa.gov/cleanenergy/documents/gta/guide_action_chap3_s4.pdf
Energy Performance Contracting for New Buildings (The Energy Foundation)	http://www.rmi.org/images/PDFs/BuildingsLand/D04-23 EleyPerfCntrEFRpt.pdf
Energy Performance Contracting in State of Michigan Facilities (Michigan Department of Labor and Economic Growth)	http://www.michigan.gov/documents/CIS EO Inside school deaf and blind 3773 1 7.pdf

Resource	s: State Examples and Information Resources
	Information Resources
ENERGY STAR Building Upgrade Manual (EPA)	http://www.energystar.gov/index.cfm?c = business.bus_upgrade_manual
EPA Portfolio Manager	http://www.energystar.gov/benchmark
The Federal Market for ESCO Services: How Does it Measure Up? (LBNL)	http://repositories.cdlib.org/lbnl/LBNL-54952/
Financing Energy Efficiency in Buildings (DOE)	http://michigan.gov/documents/CIS EO financinghandbook 75701 7.pdf
Financing Energy Efficiency Projects (N. Zobler and K. Hatcher)	http://www.energystar.gov/ia/business/government/Financial Energy Efficiency Projects.pdf
Frequently Asked Questions on Performance Contracting (Michigan Department of Labor and Economic Growth)	http://michigan.gov/documents/StatePCFAQmodified2 120210 7.pdf
Guide to Performance Contracting (Hawaii Department of Business, Economic Development, and Tourism)	http://hawaii.gov/dbedt/info/energy/publications/epc.pdf
Handbooks for Energy Efficiency (California Energy Commission)	http://www.energy.ca.gov/reports/efficiency_handbooks/
Innovative Financing Solutions: Finding Money for Your Energy Efficiency Projects (U.S. EPA)	http://www.energystar.gov/ia/business/COO-CFO Paper final.pdf
Legislation and Executive Orders Requiring Energy Performance Contracting (Energy Services Coalition)	http://www.energyservicescoalition.org/resources/legislation/stateleg.htm
List of ESCOs (National Association of Energy Service Companies)	http://www.naesco.org/organizations/companies.aspx?CatID = 3
Quick Financing for Energy Efficiency Projects (International City/County Management Association)	http://www.coloradoenergy.org/activities/success/download.aspx?CaseStudyID = 22
Model State Enabling Legislation for Green Performance Contracting (Leonardo Academy)	http://www.leonardoacademy.org/download/Model%20Legislation-04-27-07.pdf
Performance Contracting Process Flowcharts (Pennsylvania Department of General Services)	http://www.portal.state.pa.us/portal/server.pt/gateway/PTARGS 0 2 8527 1300 2 44922 43/http%3B/enctcapp099%3B7087/publishedcontent/publish/cop general government operations/dgs/community content/facilities/document management/guaranteed energy savings/flowchart both.pdf
Public Benefit Charge Funded Performance Contracting Programs – Survey and Guidelines (LBNL)	http://eetd.lbl.gov/EA/EMS/reports/46071.pdf
State Policies for Financing Electricity Resources: Financing Energy Efficiency (National Council on Electricity Policy)	http://www.ncouncil.org/pdfs/pubs/FINAL.EE,Financing.pdf

Information Resources	
Statewide Procurement of Master Lease Financing for Performance Contracting Projects (Energy Services Coalition)	http://www.energyservicescoalition.org/resources/documents/Statewide%20Finance%20Procurement%20Guide.doc
	Organizational Resources
Department of Energy	http://www.eere.energy.gov/buildings/info/plan/financing/contracts.html
Database of State Incentives for Renewable Energy	http://www.dsireusa.org/
Energy Services Coalition	http://www.energyservicescoalition.org/
ENERGY STAR	http://www.energystar.gov/index.cfm?c = business.bus_index
National Association of Energy Service Companies	http://www.naesco.org/default.htm

### References

Colorado. 2003. Executive Order 0014 03. Available:

http://www.state.co.us/gov dir/govnr dir/exec orders/d01403.pdf. Accessed 3/26/2008.

Colorado. 2007. Executive Order 0012 07. Available:

http://www.colorado.gov/governor/press/pdf/executive-orders/2007/ExecutiveOrder-Greening-Government-ImplementationMeasures.pdf. Accessed 3/26/2008.

Colorado. 2008. Greening Government: Energy. Available:

http://www.colorado.gov/energy/greening/energy.asp. Accessed 3/26/2008.

DCEO. 2004. Energy Conservation Technical Assistance Update. Available:

http://www.commerce.state.il.us/NR/rdonlyres/4E0681B7-9F83-4D4D-AC06-

09CF58160D25/0/AnnualReportEnergyConservationActFINAL.pdf. Accessed 3/26/2008.

DCEO. 2008. Energy Performance Contracting Program. Available:

http://www.commerce.state.il.us/dceo/Bureaus/Energy\_Recycling/Energy/Energy+Efficiency/epc.htm. Accessed 3/26/2008.

ESC. 2008. 5 Steps to Successful Energy Performance Contracting. Available:

http://www.energyservicescoalition.org/resources/5steps.htm#step1. Accessed 3/25/2008.

FCIP. 2008. Facility Conservation Improvement Program. Available:

http://kcc.ks.gov/energy/fcip/index.htm. Accessed 3/26/2008.

GESA. 2008. Pennsylvania Guaranteed Energy Savings. Available:

http://www.portal.state.pa.us/portal/server.pt?open = 512&objID = 1300&&SortOrder = 100&level = 3&parentid = 1298&css = L3&mode = 2&cached = true. Accessed 3/26/2008.

GGGC, 2007. Green Plan 2006-2007. Available:

 $\frac{\text{http://www.gggc.state.pa.us/plan0607/cwp/view.asp?a} = 3\&Q = 154262\&plan0607\text{Nav} = |7046|.}{\text{Accessed } 3/28/2008.}$ 

GGGC. 2008. Building Renovations and Retrofits. Available: http://www.gggc.state.pa.us/gggc/cwp/view.asp?a = 515&q = 156985. Accessed 3/26/2008.

GGGC. 2008b. Guaranteed Energy Savings: How it is Done. Available: <a href="http://www.gggc.state.pa.us/gggc/cwp/view.asp?a=515&q=157055">http://www.gggc.state.pa.us/gggc/cwp/view.asp?a=515&q=157055</a>. Accessed 3/28/2008.

Hawaii. 2003. State Facility Energy Upgrade Analysis and Performance Contracting Potential. Available: <a href="http://hawaii.gov/dbedt/info/energy/efficiency/state/performance/sfeup1.pdf">http://hawaii.gov/dbedt/info/energy/efficiency/state/performance/sfeup1.pdf</a>. Accessed 3/25/2008.

NCEP. 2006. State Policies for Financing Electricity Resources: Financing Energy Efficiency. Available: <a href="http://www.ncouncil.org/pdfs/pubs/FINAL.EE.Financing.pdf">http://www.ncouncil.org/pdfs/pubs/FINAL.EE.Financing.pdf</a>. Accessed 3/26/2008.

Ploger, J. 2006. The High Cost of Energy and the Facility Conservation Improvement Program. Kansas Government Journal, 92: 50-52. Available: <a href="http://kcc.ks.gov/energy/fcip/kgj\_feb06\_reprint.pdf">http://kcc.ks.gov/energy/fcip/kgj\_feb06\_reprint.pdf</a>. Accessed 3/26/2008.

RISEO, 2007. ESCO Program Description. Available: <a href="http://www.energy.ri.gov/documents/efficiency/ESCO">http://www.energy.ri.gov/documents/efficiency/ESCO</a> Program Description.pdf. Accessed 3/25/2008.

U.S. DOE. 2007. Rebuild Colorado: A Systematic Approach to Improve Performance of Public Buildings. Available: <a href="http://www.eere.energy.gov/state\_energy\_program/feature\_detail\_info.cfin/fid=63/start=3">http://www.eere.energy.gov/state\_energy\_program/feature\_detail\_info.cfin/fid=63/start=3</a>. Accessed 3/25/2008.

U.S. EPA. 2004. Innovative Financing Solutions: Finding Money for Your Energy Efficiency Projects. Available: <a href="http://www.energystar.gov/ia/business/COO-CFO">http://www.energystar.gov/ia/business/COO-CFO</a> Paper final.pdf. Accessed 3/26/2008.

U.S. EPA. 2006. Clean Energy-Environment Guide to Action: Funding and Incentives. Available: <a href="http://www.epa.gov/cleanenergy/documents/gta/guide\_action\_chap3\_s4.pdf">http://www.epa.gov/cleanenergy/documents/gta/guide\_action\_chap3\_s4.pdf</a>, Accessed 3/26/2008.

Washington, 2006. Energy Saving Performance Contracting. Available: <a href="http://www.ga.wa.gov/eas/epc/espc.htm">http://www.ga.wa.gov/eas/epc/espc.htm</a>. Accessed 3/26/2008.

### Overview

The X25® web-based master planning system gives you the clear, colorful graphs and analytic data you need to identify and correct inefficiencies in your scheduling policies and space allocation, and to make the case where needed for construction, renovation, and closures. To learn more select from the options at right.

### What It Does

The X25® master planning system produces detailed, easy-to-understand graphical views of your room utilization. These visuals make it easy to identify how your scheduling policies can more efficiently serve the needs of students and faculty. X25 analytics help you see where more space may be needed and where closures or reallocations may be possible. X25 reports are available anytime via the web, giving you the support and concrete analytics you need wherever and whenever you are making planning decisions.

### With X25 you can

- Create clear, colorful, graphical reports that pinpoint scheduling patterns and identify where problems – and opportunities – lie
- Use convenient dashboard graphs that succinctly reveal key utilization information
- Evaluate how effectively your room inventory meets student and faculty needs and preferences
- Identify and relieve "pressure" times when it's difficult for students in certain departments to get the classes they need
- View and compare results for critical periods, such as drop/add date, end-of-term and census date
- Find out how taking a building offline for renovation or replacement will impact classroom availability and fit
- Provide departments the space analysis information they need to optimize academic scheduling for their students and faculty
- Check department adherence to standard time blocks
- Compare levels of demand to identify where the need for new facilities is greatest
- Generate reports on space supply and demand
- Use Real-Time Benchmarking® to identify future trends

### How You Benefit

The X25® planning system helps you make informed scheduling decisions and ensures effective allocation of one of your school's most valuable resources – space. And because X25 is accessed via the web and hosted by CollegeNET, you enjoy all these benefits without installing or maintaining software.

### By using X25 to improve space usage, you will:

- Increase student and faculty satisfaction, retention, and on-time graduations
- Reduce class overcrowding
- Save money on unnecessary construction and renovation
- Meet the accountability standards set by your institution and other governing bodies
- Have facts at hand to make the case for increased facilities funding when you need it
- Accurately plan for the future