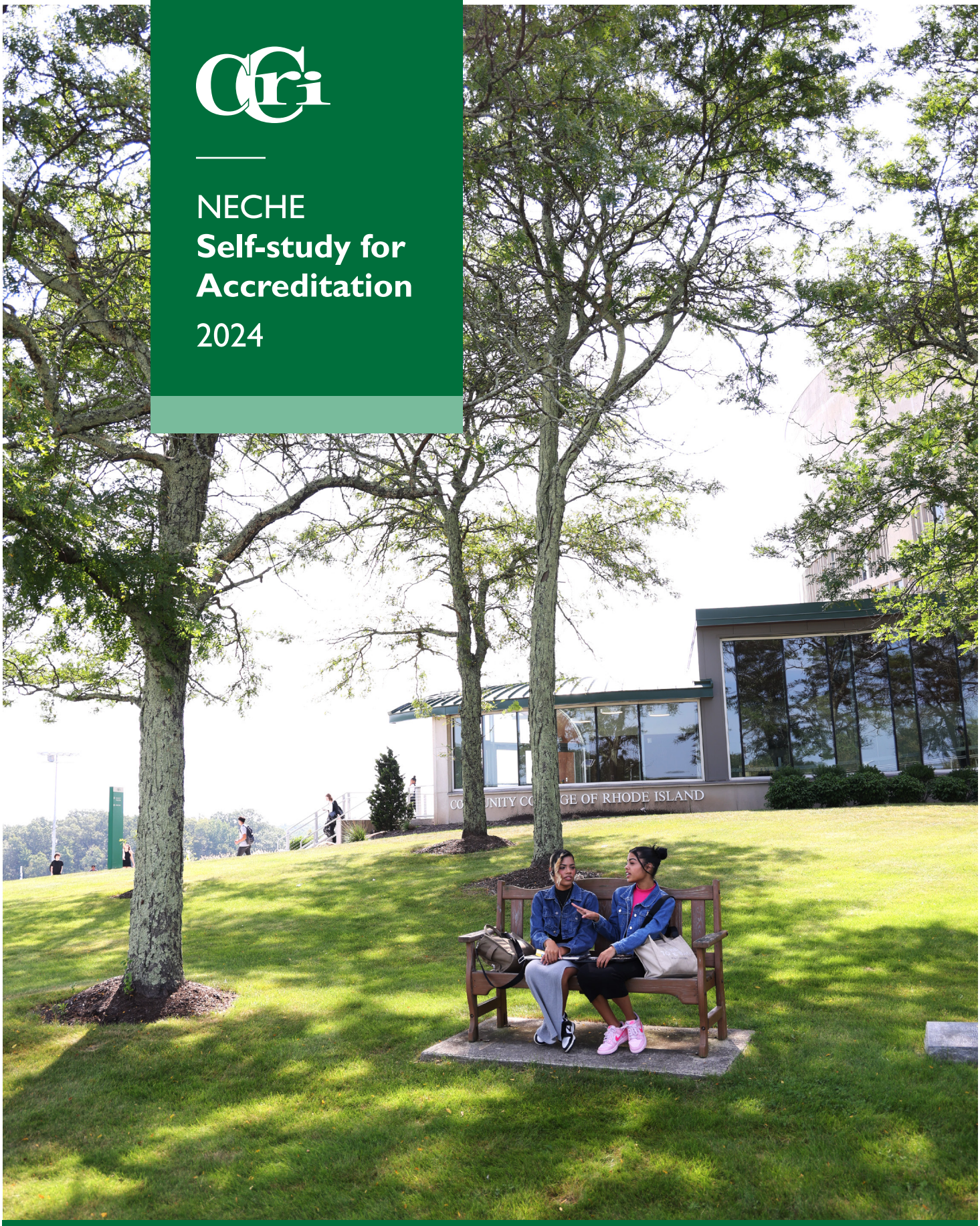
NECHE
Self-study for Accreditation
2024



COMMUNITY COLLEGE OF RHODE ISLAND

COMMUNITY COLLEGE
OF RHODE ISLAND

Community College of Rhode Island
Warwick, Rhode Island

SELF-STUDY FOR REACCREDITATION

Prepared for
New England Commission of Higher Education

Spring 2024

Community College of Rhode Island

NECHE Self-study

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Affirmation of Compliance
NECHE E-Series E1a & E1b Forms
Financial Reports
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Institutional Characteristics Form Revised September 2009

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

Date: January 20, 2024

1. Corporate name of institution: Community College of Rhode Island
2. Date institution was chartered or authorized: 1964
3. Date institution enrolled first students in degree programs: 1964
4. Date institution awarded first degrees: 1966
5. Type of control:

Public

- ☒ State
- ☐ City
- ☐ Other

(Specify) _____

Private

- ☐ Independent, not-for-profit
- ☐ Religious Group

(Name of Church)_____

- ☐ Proprietary
- ☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Established by an act of the Rhode Island General Assembly in January 1960.

7. Level of postsecondary offering (check all that apply)

- ☐ Less than one year of work
- ☒ At least one but less than two years
- ☒ Diploma or certificate programs of at least two but less than four years
- ☒ Associate degree granting program of at least two years
- ☐ Four- or five-year baccalaureate degree granting program
- ☐ First professional degree
- ☐ Master's and/or work beyond the first professional degree
- ☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
- ☐ A doctor of philosophy or equivalent degree
- ☐ Other doctoral programs _____
- ☐ Other (Specify)

8. Type of undergraduate programs (check all that apply)

- ☒ Occupational training at the crafts/clerical level (certificate or diploma)
- ☒ Liberal arts and general

☒ Occupational training at the technical or semi-professional level (degree)

☐ Teacher preparatory

☒ Two-year programs designed for full transfer to a baccalaureate degree

☐ Professional

☐ Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate 12 credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	5,072		5,072
Part-time student headcount	7,446		7,446
FTE	8,278		8,278

b) Number of students (headcount) in non-credit, short-term courses: 2,632

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

Program	**Agency**	**Accredited Since**	**Last Reviewed**	**Next Review**
Art	National Association of Schools of Art and Design (NASAD)	2016	2022	2027
Business Administration	Accreditation Council for Business School and Programs (ACBSP)	1994	2014	2024
Cybersecurity	National Centers for Academic Excellence in Cybersecurity Two-Year Designation (CAE2Y)	2018	2023	2028

Dental Assisting	Commission on Dental Accreditation (CODA)	1990	2018	2026
Dental Hygiene	Commission on Dental Accreditation (CODA)	1990	2018	2026
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	2007	2018	2028
Education, Early Childhood Education and Child Development	National Association for the Education of Young Children (NAEYC)	2015	2023	2025
Histotechnician	National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS)	2008	2021	2030
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS)	1980	2021	2030
Music	National Association of Schools of Music (NASM)	2011	2023	2024
Nursing	Accreditation Commission for Education in Nursing (ACEN)	1971	2019	2027
Nursing – Practical Nursing	Accreditation Commission for Education in Nursing (ACEN)	1971	2019	2027
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	1999	2014	2024
Physical Therapy Assistant	Commission on Accreditation of Physical Therapy Education (CAPTE)	1993	2017	2027
Radiography	Joint Review Committee on Education in Radiologic Technology (JRCERT)	1974	2022	2030

Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)	1988	2018	2028
Therapeutic Massage	Commission on Massage Therapy Accreditation (COMTA)	2005	2017	2024

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.

	Full degree	**50%-99%**	**FTE**
A. In-state Locations			
RI Department of Corrections	General Studies	None	16
Westerly Educational Center	None	None	0
Woonsocket Educational Center	None	None	0
B. Out-of-state Locations			
None			

14. International Locations: 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. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Administrative Office Technology, Administrative Management	Certificate	72%	2
Administrative Office Technology, Administrative Support Specialist	Certificate	70%	2
Administrative Office Technology, Medical Administrative Assistant/Secretary	Associate in Science	68%	13
Basic Accounting Skills	Certificate	100%	2
Business Administration, Accounting	Associate in Science in Business	98%	98
Business Administration, Accounting	Certificate	100%	7
Business Administration, Entrepreneurship	Certificate	79%	17
Business Administration, Financial Services	Associate in Science in Business	89%	38
Business Administration, Financial Services	Certificate	79%	3
Business Administration, General Business	Associate in Science in Business	100%	273
Business Administration, Management	Associate in Science in Business	100%	93
Business Administration, Management	Certificate	100%	10
Business Administration, Marketing	Associate in Science in Business	89%	70
Business Administration, Marketing	Certificate	76%	2
Business Administration, Workplace Essentials	Certificate	78%	3
Chemical Technology	Certificate	70%	1
Cloud Computing	Associate in Science	58%	2
Communication and Film/Media, Communication	Associate in Arts	75%	30
Communication and Film/Media, Film/Media	Associate in Arts	81%	81
Communication, New Media Communication	Certificate	52%	4
Computer Studies and Information Processing, Computer Programming	Associate in Science	94%	102
Computer Studies and Information Processing, Computer Programming	Certificate	86%	3
Computer Studies and Information Processing, Computer Support Specialist	Associate in Science	79%	23
Computer Studies and Information Processing, Computer Support Technician	Certificate	100%	3
Computer Studies and Information Processing, Data Analytics	Certificate	50%	10
Computer Studies and Information Processing, Network Software	Certificate	100%	0

Computer Studies and Information Processing, Network Support Technician	Certificate	50%	0
Computer Studies and Information Processing, Networking Technician	Certificate	67%	3
Computer Studies and Information Processing, Networking Technology	Associate in Science	87%	3
Computer Studies and Information Processing, Software Development	Certificate	86%	9
Computer Studies and Information Processing, Web Technologies	Associate in Science	72%	5
Computer Studies and Information Processing, Web Technologies	Certificate	67%	0
Cyber Defense	Certificate	68%	3
Cybersecurity	Associate in Science	89%	143
Education, Early Childhood Education and Child Development	Associate in Arts	89%	101
Education, Education/Special Education	Associate in Arts	86%	67
Engineering, Biomedical	Associate in Science in Engineering	60%	12
Engineering, Chemical	Associate in Science in Engineering	56%	6
Engineering, Civil	Associate in Science in Engineering	65%	32
Engineering, Computer	Associate in Science in Engineering	63%	25
Engineering, Electrical	Associate in Science in Engineering	53%	33
Engineering, Industrial	Associate in Science in Engineering	70%	7
Engineering, Mechanical	Associate in Science in Engineering	64%	84
Engineering, Ocean	Associate in Science in Engineering	57%	4
Environment, Sustainability, and Management	Associate in Science	85%	34
Fine Arts, Art	Associate in Fine Arts	93%	77
Fire Science	Associate in Applied Science	50%	54
General Studies	Associate in Arts	100%	4,614
Human Services, Case Management	Certificate	69%	4
Human Services, Early Childhood	Certificate	75%	8
Human Services, Mental Health and Wellness	Certificate	62%	3
Human Services, Social Services	Certificate	81%	13
Legal Studies, Law Enforcement	Associate in Science	64%	163
Legal Studies, Paralegal Studies	Associate in Science	63%	40
Liberal Arts	Associate in Arts	95%	80

Mathematics I	Certificate	95%	5
Professional Studies, Executive Administrative Assistant	Associate in Science	75%	7
Professional Studies, Medical Administrative Assistant	Associate in Science	68%	13
Science	Associate in Science	95%	154
Social Services	Associate in Arts	83%	165
Technical Studies	Associate in Applied Science	68%	8

16. Instruction offered through contractual relationships: 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. Enter more rows as needed.

Name of contractor	**Location**	**Name of program**	**Degree or certificate**	**# of credits**
None				

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:

    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;

    c) 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 Promenade 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 over 12,000 students in credit courses each fall semester and more than 6,000 students in non-credit workforce development and training classes.

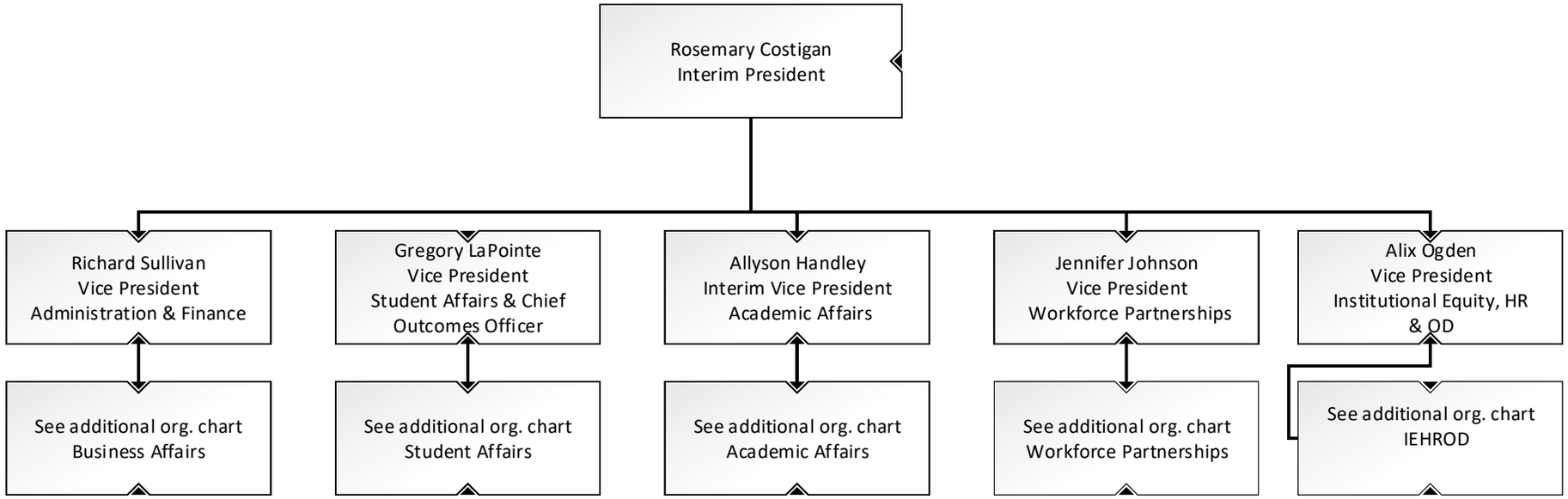
CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	David Caprio, Esq.	Council on Postsecondary Education Chairman	2022
President/CEO	Rosemary Costigan, PhD, RN	Interim President	2023
Executive Vice Presidents	Allyson Handley, EdD	Interim Vice President for Academic Affairs	2023
	Bobby Gondola, PhD	Associate Vice President for Institutional Advancement and College Relations	2018
	Gregory LaPointe	Vice President for Student Affairs and Chief Outcomes Officer	2022
	Amy Kacerik	Associate Vice President for Student Affairs	2023
	Richard Sullivan	Vice President for Administration and Finance	2023
	Jennie Johnson	Vice President for the Division of Workforce Partnerships	2023
	Alix Ogden	Vice President of Institutional Equity, Human Resources, and Organizational Development	2023
Chief Academic Officer	Allyson Handley, EdD	Interim Vice President for Academic Affairs	2023
Deans of Schools and Colleges	Beth Anish, PhD	Dean of Learning Commons and Classroom Technology	2023
	Suzanne Carr, PhD, RN	Dean of Health and Rehabilitative Sciences	2020
	Rebecca Heimel	Dean of Academic Affairs	2023

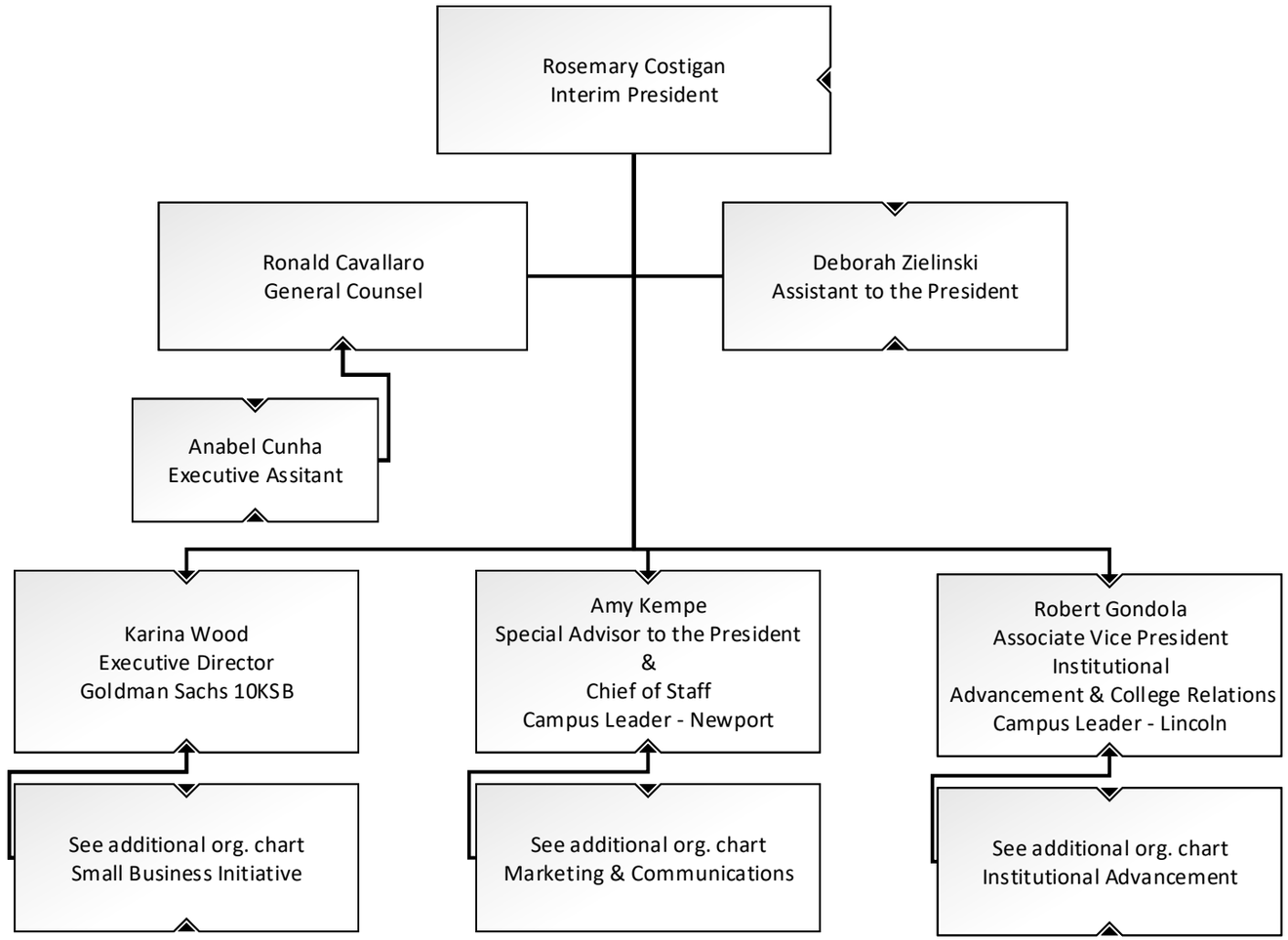
	Barbara Nauman	Dean of Business, Science, Technology, and Mathematics	2019
	William Stargard, PhD	Dean of Arts, Humanities, and Social Sciences	2022
Chief Financial Officer	Richard Sullivan	Vice President for Administration and Finance	2023
Chief Student Services Officer	Gregory LaPointe	Vice President for Student Affairs and Chief Outcomes Officer	2022
Planning	Gregory LaPointe	Vice President for Student Affairs and Chief Outcomes Officer	2022
Institutional Research	Philip Gordon	Director of Institutional Research and Assessment	2019
Assessment	Lauren Webb, PhD	Director of Academic Program Review and Accreditation	2022
Development	Bobby Gondola, PhD	Associate Vice President for Institutional Advancement and College Relations	2018
Library	Beth Anish, PhD	Dean of Learning Commons and Classroom Technology	2023
Chief Information Officer	Dennis Thibeault	Interim Chief Information Officer and Director Enterprise Applications	2023
Continuing Education	Jennie Johnson	Vice President for the Division of Workforce Partnerships	2023
Grants/Research	Rebecca Heimel	Dean of Academic Affairs	2023
	Bobby Gondola, PhD	Associate Vice President for Institutional Advancement and College Relations	2018

Admissions	Shilo Henriques	Dean of Enrollment Management, Systems & Innovation	2023
Registrar	Cathy Picard-Tessier	Director of Records	2013
Financial Aid	Kelly Morrissey	Dean of Student Financial Assistance and Scholarships	2018
Public Relations	Amy Kempe	Senior Advisor to the President and Chief of Staff	2019
Alumni Association	Bobby Gondola, PhD	Associate Vice President for Institutional Advancement and College Relations	2018
Other: Diversity, Equity, and Inclusion	Andréa Ray	Director of Diversity, Equity, and Inclusion (DEI) and Organizational Development	2022
Other: K-12 Partnerships	Madeline Burke	Executive Director of Strategic Initiatives	2022
Other: General Counsel	Ron Cavallaro	General Counsel	2013
Other: Labor Relations	Sybil Bailey	Executive Director of Labor and Personnel Relations	2023
Other: Dean of Students	Taiwo Adefiyiju	Dean of Students	2022
Other: Advising	Bob Cipolla	Dean of Student Development and Assessment	2005
Other: Campus Police	Joseph Hopkins	Director of Public Safety and Chief of Police	2023
Other: Community Standards	Tracy Karasinski	Dean of Community Standards	2023

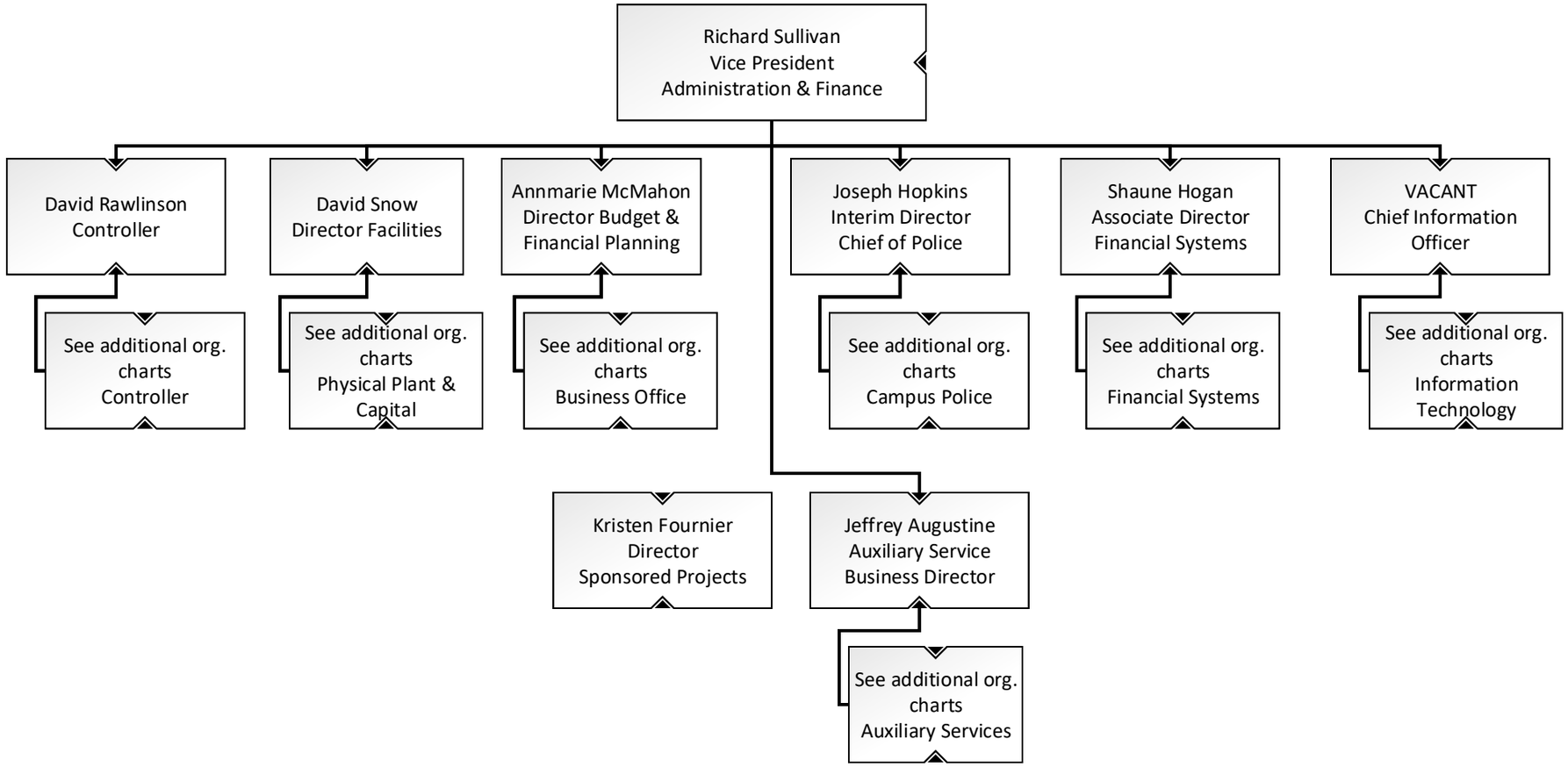
President's Division:



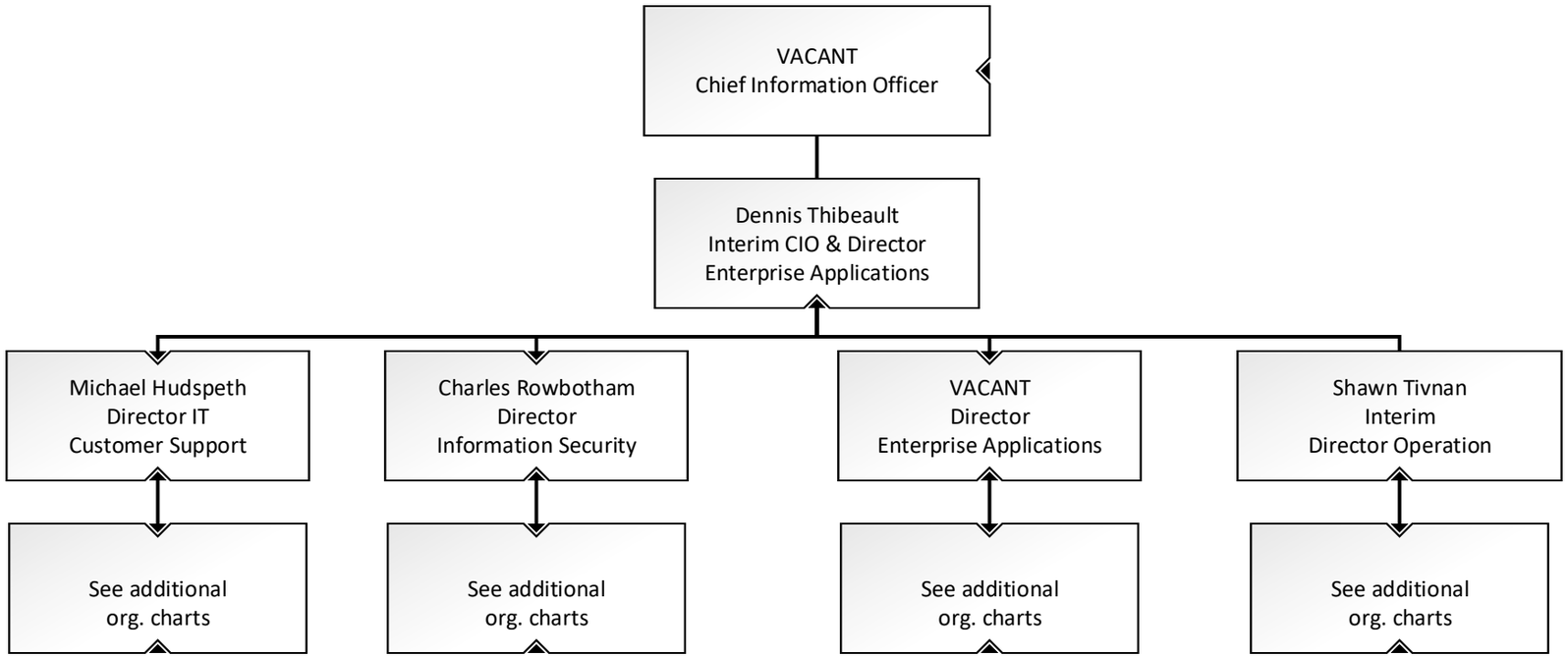
President's Division



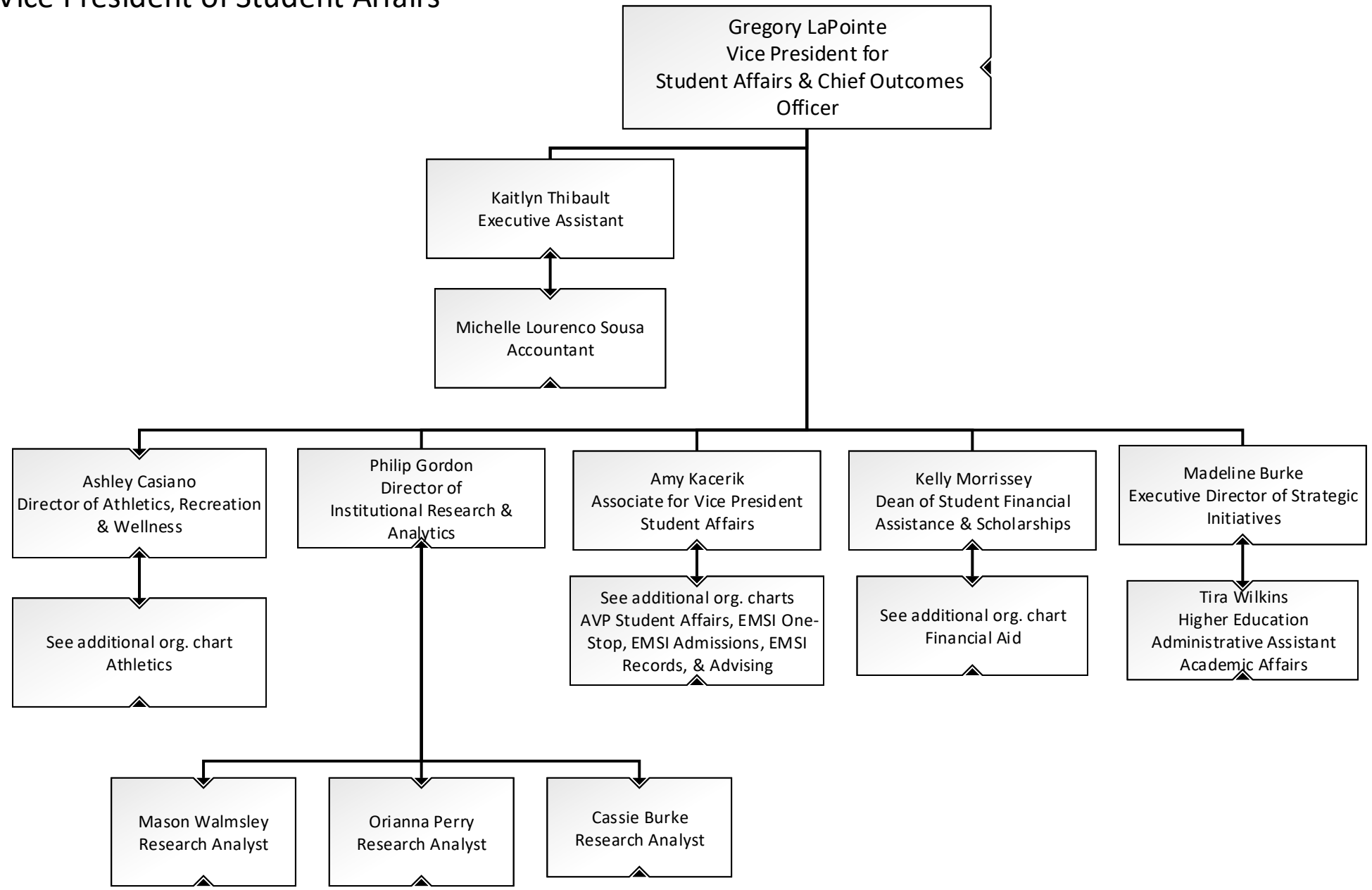
Administration & Finance Division



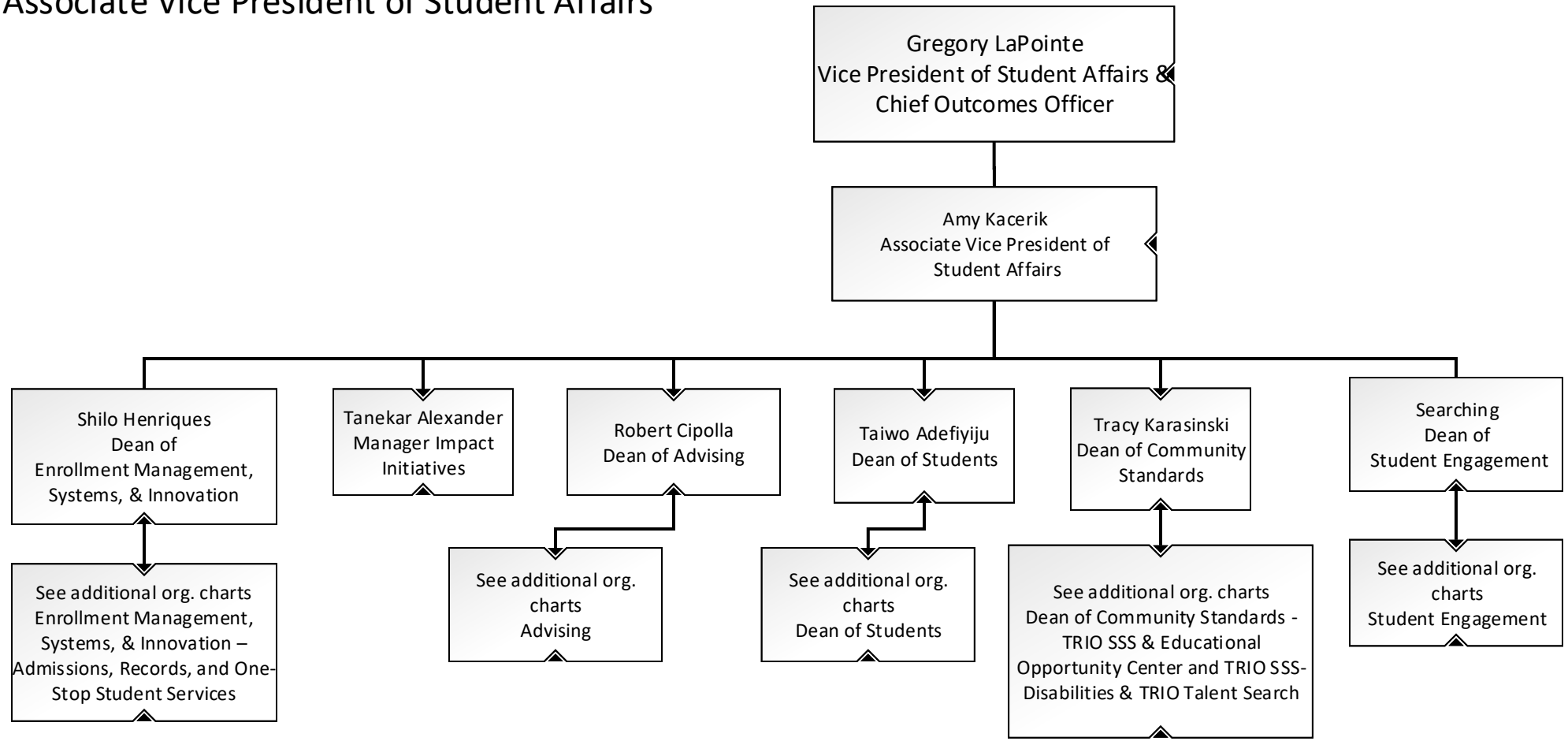
Division of Administration & Finance:
Information Technology



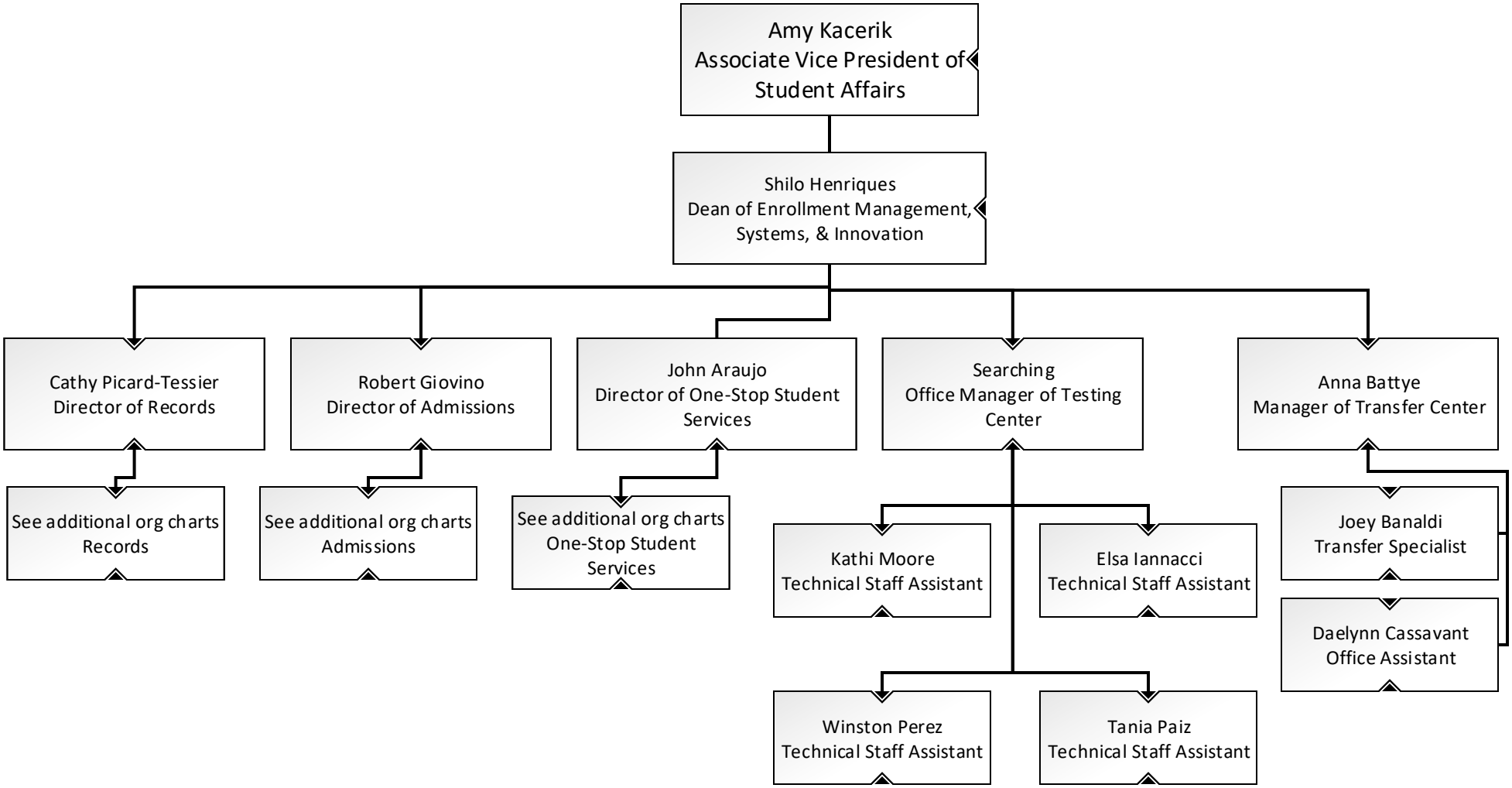
Division of Student Affairs:
Vice President of Student Affairs



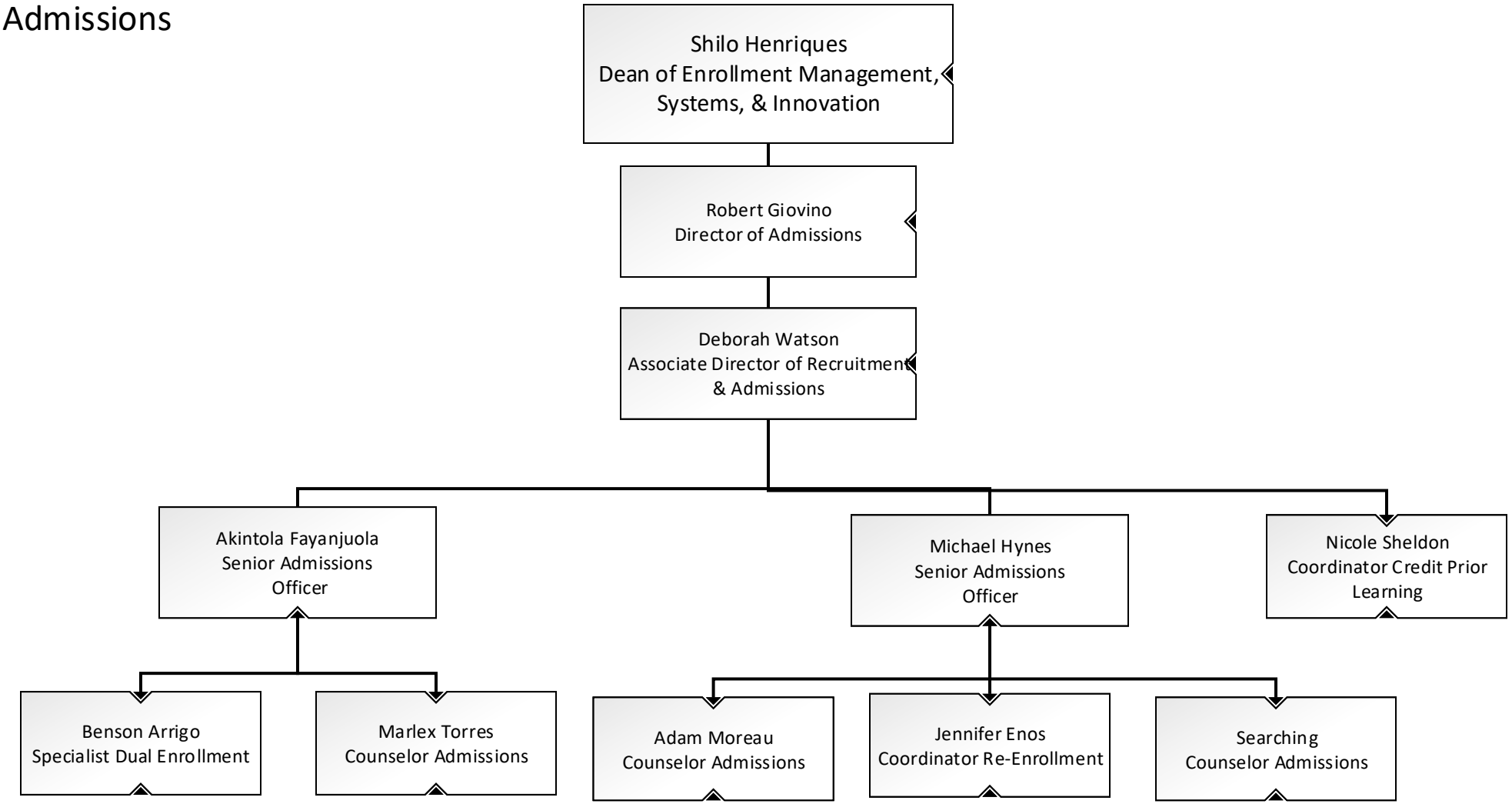
Division of Student Affairs:
Associate Vice President of Student Affairs



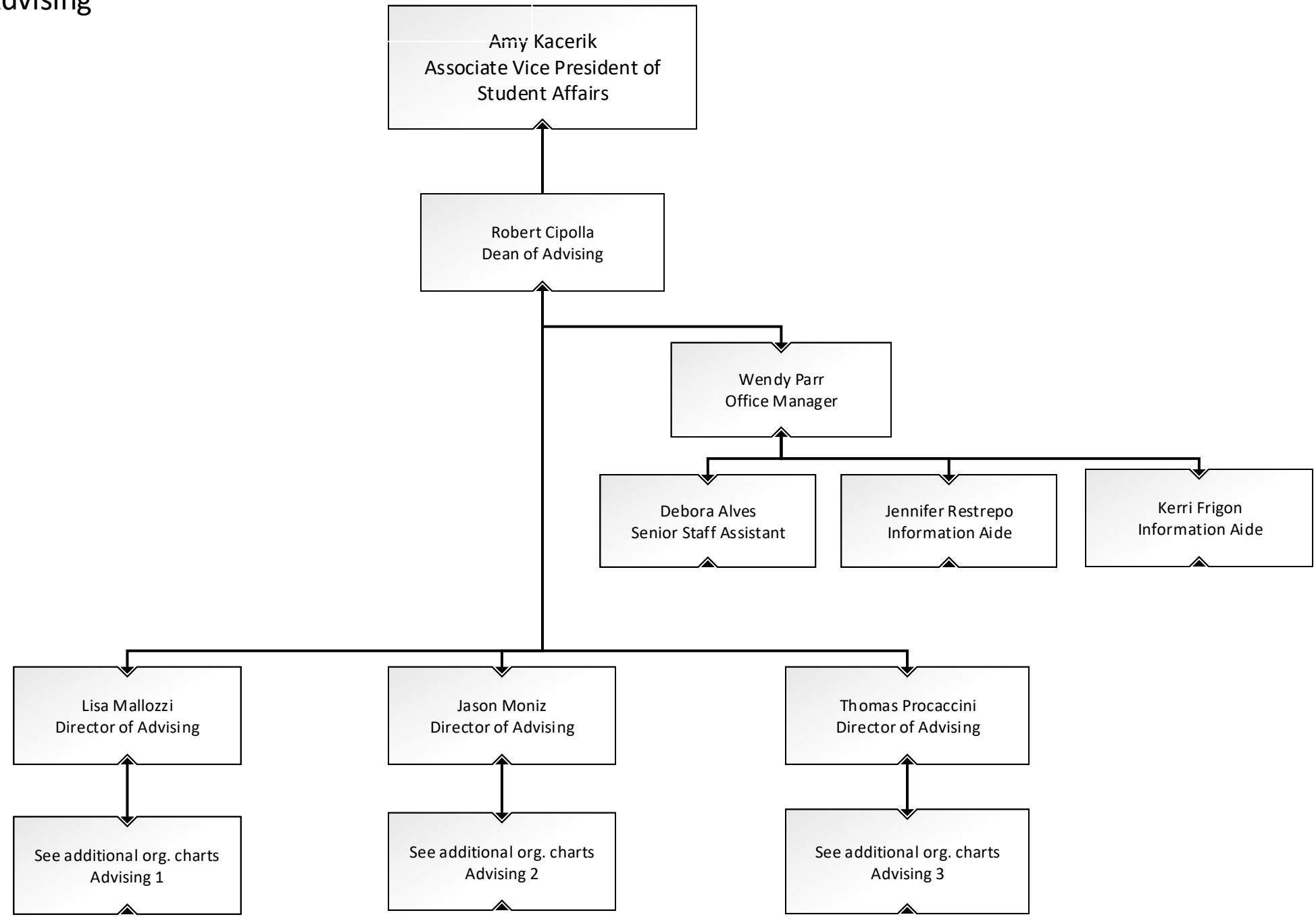
Division of Student Affairs:
Enrollment Management, Systems, & Innovation



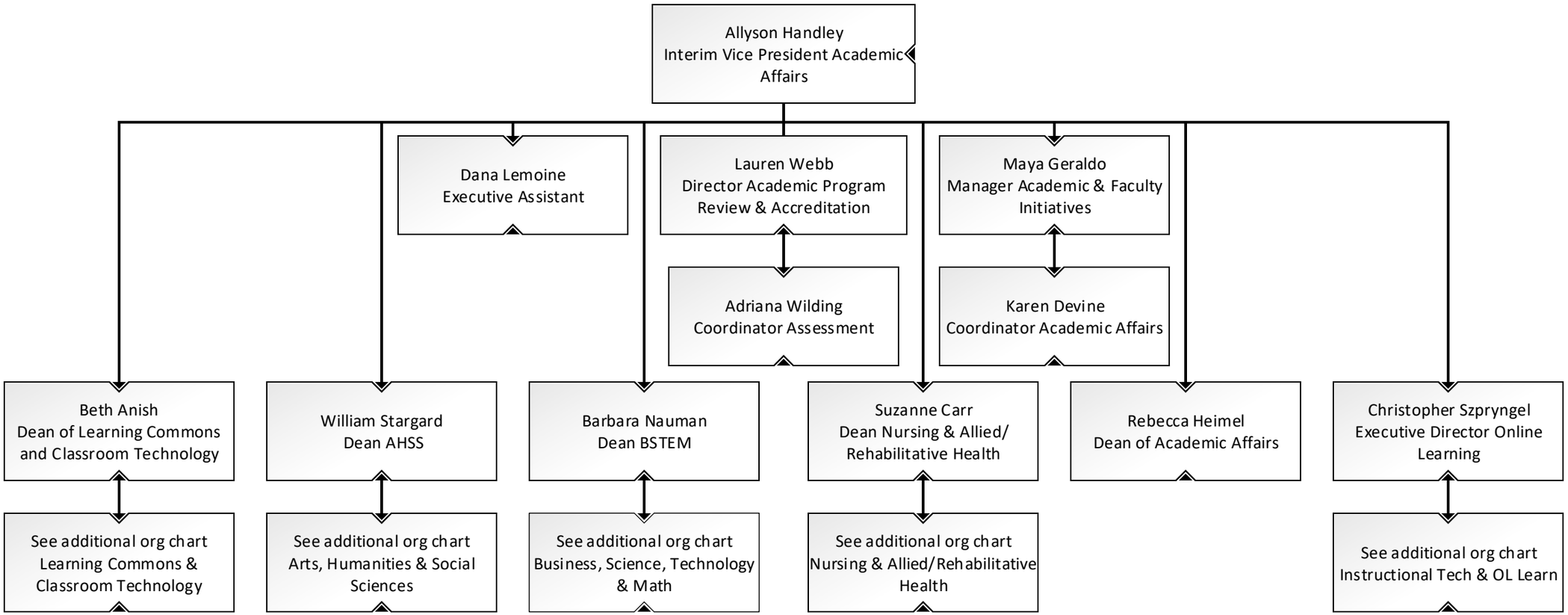
Division of Student Affairs: Admissions



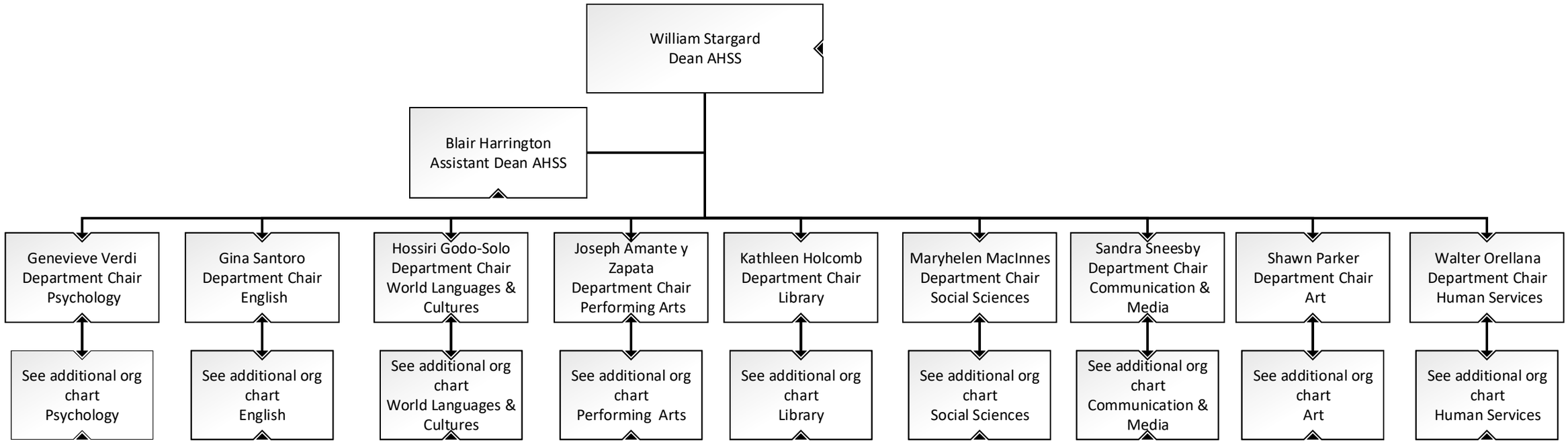
Division of Student Affairs: Advising



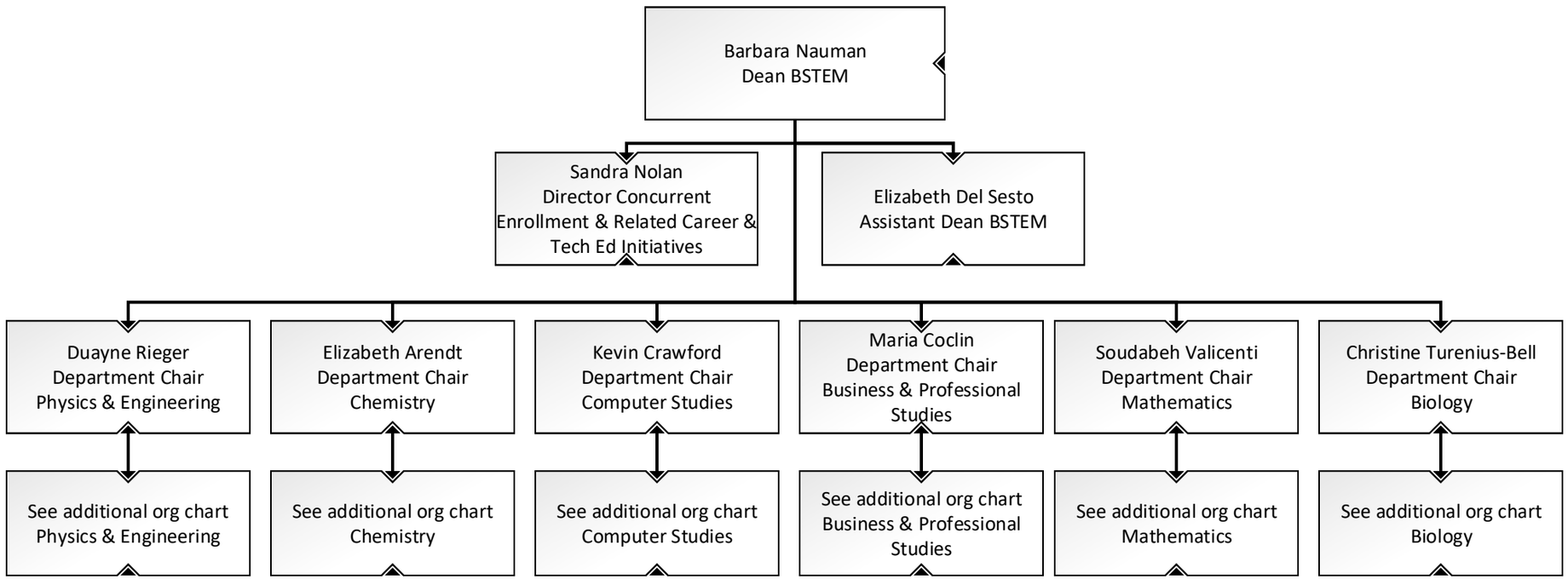
Division of Academic Affairs



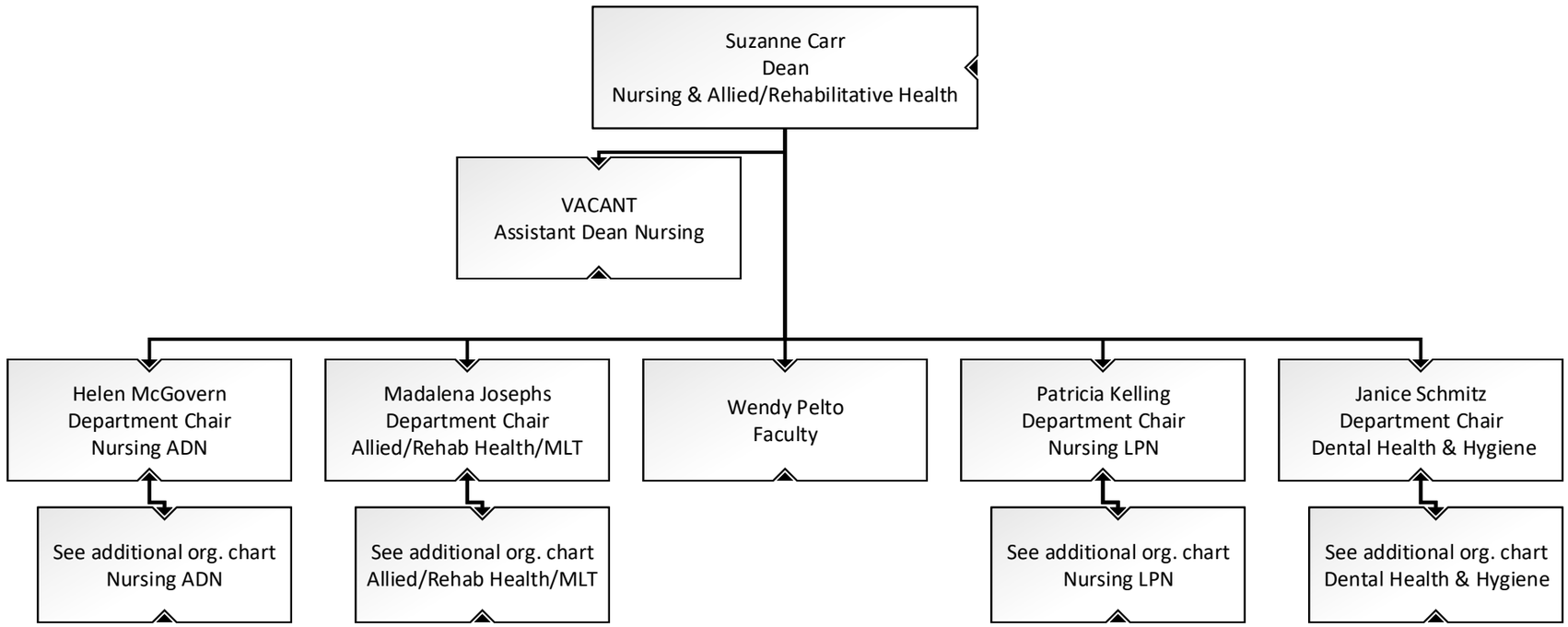
Division of Academic Affairs:
Dean of Art, Humanities, & Social Sciences



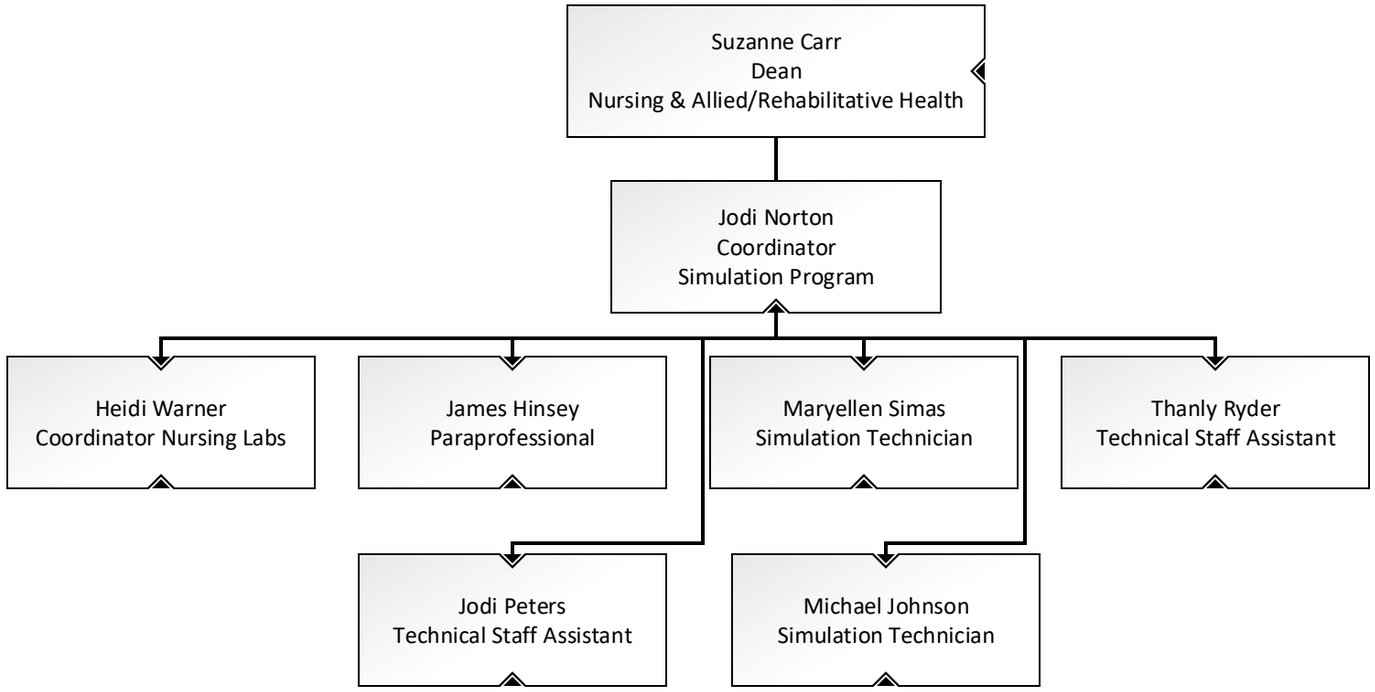
Division of Academic Affairs:
Dean of Business, Science, Technology & Math



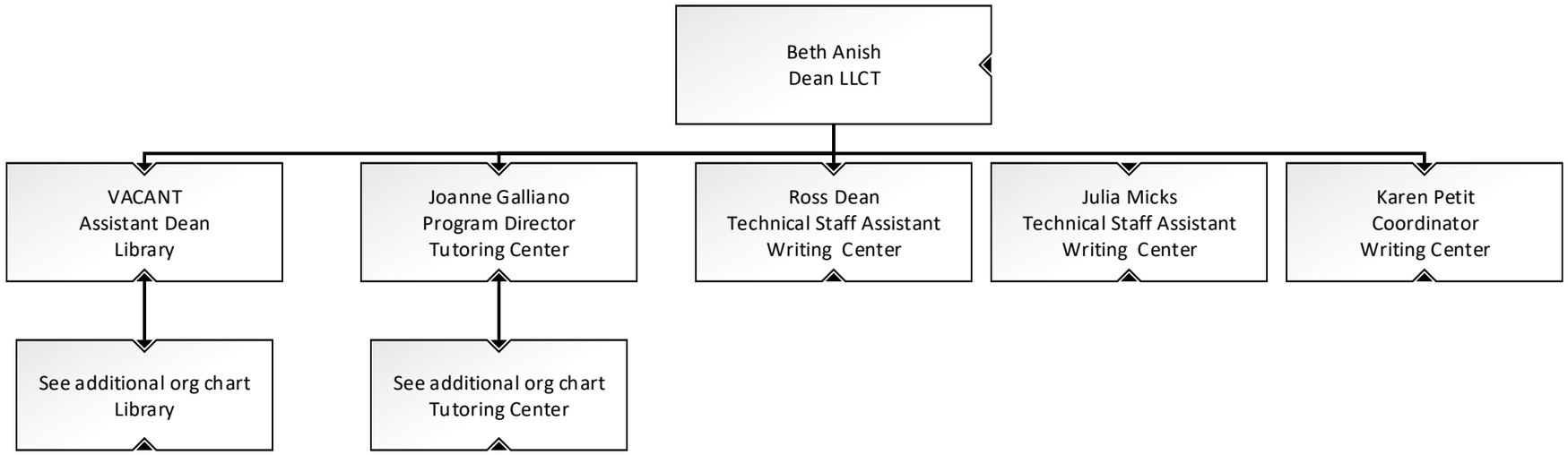
Division of Academic Affairs:
Dean of Health & Rehabilitation Sciences



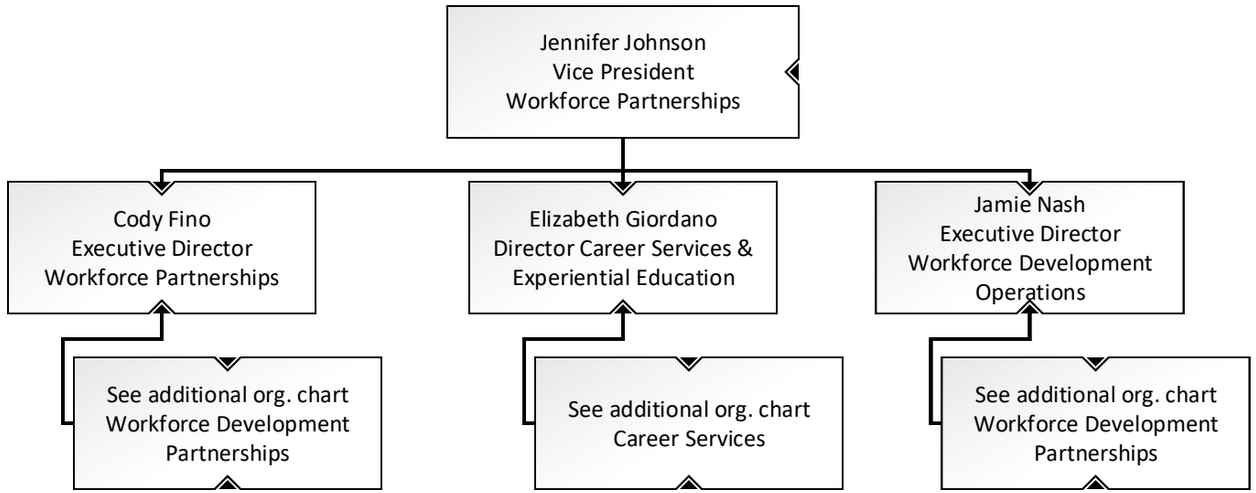
Division of Academic Affairs:
Dean of Health & Rehabilitation Sciences



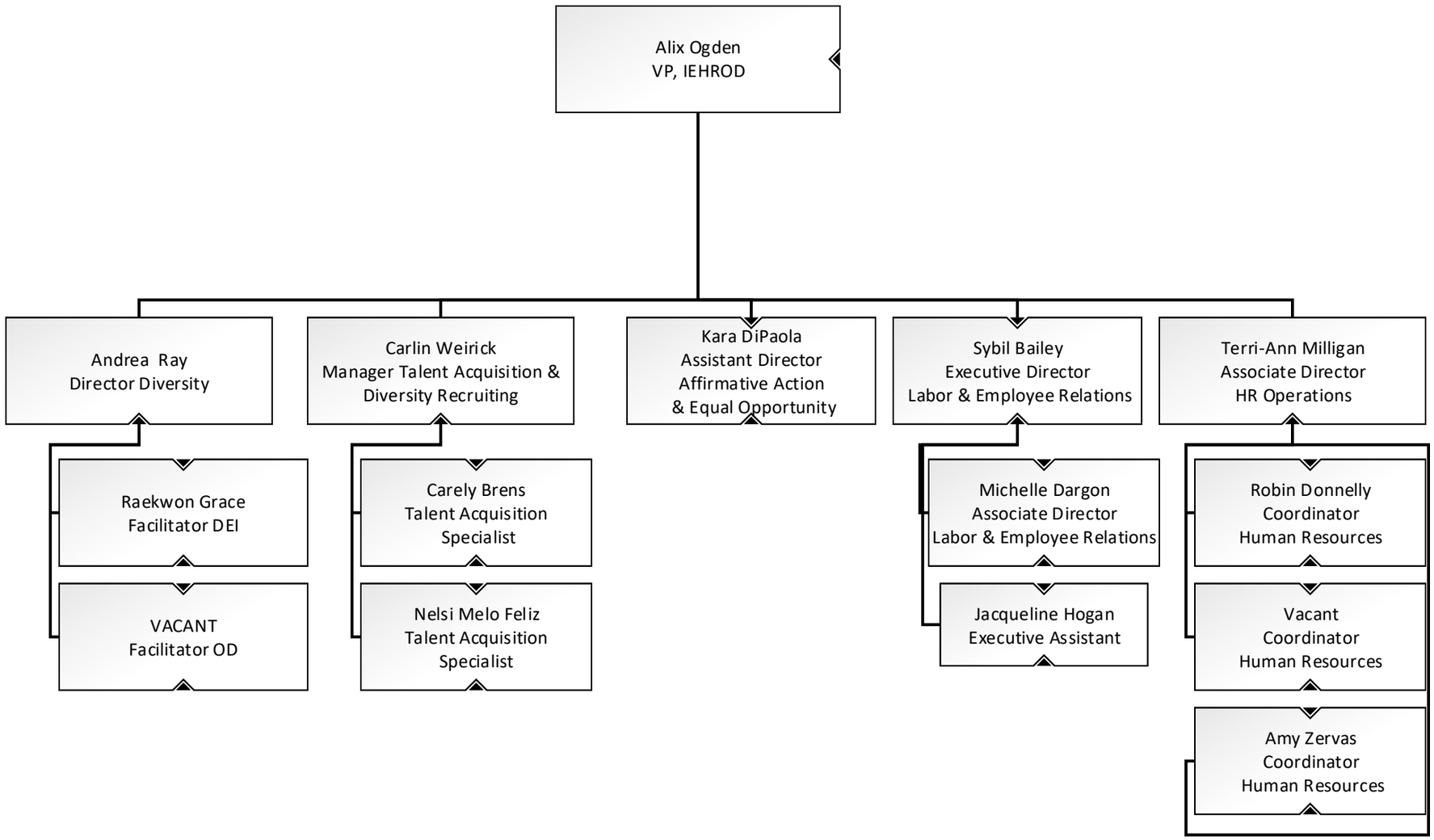
Division of Academic Affairs:
Dean of Learning Commons &
Classroom Technology



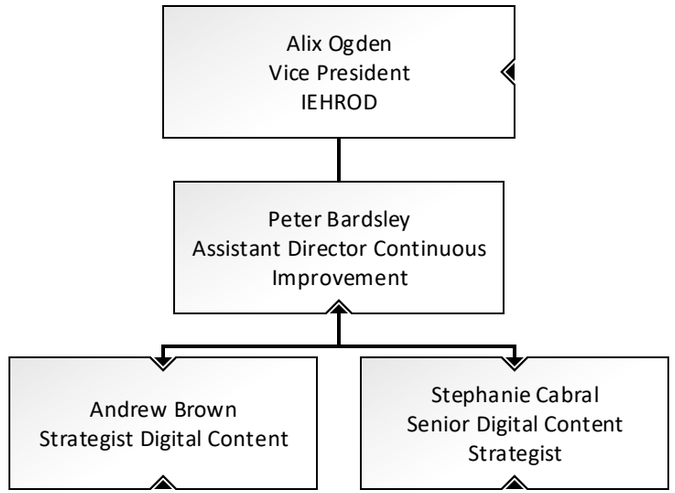
Division of Workforce Partnerships



Division of Institutional Equity & HR:
Human Resources



President’s Division:
Vice President Office – IEHR&OD



President's Division:
Institutional Advancement

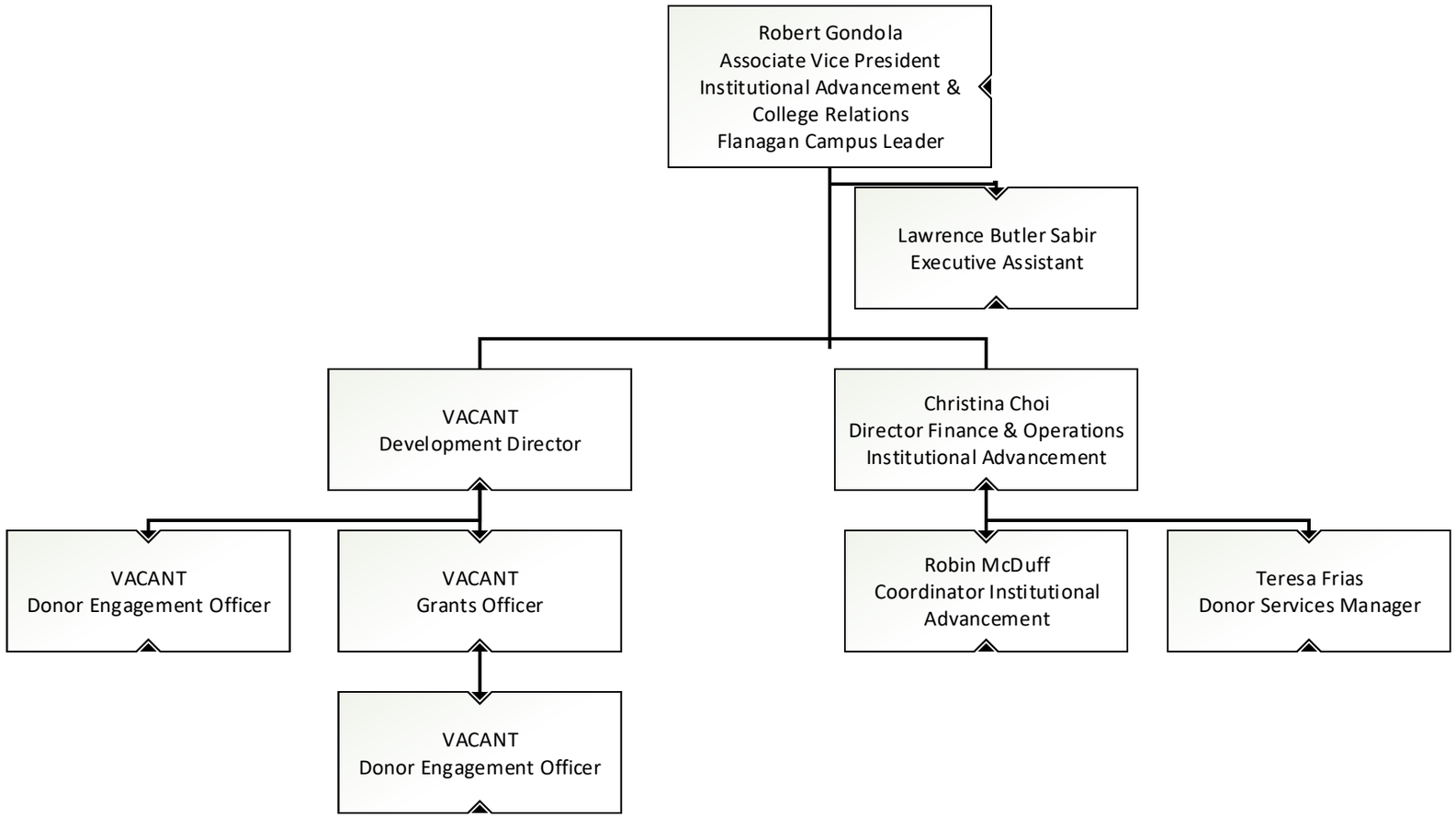


Table of NECHE Actions, Items of Special Attention, or Concerns

Date of NECHE Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standards cited in Letter	Self-Study Page Number
April 4, 2019	Continuing to evaluate the impact of changes in Rhode Island's governance of public higher education on the College	3.6	Introduction, p. viii Chapter 2, p. 5 Chapter 3, pp. 11-14
April 4, 2019	Assessing student learning outcomes and using the results to make improvements with emphasis on assessing the learning outcomes identified in the College's revised definition of an "educated person"	4.16; 8.3; 8.6; 8.8	Introduction, p. viii-ix Chapter 2, pp. 8, 10 Chapter 4, pp. 20-24; 25-28 Chapter 8, pp. 76-79; 86-90
April 4, 2019	Completing, implementing, and evaluating the effectiveness of its institutional plans with emphasis on the Master Plan, Academic Plan, and Technology Plan	2.1, 4.7; 7.21	Introduction, p. ix Chapter 2, pp. 6-7 Chapter 4, pp. 20, 24, 36 Chapter 6, pp. 50-51, 54, 57 Chapter 7, pp. 58-60, 70, 72-73, 74-75

Introduction

Initial planning for the Community College of Rhode Island's 2024 self-study process began in the summer of 2021 with now-Interim President Rosemary Costigan and Gregory LaPointe, Vice President of Student Affairs and Chief Outcomes Officer, meeting to identify a self-study leadership team. Dr. Lauren Webb, Director of Academic Program Review and Accreditation was appointed to coordinate the Standards Committees and self-study process, and Anna Battye, Manager of the Transfer Center, was named to facilitate logistics for the March 2024 visit. All four co-chairs have a deep knowledge of CCRI, the NECHE Standards for Accreditation, and have academic and leadership expertise. By the beginning of Fall 2021 both Administrators had selected the Standards Committee Leads, making up the Self-Study Steering Committee. In Fall 2021, the Vice President for Academic Affairs put out a call for faculty members to participate in the self-study writing process, joining the administrators and staff who were selected by the co-chairs. The nine standards committees were led by 13 committee leads. The nine committees were made up of 18 faculty members and 44 administrators/staff. On November 1, 2021, Interim President Costigan officially appointed the faculty member volunteers to the standards committees. On December 14, the co-chairs convened a kick-off meeting of the Steering Committee and the committee members, inviting NECHE Vice President Carol Anderson to campus to launch the self-study process. This meeting was followed by a presentation on the Data First Forms by Institutional Effectiveness and direction on how to write bullet points related to areas of strength, improvement, and priorities for growth.

In addition to the co-chairs, Maya Geraldo in the Vice President for Academic Affairs office and Deb Zielinski, the Assistant to the President, supported the logistics for the March 2024 site visit. The logistics team met regularly in 2022 and 2023 to develop a preliminary schedule, book rooms and technology support, and prepare for the welcome reception.

Using the self-study workbook and NECHE materials as a guide, the Steering Committee developed guidelines, a timeline, and a SharePoint site of resources for the committees. Initial data collection via the Data First Forms was completed by Institutional Effectiveness and Institutional Equity & Human Resources to support the standards committees. During the Spring 2022 semester, each committee met to complete bullet point worksheets. The committees identified how CCRI responded to each of the numbered paragraphs, rated how well the college is doing in each of the areas, what should highlight in the narrative, and what evidence was available in that area. Each committee formulated the precursors to each of the chapters' projections. Committees submitted the chapter bullet points at the end of the semester. Over the spring and summer, the steering committee used these bullet points to identify any last data gathering necessary to provide a strong foundation for the self-study, such as a survey of the campus community on CCRI's mission statement, and the administration of the Community College Survey of Student Engagement for benchmark data on student engagement.

Committee leads, with their committees, began writing their chapters in Fall 2022. Over the semester, each committee lead met with the Steering Committee for feedback on their working drafts as they expanded their bullet points into the chapters for their standards. These

weekly meetings allowed the co-chairs to ensure that the narrative was responding to all the numbered paragraphs, adhering to our timeline, and appropriately highlighting our three areas of emphasis across the entire document. Of particular focus were the areas of emphasis identified from the 2019 Interim Report. The Standard Two committee addressed issues of planning, the committee for Standard Three addressed issues of external governance, and the committees for Standards Four and Eight both addressed general education assessment. Also, during this time, the Director of Academic Program Review and Accreditation shared the E-Series forms with department chairpersons so they could be updated with current information for their programs. These forms could then be used for writing chapters for Standards Four and Eight. The SharePoint site was continually updated by the committees with evidence for their chapters, updated Data First Forms, and other resources that would form the basis of the electronic workroom for use by the site-visit team.

To get broader feedback useful for committees to develop their bullet points into narrative chapters, the Steering Committee held a NECHE Forum on January 20, 2023. This event brought all committee members together before the spring semester's start and was open to interested faculty and staff. Participants circulated through the room, viewing and discussing posters that identified key bullet points related to the strengths, opportunities, and projections for each Standard. Each person was provided a feedback form to give comments, a set of stickers to use for indicating which bullet points they most supported, and asked participants to identify anything they thought was missing or incorrect. This gallery walk was a successful feedback process to increase participation in the process and the amount of useful feedback committee leads received.

At this meeting, the co-chairs also shared the timeline and process for chapter development. Over the next two months, committees drafted their chapters based on their bullet points and the feedback received at our NECHE Forum event. The CCRI Foundation supported the use of an editor, Dr. Kim Burns, a higher education consultant with experience in the NECHE process at other community colleges. Dr. Burns supported our chapter development process by reviewing each of the drafts and meeting with the committee leads, helping them to identify areas where standards were not fully addressed or where more data was needed to support our narrative. After the committee leads met with her, they filled in any gaps in information and ensured alignment with the requirements of each standard. Dr. Burns combined the nine chapter drafts into one document and provided copy editing that added overall consistency in one voice, highlighting the main themes and concerns for each standard. Following the delivery of the draft in March 2023 to Interim President Costigan, the Steering Committee further edited the document to 100 pages and shared it with NECHE Vice President Carol Anderson for review in June 2023. Over the summer, CCRI responded to Dr. Anderson's feedback. Her feedback on our self-study, presentation at our kickoff meeting, and the support provided by NECHE staff were invaluable. CCRI attended both self-study workshops and the Data First Forms workshop.

CCRI encouraged community participation in the preparations for our NECHE comprehensive evaluation. At our annual Professional Development Day in April 2023, CCRI hosted "NECHE Trivia" with questions on our mission statement, the Standards, and facts about the college. Staff and faculty enjoyed this activity. At the beginning of the Fall 2023 semester, the Steering Committee hosted a short webinar giving an overview of the reaccreditation process. This

presentation highlighted the importance of the NECHE Standards and the accreditation process for accountability and improvement. The steering committee posted the recording and draft of the self-study on the college website with a feedback form for CCRI community members to give comments. Requests for comments were made to faculty, staff, students and the Council for Postsecondary Education members via the CC Daily newsletter to staff and faculty, the CC Weekly newsletter to students, and personal invitations. The steering committee received almost 80 comments which were shared with the committee leads for incorporation into their chapters. This feedback, feedback from the President, Senior Leadership Team, and feedback from Dr. Lane Glenn, our visiting team chair, were all incorporated into the final version of the draft. CCRI's Marketing and Communications team provided the final proofreading and copy editing for the narrative.

Another way that CCRI engaged the college community in getting ready for the NECHE visit was through a series of mock interviews with Dr. Ellyn McLaughlin, a higher education and accreditation consultant that the college has worked with previously on grant applications. Dr. Ellyn McLaughlin visited CCRI in person in October 2023 and online through Zoom for a series of mock visit meetings with faculty and staff. Some 60 faculty members registered for a practice open faculty meeting, and almost 50 staff members attended an open meeting with staff. These meetings gave faculty, staff, and administrators the opportunity to practice responding to the types of questions that would likely come from the visiting team and allowed them to ask questions about the reaccreditation process. The steering committee received positive feedback on these meetings and will be hosting a final mock visit meeting in February, where the college will host an open lunch meeting for students to have the opportunity to learn about NECHE and share about their experiences at CCRI. As the final draft is shared with the visiting team, the self-study will be posted for comment and circulated among the broader CCRI community to build awareness for the upcoming visit. The college will notify the public of its upcoming comprehensive evaluation during the last week of January 2024 through placement of notification on the CCRI website, as well as several local publications throughout the state with an opportunity for feedback on each.

The self-study process has given CCRI the space for self-reflection following a decade of intensive change, with the last five years marked by the beginning of the Rhode Island Promise program and a dedicated focus on improving student success. The NECHE 2021 Standards for Accreditation has been a significant tool to bring the college together following the pandemic and focus on our accomplishments, our obstacles to overcome, and our dedication to a better future for Rhode Islanders.

All of the Standards Committee members that participated in the writing process for the self-study follows.

NECHE SELF-STUDY STEERING COMMITTEE

Rosemary Costigan, *Self-Study, Co-Chair*
Gregory LaPointe, *Self-Study, Co-Chair*
Lauren Webb, *Self-Study, Co-Chair*
Anna Battye, *Self-Study, Co-Chair*

Standard Committee Leads

Rosemary Costigan, *Standard 1*
Elizabeth Del Sesto, *Standard 9*
Philip Gordon, *Standard 8*
Rebecca Heimel, *Standard 6*
Amy Kacerik, *Standard 5*
Gregory LaPointe, *Standard 2*
Jeanne McColl, *Standard 4*
Barbara Nauman, *Standard 9*
Alix Ogden, *Standard 3*
David Rawlinson, *Standard 7*
Rachel Rogers, *Standard 6*
Richard Sullivan, *Standard 7*
Lauren Webb, *Standard 8*

Standard Committee Members

STANDARD ONE: MISSION AND PURPOSES

Rosemary Costigan *(lead)*, Maya Geraldo, Rob Giovino, Eileen James, Deb Zielinski

STANDARD TWO: PLANNING AND EVALUATION

Gregory LaPointe *(lead)*, Peter Bardsley, William Dalessio, Philip Gordon, Elizabeth Giordano, Lauren Webb

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Alix Ogden *(lead)*, John Araujo, Stephanie Cabral, Ron Cavallaro, Raekwon Grace, Naglaa Gaafar Rego, Andréa Ray, Sandra Sneesby

STANDARD FOUR: THE ACADEMIC PROGRAM

Jeanne McColl *(lead)*, Beth Anish, Liz Del Sesto, Jillian Lang, Leslie Killgore, Jaime Nash, Sandra Sneesby, William Stargard, Christine Turenius-Bell

STANDARD FIVE: STUDENTS

Amy Kacerik *(lead)*, Taiwo Adefiyiju, Maddie Burke, Ashley Casiano, Robert Cipolla, Shilo Henriques, Tracy Karasinski, Leigh Martin, Rongfang Yang

STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP

Rachel Rogers *(lead)*, Rebecca Heimel *(lead)*, Mish McIntyre, Marilyn Salvatore, Chris Szpryngel, Heather Townsend

STANDARD SEVEN: INSTITUTIONAL RESOURCES

David Rawlinson *(lead)*, Richard Sullivan *(lead)*, James Austin, Sybil Bailey, Bobby Gondola, Maddie Josephs, AnnMarie McMahon, Kelly Morrissey, Kevin Novell, Andréa Ray, Dave Snow, Dennis Thibeault, John Vota

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Lauren Webb *(lead)*, Philip Gordon *(lead)*, Suzanne Carr, Kevin Fontaine, Gregory LaPointe, Kristen Swithers, Adriana Wilding

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Barbara Nauman *(lead)*, Liz Del Sesto *(lead)*, Maya Geraldo, Joseph Hopkins, Amy Kempe, Kelly Morrissey, Cathy Picard-Tessier, Matthew Ulricksen

Communication Support

Becka Carroll, Michael Parente, Amy Kempe
Brendalee Peckham-Bell

Editorial Support

Kim Burns *(consultant)*

Institutional Overview

The Community College of Rhode Island (CCRI) was founded in 1964 as Rhode Island Junior College with 325 students. It has now grown to its current enrollment of more than 10,944 students in Fall 2023. 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. The success of CCRI is illustrated by the concerted effort by the entire college community to increase graduation rates. The most recent two-year graduation rate for first time, full-time students increased to 18% from a benchmark of 4%, the average for the 2014-2018 cohorts. Similarly, the three-year graduation rate grew from a benchmark of 15% to 25% for the most recent cohort. Each of these graduation rates is within striking distance of the 2021 national average for community colleges of 19% and 31% for two- and three-year graduation rates, respectively. CCRI's focus on student support, quality in teaching practices, and reforms in systems and processes dedicated to closing equity gaps have led to this success and will allow us to continue to meet and exceed the goals of our founders.

The mission of the institution is to offer "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." Living up to this mission, the College offers seven pathways from which students may choose a degree program or concentration. The seven pathways encompass 31 direct-to-career associate degree programs with 43 concentration options, 45 certificate programs, and 52 transfer degrees. These programs lead to an Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), Associate in Applied Science Technical Studies (AAS-TS), Associate in Fine Arts (AFA), diploma, or certificate to prepare students for skilled jobs and further education.

Over the last decade, CCRI has become a considerably more diverse institution, better aligning with the demographics of the state. CCRI's BIPOC population has steadily increased over the last decade, making up over half of learners since 2021. That same year, CCRI was recognized as a Hispanic-Serving Institution (HSI) for the first time by Excelencia in Education. In Fall 2023, 11% of students were Black or African American, 28% were Hispanic or Latino, 46% were white, 59% were part-time, 53% were Pell Eligible, and 32% were 25 years of age or older. CCRI is dedicated to equity in our outcomes for our students and supporting student success through holistic care for each student.

Advancing equity-led student outcomes is at the center of CCRI's mission, and affordable open access is the foundation to closing equity gaps. CCRI maintains four main campuses located throughout the state.

MAIN CAMPUSES:

- The Knight Campus in Warwick, centrally located in the middle of the state and easily accessible via Interstate 95, is the largest and oldest of the institution's four campuses.
- The Flanagan Campus in Lincoln occupies a 300-acre site in the northern half of the state. This campus is CCRI's second largest by student population and hosts our recently upgraded simulation labs and dental health facilities.

- The Liston Campus in Providence is located on almost 7 acres of land on the capital city's south side. The 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 opened in 2005 across from an active U.S. Naval Base. Our newest campus occupies a 5-acre site, better serving Aquidneck Island. The campus includes a student services complex, a classroom/laboratory wing, and a 240-seat auditorium.

The college also offers courses at two educational centers owned by the RI Office of the Postsecondary Commissioner, the Westerly Education Center, in the southernmost portion of the state, and the Woonsocket Education Center, in northwest Rhode Island. Opened in 2017 and 2022 respectively, the mission of each location is to connect with business, industry, and community partners to meet workforce needs in each region. In Fall 2023, the Knight Campus had an unduplicated headcount of 5,526 students, Flanagan Campus had 2,379, Liston Campus had 1,126, and Newport Campus had 349. A significant rise since the pandemic, 2,522 students took courses exclusively online in Fall 2023. As the only community college in the state and the largest in New England, CCRI serves as the gateway to higher education and workforce training for thousands of Rhode Islanders.

CCRI has a real impact on its students and the state. Current transfer data indicates that 42% of CCRI students enrolled at other institutions to continue their education. Of those who transfer within two years of graduating, 36% transfer to Rhode Island College and 34% transfer to University of Rhode Island, either through the Joint Admissions Agreement Program or on their own. Others complete career-oriented programs. A labor market study found that 47% of students who graduated between 2002 and 2021 are employed in their field of study. Particularly significant following the COVID-19 pandemic, CCRI is the largest provider of health care workers in the state. Overall, CCRI has built a reputation for quality. In 2019, the College was designated a lead Real Jobs Rhode Island partner through the Department of Labor and Training. CCRI has also earned recognition for building a wealth of employer partnerships, including partnerships with CVS Health, Amgen, Infosys, and Bank of America.

The college is organized to achieve our mission, and the college's Division of Academic Affairs is the center for creating equitable upward socioeconomic mobility for our students. The division is comprised of four academic divisions, three of which are responsible for the college's associate degree and certificate programs. The divisions are as follows: Health and Rehabilitative Sciences; Business, Science, Technology, and Math; Arts Humanities, and Social Sciences; and the Learning Commons and Classroom Technology. The Office of the Dean of the Learning Commons and Classroom Technology is a recently expanded role, supporting the work of faculty and student learning through library services, tutoring, the writing center, Guided Pathways leadership, and credit-bearing courses in academic success and research skills.

Over the past decade, the college's Division of Workforce Partnerships has become a close collaborator of both Academic Affairs and industry and business leaders in helping CCRI students prepare for the workforce. Workforce Partnerships offers several non-credit certificates and workforce programs that serve as entry points into credit-bearing certificate and degree programs, including Data Analytics, Manufacturing, and Early Childhood Education. The division's adult education program has also incorporated the Integrated Basic Education Skills and Training (I-BEST) model into its RI-BEST program, combining adult education academic support,

workforce certification, and college credit courses on degree pathways. Finally, Workforce Partnerships houses CCRI's Career Services office. Career Services has greatly expanded its capacity for student support, offering a job posting platform, job fairs, career pathway exploration tools, virtual and in-person classroom visits, and support for student work-based learning experiences, now required for all degree programs. In 2022-2023, Workforce Partnerships supported more than 6,000 participants in gaining education and training.

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."

RECENT HIGHLIGHTS

Interim President Rosemary Costigan assumed her presidency on September 1, 2023, after serving as Vice President of Academic Affairs. She held this role under the previous president, Dr. Meghan Hughes, who became the fifth president of CCRI on February 1, 2016. Highlights of achievements occurring in the last five years include:

- *A focus on overcoming student financial barriers.* The most significant new scholarship program is Rhode Island Promise for students attending CCRI full-time directly from high school or obtaining their GED. Since 2017, more than 15,000 Rhode Island Promise Scholars have pursued associate degrees at CCRI tuition-free. Another program, the Fresh Start scholarship, provides tuition and fees for the first semester back at CCRI for adult learners with at least 15 credits towards a degree program.
- *An investment in basic needs assistance grounded in respect, trust and equity*. To help students be successful, CCRI has committed to identifying the challenges students are facing and connecting them to resources so they can be successful learners. CCRI now administers a Basic Needs Assessment each term and connects students to our Benefits Hub, a partnership between the United Way of Rhode Island and the state. More than 1,000 students have been referred for confidential assistance with transportation, food, housing, and childcare.
- *A commitment to transformative academic change*. CCRI has been awarded several grants over the last five years, but the most significant to date has been CCRI's first ever Title III grant, which supported the growth of our Academic and Career Pathways program. A five-year, $1.7 million grant supported the implementation of a Guided Pathways model, the launch of a first-year seminar, digital learning communities, and the integration of work-based learning across degree programs. Enrollment and graduation rates have both increased since the college reorganized student services and academic and career planning around this model.

While this list of just three examples of CCRI's accomplishments indicates significant achievements for the college, these are even more remarkable when one considers the impact of the pandemic on the college community.

AREAS OF EMPHASIS

In its letter from April 4, 2019, NECHE specified that CCRI give emphasis to its success in each of the three areas listed below. A summary of our response to the three areas is as follows:

1. Continuing to evaluate the impact of changes in Rhode Island's governance of public higher education on the College.
2. Assessing student learning outcomes and using the results to make improvements with emphasis on assessing the learning outcomes identified in the College's revised definition of an "educated person."
3. Completing, implementing, and evaluating the effectiveness of its institutional plans with emphasis on the Master Plan, Academic Plan, and Technology Plan.

Area of Emphasis 1 Response: Impact of State Governance on Public Higher Education (Standard Three)

Since 2014, the structure of governance has proved beneficial for CCRI, providing sufficient autonomy and control for the college's programs and operations.

- Though the Council on Postsecondary Education (CPE) and the Office of the Postsecondary Commissioner have experienced significant leadership changes over the past several years, the leadership changes have not impacted the college's ability to carry out its mission.
- CCRI has continued to focus on student success and its strategic plan. CCRI has kept its mission as the priority and maintained an important working relationship with each successive Chair and Commissioner.
- Other changes, such as the 2021 legislation that allowed the University of Rhode Island (URI), as a national research university with a distinct mission from CCRI and Rhode Island College (RIC), to separate from the CPE and appoint a new independent board, have not affected CCRI negatively.
- URI remains a primary transfer partner to CCRI and participates in the Joint Admissions Agreement. Both URI and RIC joined CCRI and the Office of the Postsecondary Commissioner on an Aspen-AASCU Transfer Student Success and Equity Intensive.

Area of Emphasis 2 Response: Assessment of Educated Person Outcomes (Standards Four and Eight)

CCRI has made great improvements in its ability to assess the Educated Person outcomes. The level of engagement with assessment has grown each year.

- Between 2019 and 2021, courses were recertified as general education course. This process laid the foundation for assessment because it required participating departments to map the course learning outcomes to the key indicators for each of the general education skill categories that they hoped to align the course.
- During the 2021-2022 academic year, two assessment pilot projects were used to inform CCRI's general education assessment design going forward.
- After a General Education Director was appointed from within the faculty in Fall 2022, over 70 faculty members each semester assessed 2,708 student artifacts in total, covering 47 courses.
- Following the first year of comprehensive assessment of the new general education program, CCRI is using outcomes data to inform changes to the curriculum in both broad and narrow

ways. For example, assessment data are being used to inform curricular changes in courses like Introduction to Business and Communication Fundamentals.

Area of Emphasis 3 Response: Completing, Implementing, and Evaluating Institutional Plans (Standards Two, Four, and Seven)

CCRI has made progress with planning, particularly in the areas of the Academic Master Plan and Facilities Plan.

- Within the Academic Master Plan 2022-2027, the strategies reflect academic initiatives and evidence-based practices that mirror the goals of the Strategic Plan to support student success. Key indicators for both are tracked regularly via an Academic Master Plan Advisory Board.
- The college is behind schedule in the development of an Information Technology (IT) Strategic Plan. The current Interim CIO has identified priorities and once a new CIO is hired, he or she will finalize the plan and create a timeline for implementation in Spring 2024.
- The Facilities Master Plan has guided the college's capital planning and allowed us to better align our facilities with student needs, such as our one-stop student services hub, which is on track to be completed in 2025. This work is possible because the Facilities Master Plan allowed us to plan and execute a successful bond measure.

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 seeks to strengthen. With a strong Strategic Plan and Academic Master Plan to guide our work, the college has an opportunity to research and prioritize the next set of initiatives to increase its effectiveness. Based on its commitment to continuous improvement, the college knows it has more that it can do to improve overall institutional effectiveness.

The college is confident in its ability to address the next stage of its development. As the search for a permanent president commences, the self-study and its projects will be a valuable guidebook to move forward and build upon many significant accomplishments within the last 10 years. The north star of closing equity gaps will enable the college to continue to use data to evaluate progress and make future decisions. 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.

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name:	Community College of Rhode Island		
OPE ID:	340800		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
Most Recent Year	2023	Yes	Unqualified
1 Year Prior	2022	Yes	Unqualified
2 Years Prior	2021	Yes	Unqualified
Fiscal Year Ends on:	June 30th	(month/day)	
Budget / Plans			
Current Year	2024		
Next Year	2025		
Contact Person:	David Rawlinson		
Title:	Controller		
Telephone No:	401-825-2280		
E-mail address	djrawlinson@ccri.edu		

STANDARD ONE: MISSION AND PURPOSES

Strengths	Opportunities
The mission statement is clear.	The mission statement needs to be modernized, including an emphasis on DEI work and workforce integration.
The mission, programs, and role in the state are in alignment.	
The development of the mission statement was an inclusive process.	

Description

The mission of the Community College of Rhode Island (CCRI) accurately defines the distinctive character of the institution, identifies the students it serves, and its role in serving the region. The mission statement states:

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

The mission statement serves as a guiding light for all college activities. Academic departments reflect the college's mission statement through their own purpose and mission statements. This cascading of mission assists in program development and engagement of community partners in developing current and high-quality programming.

The college enacts its mission in numerous ways. Since CCRI opened its doors in 1964, it has been committed to open access and student success. The college grew from an inaugural class of 300 students to more than 16,000 students in AY22-23. The campus expanded from a single location inside a former manufacturing mill in 1964, to meeting students where they are by offering a full array of programs in several locations throughout the state. Campuses are located in Providence, Lincoln, Warwick, and Newport.

CCRI is recognized as an innovative education leader. In 2019, CCRI was recognized by Higher Ed Dive as America's Two-Year College of the Year. Recipients of the Dive award are recognized as trailblazers and leaders for innovative strategies to support student success. CCRI is considered a national leader for its successful implementation of the Rhode Island Promise program in 2017, which provides free tuition to all recent Rhode Island high school graduates or GED recipients younger than 19 years old who maintain full-time enrollment and a 2.5 GPA. CCRI, through high-impact practices,

has seen the two-year graduation rate triple and the three-year graduation rate double in the past seven years.

The college offers multiple modalities of instruction – including face-to-face, online, and hybrid – to improve access for the diverse student population. Significant time and effort have been expended to ensure high quality instruction during the most challenging of times and to remain true to the college's commitment to high academic standards and excellence in teaching. Through the creation of a Center for Teaching Excellence (CTE), faculty are provided with ongoing, high quality professional development offered by faculty experts as well as national leaders in community college initiatives. Faculty are also actively engaged in the Scholarship of Teaching and Learning research studies.

CCRI has been referred to as Rhode Island's economic workforce engine. Through collaboration with the state's Department of Labor & Training, along with other public and private agencies, CCRI has responded to workforce needs with rapid growth in new programming and by developing a strong pipeline to employment for unemployed and underemployed Rhode Islanders. CCRI's division of Workforce Partnerships collaborates closely with the Academic Affairs division to create high-value stackable credentials directly tied to labor market needs. The state turned to CCRI during the COVID-19 pandemic to educate needed healthcare professionals, and CCRI trained more professionals than any other higher education institution in Rhode Island. CCRI's esteemed nursing program responded by increasing its enrollment capacity and provided support to hospitals during the height of the pandemic. The Division of Workforce Partnerships hosts a variety of noncredit healthcare, finance, and manufacturing programs that lead to credit-bearing academic pathways. In addition to workforce training, this division offers adult, community, and transportation education programs.

In 2018, CCRI's president oversaw the creation of a new strategic plan by engaging external facilitators who led faculty, staff, and students in an inclusive process. The resultant Strategic Plan 2018–21 encompassed three major goals: student success, partnerships, and institutional effectiveness. In 2021, the college conducted an inclusive process to evaluate the effectiveness of the strategic plan and confirm the three major goals remained pertinent. CCRI's updated five-year Strategic Plan 2022–27 was approved by the Council on Postsecondary Education in 2022 and can be found on the Strategic Plan webpage. The mission statement was discussed throughout the strategic planning process both in 2018 and 2021 and is published on the college's website.

CCRI's faculty and staff created Guiding Principles that address organizational culture. The Guiding Principles are an outcome of the CCRI Culture Initiative. The first phase of this initiative was to bring employees together to surface challenges and strengths related to organizational culture and then define what a positive and productive work environment looks like. To do this, the Office of Institutional Equity staff held workshops in February, March, and April 2018 to hear from employees and begin to develop a set of cultural operating principles, which are statements that describe an effective culture at CCRI. Concurrent with the workshops, an employee task force formed, which gathered feedback from the workshops to elucidate the themes from these discussions. In May 2018, the task force published a set of draft operating principles. The task force gathered feedback on the draft operating principles by administering a survey and holding a series of focus groups. In reviewing the feedback from the focus groups and the survey, the task force developed the college's Guiding Principles: Going the Distance for Our Students, also known as the Culture Code.

The guiding principles include:

- We believe in our students
- We champion equity
- We strive for excellence and results
- We communicate and collaborate
- We pursue creative solutions
- We follow through

Appraisal

The mission statement was discussed throughout the strategic planning process both in 2018 and 2021. In periodic surveys of faculty, staff, students, alumni, and other stakeholders, responses to questions about the mission statement show that the mission statement appropriately reflects their vision for the college and the needs of Rhode Islanders. For instance, in Spring 2022, students (n=196), faculty (n=93), staff (n=103), and alumni (n=54) were surveyed about key elements of CCRI's mission. Table 1.1 provides the percentage of respondents by role.

Table 1.1 Percentage of Respondents to Spring 2022 Mission Statement Survey

Role	Percentage of Respondents
Students	43.9%
Full-time Faculty	15.3%
Part-time/Adjunct Faculty	5.6%
Full-time Staff	17.3%
Part-time Staff	3.4%
Administration	2.5%
Alumni	12.1%

Survey evidence supports that the current mission statement is strong and reflective of institutional practices and focus. On average, 89.9% of respondents agreed or strongly agreed that the current mission statement clearly defines the college and describes the population served. The majority agreed or strongly agreed that each sentence in the mission statement describes an essential part of CCRI's role in Rhode Island. One-fifth of respondents (20.4%) felt the mission statement placed too little emphasis on diversity, equity, and inclusion (DEI).

While respondents to the recent survey affirmed the mission statement's strength, it has been more than 10 years since the mission statement was updated and formally adopted by CCRI's governing board. According to the survey results, areas requiring more emphasis include commitment to DEI as well as the need to incorporate new student success initiatives, such as Guided Pathways, Rhode Island Promise, co-requisite curricula, and multiple measures placement. In addition, the mission statement needs to reflect the needs of students in a holistic manner beyond graduation and retention rates.

An intentional rollout of the Guiding Principles has been slow. While an inclusive process was undertaken to create the principles, a reorganization of the Office of Institutional Equity and staff turnover has slowed the rollout and incorporation into the college's day-to-day activities. The addition of new staff in the restructured Office of Organizational Development and Diversity, Equity, and Inclusion will allow for examination of progress and recommendations to senior leadership on steps to reintroduce the Guiding Principles collegewide. Currently, the Guiding Principles are planned to be embedded into how we assess performance through a revamp of the Performance Management Program in order to ensure that they are being measured and contribute to an inclusive, productive environment.

Projection

- A schedule for evaluating the mission statement that aligns with the established strategic planning timeline has been created. In Fall 2024, a comprehensive and inclusive process will be launched to update the current mission statement. The process will include a college-wide ad hoc committee charged with organizing the work and engagement of the college community. It is expected that this work will entail a year of engagement and vetting of a proposed revision to the mission statement with eventual approval by the college's governing board, the Council on Postsecondary Education, by early 2026.
- As part of the mission revision and approval process, the Office of Organizational Development and Diversity, Equity, and Inclusion will collaborate with departments throughout the college to obtain additional community feedback regarding updated language around DEI in the mission statement.
- The Guiding Principles will be reintroduced to the college community and validated in Spring 2024 by the Office of Organizational Development and Diversity, Equity, and Inclusion.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.ccri.edu/about/index.html#mission	6/22/10

Mission Statement published	Website location	Print Publication
College website	https://www.ccri.edu/about/index.html#mission	
College catalog	https://catalog.ccri.edu/about-community-college/mission-policies/	https://catalog.ccri.edu/pdf/CCRI%20Catalog%202023-2024.pdf
Student handbook	https://www.ccri.edu/advising/new_students/student_handbook/general#mission	https://www.ccri.edu/advising/new_students/student_handbook/pdfs/StudentHandbook2023-2024.pdf
Banner		All Campuses

Related statements	Website location	Print Publication
Guiding Principles	https://www.ccri.edu/hr/culture/	Posters on Campus

Please enter any explanatory notes in the box below

STANDARD TWO: PLANNING AND EVALUATION

Strengths	Opportunities
The college engaged in an effective and collaborative strategic planning process.	There is a need for additional division-level strategic plans, such as a Technology Strategic Plan.
The expansion of institutional research capacity has allowed the college to use data to support planning and institutional effectiveness.	More "closing the loop" sessions with faculty and staff to share assessment and survey results are needed.
There is demonstrated success in meeting strategic priorities.	With a new Vice President for Administration and Finance role, there is an opportunity for greater alignment between the Strategic Plan 2022–27 and resource allocation.

Over the past six years, the development and implementation of the college's strategic plans and the expansion of the Office of Institutional Research into the Office of Institutional Effectiveness have galvanized energy and resources around a culture of collaborative planning and data-informed evaluation. All major planning efforts, including the Strategic Plan 2022–27, the Facilities Master Plan, and the Academic Master Plan 2022–2027, have involved the participation of a broad cross-section of stakeholders. The Community College of Rhode Island (CCRI) community is regularly updated on goal progress and planning adaptations through the President's Council Reports, semester opening and town hall meetings, and discussions with the Council on Postsecondary Education, CCRI Foundation, and Alumni Association.

PLANNING

Description

While the COVID-19 pandemic was an interruption to the execution of many aspects of the college's planning, the foundation laid in the Strategic Plan 2018–21 allowed the college to respond to the crisis with care for students while also making progress towards short- and long-term strategic priorities. The 2018–2021 plan provided the flexibility to adapt to new technologies because the goals had been identified over a yearlong inclusive planning process. The process included Paulien & Associates, a higher education planning firm, a 30+ member Strategic Planning Committee, a 20+ member Faculty Advisory Committee, and active participation from students, faculty, staff, the Foundation Board, alumni, and business representatives. The President's Council, a body representing all professional employees, and the Council on Postsecondary Education, Rhode Island's legal entity for public higher education and the college's governing board, unanimously endorsed the Strategic Plan 2018–21 in January 2018. The college successfully implemented several of the plan's strategies, meeting key performance indicators of

1) An increase in the two-year graduation rate of first-time, full-time students (6% in 2017–18 to 17% in 2020–2021);
2) An increase in the percent of transfer-out students earning a credential before transfer (27% in 2017–2018 to 32% in 2020–2021);

3) And an increase in the percent of certificates awarded in high-demand, high wage fields (96% in 2017–2018 to 99% in 2020–2021).

The Strategic Plan 2022–27 was developed to build on the previous plan's flexibility and strengths, with an increased emphasis on achieving equity for historically minoritized students. It aims to continue to actualize the college's mission and vision and inform staffing, budget, technology, and enrollment goals. An effort was made to intentionally seek out diversity of thoughts and experiences so that the college could reach a common vision where everyone could see their work reflected in the goals and strategies. In Spring 2021, community feedback was sought about the strengths and areas for improvement in the Strategic Plan 2018–21. Overall, 518 CCRI community members participated in the development of the current plan. There were more than 800 touchpoints, fully representing all college divisions. Another goal for the planning process was to more tightly link goals with key performance indicators. The college established a cross-divisional Strategic Plan Impact Group that developed SMART goals that support measurement. The plan was endorsed by the Council on Postsecondary Education in November 2022. During the budget-planning process, all resource requests have been aligned with the strategic goals.

A Facilities Master Plan was developed through a two-year inclusive process that involved stakeholders from all campuses. The goal was to develop a capital planning policy aligned with the college's Strategic Plan 2018–21. To facilitate collegewide discussions, CCRI hired the nationally-regarded architecture and planning firm Goody Clancy. Throughout 2018, the Goody Clancy team engaged in conversations with more than 300 students, faculty, and staff at each campus and hosted monthly meetings with a newly created Facilities Master Planning Task Force. Working collaboratively, the physical changes required on each campus were prioritized. This prioritization allows the college to achieve the identified strategic goals, address the most urgent facility needs, and improve the ability to serve students. For example, the plan advanced the centralization of student services offices spread across the Knight Campus building into a one-stop student services hub, improving navigation among admissions, financial aid, advising, and other student services into one contiguous and modern space. Also prioritized were improvements to classroom and study spaces, making them appropriate for active learning and the need for enhanced technology.

The need for an academic master plan was highlighted in NECHE's response to CCRI's 2019 Interim Fifth-Year Report. Following the launch of CCRI's Strategic Plan 2022–27, the Academic Master Plan Committee was assembled in April 2022. With a goal of an inclusive and data-informed process, the 29-person cross-divisional committee had nine faculty representatives and met several times over the summer. The committee's charge was to reach a common vision of academic strategies and success measures and develop a guiding document for Academic Affairs. The committee met to identify key priorities, review what the data were revealing about the student experience, and identify key success measures for implementation. A draft Academic Master Plan was shared with the Senior Leadership Team for review and feedback in late Summer 2022. In Fall 2022, the plan was shared with the full faculty for feedback, endorsed by the Faculty Senate, and launched. The Academic Master Plan 2022–2027 reflects the institutional strategic plan by mirroring the three major goals: student success, expanding partnerships, and institutional effectiveness. The strategies reflect academic initiatives and evidence-based practices to support student success, such as improving developmental English and math, strengthening transfer pathways, and expanding faculty development opportunities that emphasize data-informed practice and equitable student outcomes.

Additionally, an Academic Master Plan Advisory Board was formed and meets quarterly. Each person responsible for the activities listed in the plan presents their progress towards the goals. Workgroups

have been created to focus on specific strategies, such as compressed terms, English Language Learning, and Starfish, early alert software that enhances the student feedback cycle. Success measures are monitored each year and the plan has a dynamic element that will grow and adapt to the ever-changing environment, and not lose sight of the overarching goal of supporting students and faculty.

The college has established a regular calendar for measuring and reporting on its indicators of student success. This calendar is hosted on the Institutional Effectiveness (IE) website and an internal SharePoint site where it enables stakeholders from across CCRI to know both 1) when processes to evaluate its performance occur (e.g., term census), and 2) when updated key performance indicator (KPI) data become available (e.g., updated graduation rates are available in late September).

Appraisal

One area where the college is behind schedule is in the development of a formal Information Technology (IT) Strategic Plan. The COVID-19 pandemic and turnover in IT leadership and staff have led to a period of rebuilding. The current Interim CIO has identified priorities and has framed a plan for the organizational structure, staff training and development needs, updates to college networks and enterprise software, and the cybersecurity framework to ensure policies and procedures protecting technology systems and service are appropriate and robust. The prior CIO left the college in June 2023. Upon his departure, IT staff began reporting to the VP of Administration and Finance who joined CCRI in February 2023. In his immediately-prior role for seven years as Chief Financial Officer of a $250 million health and human services organization, he was responsible for IT. Prior to the departure of the prior CIO, the college hired a full-time Director of Information Security, Director of Information Technology Customer Support, and a part-time Interim CIO and Director of Enterprise Applications. The interim CIO/Director of Enterprise Applications has extensive experience as a CIO in an Ellucian Banner environment (CCRI's ERP system) and extensive experience in application development, including Customer Relationship Management systems, two key priorities for the IT Strategic Plan.

CCRI has made great strides in advancing the Facilities Master Plan. Significant renovations have taken place, including renovations of the Great Hall on the Knight Campus, renovations of science labs on the Knight and Flanagan Campuses, and the covering and renovation of the entrance ramp on the Knight Campus for safety and accessibility. The college was able to implement the Facilities Master Plan for two reasons: In March 2021, Rhode Island voters approved $12 million for facility and program enhancements at three of CCRI's four campuses and, in the same year, the General Assembly appropriated $102,011,431 in capital funds for the FY23–FY28 Capital Improvement Program, a much larger investment than ever before. The combination of these funds is supporting one-stop student services hubs on the Knight and Flanagan Campuses; enhanced accessibility at the Knight Campus with the construction of an additional elevator and improved pedestrian flow on the ground and first levels; and renovated classrooms on the Flanagan, Knight, and Liston Campuses. The comprehensive and innovative Facilities Master Plan was critical in positioning the college to advocate for these funds.

EVALUATION

Description

In the Strategic Plan 2018-21, CCRI established key performance indicators (KPIs) under the three goals of 1) enhancing student success and completion; 2) expanding partnerships and programs; and 3)

strengthening institutional effectiveness. These KPIs have been used to evaluate the college's performance against its goals internally and externally to the Rhode Island Council on Postsecondary Education through its performance-funding initiative (see Table 2.1 below). Structures are in place to make achieving the 2022–2027 key performance indicators more likely. In Spring 2023, phase two of the strategic planning process focused on efforts to operationalize the strategic goals and setting SMART (specific, measurable, achievable, relevant, and time-bound) goals by division. These SMART goals demonstrate how day-to-day operations across divisions and departments support the key priorities of the college and provide measurable actions to show impact. The goal is for every CCRI employee to see how their work contributes to the college's improvement efforts. Importantly, the college has determined which Senior Leadership Team (SLT) members are responsible for the success of each goal and the Strategic Plan Impact Group is charged with measuring progress for the college.

CCRI uses these KPIs to measure its performance while building upon the foundation of regular evaluation that it established under the previous strategic plan. The Academic Program Review (APR) of degree programs is a systematic process to understand how programs help CCRI meet its mission and plan for the future. To illustrate how the APR process has been used to inform planning, one recommendation resulting from the computer programming APR was to improve collaboration with transfer partners. Following this recommendation and with greater partnership with Rhode Island College (RIC) and the University of Rhode Island (URI), the degree requirements were updated to be more transferrable and aligned with current employer needs. Programs like Fire Science and Engineering Systems Technology received the recommendation from their APRs to rebuild their external advisory boards and are now supported by a college-wide effort to support departments through the hiring of a liaison position in the Division of Workforce Partnerships. More details on CCRI's evaluation of the quality and effectiveness of its academic programs are provided in Standard Eight with a description and appraisal of the APR and course assessment processes.

CCRI recognizes the importance of the student perspective in its efforts to measure progress. In Student Affairs, 2,900 student responses to a customer satisfaction survey were received between February 2019 and September 2021. The survey asked students to share their experience with advising and counseling. Ninety-one percent of student respondents indicated they had an excellent (74%) or good (17%) experience. Surveys of continuing students and expected graduates are also administered each spring. While these surveys were pre-empted during COVID-19, each one was restarted in Spring 2023.

CCRI piloted a student Basic Needs Assessment (BNA) in Summer 2022. Based on work from Amarillo College in Texas, student respondents who indicated they were struggling with food, housing, and other basic needs receive personalized outreach from the Community and Social Resources Office, now enveloped under the Benefits Hub umbrella, to help address their needs in the near- and longer-terms. Starting in Fall 2022 after the successful pilot, CCRI made the BNA available to all students each semester using its Starfish platform. Recognizing that a systems-based approach is needed to address the true magnitude of student need, the college is working to deepen its partnership with the United Way of Rhode Island to bring more community resources to students.

CCRI is making strides to help more students transfer to four-year colleges. This is a particularly important equity issue in a region of the country where a bachelor's degree is required for many living-wage jobs. Data from the National Student Clearinghouse is used to understand which colleges CCRI students are choosing and to reduce barriers to their successful transfer. One example of how CCRI is using evaluation to inform its decision-making is the creation of a transfer coordinator position. Since

January 2022, the Manager of the Transfer Center has been working directly with students, senior leaders, and key transfer institutions to ensure students who wish to transfer have a smooth experience.

Table 2.1 Graduation and Completion, Workforce Development, and Mission-Specific Key Performance Indicators

Metric	Five-Year Average*	Most Current	% Change Most Current v. Five-Year Average	Peak Performance
% of first-time, full-time cohort graduating in two years	4%	18% Fall 2021 Cohort	+350%	18% Fall 2021 Cohort
% of first-time, full-time cohort graduating in three years	15%	25% Fall 2020 Cohort	+67%	30% Fall 2017 Cohort
% of first-time, part-time cohort earning 12+ credits in first year	44%	32% Fall 2022 Cohort	-27%	46% Fall 2017 Cohort
Total certificates and associate degrees awarded	1,984	2,009 AY22–23	+1%	2,431 AY19–20
% of high-demand, high-wage certificates awarded	98%	99% AY22–23	+1%	99% AY22–23
% of high-demand, high-wage degrees awarded	54%	53% AY22–23	-2%	53% AY19–20
% of transfer-out students earning a credential before transfer	22%	28% AY22–23	+27%	32% AY20–21
% of first-time cohorts completing gateway college-level math with C or better in first year	13%	22% Fall 2022 Cohorts	+69%	24% Fall 2018 Cohorts
% of first-time cohorts completing gateway college-level English with C or better in first year	29%	39% Fall 2022 Cohorts	+34%	44% Fall 2019 Cohorts

**Five-year averages based on the most recent five previous cohorts available in Spring 2018.*

Appraisal

The Key Performance Indicators identified in Table 2.1 demonstrate that the college's implementation of Guided Pathways, a master schedule, focus on advising and student services, and teaching excellence is leading to student success and improved completion. Evidence of the efficacy of these interventions is shown in the increase from the baseline first-time, full-time two-year graduation rate of 4% to 18% for the Fall 2021 cohort and the three-year graduation rate improving from 15% to 25% for the Fall 2020 cohort. It's clear that the COVID-19 pandemic has affected the lives of CCRI students, as reflected in the recent decline in part-time students earning 12+ credits in their first year from a baseline of 44% to 32% for the Fall 2022 cohort. The college anticipates that the plans to increase the number of seven-week courses coupled with recent expansions of summer and winter term offerings will help part-time students have more flexibility to reach that milestone. The college is also continuing to bolster its Guided Pathways (known to students as Academic and Career Paths) by providing faculty-student mentorship through the newly revised Pathway Navigator roles. As part of Guided

Pathways implementation, recommended course lists by pathway have been created for General Studies students. These lists encourage students to take college-level English and math along with introductory courses in the pathway in their first two semesters. With the continued implementation of Guided Pathways, the percent of first-time students taking college-level math is expected to rebound, which grew to 24% for the Fall 2018 cohort but slipped to 22% for the Fall 2022 cohort. Similarly, the percent of first-time students taking English in their first year declined from 44% for the Fall 2019 cohort to 39% for the Fall 2022 cohort, which is still a significant increase from 29% for the previous five years. Evaluating these metrics has allowed the college to prioritize the aspects of the Strategic Plan 2022–27 and Academic Master Plan 2022–2027 that will most impact student success. The KPIs will continue to be used to measure progress in improving student success outcomes.

To better understand the quality, integrity, and effectiveness of academic programs, Academic Affairs has supplemented the five-year Academic Program Review (APR). While the evaluation of programs through APR or programmatic accreditation contains useful information, in a fast-moving environment, more frequent information was needed to inform academic planning. The annual program assessment reporting was improved in 2018, and in 2021, Departmental Health Checks were added for all departments, not just those with academic programs. Both have filled in the gaps, but there remains a need to tighten linkages between academic program evaluation and planning. Additionally, student surveys were paused during the COVID-19 pandemic. CCRI values student input, and student feedback surveys have been implemented once again. With a full-time General Education Director and Director of Academic Program Review and Accreditation, more offerings for "closing the loop" sessions will be offered so that survey and assessment results are shared with faculty and staff, and feedback is sought in how the college uses assessment and evaluation results.

Finally, while the college has tried to link budget requests to the strategic plan priorities, with a newly reorganized Division of Administration and Finance and a new VP leading the division, CCRI will have the capacity to better align and evaluate the alignment of the resource allocation process with the Strategic Plan 2022–27.

Projection

- The Interim CIO has developed an Information Technology Strategic Plan in which key priorities have been identified. Next steps include obtaining stakeholder feedback, establishing key performance indicators, finalizing the plan, and creating a timeline for implementation once a permanent CIO is hired in Spring 2024.
- In Spring 2025, the Office of Institutional Effectiveness (IE) will distribute updated versions of its regular spring student surveys (i.e. the Continuing Student Survey and the Graduating Student Survey). IE will create explainer documents that will be available to the administration, deans, and department chairs that share key findings from these surveys each spring. These explainer documents will be hosted on the IE SharePoint.
- For FY24, the Division of Administration and Finance revised the budget request process to be more efficient, transparent, and better able to be aligned with strategic priorities. The new Vice President for Administration and Finance will evaluate this process and further improve alignment between strategic priorities and resource allocation for FY26 budgeting.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2018	2018-2021	https://www.ccri.edu/stratplan/stratplan_2018_21.pdf
Current Strategic Plan	2022	2022-27	https://www.ccri.edu/stratplan/
Next Strategic Plan	TBD		

	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Facilities Master plan	2020	2020-present	https://www.ccri.edu/marketing/pdfs/200129_CCRI_FacilitiesMasterPlan_LO-RES.pdf
Academic plan	2022	2022-27	https://www.ccri.edu/acadaffairs/pdfs/Academic%20Master%20Plan%202022-27.pdf
Financial plan			
Technology plan	2023 (draft)		Workroom Link
Enrollment plan	2023	Spring 2023	Workroom Link
Development plan			
JEDI-B Action Plan	2023		https://www.ccri.edu/hr/dei/JEDI-Bactionplan
Plans for major units (e.g., departments, library)*			
Library Strategic Plan	2018	2018-2021	https://libguides.ccri.edu/strategic-plan
Student Affairs Strategic Plan	2023	2022-2027	Workroom Link

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	2024; https://www.ccri.edu/dean-as/programreview/
Program review schedule (e.g., every 5 years)	Every 5 years; https://www.ccri.edu/dean-as/programreview/Academic%20Program%20Review%20Schedule%202024.pdf
Sample program review reports (name of unit or program)*	
Engineering Transfer AS	Workroom Link
World Languages AS	Workroom Link
Fire Science AAS	Workroom Link
System to review other functions and units	
Program review schedule (every X years or website location of schedule)	
Sample program review reports (name of unit or program)*	

Other significant institutional studies (Name and web location)*	Date
Example: Advising: www.notrealcollege.edu/advising	*2014*
Ad Hoc Assessment Committee Final Report (https://www.ccri.edu/acadaffairs/secure/AHAC_Final_Report.pdf)	2021
EMSI Alumni Outcomes (https://ccri.edu/ie/pdfs/Alumni_Outcomes_School_Summary%202020-2021.pdf)	2022

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Strengths	Opportunities
The college enjoys strong support from the Council on Postsecondary Education and external stakeholders.	The college's new internal governance system provides an opportunity to strengthen the community's engagement in governance.
The Senior Leadership Team is cohesive and includes seasoned administrators.	Ongoing work is needed toward the goal of even stronger transfer pathways between the state's only community college and four-year institutions.
As a guide for decision-making, the 2022–2027 strategic plan is comprehensive and strong.	Recovering from the enrollment impact of the COVID-19 pandemic and shifts in demographics, the college needs predictability in funding through tuition policy and greater levels of state funding.

GOVERNING BOARD

Description

The Community College of Rhode Island (CCRI), Rhode Island's only public, open access community college, operates under the jurisdiction of the Council on Postsecondary Education and receives its authority from the Rhode Island General Laws Title 16. Since 2014, several changes have been made in CCRI's external governance. In 2014, the Board of Governors for Higher Education was replaced by the Board of Education (BOE), which consists of the Council on Elementary and Secondary Education and CCRI's governing body, the Council on Postsecondary Education (Council). As such, CCRI does not have a dedicated, institutional board. The Council was created as an independent public corporation vested with the responsibility of providing oversight for the system of public higher education in Rhode Island, which includes Rhode Island College (RIC) and CCRI, along with the Office of the Postsecondary Commissioner (OPC) (see RIGL 16-59-4). OPC is the administrative, policy, and research arm of the Council. The authority, responsibilities, and relationships among the governing bodies and the college's administration and faculty are clearly described in Rhode Island's General Laws.

The Council on Postsecondary Education is comprised of eight volunteer members, the chairperson of the Rhode Island Board of Education (ex-officio) and one non-voting, college student member.

Council members are appointed by the governor, and they serve three-year terms except for the student member who serves a two-year term (see RIGL §16-59-2). Council members must file financial disclosures to the State of Rhode Island Ethics Commission annually and are prohibited from having a financial interest in the college. As the external governing body, the Council ensures community college students are provided with high quality educational services that meet community and employer needs.

In 2014, the General Assembly amended the Council's enabling statute (R.I.G.L. 16-59-1 et. seq.) to give the presidents of Rhode Island's three[1] public higher education institutions additional powers and authority previously held by the Board of Governors for Higher Education. Specifically, the additional powers of the CCRI president (R.I.G.L. 16-33.1-2-1.1) include the authority to "create and consolidate departments, divisions, programs, and courses of study within the college with the assistance of the Commissioner of Postsecondary Education within the approved role and scope adopted by the Council on Postsecondary Education." The statute further states that the presidential powers must be consistent with "shared governance" and the president and "committee of the faculty, with the approval of the board of governors [now the Council on Postsecondary Education], arrange courses of study, prescribe any qualifications of the admissions of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper."

The Council's powers include the hiring and termination of presidents, approval of the appointment of vice presidents, approval of collective bargaining agreements for all unionized Council employees, approval of tenure, approval of property transactions and leases, approval of tuition and fees, review and approval of annual budgets, review and notice of all new programs and courses of study, and creation of a classification system for Council employees who are not in the state classified service. The Council is the employer of record for all non-classified employees at RIC, CCRI, and OPC.

To maintain appropriate communication among its members and with institutions, the Council meets monthly (except in August) to review and discuss items that fall under its powers as well as hear regular reports from the presidents and commissioner on initiatives and strategic plans. All meetings are open to the public and subject to the state's open meetings laws. Meeting dates, agendas, and minutes are publicly accessible on the OPC website. In addition, each president updates the chair of the Council on important matters on an as-needed basis. Annually, the president provides reports to the Council on the college's Key Performance Indicators. These reviews allow the Council to evaluate the college's progress year over year. The Council has been supportive of the college's mission, leadership, and strategic plan.

The Council reviews the president on an annual basis. The review process includes the president providing a management letter that outlines the work and achievements in a variety of areas including, but not limited to, faculty and staff relations, accountability on affirmative action goals and implementation, partnerships with employers and community-based organizations, and other external relationships including with elected officials and the other public higher education institutions. The Council responds to this letter and shares areas of success and other feedback. Contract review occurs every three years and begins with the president preparing a self-assessment. During the previous president's seven-and-a-half-year tenure, President Meghan Hughes enjoyed significant support from the Council and her contract was renewed twice during her presidency. In March 2023, President Hughes announced she would step down from her position at the end of August 2023. The Council acted quickly to appoint Vice President for Academic Affairs Rosemary Costigan to a nine-month appointment as interim President beginning September 1, 2023. Despite the change in leadership, the college has continued its momentum to advance key priorities such as addressing developmental education and providing early college opportunities with proven models from other

[1] Now two, because legislation allowed the University of Rhode Island (URI) to separate from the Council and appoint a new independent board in 2021.

community colleges. Interim President Costigan brings to the role a deep knowledge of CCRI as an alumna, faculty member, dean, and VPAA, which has eased the transition for the college community.

The Council holds an annual retreat where it reviews its goals for the upcoming year. When new Council members are appointed, they are invited to campus to meet with students and the president's Senior Leadership Team (SLT). The SLT orients them to the mission and purpose of CCRI.

The Office of the Postsecondary Commissioner is the policy and coordinating office for the Council on Postsecondary Education. OPC's mission includes data collection, policy development and administration, strategic planning, regulatory enforcement, and advocacy. The Commissioner of Postsecondary Education sits as a peer to the two college presidents. The office is staffed by educational professionals and serves as the resource for information on and the interpretation of policy.

Although the Governor and General Assembly do not have direct oversight of the college, these relationships are critical to CCRI's ongoing success. CCRI continues to build relationships with individual legislators and the president spends considerable time meeting with key leaders during the legislative session which runs from January to June annually. The college welcomes elected officials to its campuses and ensures that they spend time getting to know students. This strategy has been effective in deepening the understanding about who CCRI serves, the college's mission, and its critical role within the state economy.

Appraisal

When CCRI went through reaccreditation 10 years ago and in response to CCRI's 2019 interim report, NECHE noted that an area of emphasis to monitor was the impact of the changes to the external governance structure on the college. Since 2014, there have been additional changes to the external governance. The structure which provides for a Council focused on higher education, however, has proved beneficial because meetings focus specifically on issues relating to higher education, rather than education generally. This allows the council members to develop expertise in this area.

The Council on Postsecondary Education and the Office of the Postsecondary Commissioner have experienced significant leadership changes over the past several years. Since 2016, the Council has had four chairs. The current chair, David Caprio, Esq., was appointed in Summer 2022. In that same timeframe, four commissioners have led the Office of the Postsecondary Commissioner. In Spring 2021, the Council hired Dr. Shannon Gilkey as Commissioner.

Despite these leadership changes, CCRI has continued to focus on student success and its strategic plan. With each change in leadership and resulting changes in priorities, CCRI has kept its mission as the priority and maintained an important working relationship with each successive Chair and Commissioner. We believe our collaboration with the Postsecondary Commissioner and RIC's Interim President will continue to move the needle on our transfer rates.

Two areas for development are to work with the Office of the Postsecondary Commissioner to 1) strengthen transfer pathways between CCRI, RIC, and URI and 2) secure more funding for the state's three public higher education institutions.

In 2021, legislation allowed URI to separate from the Council and appoint a new independent board. At the same time, a new president was appointed at URI. The impact of both new leadership and an

independent board that has a majority of members who are not Rhode Islanders has yet to be fully realized. As the state's flagship land grant university sets its future strategy, it is expected that the institution will be more globally focused compared to its trajectory under the Council's stewardship.

As URI and RIC remain primary transfer institutions, CCRI is focused not only on maintaining current transfer rates but growing them significantly. The key to doing so is removing institutional barriers and allowing students with an associate degree from CCRI to transfer to URI or RIC as a junior. To achieve that goal, CCRI's president asked URI, RIC, and the Office of the Postsecondary Commissioner to join CCRI in an application to the Aspen-AASCU Transfer Student Success and Equity Intensive that would strengthen transfer efforts. CCRI is already seeing the results of this work. In a Spring 2022 analysis, 69% of CCRI graduates who transferred within 2 years of graduation chose RIC or URI as their receiving institution. This percentage grew to 70% when Institutional Effectiveness re-ran the same analysis in Spring 2023. With this work underway and the creation of the Transfer Center, CCRI has confidence that meaningful increases in the number of students with an associate degree transferring successfully into their junior year can be achieved.

CCRI enjoys support from the Rhode Island General Assembly and the Governor's Office. Support for the college was clear when, in 2017, Governor Raimondo created the pilot Rhode Island Promise Program and, in 2022, Governor McKee signed into law legislation that made the program permanent. The Rhode Island Promise Program is a last-dollar two-year free tuition program for graduating Rhode Island high school students attending CCRI. Support was also clear in 2021 when the General Assembly placed CCRI on the ballot asking voters to approve a $12 million general obligation bond to fund capital projects, which was CCRI's first in 10 years. The case was made for this investment after developing the college's first comprehensive facilities master plan in many years. In 2021, the General Assembly also provided an additional $100m (over five years) in new capital dollars through the budget process. This investment will advance improvements that will support students' success throughout the four campuses. CCRI intends to continue to ask for general obligation bond support from the voters every two-year cycle.

Even with the support of elected officials, CCRI continues to have concerns about higher education funding. The lack of predictability presents challenges to budget forecasting and management. It also affects students who cannot predict the costs of their education. A tuition policy adopted by the Council could be helpful in creating predictable tuition increases. Understanding the intense competition for public dollars, it is noted that Rhode Island is typically in the bottom five to 10 states for public higher education funding. Despite this challenge, CCRI and the Council are committed to ensuring that an associate degree stays affordable for Rhode Islanders. Each year, after careful weighing of the college's financial position, the president makes a recommendation on tuition to the Council. Two critical considerations are 1) affordability within the New England region and 2) remaining significantly under Pell limits. Annually, the president recommends a tuition structure for the following fiscal year that keeps CCRI's tuition in the middle of regional peer institutions and below Pell funding. This process of carefully assessing CCRI's position regionally and within federal parameters is a critical part of the strategy to keep Rhode Island's only community college competitive with neighboring states' community colleges and growing online options.

INTERNAL GOVERNANCE

Description

CCRI's president manages an administrative structure that ensures effective management of the institution so it may fulfill its mission and purpose. Currently, the president's Senior Leadership Team (SLT) consists of the following roles, as listed in Table 3.1.

Table 3.1 Senior Leadership Team (SLT) Members

SLT Member	Title
Allyson Handley, Ed.D.	Interim Vice President for Academic Affairs
Gregory LaPointe	Vice President for Student Affairs and Chief Outcomes Officer
Richard Sullivan	Vice President for Finance and Administration
Jennie Johnson	Vice President, Division of Workforce Partnerships
Alix Ogden, JD	Vice President for Institutional Equity, Human Resources, and Organizational Development
Amy Kacerik	Associate Vice President for Student Affairs
Bobby Gondola, Ph.D.	Associate Vice President for Institutional Advancement and CEO for the CCRI Foundation
Ronald Cavallaro	General Counsel
Madeline Burke	Executive Director for Strategic Initiatives
Sybil Bailey	Executive Director of Labor and Personnel Relations
Amy Kempe	Chief of Staff
Andréa Ray	Director of DEI and Organizational Development

This team meets monthly to support the president's leadership of the college, including matters such as enrollment, labor, capital improvement, development and monitoring of the budget, and progress towards strategic goals. The President's Council has 28 members and consists of the SLT, deans, directors, chairs of the Faculty Senate and Staff Assembly, and union presidents. The President's Council meets bi-monthly to share information, provide feedback to the president, and review and recommend policies. The president meets weekly with all direct reports. The Vice President for Academic Affairs meets biweekly with the deans and monthly with department chairs. The other SLT members hold regular meetings with their teams. To facilitate the accomplishment of goals around DEI, CCRI invested in the position of Director of Diversity, Equity, Inclusion, and Organizational Development in January 2022. The purpose of this position is to provide professional development opportunities around diversity, equity, inclusion, justice, and belonging to achieve the goal of becoming an anti-racist college.

The college's non-classified employees are organized within five unions, all of which are represented by the National Education Association of Rhode Island (NEARI). The college has collective bargaining agreements with its full-time Faculty Association, Part-Time Faculty Association, Professional Staff

Association, Education Support Professionals Association, and its Driver Education instructors. Each collective bargaining agreement has a three-year term. The Education Support Professionals Association represents the college's classified employees. To date, the Council, in partnership with the college, has completed negotiations with all unions but the Faculty Association. In April 2023, the Faculty Association rejected a tentative agreement for the second time and the matter was referred to mediation. The first mediator stepped back for personal reasons and a second mediator was assigned. The parties have met with the second mediator two times since his assignment.

Communication with bargaining unit leadership occurs frequently. Every six weeks, the president meets with union leadership teams. Human Resources staff and the Vice President for Institutional Equity, Human Resources, and Organizational Development are in regular conversation with union leadership. When mutually agreeable solutions cannot be reached, the grievance processes in the bargaining agreements are used to reach a resolution.

College policies are developed through administrative action and through the college's shared governance structure, which has undergone significant changes in the past six years. The new internal governance system for the college includes the Faculty Senate, the Staff Assembly, and the President's Council. Consistent throughout this change, the Curriculum Review Committee – established through the collective bargaining agreement between CCRI, the Council on Postsecondary Education, and the CCRI Faculty Association – was maintained as the faculty advisory committee whose mission is to consider courses of study and make recommendations on individual courses to be offered for degree credit.

By 2016, CCRI's governance system had gone through several iterations which were not successful in engaging the college. At that time, many committees were only partially populated, and many did not meet regularly. CCRI's president charged the college to populate the committees and provided a coordinator to support this work and to develop a framework for re-engagement. As a result, a Governance Coordinating Committee (GCC) was formed and, subsequently, a governance manual was adopted. The GCC, consisting of the chairs of the governance committees, managed the creation and approval of governance policies and the bi-annual amendment process. In Fall 2020, an amendment was put forward that would create a Faculty Senate. It was adopted and senators were elected soon after. The Faculty Senate convened in Winter 2021. Their first action was to develop by-laws and a constitution. The Faculty Senate phased out the now-redundant GCC. It incorporated the academic committees existing in the previous governance system, and added additional committees.

The Faculty Senate handles all matters relating to instruction and academics that do not fall under the Curriculum Review Committee's purview. The Faculty Senate consists of 41 members of the full-time faculty along with four seats for members of the college's part-time faculty. Members of the Faculty Senate participate in eight standing committees: 1) Academic Standards and Policy, 2) Academic Technology, 3) Diversity, Equity and Inclusion, 4) General Education, 5) Online Learning, 6) Student and College Success, 7) Teaching and Assessment, and 8) Constitution/By-laws/College Governance Manual/Elections. The charge of each committee is located on pages seven and eight of the Faculty Senate by-laws. Committees within the Faculty Senate meet monthly. In addition to faculty, the President, Vice President for Academic Affairs, deans, and directors sit on the Senate as ex-officio members. Student Government representatives are also a part of the Faculty Senate. Policy recommendations in the form of bills are developed at the committee level. Once approved in committee, the policy is then voted upon by the full Faculty Senate. The policies generated by the Faculty Senate are recommended to the president for approval. The President and Vice President for

Academic Affairs attend Faculty Senate meetings and meet with Faculty Senate leadership to support a transparent and collaborative governance structure.

To ensure staff were appropriately represented in governance, a group of faculty and staff worked on the development of a Staff Assembly. In 2022, the former chair of the GCC led an initiative that would engage staff in the governance process by creating an entity that would take on the non-academic business and administrative work of the college. A group of staff managed an election process to seat its members and elect officers. The Staff Assembly's by-laws and constitution were modeled on the Faculty Senate's documents and completed in December 2022. After the election of the Staff Assembly officers, the then-Vice President of Administration and External Affairs began meeting with the leadership of the Faculty Senate and Staff Assembly to discuss how the governance manual should be amended to reflect the new governance structure. They collaborated on the development of a statement that outlines the roles of each entity involved in governance, and, after a college Town Hall hosted by the three representatives, it was put to a vote and adopted by the college in December 2022.

The Staff Assembly consists of 30 staff members from all the non-academic divisions in the college (librarians are considered faculty) plus four ex-officio union seats, four non-voting seats for part-time employees, eight seats for students (two on the Assembly and one on each of the six standing committees). The Faculty Senate Chair and Vice-Chair each have an ex-officio seat. The Staff Assembly has six standing committees: 1) Diversity, Equity, and Inclusion, 2) Elections, 3) Operations, 4) Strategy and Finance, 5) Student Success, and 6) Technology and Data. These committees meet monthly. The Staff Assembly committees generate policies that are voted on by the full Staff Assembly. Once approved, they are sent to the President's Council for review and recommendation to the president. The president meets with the Staff Assembly leadership and attends the Staff Assembly's monthly meetings. The Vice President for Institutional Equity, Human Resources, and Organizational Development serves as the liaison to the Staff Assembly. Deans, directors, and others whose expertise is critical to a committee's work sit on committees as ex-officio members or subject matter experts.

Appraisal

The college has made considerable effort to create an appropriate and effective internal governance structure that assures the integrity and quality of academic programming, involves participation from all appropriate constituencies, and results in effective management of the institution. The Faculty Senate and the Staff Assembly both have a foundation built on their respective approved by-laws and constitutions. Decision-making processes and creation of policies are clearer and more consistent because of these efforts to strengthen internal governance. The Faculty Senate and the Staff Assembly are in the process of developing and assessing key performance metrics so that the college can measure and evaluate their effectiveness. For example, a survey of senators found that 36% "somewhat" understood the process for creating bills. As a result, the Faculty Senate moved the bill development process to PolicyStat and added hearings for proposed bills, increasing transparency around the process. Working with the unions and new governance structure, the college is committed to continually improving communication and transparency.

The effectiveness of the college's efforts in this area is demonstrated in two significant moments. The first came in 2017 when the Faculty Association held a vote of no confidence of the President and Vice President for Academic Affairs because the college was advancing an abbreviated Winter Term (J-Term). The union leadership expressed concern about the pedagogical implications of a new

abbreviated structure. Although the administration presented considerable evidence that abbreviated terms are a proven tool used by two-year colleges for students to acquire credits more quickly, saving them time and money, their concerns were not assuaged. The faculty proceeded with the no confidence vote and the Winter Term was held without CCRI full-time faculty teaching courses. The administration subsequently shared J-Term success data that demonstrated to faculty how these courses contribute to earlier graduation for students. When a Winter Term was offered in 2019, it was held successfully with the support of the faculty union. CCRI has held a J-Term each year since. The number of students participating has increased every year and it, along with other compressed terms ("Late Start"), is a key part of the college's student success strategy.

The second moment was when the college experienced a significant financial challenge in 2020. The combination of a $5m dollar state budget cut with only three weeks left in FY20, a predicted 25% reduction in Fall 2020 enrollment due to the COVID-19 pandemic, and a FY21 state budget that had not yet been adopted due to pandemic disruptions, the college made the difficult decision to lay off approximately 60 employees. Unionized classified employees from the Education Support Professionals Association were most of the retrenched positions. In response, the union held a 'no confidence vote' in the President and Vice President of Administration. Working with state government partners, the Rhode Island Department of Health absorbed these employees into their COVID-19 operations for six months. The employees continued to earn their salaries, and when the college's finances stabilized and a FY21 budget was established, the college reinstated most employees to their previous positions. The college then worked with the union to develop a "shared services" administrative support model in Academic Affairs which allowed the college to experience some savings with fewer staff.

The college administration continues to work with the leadership of the five unions on several initiatives as impact of the COVID-19 pandemic wanes. This includes the implementation of a remote work policy that allows many employees to work from home up to two days a week. This policy is popular among eligible employees and a competitive recruitment tool for new employees. The college is also collaborating with employees on the redesign – both physical and structural – of the Student Affairs division, which will result a more student-centered delivery of supports in a state-of-the-art facility.

Projection

- The college will continue to advance its key priorities, especially around early college and developmental education, under Interim President Costigan and transition to permanent leadership by 2025.
- In collaboration with the Commissioner for Postsecondary Education, the college will continue to increase its transfer rates into RIC and URI and expand opportunities for CCRI students to transfer into Rhode Island's other four-year higher education institutions.
- During the FY25 and FY26 budget development process, the Interim President will continue to advocate effectively with our external stakeholders, especially the General Assembly, with a focus on college preparedness, FAFSA completion, and the resources to maintain our student-advisor ratio of 375:1.
- The Faculty Senate and Staff Assembly will complete the first year of the development and assessment of key performance metrics in Spring 2024 in order to set benchmarks for their effectiveness as part of shared governance.

Standard 3: Organization and Governance
(Board and Internal Governance)

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.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Rhode Island Board of Education
Website location of documentation of relationship	https://ride.ri.gov/board-education

Governing Board	**Website location**
By-laws	https://riopc.edu/wp-content/uploads/2023/02/B2_Bylaws_CPE_approved.pdf
Board members' names and affiliations	https://www.ride.ri.gov/BoardofEducation/BoardMembers.aspx

Board committees *	**Website location or document name for meeting minutes**
? Council on Postsecondary Education	https://riopc.edu/about/meetings-minutes/
Finance and Facilities Committee	https://riopc.edu/about/meetings-minutes/
Academic Affairs & Student Success Committee	https://riopc.edu/about/meetings-minutes/
Personnel Committee	https://riopc.edu/about/meetings-minutes/

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
Faculty Senate	https://www.ccri.edu/senate/index.html
Academic Standards and Policy (Senate Committee)	https://www.ccri.edu/senate/committees/acacstand/
Academic Technology (Senate Committee)	https://www.ccri.edu/senate/committees/acadtech/
Diversity, Equity, and Inclusion (Senate Committee)	https://www.ccri.edu/senate/committees/dei/
Student and College Success (Senate Committee)	https://www.ccri.edu/senate/committees/success/
Teaching and Assessment Committee (Senate Committee)	https://www.ccri.edu/senate/committees/teachassess/
General Education Committee (Senate Committee)	https://www.ccri.edu/senate/committees/gened/
Online Learning Committee (Senate Committee)	https://www.ccri.edu/senate/committees/online/
Staff Assembly	https://www.ccri.edu/assembly/
Operations Committee (Assembly Committee)	https://www.ccri.edu/assembly/committees/operations.html
Strategy and Finance Committee (Assembly Committee)	https://www.ccri.edu/assembly/committees/strategyandfinance.html
Student Success Committee (Assembly Committee)	https://www.ccri.edu/assembly/committees/studentsuccess.html
Technology and Data Committee (Assembly Committee)	https://www.ccri.edu/assembly/committees/technologyanddata.html
Diversity, Equity, and Inclusion (Assembly Committee)	https://www.ccri.edu/assembly/committees/diversityequityandinclusion.html
Department Chairs Council	Department Chair Committee Minutes distributed by email
Program Review and Assessment Advisory Council	https://www.ccri.edu/dean-as/programreview/
Threat Assessment Committee	https://www.ccri.edu/threat/
Academic Appeals Committee	https://ccri.edu/dean-hrs/academicappeals/
Curriculum Review Committee	https://www.ccri.edu/acadaffairs/Committees/CurricReviewCommittee/curriculumreviewcommittee.html
Evaluation Review Committee	https://ccri.edu/dean-bst/evaluationreviewcommittee.html

Major institutional student committees or governance	**Website location or document name for meeting minutes**
Student Government	https://www.ccri.edu/sg/

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**
President's Council	https://www.ccri.edu/president/council/index.html
DEI Council	https://www.ccri.edu/hr/dei/council.html

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Credit Enrollment* 2 years prior	1 year prior	Current year
			AY21-22	AY22-23	Fall 2023
Knight Campus (Main Campus)	Warwick, RI	1972	5,829	6,482	5,526
Flanagan Campus (Other Principal)	Lincoln, RI	1974	2,073	2,164	2,379
Liston Campus (Other Principal)	Providence, RI	1990	1,064	1,130	1,126
Newport Campus (Other Principal)	Newport, RI	2005	416	368	349
Online	Online	-	5,970	5,372	2,884
Other instructional locations (US) (Westerly)	Westerly, RI	2003	6	3	1
Other instructional locations (US) (Woonsocket)	Woonsocket, RI	2022	N/A	5	2
Other instructions locations (Dept of Corrections)	Cranston, RI	2003	286	188	36
Other instructional locations (US) (Training & Dev/Off-Campus)	Varies		279	295	215
Unduplicated Headcount			**15,923**	**16,007**	**12,518**

Educational modalities

	Number of programs	Date First Initiated	Enrollment 2 years prior	1 year prior	Current year
			AY21-22	AY22-23	Fall 2023
Distance Learning Programs					
Programs 50-99% on-line	53	Fall 2022	N/A*	3,761	2,860
Programs 100% on-line (General Business Online)	1	Fall 2018	16	23	14
Correspondence Education	Do not offer				
Low-Residency Programs	Do not offer				
Competency-based Programs	Do not offer				
Early College Programs**	**5**		**952**	**1,040**	**858**
Accelerate			20	68	33
Concurrent Enrollment			38	15	23
HS Enrichment			460	585	542
Met Group**			174	102	0
Pathways in Technology			155	161	113
Running Start			105	109	147
Contractual Arrangements involving the award of credit	Do not offer				

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Data for FY2022 includes Fall 2021, Spring 2022, and Summer 2022 enrollment. Data for FY2023 includes Fall 2022, Spring 2023, and Summer 2023. Data for FY2024 includes only Fall 2023. The enrollment is deduplicated, and the primary campus for a student is based on a student's primary campus at entry.

"Primary campus" is a calculated field based on where the student takes the majority of their courses in their first semester at CCRI.

Training & Dev/Off-Campus location includes enrollments of students who are taking for-credit courses through a workforce program (e.g. a math course for Electric Boat employees), and through other small, off-site options.

* CCRI began tracking which majors could be completed majority online in AY22-23.
**In fall 2023, all Met Group majors began being coded under the HS Enrichment program.

STANDARD FOUR: THE ACADEMIC PROGRAM

Strengths	Opportunities
Implementation of Guided Pathways and Rhode Island Promise have led to increased graduation and student success rates.	In order to improve transfer outcomes, the college is in the process of redesigning the General Studies degree into transfer pathways.
To support the college's strategic plan, the college has launched the Academic Master Plan 2022–27 to prioritize academic improvement efforts.	To continue to improve graduation and persistence rates, the college needs to improve gateway math and English readiness.
A major general education revision is complete and being assessed.	CCRI has a goal of increasing transfer rates and credentials earned by transfer students.
Several new technology applications, including an online catalog and curriculum management platform, ensure integrity in the award of academic credit.	To strengthen our program outcomes and student readiness for the workforce, CCRI will continue to implement work-based learning in all programs.
	In order to strengthen academic programs, CCRI will continue to improve assessment processes and use assessment results for program improvement.

The Community College of Rhode Island (CCRI) offers 98 academic programs leading to an Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), Associate in Applied Science Technical Studies (AAS-TS), Associate in Fine Arts (AFA), diploma, or certificate across its four major campuses and two satellite campuses. All degree programs take at least one year to complete. Degrees and certificates are offered in many disciplines, from nursing and allied health to technology and general studies. Students earn a minimum of 60 credits within associate degree programs following a required or recommended sequence of courses. Certificates range from 18 to 43 credits and include a recommended sequence of program-specific course requirements. Information about certificate and degree programs, including program outcomes, is available on academic department webpages and in the College Catalog.

Programs are designed to align with CCRI's mission to prepare students to transfer to a baccalaureate institution or to enter the workforce by providing affordable access to higher education. CCRI is the sole state institution awarding the Rhode Island Promise scholarship, established in 2017, which provides opportunity for all Rhode Islanders coming right out of high school to pursue a tuition-free associate degree. CCRI's academic programs align with the institutional mission by educating students in the knowledge, skills, and competencies needed to respond to community needs and contribute to Rhode Island's economic and workforce development.

CCRI's academic programs are of appropriate depth and breadth, as indicated by agreements with the college's main transfer-out institutions, the University of Rhode Island (URI) and Rhode Island College (RIC). Through the Joint Admissions Agreement (JAA), CCRI has 46 pathways with 32 separate concentrations with URI and 23 programs with 11 concentrations with RIC. Thirty-two percent of CCRI's transfer-out students earn a degree or certificate before transfer (see Standard 8.2 data first form).

CCRI has been nimble in designing career-oriented programs to meet the needs of students seeking immediate employment. For example, courses and a certificate in court reporting were developed and approved to meet the growing demand for individuals who can record legal proceedings. In response to Rhode Island's healthcare employee shortage during the first year of the pandemic, the Nursing Department offered a summer cohort of 40 second-year nursing students the opportunity to expedite their graduation and ability to enter the workforce. In January 2022, CCRI again responded to the state's nursing shortage by creating an early start for students to begin clinical rotations in acute care. Career programs have advisory boards that meet annually to foster communication and partnerships with members of industry.

CCRI launched the Associate in Science degree in Environment, Sustainability, and Management in Fall 2022, which is an interdisciplinary achievement of the business and biology departments with input from industry advisors, the Food Policy Council, and the Rhode Island Nursery and Landscaping Association. It offers a two-year exit ramp for students interested in immediate employment. It also sets up a seamless transfer for students interested in completing a four-year bachelor's degree at URI. The program includes a work-based learning component required of all students, regardless of their choice of two-year or transfer option.

ASSURING ACADEMIC QUALITY

Description

The college assures academic quality of the curriculum and instruction for all courses and programs under the leadership and administrative oversight of the Vice President for Academic Affairs (VPAA). The VPAA, academic division deans and directors, department chairpersons, and program directors/coordinators all engage in continuous improvement processes through the Academic Master Plan 2022–2027; work with shared governance committees including the Faculty Senate, its subcommittees, and the Curriculum Review Committee (CRC); and assessment and the Academic Program Review (APR) process. Further discussion of the Faculty Senate and assessment is presented in Standard 3 and Standard 8, respectively.

Improving the academic planning process has been a priority within the college. Joining the National Community College Cost and Productivity Project was highlighted in the 2019 Interim Report. It was intended to guide CCRI's academic planning but did not ultimately suit institutional planning needs. The college began working with EAB and their Academic Performance Solutions (APS) product to provide data to chairs, deans, and Academic Affairs staff in 2020. APS is the primary method in Academic Affairs for planning scheduling and identifying enrollment trends to inform academic staffing plans and program improvements. Overall planning within Academic Affairs is guided by the Academic Master Plan. Following the launch of Strategic Plan 2022–27, the Academic Master Plan committee was assembled. The committee engaged in an inclusive process of gathering, analyzing, and reviewing data to create the Academic Master Plan 2022–2027. The committee's goal was to reach a common vision of academic strategies and success measures. The three goals of the Academic Master Plan are to 1) drive student success, experience, and completion, 2) expand partnerships and programs, and 3) strengthen institutional effectiveness. All of the goals and strategies in the plan are oriented around improving the quality of outcomes and processes.

Chaired by the VPAA or appointed designee, the Curriculum Review Committee (CRC) consists of 13 full-time faculty. The CRC ensures consistency of course content appropriate to the field of study and reflects the level and amount of student learning through its oversight of all developed curriculum. All curriculum originates from the faculty with approval from their designated department and is documented through the CourseLeaf Curriculum Information Management (CIM) online proposal forms. Proposals for new or existing programs and courses are submitted to the CRC for approval before becoming a formal part of the curriculum. The use of an online curricular management system improves transparency and expedites the review process. CIM allows reviewers to leave suggestions and questions on each proposal and serves as a documented historical record of changes made throughout the workflow. Certificate programs and diplomas go through the same level of oversight as degree programs. The CRC reviews course and program learning outcomes to ensure the level of academic quality is consistent across its degree programs.

Proposals approved by the CRC are subsequently presented to the Vice President for Academic Affairs and the President for final review and approval. Following internal approval, the Rhode Island Council on Postsecondary Education is notified of any new or substantially changed (more than 25%) degree and certificate programs. For any revised program requirements, the department chairperson must share supplemental information with their respective dean and the VPAA related to any arrangements needed for enrolled students so they may complete their education with minimal disruption. Depending on the circumstance and timing of revision, such arrangements may include independent study coursework, course substitutions, and allowance to continue fulfilling the previous requirements.

To ensure academic programs have adequate resources, department chairs, in partnership with the divisional dean, assess the need for additional faculty hiring each fall semester for the upcoming academic year based on an analysis of course need and capacity. An academic program may be eliminated due to consecutive years of low enrollment, a change in the priorities or direction of the department/division, a decrease in academic quality, or lack of external demand for the program. Proposals include a teach-out plan. Once fully approved for termination, a notice is sent to the Council on Postsecondary Education, in the same process as a new or revised program.

Once programs are in place, syllabi are reviewed every semester. The Syllabus Components and Design template in the Faculty Handbook provides guidance to faculty of the required components of a syllabus. The Faculty Senate's Diversity, Equity, and Inclusion (DEI) committee is updating the common syllabus template for inclusivity. Faculty are learning inclusive teaching methodologies through programs such as ACUE's Effective Teaching Practices, Caring Campus, the Effective Practices in Teaching Online (EPTO) program, and the SUNY Online Course Quality Review Rubric (OSCQR) standards.

Under the Faculty Senate, the General Education Committee (GEC) is the governance committee responsible for overseeing the process of defining general education and college-wide learning outcomes, evaluating courses for approval, and assessing outcomes. A faculty position of General Education Director was created in Fall 2022. The director is responsible for working with academic departments to create an assessment schedule for general education courses. Faculty assess artifacts of student work according to the outcomes for which general education courses are certified. The director serves as the primary administrative resource for general education assessment and coordinates with the GEC to recommend changes to courses, processes, and the General Education Policy in response to assessment results (see Standard 8 for more information on general education assessment).

Another subcommittee of the Faculty Senate is the Online Learning Committee, which includes representation from all academic divisions and recommends academic policy related to online learning. With support from the Online Learning & Technology (OL&T) Department, CCRI faculty select, build, and teach online courses using the same learning outcomes as in-person courses approved by the CRC. OL&T, which is housed in the Office of the Vice President for Academic Affairs, provides direction and guidance for effective teaching in online and hybrid courses and internal certification for faculty. Ninety-three percent of full-time faculty and 43% of adjunct faculty are certified to teach online at CCRI, improving online learning outcomes for students.

An example of effective academic planning and oversight is that, prior to COVID-19, approximately 13% of CCRI's course sections were offered online. In March 2020, 88% of courses were transitioned to online modalities. As CCRI emerged from the pandemic, many online courses were transitioned back to in-person; however, many students continued to enroll in online courses. In Fall 2022, 37% of CCRI courses were offered online, with approximately 3,000 students enrolled exclusively in online courses. At that time, the Online Learning Department and Center for Instructional Technology were merged to form OL&T. Combining Instructional Design and Learning Management System (LMS) services increases collaboration between both areas and streamlines the availability of resources for faculty and students in the online environment.

During AY22–23, OL&T has focused on assessment to improve online course design, faculty teaching preparedness, and the incorporation of measurement of student learning outcomes of online courses. In alignment with the Academic Master Plan, the assessment of online courses commenced in September 2022 utilizing the Online Course Quality Review (OSCQR) process. The OSCQR rubric consists of 50 quality standards and are divided into three parts. Level 1 was rolled out in Fall 2022. Level 2 was rolled out in Spring 2023. Level 3, covering the final remaining standards, was rolled out in Fall 2023. Instructional Designers provide training and professional development on the OSCQR standards. Ongoing reviews and action plans are facilitated by faculty trained in OSCQR review methodology in collaboration with CCRI's instructional designers.

All faculty members are expected to engage in academic assessment activities, including designing assessment plans, determining and reviewing course and program learning outcomes, evaluating program curricula, collecting samples of student work, and serving on committees related to assessment. CCRI has several bodies that participate in the assessment process so that student learning outcomes can be evaluated and improved on an ongoing basis. Up until 2022, the Academic Quality Assessment Committee (AQAC) reviewed and recommended college policies and procedures regarding assessment. AQAC organized the APR process and provided peer feedback to the programs evaluated each year. When the Faculty Senate kicked off in 2022, the Teaching and Assessment Committee gained oversight of the APR process, but later voted to allow a joint committee of Faculty Senate and administrative members to form a larger advisory council, the Program Review and Assessment Advisory Council (PRAAC). PRAAC will evaluate the APRs for degree-granting programs on a five-year cycle. The APR is a process intended to assist each academic program in fulfilling its mission and that of the college. It is a comprehensive evaluation of a program's mission and purpose; curriculum; student support services; teaching, learning, and scholarship of faculty; resources; and educational effectiveness. Departments assess enrollment trends, program demand, and student outcomes. Programs with specialized accreditation submit the self-study documents prepared for their accreditation body as demonstration of academic quality. Many but not all programs have an external Advisory Board that meets annually, providing input and guidance related to industry skills and need.

Over the past three years, the college has increased the amount of assistance to program faculty engaged in the APR process. An orientation is offered, along with access to a Blackboard site with related resources, model documents, and help for accessing data.

Located within the Office of the Vice President for Academic Affairs, the Director of Academic Program Review and Accreditation is the primary administrative resource for departments completing Annual Assessment Reports and APRs. The Director of Academic Program Review and Accreditation offers professional development to faculty, provides assistance with assessment reporting tools, and collaborates with college departments on assessment-related initiatives. The director is also responsible for tracking and managing APR recommendations from the committee to the Vice President for Academic Affairs. In 2023, an Assessment Coordinator was added to the Academic Affairs staff, increasing the capacity of the college to support faculty with assessment.

CCRI graduates are expected to demonstrate collegiate-level English skills upon graduation. All degree programs require students to complete ENGL 1010 (Composition I) or a similar college-level writing course. There is a scaffold for English language learners from entry to completion of Composition I. The English Department offers co-requisite courses using the Accelerated Learning Program (ALP) model. The ALP model pairs gateway Composition I with ENGL 1005 (College Writing). Students who test into College Writing take it with Composition I in the same semester with the same faculty member. ALP instructors are skilled in teaching developmental education and writing. Between 31% and 44% of students who placed into College Writing between 2019 and 2022 enrolled in the ALP Composition I/College Writing pair. Pass rates for students in the ALP Composition I were higher than those who took College Writing and Composition I courses alone, as seen in the High Enrolled, Low Pass (HELP) course data. Overall pass rates for Composition I have improved as well. The baseline five-year average of students completing gateway English with a C or better in their first year was 29% for 2013 through 2017, and up to 38% in AY20–21. In Fall 2022, the ALP Composition I success rate overall was 73%.

All programs within the Health and Rehabilitative Sciences (HARS) division have contracts in place for clinical affiliations. CCRI follows the Rhode Island Board of Education's Regulations for Dual Enrollment. This policy allows students to enroll in public postsecondary education courses to satisfy academic coursework requirements in high school and earn credits at a public postsecondary institution in a dual or concurrent enrollment capacity.

Appraisal

Data-informed decision making has been improved by the implementation of Academic Performance Solutions (APS) platform, specifically with its Department and College Analytics and Course Planning Optimization (CPO) dashboards. These dashboards serve to provide key performance indicators to academic leaders to guide decision-making. These dashboards display trends and comparisons on key college and department metrics, such as enrollment, class capacity utilization, course completion, and instructional workload. Department chairs, in collaboration with their academic deans, analyze and assess their department and program health and strategic goals aligned with CCRI's mission and strategic plan. The CPO dashboard allowed the college to discontinue the manual creation of an enrollment tracker, freeing up an estimated 35 hours per year in the Institutional Effectiveness (IE) Office for other projects. With the dashboard's easily accessible data, department chairs and academic deans make informed decisions related to adding or canceling course sections for current and future semesters. This dashboard empowers academic leaders to make smarter, data-informed course

planning decisions to support student demand. While APS informs decision-making and planning, the college is still working toward improvement for allocating resources as a component of academic planning overall. CCRI's new Vice President of Administration and Finance will support this effort.

CCRI has made strides in assuring academic quality and has identified areas for growth. The CRC is better able to systematically approve new and revised course and program proposals with the implementation of the CIM platform. As proposal reviewers are able to more easily ask questions and make comments through an online proposal in advance of the curriculum meetings, the CRC's meetings now have more robust discussions on a proposal's quality. While program and course assessment has expanded (to be discussed in Standard 8), the college is in the process of implementing the Blackboard Assessment tool with the goal of engaging a broader group of faculty members to participate in assessment. APRs also provide a valuable opportunity for a program to evaluate every five years what it is doing through its curriculum, learning objectives, and student learning. While the APR includes information on external advisory boards and the process currently involves a peer review of faculty from external departments, there is opportunity to more fully integrate an industry or external perspective to the review. Overall, the Director of Academic Program Review and Accreditation provides coordination of new assessment software implementation, systematized assessment policies and procedures across the academic program, and provides professional development related to course and program review.

UNDERGRADUATE DEGREE PROGRAMS

Description

As an associate degree-granting institution, CCRI offers coursework appropriate to the first two years of an undergraduate degree. To prepare students for degree and certificate programs, developmental education courses offer the foundational knowledge needed for students to seek mastery of a disciplinary area. All associate degrees require both a major field of study, allowing students to explore a subject in depth, and general education courses which introduce them to broad areas of human knowledge. Program requirements for all degrees and certificates are published in the College Catalog and on the website.

Appraisal

Overall, CCRI's undergraduate degree programs are successful in helping students toward transfer to a four-year institution or transition into professional work. The college's most recent three-year graduation rate for first-time, full-time students who started at CCRI in Fall 2020 is 25%. As discussed above, it is believed systems for program evaluation are robust and working well.

One exception to general rates of student success relates to students who require developmental coursework. Students who place into any developmental coursework in math and/or English are less likely to persist while also consuming federal financial aid on credits that do not apply to their degrees (see Table 4.1). CCRI's developmental education program continues to need structural improvement despite efforts made with the co-requisite model for math and English courses. According to Academic Master Plan (AMP) Goal 1A, the college will move the levels of developmental education for students with the highest needs to the Division of Workforce Partnerships, while students on the margin of college readiness would take gateway math and English courses with co-requisite remediation. The College is seeking to support the students with the highest level of developmental need by adapting the

CUNY Start model to Rhode Island. CUNY Start allows students with high levels of developmental need to defer matriculation for a semester while they participate in a non-credit educational program designed to get them ready for college-level coursework. A cross-functional team from Academic Affairs, Student Affairs, and the Division of Workforce Partnerships is working with CUNY Start leadership to learn more about this program. Our goal is to pilot our version of this program, "CCRI Advantage," with a small cohort of students in Fall 2024.

Table 4.1: Three-Year Graduation Rates by Level of Developmental Need

All students	Average Three-year Graduation Rate (2018, 2019, 2020 cohorts)
No Developmental Need	37%
Any Developmental Need	14%

Another way that the college is addressing student success is through a workgroup comprising faculty and administration to examine the college's scheduling options for students. In Spring 2023, the group investigated the implementation of a seven-week, compressed course delivery model. The workgroup looked at course success and withdrawal rates by course length as well as a review of the literature and lessons from peer institutions who had made similar changes to their schedules. The workgroup recommends reducing college-wide scheduling options to either 15-week or seven-week classes wherever possible and scaling up the scheduling of seven-week classes to support student success.

GENERAL EDUCATION

Description

CCRI's general education program rests on foundational skills described by the Definition of an Educated Person. Program requirements are reflected in the General Education Policy (Table 4.2). The faculty and staff established four critical abilities that define the learning outcomes of a CCRI graduate. The core abilities guide students, faculty, and staff in establishing educational goals and assessing learning within and across the primary domains of knowledge: arts and humanities, science and mathematics, and the social sciences. The four core abilities include effective communication; critical thinking; quantitative, mathematical, and scientific reasoning; and awareness of oneself and the world. CCRI's general education program requires all degree-seeking students to complete a minimum of 20 credits in general education courses distributed across the four abilities and three domains of knowledge (humanities, math and sciences, and social sciences).

Program oversight is provided by CCRI's GEC, a formally-convened committee of the Faculty Senate consisting of faculty with support from relevant members of administration representing both Academic Affairs and Student Affairs. The GEC is responsible for the General Education Policy and the General Education Assessment Plan. The committee reviews and approves all general education courses based on alignment with the policy and transferability that meets general education requirements at RIC or URI. The General Education Policy mandates assessment of all general education courses. A General Education Assessment Plan is developed by faculty in conjunction with the General Education Director. The plan is revised annually as needed. Faculty assess student work in

general education courses to determine proficiency. Student work is determined to fall in categories of "beginning" (student work demonstrates only some components of the key indicators for the outcome and/or demonstrates with many errors), "emerging" (student work demonstrates most of the key indicators with some errors), or "competent" (student work demonstrates all components of the key indicators with minor errors). For AY22–23, 122 individual faculty across 37 different courses (with multiple sections) representing all eight subcategories were asked to participate in general education course assessment. Of those, 64% of faculty participated, submitting data on a total of 3,975 students in general education courses.

Table 4.2 General Education Policy Course Approval Requirements

Course Characteristic
3 or more credits
No college-level pre-requisite unless student can place into course by use of ACCUPLACER or multiple measures evaluation
Course meets at least two of the skill categories of the Definition of the Educated Person
Course is attributed to the Humanities, Math and Science, or Social Science domains of knowledge
Course should transfer to the University of Rhode Island or Rhode Island College unless it is a non-transferrable course limited for use in technical and career programs

The Definition of an Educated Person was updated in 2018, resulting in changes to general education course designations. The General Education policy was approved in 2022 with the goal to support greater focus through a reduced set of general education courses, increased accessibility, and maximized transferability. All general education courses were reevaluated according to the new policy goals between 2019 and 2022 and are reflected in the catalog for AY22–23. The revised general education curriculum consists of 145 courses that can be used to meet general education requirements (down from 270), 134 of which are fully transferrable and meet general education requirements at URI or RIC. Cutting the number of general education choices in half streamlines offerings for students and improves transfer. Since 2020, transfer of CCRI general education courses has increased – 94% transfer to URI and 77% transfer to RIC. Following the first year of comprehensive assessment of the new general education program, CCRI followed through by inviting faculty to participate in a Summer Intensive Institute. Faculty reviewed the rubrics used for assessment and recommended a broad review for AY23–24. They also brought personal assignments and revised them to increase transparency, clarity for students, and alignment with the general education outcomes.

Of note, the Definition of an Educated Person identifies information literacy as an important skill category for all CCRI graduates. The CCRI Library has an established Information Literacy Initiative offered by librarians in collaboration with other faculty members. Information literacy sessions augment classroom work by teaching the skills necessary to effectively identify, find, evaluate, and use information. Information literacy forms a foundation for students to build upon to further their education and career goals. Information literacy has been included as a measurable competency and is assessed in general education courses as well.

Appraisal

Part of the college's success in General Education and the ability to assure academic quality includes technological upgrades that support processes to ensure rigor, consistency, and transparency. For instance, the adoption of CourseLeaf's Curriculum Information Management (CIM) better integrates the notice of new or revised general education courses with the Curriculum Review Committee. Both committees (CRC and GEC) review student learning outcomes for courses and programs and alignment with general education outcomes. Use of CourseLeaf's Catalog (CAT) ensures that students are informed about which courses fulfill which general education requirement. DegreeWorks tracks a student's progress through the general education requirements and makes clear to both students and advisors which requirements have been met and which need to be completed. This enables students to carefully target their electives and minimize unnecessary credits.

CCRI has made great improvements in its ability to assess the Educated Person outcomes. Following the first year of comprehensive assessment of the new general education program, CCRI is using outcomes data to inform changes to the curriculum in both broad and narrow ways. For example, overall results were presented and discussed with Academic Affairs leadership, the Department Chairs' Council and the Faculty Senate. Following these presentations, some departments requested facilitated conversations, and faculty in arts, biology, and English reviewed and interpreted results from their own department and discussed next steps. A 2023 Summer Intensive Institute offered 29 faculty an opportunity to participate with peers in revising assignments to better tie them to general education outcomes and clarify expectations for student learning. In addition, faculty reviewed the rubrics used for general education assessment. On their recommendation, a Rubric Revision Project was launched in October 2023 to improve the wording of the rubrics for better measurability. Recommendations will be delivered to the Faculty Senate's GEC by February 2024.

Assessment data from AY22–23 are being used to inform specific changes at the department level. For example, the faculty in Business and Professional Studies in Fall 2022 used multiple choice test questions to assess learning for over 200 students in Ethical Responsibilities. Though 78% of student work was assessed as competent, faculty created a writing assignment for Introduction to Business (BUSN 1010) that will be used by all instructors to assess learning in both Written Communication and Ethical Responsibilities to deepen engagement with the general education outcomes. Another example is Communication Fundamentals (COMM 1010), which was assessed on Oral Communication in Fall 2022. The majority (53%) of student artifacts were assessed as "competent" for Oral Communication, so faculty want to increase the scope and rigor of the assessment on the course's second general education competency: Global, Cultural, and Historical Understanding. Course faculty created a common assignment that will be used for assessment in Fall 2023. Similarly, the Math Department moved from use of several multiple-choice questions in a single exam to a pre/post-test model in Fall 2023 across Mathematics for Liberal Arts Students (MATH 1139), Statistics for the Health and Social Sciences (MATH 1175), and College Algebra (MATH 1200). As these tools are implemented during the current academic year, general education assessment outcomes will be compared to the previous baseline year to determine whether student learning has improved.

Finally, the college can do more to better integrate the assessment activities of the library around information literacy with the college's Information Literacy outcome. CCRI librarians assess information literacy competency in many instructional sessions via a student-completed worksheet. As shown in the Credit Hours and Information Literacy tab in the Data First Forms, information literacy

sessions are offered as sessions embedded in a class, such as with the Evidence-Based Practice Project for Nursing students, or as a standalone session. From June 2021–May 2023, assessment data was collected for 60 sections of general education courses that received library instruction. In those courses, 785 students received library instruction and 795 assessment worksheets were collected (some classes completed more than one assessment). Of the total 795 assessments collected, 746 were completed in which students successfully found a journal article, book, and/or website. This results in an overall 94% success rate for the assessments completed. The library also offers two credit-bearing courses teaching information literacy: LRCT 1010 (Introduction to College Research) and LRCT 1015 (College Research). Only Intro to College Research meets the general education requirement and transfers to URI and RIC. The success of the information literacy sessions can be built upon by scaling participation to reach more departments and programs.

THE MAJOR OR CONCENTRATION

Description

CCRI offers a program of study that affords students the opportunity to develop knowledge and skills in a variety of academic disciplines. All academic programs include major requirements and learning outcomes and are designed to prepare students for transfer to baccalaureate institutions or direct entry into the workforce.

Associate degree programs require a minimum of 60 credits, all of which can be fulfilled through in-person, hybrid, and online modalities. All are designed to meet the educational needs of the community. Courses with co-requisites and prerequisites are designed so students can complete programmatic course work in the proper sequence. Externally accredited programs are based on their professional organization's standards. For example, in the case of the Associate in Arts in Early Childhood Education and Childhood Development, the program refers to the National Association for the Education of Young Children's Professional Standards and Competencies. For programs with external accreditation or that offer students some elective choices, total credit hours may exceed 60. The College Catalog lists the program requirements and sequences for courses in each academic major. All courses are based on program and course learning outcomes which are clearly stated in course syllabi and program webpages.

There are certificate programs throughout the curriculum that offer students the opportunity to complete a concentrated number of courses in a particular career path or area. Many new certificates are stackable into degree programs. For example, the Business Administration: Basic Accounting Skills Certificate provides students with the necessary knowledge and skills through 20 credit hours to qualify for entry-level account clerk and bookkeeping jobs and is also stackable into the accounting concentration of the Associate in Science in Business Administration degree. Another example includes completion of the non-credit Certified Nursing Assistant program, which advantages students in their application to the Practical Nurse (PN) diploma program. The PN program then allows students to enter the Associate in Science in Nursing program through an LPN-to-RN admissions process.

The General Studies degree program is intended as a liberal arts transfer degree and requires at least 31 credits in general education courses. General Studies students focus their studies by selecting one of the seven Academic and Career Paths upon enrollment. The Guided Pathways program was

developed through CCRI's award of a Title III grant entitled Pathways to Progress. The Guided Pathways program gives students a concentration of courses in one area, something that was lacking in the General Studies program before its implementation. Course recommendation lists by pathway help students understand how to focus their General Studies program to meet their academic, transfer, and career goals. Another feature of the Guided Pathways program is an enhanced first-year experience course. A team of faculty developed PATH 1010 to assist students in navigating the experience of higher education and encourage them to explore their academic and career goals. A financial literacy unit is built into the course so that students develop personal finance skills related to their academic and career goals. In 2022, about 7% of the college's first-time, full-time students completed PATH 1010. Overall, the Guided Pathways program has resulted in a significant reduction in the number of students who are undecided in their major. Table 4.3 below demonstrates improvement across several success metrics.

Table 4.3 Guided Pathways Metrics

	2019 Baseline	2022
Number of undecided students	3,705	508
Percentage of all CCRI students enrolled in a Pathway	0%	88%
Percentage of General Studies students enrolled in a Pathway	0%	92%
Two-year degree completion rate	6%	18%
Three-year degree completion rate	18%	24%

Appraisal

As of Fall 2022, 53% of CCRI's matriculated students are enrolled in the General Studies degree program. National research behind the Guided Pathways model has found that community college students are more likely to complete a degree if they have some disciplinary focus. Since being awarded the Pathways to Progress grant in 2019, CCRI has directed students to choose one of the seven Academic and Career Paths to focus their studies. As of Fall 2022, 88% of all CCRI students are enrolled in an Academic and Career Path, exceeding the college's target of 60% by year three of the Title III Pathways to Progress grant. Students not enrolled in a pathway predate CCRI's Guided Pathways implementation or are high school students in dual enrollment programs.

While implementation of Guided Pathways has shown promising initial results, it could be integrated more fully into the workings of the college. In the final two years of the grant, focus has turned to improving outcomes of the PATH 1010 course, building the faculty Pathway Navigator role into true academic and career mentors for General Studies students, and improving student awareness about their pathways through Blackboard organizations called Digital Learning Communities. In these groups, Pathway Navigators encourage academic and career pathway exploration through community building discussions, content, and events.

In Fall 2022, 92% of students majoring in General Studies were enrolled in a pathway, as referenced in Table 4.3 above. Thirty-five percent of General Studies students are in the Health and Health Administration pathway while they take prerequisite courses to get into competitive health science

programs. Because so many students are in General Studies, reforming the curriculum through the Guided Pathways model is a positive step toward increasing retention and graduation rates. Twenty-seven percent of General Studies students are in Joint Admissions Agreement (JAA) programs with RIC and URI, further focusing their studies on the receiving institution's curriculum. A General Studies Redesign work group is currently examining ways to create concentrations within General Studies aligned with JAA agreements to further focus students in that degree program.

TRANSFER CREDIT

Description

The process for transferring credits into CCRI is clearly outlined on the college website. A grade of C- or higher is required to transfer courses into the college from other regionally accredited institutions. Students can petition to transfer credits back to CCRI to complete the associate degree. Reverse transfer credits are awarded to students who complete at least 15 credit hours at CCRI but transfer out before completing a degree. Between Fall 2016 and Spring 2023, 443 graduates have been awarded associate degrees through the reverse transfer process.

As an associate degree-granting institution, most of the transfer activity involves transferring credits out of the college. Forty-seven percent of graduates from Fall 2018 to Summer 2021 transferred on to other colleges. Of the 6,723 graduates in that time, 37% transferred to RIC, 32% transferred to URI, and 31% transferred to other institutions. In addition to these statistics for CCRI graduates, on average seven percent of students who left CCRI without a credential during those same years also went on to other colleges.

CCRI was invited to participate in the Aspen-AASCU Transfer Student Success and Equity Intensive with RIC and URI. The three institutions agreed on a common definition of transfer and a statewide shared methodology to track transfer data. The Transfer Intensive completed in October 2022. A major outcome of the workshop series is a transfer strategic plan with statewide vision and transfer impact statements. The Postsecondary Commissioner is involved in the process, focused on improving transfer across the three state institutions through policy reform; investment into transfer coordinators; and the purchase of Transferology, a nationwide network designed to help students explore their transfer options by showing how courses transfer to other institutions. Annual transfer and articulation meetings were standard practice before COVID-19. The practice resumed in February 2023.

CCRI continues to add programs to the Joint Admissions Agreement (JAA) with URI and RIC, as well as articulation agreements with other colleges and universities, expanding options for students to complete their bachelor's degrees. As of October 2023, 3,444 CCRI students are enrolled in JAA agreements: 2,215 students enrolled for URI and 1,229 students aligned with RIC. The RI Transfer Guarantee allows for transfer to in-state private schools. Benefits for students include waived application fees, transfer of all credits, guaranteed admission, and financial incentives. CCRI's transfer website is comprehensive and up-to-date with three pages of information for students: a general transfer information page, a Joint Admissions Agreement page, and a page listing other transfer articulation agreements.

Appraisal

The improvement of relationships between the three Rhode Island state institutions will be of lasting impact to CCRI students and graduates. The Postsecondary Commissioner is highly engaged in improving transfer policies and communication between state institutions. Work still needs to be done to ensure greater coordination and smooth transfer of credits. Results of the Aspen-AASCU Transfer Student Success and Equity Intensive and the leadership in the state's Office of Postsecondary Commissioner will assist in propelling transfer initiatives forward.

In addition to these public partnerships, CCRI is always looking to add articulation agreements with private baccalaureate institutions. Many of these agreements offer students who complete an associate degree junior standing as well as tuition discounts. For example, Johnson and Wales University (JWU) accepts graduates from CCRI's Associate in Science in Cybersecurity program into their Bachelor of Science in Cyber Threat, Intelligence, and Defense. JWU directly articulates every course in the program, accepting all 61 credits. JWU offers scholarships to students who finish the associate degree at CCRI with a 2.7 grade point average or above. Similarly, graduates from CCRI's General Business associate degree are guaranteed to transfer all their credits to Nichols College, with pricing discounts when they enroll in Nichols' bachelor's degree program in General Business. CCRI students have many such opportunities, all articulated on the Joint Admissions and Transfer Articulation webpages.

The RI Transfer Guarantee program has strict requirements. Bryant University and Salve Regina University require a 3.0 minimum and Roger Williams University requires a 2.4 minimum to transfer. It is not a robust transfer program for CCRI, as students with a 3.0 often receive scholarship opportunities at many institutions. In Fall 2020, 15 students transferred to Roger Williams University, six transferred to Bryant University, and one transferred to Salve Regina University under this program.

Students who graduate from CCRI transfer on to continue their education at a much higher rate than students who leave the college before completing a credential. This is another reason to focus on retention of students through graduation.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

Description

CCRI defines the credit hour based on the Carnegie Unit described in the Course Credit Policy. Face-to-face lecture courses meet for 50 minutes per credit hour for 15 weeks. For each hour of faculty instruction, students are required to complete two hours of out-of-classroom work over 15 weeks. A typical three-credit course meets for 150 minutes per week, three 50-minute sessions per week, or any configuration that meets the course requirements. Online, hybrid, and condensed courses, such as those in summer and winter sessions, are expected to meet the same number of hours of learning to facilitate students meeting the course outcomes. Laboratory and field/clinical courses meet from 120 to 180 minutes per week over 15 weeks. The alignment of hours of instruction with the number of credit hours for each course is reviewed through the course proposal and revision process and approved through the Curriculum Review Committee.

CCRI ensures that minimum degree requirements for its associate degree programs are 60 semester credits, as displayed on individual Programs of Study pages within the College Catalog. CCRI

demonstrates restraint to some extent in allowing credits above the minimum for its associate degree programs. Many of CCRI's externally-accredited programs (e.g., Dental Hygiene and Radiography) are subject to over 70 credits per their program's accreditation standards. CCRI's credit-hour residency requirement (i.e., credits taken at CCRI versus transfer) is 25% of the total required for the program.

The award of credit is consistent with NECHE policy. CCRI publishes all required and elective courses in its publicly-accessible online College Catalog, with availability to print. Course offerings are scheduled to give students the chance to graduate within each program's published length. Current and upcoming schedules are visible via CCRI's Course Scheduler.

CCRI's use of Ellucian DegreeWorks provides students the ability to generate degree audits. DegreeWorks provides real-time degree evaluation, which allows for more efficient academic planning and counseling capabilities to ensure students are on track to graduate within their enrolled program. No credit is awarded toward graduation for developmental courses. Unofficial and official transcripts are produced for students when requested which accurately reflect student attainments. As outlined in the College Catalog, a student must meet all degree requirements and complete the Intent to Graduate application to be recommended for graduation.

Independent study opportunities are provided to eligible students with at least 30 credits and a 2.0 GPA who need a course as a graduation requirement or as a prerequisite to a required course if it has not been taught at CCRI in two semesters or projected to be offered in any semester prior to their graduation.

Policies regarding academic standing of enrolled students and requirements for continuation in, termination from, or re-admission to its academic programs are published in the College Catalog. These policies include the Academic Standards Policy, Dismissal from College, Graduation Awards, Confirmed Graduates, and Returning to CCRI. Student withdrawal and related information is found on the Dean of Student Development webpage. These policies are applied by faculty and administrators and are clearly articulated in the Student Handbook.

Occurrences of academic dishonesty in the forms of cheating and plagiarism are considered violations of academic integrity and may result in a warning or expulsion from the college, depending on the degree of offense. Academic dishonesty was negatively impacted by the pandemic, with 177 reports in AY20–21 and 175 in AY21–22. Numbers have declined significantly in the post-pandemic period with 50 reports in AY22–23. Faculty must include an academic integrity statement in their syllabi, referencing the Student Handbook. Students attend a presentation on the Student Handbook at the in-person New Student Orientation. CCRI uses software tools integrated with Blackboard such as Safe Assign and Respondus Lockdown Browser and Monitor to enhance student academic integrity.

CCRI students regularly include online courses in their educational programs and continue to choose online courses in greater numbers. Programs and courses are the same as those offered face-to-face and use the same program and course learning outcomes. Academic Department Chairs are responsible for reviewing all syllabi every semester for consistency. For authentication, all students are issued unique student ID numbers, usernames, and passwords required to access email and course materials on CCRI's learning management system (LMS) that can only be reset through in-person identification or use of an online tool tied to a verified account.

Faculty are encouraged to implement pedagogical practices and technical settings that reduce academic dishonesty and increase student success. For example, the Effective Practices in Teaching Online

(EPTO) and ACUE's Effective Teaching Practice Framework courses emphasize meta-cognitive practices that reduce testing anxiety, OSCQR training promotes engaging and reflective activity designs that reduce cheating, and the Transparency in Course Design for Student Success workshop demonstrates how assignment templates and rubric examples can help students understand expectations, reducing the need to cheat. In Fall 2018, Respondus Monitor, which is a video recording add-on to their Respondus LockDown Browser, was implemented to validate student identity. To identify any systematic differences in outcomes, the assessment of general education courses compares student competency across face-to face, online, and hybrid modalities. To help CCRI with more efficiently gathering and analyzing student performance on institutional and program learning outcomes for ongoing program improvement, the college is implementing the Blackboard Assessment module. This system will leverage what students and faculty are doing already in Blackboard Learn, with the aim of streamlining CCRI's data collection and analysis to provide faculty with more timely insight into how students are performing on course, program, and general education outcomes.

All students, regardless of enrollment modality, have sufficient opportunities to interact with faculty about course content and related academic matters. All full-time faculty must have six office hours per week per the CCRI Faculty Association (CCRIFA) collective bargaining agreement, except those with 16 or more hours of workload who must maintain four hours. Office hours can be conducted in person or virtually, providing greater flexibility and accessibility for students. Student-faculty interactions are facilitated by course discussions, announcements, publisher/third-party platforms, and grading feedback. For example, VoiceThread is an interactive online tool where faculty and students create, share, and comment on user-created media that increases engagement and presence and supports CCRI's efforts in complying with regular and substantive interaction in online and hybrid modalities. Digital communication tools are integrated into the LMS including email, Zoom, Starfish, and Blackboard Collaborate. Blackboard Collaborate enables faculty to record sessions for students to view at any time. Recent online student survey results show that students and faculty utilize all the available communication methods and 67% of students receive non-graded feedback from faculty at least weekly.

CCRI offers students opportunities to gain workplace and international experience related to their programs of study. CCRI is a member of the College Consortium for International Studies (CCIS), which allows students to participate in the Study Abroad Program. With prior approval, all credits earned while studying abroad transfer to CCRI and count toward graduation. Students in a cooperative education course have 15 hours a week in a supervised work experience while participating in an online seminar taught by Career Services staff. All incoming degree-seeking students from Fall 2024 and beyond must complete at least one work-based learning experience before they graduate. Many degree programs have clinicals, fieldwork, or practicums built in as part of the existing academic program. Academic departments are now building these experiences into all degree programs. The experiences range from a project with an industry partner built into a course to a full internship. A Work-Based Learning Manager, initially hired through the Title III Pathways to Progress grant, is working with faculty to develop relationships with employers. Students with relevant career experience already may receive Credit for Prior Learning to meet the work-based learning requirement.

CCRI offers a wide range of dual enrollment and concurrent enrollment options to high school students, including Running Start, Accelerate, High School Enrichment, and Pathways in Technology Early College (P-TECH). Credit awarded through dual and concurrent enrollment courses is consistent with NECHE policy. Students attending CCRI through dual enrollment programs engage in the same

courses as matriculated and non-degree students. A multi-measure approach is used to place high school students in dual enrollment programs who elect to take courses that require placement. Concurrent enrollment courses are taught at the high school by a college-approved high school teacher. The high school teacher must have the necessary qualifications and experience required by CCRI and participate in training/professional development. They are evaluated using the same Student Ratings of Instruction (SRI) survey deployed across the college. College credits earned at CCRI through dual and concurrent enrollment programs are included on a student's academic transcript. These credits can be applied toward academic certificates and degrees at CCRI and are transferable to other institutions.

CCRI recognizes college-level learning can occur outside the traditional learning environment in ways such as military service, corporate training, work experience, or other experiential learning. As described in the Prior Learning Assessment Policy, CCRI offers various Credit for Prior Learning (CPL) options**.** Credit requirements are outlined on the Credit for Prior Learning webpage and are reviewed and approved by faculty. CPL is outcomes-based and is granted for students who provide evidence of, or demonstrate, significant prior learning in courses directly applicable to their program of study. Since 2022, CCRI has had a dedicated full-time staff position to oversee CPL. Located within the Admissions Office, the CPL Coordinator is the first point of contact for student inquiries regarding CPL and meets with students individually to discuss their specific options. A recent survey of students who received CPL in 2022–2023 (n=18) found that 94% of respondents agreed that CPL saved them time, 83% agreed that it saved them money, and 100% responded that it contributed to a deeper sense of accomplishment and likelihood of degree completion.

Appraisal

Academic Affairs has implemented strategic improvements in several areas, including dual enrollment, Credit for Prior Learning, access to data, technological enhancements, and methods to support academic quality. These strategic improvement initiatives are described below.

CCRI is committed to advancing equity in dual enrollment and is enhancing all dual enrollment opportunities to ensure the expansion of equitable access to all communities in Rhode Island. This work is happening by establishing close partnerships with large urban districts that have been largely underrepresented in the dual enrollment programs. In particular, continued work with the Providence district through the expansion of the Met High School and Accelerate programs demonstrates how CCRI is striving to increase the racial/ethnic diversity of its student population before they even matriculate to the college. Table 4.4 compares the demographics of CCRI's general student population and students participating in dual enrollment programs.

As shown in Table 4.5, when data are disaggregated by dual enrollment program (DEP), further variance is shown in the racial/ethnic composition of students who participate in each program. The Accelerate program is particularly noteworthy. This program was started in partnership with RIDE and the Providence Public School district in Fall 2020 with the goals of 1) combatting COVID-19 learning loss and 2) enrolling more Black and Latinx high school students in CCRI dual enrollment programs. Accelerate has helped the college make progress toward both goals.

Table 4.4 Fall 2022 Race/Ethnicity: Dual Enrollment

	Fall 2022 Overall		Fall 2022 All Dual Enrollment Programs	
	N	%	N	% of Dual Enrollment
American Indian/Alaska Native	40	0%	1	0%
Asian	331	3%	26	3%
Black or African American	1,356	11%	106	14%
Hispanic or Latino	3,426	28%	269	35%
Other/Unknown	523	4%	69	9%
Two or More Races	805	7%	33	4%
White	5,782	47%	270	35%
Grand Total	**12,263**	**100%**	**774**	**100%**

Table 4.5 Fall 2022 Race/Ethnicity: Disaggregated by Dual Enrollment Program (DEP)

	Fall 2022 Accelerate		Fall 2022 HS Enrichment		Fall 2022 HS Met		Fall 2022 Pathways in Technology		Fall 2022 Running Start		Fall 2022 Concurrent	
	N	% of DEP	N	% of DEP	N	% of DEP	N	% of DEP	N	% of DEP	N	% of DEP
American Indian/ Alaska Native	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Asian	3	5%	8	3%	3	2%	7	6%	4	3%	1	7%
Black or African American	21	32%	42	14%	17	11%	19	15%	5	4%	2	13%
Hispanic or Latino	33	51%	100	34%	82	54%	28	22%	24	20%	2	13%
Other/ Unknown	4	6%	28	9%	16	11%	13	10%	4	3%	0	0%
Two or More Races	3	5%	11	4%	4	3%	9	7%	6	5%	4	27%
White	1	2%	107	36%	30	20%	50	40%	76	64%	6	40%
Grand Total	**65**	**100%**	**297**	**100%**	**152**	**100%**	**126**	**100%**	**119**	**100%**	**15**	**100%**

Other external partnerships are with employers who host students for work-based learning. We work regularly with approximately 130 industry partners including those in the fields of health, business, STEM, communication, and with Credit for Prior Learning. CCRI is working to systematize processes for employer agreements as work-based learning is expanded across the curriculum.

Finally, Table 4.6 shows the number of credits and students awarded through Credit for Prior Learning (CPL), demonstrating that while the number of students receiving CPL has remained stable, the number of credits received has declined over the past three academic years. Given the role of the new full-time CPL coordinator, CCRI expects to see increases in credits awarded for prior learning as the new work-based learning policy is implemented starting in Fall 2024.

Table 4.6 Credit for Prior Learning Awards and Students

Academic Year	Credits Awarded through CPL	Students Awarded Credit through CPL
2020–21	1,303	137
2021–22	1,270	142
2022–23	1,113	196

Projection

Projections in this area are driven by CCRI's Academic Master Plan 2022–2027 goals and strategies.

- Faculty committees are evaluating and redeveloping the delivery of developmental math, English, and English Language Learner courses to support successful student outcomes. The lowest-level developmental and ELL English courses will move to non-credit offerings in Workforce Partnerships. Higher-level developmental English courses will be delivered by a co-requisite model by Fall 2025 and remaining English Language Learner courses will be delivered by a companion model by Fall 2027.
- A task force is leveraging existing data to design a strategic course scheduling plan. Implementation of a 7-week course schedule is in process and will be available to students beginning in Fall 2024. A block schedule is planned for Fall 2025. CCRI anticipates both projects will enhance student success through greater alignment with student needs and degree completion.
- Academic Affairs will strengthen transfer pathways and partnerships by building upon Joint Admissions Agreement (JAA) with URI and RIC. Additional articulation meetings with URI and RIC focused on JAA programs will be scheduled beginning in Fall 2024.
- An interdivisional workgroup will lead an initiative to increase the number of credits awarded for experiential learning and prior learning, primarily through Credit for Prior Learning promoted to Fresh Start Scholarship students with some college credit and no degree, and the work-based learning requirement for degree students starting in Fall 2024.
- In alignment with the Guided Pathways framework, a workgroup is investigating a redesign of the General Studies degree program to enhance student identification with their academic discipline. CCRI will align General Studies concentrations with JAA programs and move them under academic departments as concentrations by Fall 2025.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall 2023 Enrollment* by location and modality, as of 10/15/23

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Knight Campus FT	1,957	N/A	N/A	N/A	N/A	N/A	N/A	1,957
Knight Campus PT	1,789	N/A	N/A	N/A	N/A	N/A	N/A	1,789
Flanagan Campus FT	1,182	N/A	N/A	N/A	N/A	N/A	N/A	1,182
Flanagan Campus PT	1,256	N/A	N/A	N/A	N/A	N/A	N/A	1,256
Liston Campus FT	380	N/A	N/A	N/A	N/A	N/A	N/A	380
Liston Campus PT	732	N/A	N/A	N/A	N/A	N/A	N/A	732
Newport Campus FT	105	N/A	N/A	N/A	N/A	N/A	N/A	105
Newport Campus PT	201	N/A	N/A	N/A	N/A	N/A	N/A	201
Online FT	1,214	N/A	N/A	N/A	N/A	N/A	N/A	1,214
Online PT	2,027	N/A	N/A	N/A	N/A	N/A	N/A	2,027
Other- Westerly FT	0	N/A	N/A	N/A	N/A	N/A	N/A	0
Other- Westerly PT	1	N/A	N/A	N/A	N/A	N/A	N/A	1
Other- Woonsocket FT	0	N/A	N/A	N/A	N/A	N/A	N/A	0
Other- Woonsocket PT	1	N/A	N/A	N/A	N/A	N/A	N/A	1
Other- Department of Corrections FT	0	N/A	N/A	N/A	N/A	N/A	N/A	0
Other- Department of Corrections PT	16	N/A	N/A	N/A	N/A	N/A	N/A	16
Other- Training & Dev/Off-Campus FT	2	N/A	N/A	N/A	N/A	N/A	N/A	2
Other- Training & Dev/Off-Campus PT	81	N/A	N/A	N/A	N/A	N/A	N/A	81
Overseas Locations FT	Do not offer	N/A	N/A	N/A	N/A	N/A	N/A	0
Overseas Locations FT	Do not offer	N/A	N/A	N/A	N/A	N/A	N/A	0
Correspondence FT	Do not offer	N/A	N/A	N/A	N/A	N/A	N/A	0
Correspondence PT	Do not offer	N/A	N/A	N/A	N/A	N/A	N/A	0
Low-Residency FT	Do not offer	N/A	N/A	N/A	N/A	N/A	N/A	0
Low-Residency PT	Do not offer	N/A	N/A	N/A	N/A	N/A	N/A	0
Unduplicated Headcount Total	10,944	0	0	0	0	0	0	10,944
Total FTE	7,627	N/A	N/A	N/A	N/A	N/A	N/A	7,627
Enter FTE definition:	number of full-time students + # of part-time credit hours/15	N/A	N/A	N/A	N/A	N/A	N/A	
Degrees Awarded, Most Recent Year	1,757	N/A	N/A	N/A	N/A	N/A	N/A	1,757

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

All Enrollment figures are from the Fall of 2023. Degrees Awarded are from Fall 2022, Spring 2023 and Summer 2023 and are the most current. Knight Campus is our main campus, Flanagan, Liston, and Newport are "other principal campuses".

FTE= # of full-time students + (sum of part-time credit hours)/15

"Primary campus" is a calculated field based on where the student takes the majority of their courses in the fall 2023 semester.

Training & Dev/Off-Campus location includes enrollments of students who are taking for-credit courses through a workforce program (e.g. a math course for Electric Boat employees) and through other small, off-site options.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall 2023 Enrollment* by location and modality, as of 10/15/23

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students (Early College and Non-Credential)	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Knight Campus FT	16	64	0	80	1,957	2,037
Knight Campus PT	159	178	0	337	1,789	2,126
Flanagan Campus FT	20	58	0	78	1,182	1,260
Flanagan Campus PT	41	59	0	100	1,256	1,356
Liston Campus FT	2	27	0	29	380	409
Liston Campus PT	36	175	0	211	732	943
Newport Campus FT	1	2	0	3	105	108
Newport Campus PT	9	25	0	34	201	235
Online FT	11	24	0	35	1,214	1,249
Online PT	129	202	0	331	2,027	2,358
Other- Westerly FT	0	0	0	0	0	0
Other- Westerly PT	0	0	0	0	1	1
Other- Woonsocket FT	0	0	0	0	0	0
Other- Woonsocket PT	0	0	0	0	1	1
Other- Department of Corrections FT	0	0	0	0	0	0
Other- Department of Corrections PT	20	0	0	0	16	16
Other- Training & Dev/Off-Campus FT	7	0	0	7	2	9
Other- Training & Dev/Off-Campus PT	60	249	0	309	81	390
Overseas Locations FT	Do not offer	Do not offer	Do not offer		Do not offer	
Overseas Locations FT	Do not offer	Do not offer	Do not offer		Do not offer	
Correspondence FT	Do not offer	Do not offer	Do not offer		Do not offer	
Correspondence PT	Do not offer	Do not offer	Do not offer		Do not offer	
Low-Residency FT	Do not offer	Do not offer	Do not offer		Do not offer	
Low-Residency PT	Do not offer	Do not offer	Do not offer		Do not offer	
Unduplicated Headcount Total	511	1,063	0	1,574	10,944	12,518
Total FTE	243.00	408.00	0.00	651	7,627	8,278.00
Enter FTE definition:	number of full-time students + # of part-time credit hours/15	number of full-time students + # of part-time credit hours/15				
Certificates Awarded, Most Recent Year	252					

Notes:
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

All Enrollment figures are from the Fall of 2023. Certificates Awarded are from Fall 2022, Spring 2023 and Summer 2023 and are the most current. Knight Campus is our main campus, Flanagan, Liston, and Newport are "other principal campuses".

FTE= # of full-time students + (sum of part-time credit hours)/15

"Primary campus" is a calculated field based on where the student takes the majority of their courses in the fall 2023 semester.

Training & Dev/Off-Campus location includes enrollments of students who are taking for-credit courses through a workforce program (e.g. a math course for Electric Boat employees), students who are taking courses while incarcerated, and through other small, off-site options.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)	Next Year Forward (goal) (Fall 2024)
Headcount by Academic & Career Pathway: JAA & Non-JAA					
Arts & Humanities	**1,018**	**1,028**	**1,120**	**1,190**	**1,212**
Joint Admissions Agreement (JAA) with URI & RIC	61	71	119	154	180
Non-JAA	957	957	1,001	1,036	1,032
Business, Economics, and Data Analytics	**2,320**	**2,116**	**2,199**	**2,178**	**2,218**
Joint Admissions Agreement (JAA) with URI & RIC	254	256	459	536	580
Non-JAA	2,066	1,860	1,740	1,642	1,638
Communication, Media, and Film	**381**	**357**	**420**	**422**	**430**
Joint Admissions Agreement (JAA) with URI & RIC	69	49	109	120	130
Non-JAA	312	308	311	302	300
Education, Government, and Human Services	**2,117**	**1,928**	**1,891**	**1,921**	**1,957**
Joint Admissions Agreement (JAA) with URI & RIC	388	333	534	591	650
Non-JAA	1,729	1,595	1,357	1,330	1,307
Environment & Sustainability	**216**	**203**	**253**	**302**	**308**
Joint Admissions Agreement (JAA) with URI & RIC	136	125	199	255	265
Non-JAA	80	78	54	47	43
Health & Health Administration	**3,762**	**3,291**	**3,258**	**3,512**	**3,562**
Joint Admissions Agreement (JAA) with URI & RIC	13	24	42	59	61
Non-JAA	2,790	2,302	2,253	2,424	3,501
Performance-based Health Sciences	959	965	963	1,029	1,050
Associates Degree Nursing	547	578	594	657	670
Comp.Tomography Imaging	4	7	0	0	0
Dental Assisting	25	20	22	18	18
Dental Hygiene	52	53	52	49	50
Diag. Med. Sonography/General	35	37	42	47	48
Histotechnician	16	15	11	11	11
Magnetic Resonance Imaging	12	9	8	2	2
Medical Laboratory Technology	45	35	26	33	34
Occupational Therapy Assistant	38	32	21	18	18
Opticianry	1	0	0	0	0
Phlebotomy	28	32	19	17	17
Physical Therapist Assistant	40	39	43	37	38
Practical Nursing	38	34	47	44	45
Radiography	35	35	36	42	43
Renal Dialysis Technology	14	12	9	6	6
Respiratory Therapy	27	27	22	25	26
Surgical Technician	0	0	0	15	15
Therapeutic Massage	2	0	11	8	8
Science, Technology, Engineering, & Math	**1,705**	**1,569**	**1,612**	**1,628**	**1,657**
Joint Admissions Agreement (JAA) with URI & RIC	128	111	253	289	299
Non-JAA	1,577	1,458	1,359	1,339	1,358
Not in a Pathway	**2,165**	**1,470**	**1,510**	**1,365**	**1,406**
Credential-Seeking: No Elected Pathway	1,131	644	519	302	300
Early College	770	644	774	858	915
Accelerate	46	21	65	33	35
Concurrent Enrollment	9	38	15	23	25
HS Enrichment	330	292	297	542	578
Met Group**	145	127	152	0	0
Pathways in Technology	81	56	126	113	121
Running Start	159	110	119	147	157
Non-Credential-Seeking Student	264	182	217	205	191

Headcount by Undergraduate Major: Certficate & Degrees

Certificate (add more rows as needed)	Number of Credits	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023	Next Year Forward Goal Fall 2024
Administrative Office Technology, Medical Insurance Specialist	19	41	39	35	36	37
Art - Graphic Design	19	0	-	25	14	14
Physics and Engineering, CNC Machinist Technology	28	9	30	24	21	21
Advanced Manufacturing Technology	20	2	-	0	2	2
Biotechnology	18	10	16	8	17	17
Business Administration, Accounting	29	35	24	17	28	28
Busines Administration, Management	29	27	15	20	19	19
Business Administration, Entrepreneurship	29	23	26	26	37	38
Business Administration, Financial Services	29	9	7	3	5	5
Business Administration, Marketing	25	14	11	9	6	6
Business Administration, No Concentration	29	1	9	6	6	6
Chemical Technology	33	3	3	1	2	2
Computer Tomography Imaging	19	4	7	0	-	-
Computer Studies and Information Processing, Computer Support Tech		0	-	0	6	6
Computer Studies and Information Processing, Networking Technology	35	18	13	9	8	8
Computer Studies and Information Processing, Network Support Tech	18	0	1	0	-	-
Computer Studies and Information Processing, Computer Programming	36	10	11	14	6	6
Computer Studies and Information Processing, Data Analytics	18	0	2	3	22	22
Computer Studies and Information Processing, General Information Processing	39	2	1	1	-	-
Computer Studies and Information Processing, Information Technology Support Specialist	39	4	3	2	1	1
Computer Studies and Information Processing, Software Development	21	0	2	4	23	23
Computer Studies and Information Processing, Web Technologies	39	2	1	2	-	-
Computer Studies and Information Processing, Word Processing	32	1	2	0	-	-
Court Reporting	30	0	-	0	-	-
Cyber Defense	22	0	-	0	6	6
Dental Assisting	39	25	20	22	18	18
Engineering Systems Technology, CNC Machinist Technology	19	17	35	24	20	20
Engineering Systems Technology, Energy Management and Systems	27	3	8	5	3	3
Homeland Security	18	1	-	0	1	1
Human Services, Case Management		0	-	0	7	7
Human Services, Early Childhood Education	24	21	35	30	33	34
Human Services, Gerontology	24	1	4	1	-	-
Human Services, Mental Health and Wellness		0	-	0	6	6
Human Services, Social Services	16	36	27	40	28	28
Human Services, Social Work	18	3	2	0	2	2
Mathematics	19-20	0	-	0	14	14
Magnetic Resonance Imaging	31	12	9	8	2	2
Communication, New Media Communication	16	7	7	11	8	8
Phlebotomy	19	28	32	20	17	17
Physical Education, Personal Trainer Concentration	27	0	-	0	12	12
Practical Nursing	41	37	34	47	44	45
Renal Dialysis Technology	18	14	12	9	6	6
Social Services	16	2	2	0	-	-
Surgical Technician	43	0	-	0	15	15
Therapeutic Massage	35	1	-	10	8	8
Travel, Tourism, and Hospitality	30	18	9	9	2	2
Total		441	459	445	511	520

Associate (add more rows as needed)

?	Administrative Office Technology, Administrative Assistant/Secretary	62	15	19	15	13	13
	Administrative Office Technology, Legal Administrative Assistant/Secretary	67	2	3	2	1	1
	Administrative Office Technology, Medical Administrative Assistant/Secretary	65	31	19	28	19	19
	Administrative Office Technology, No Concentration	62-67	13	3	1	0	0
	Advanced Manufacturing & Design	62	14	12	18	25	25
	Nursing	65	548	578	595	657	669
	Business Administration, Accounting	62	210	157	152	149	152
	Business Administration, Financial Services	62-63	58	60	59	55	56
	Business Administration, General Business	62-63	561	453	448	401	408
	Business Administration, Management	62-63	190	159	119	138	141
	Business Administration, Marketing	62-63	91	85	80	88	90
	Business Administration, No Concentration	62-65	7	8	7	2	2
	Chemical Technology	62	22	18	15	17	17
	Cloud Computing		0	0	0	4	4
	Communication/Film Media Arts, Film/Media Arts	63	91	99	99	110	112
	Communication/Film Media Arts, Communication	63	47	49	34	42	43
	Communication/Film Media Arts, No Concentration	63	1	0	0	0	0
	Computer Engineering Technology	-	1	0	0	0	0
	Computer Studies and Information Processing, Networking Technology	60-62	110	102	83	76	77
	Computer Studies and Information Processing, Computer Programming	63	190	169	176	153	156
	Computer Studies and Information Processing, Computer Support Specialist	62	41	38	38	38	39
	Computer Studies and Information Processing, General Information Processing	60	16	23	21	11	11
	Computer Studies and Information Processing, Web Technologies	60	14	14	15	11	11
	Computer Students and Information Processing, No Concentration	60-63	1	1	1	1	1
	Cybersecurity	61	206	188	174	205	209
	Dental Hygiene	81	52	53	52	49	50
	Diagnositc Medical Sonography	66-67	35	37	42	47	48
	Education, Early Childhood Education and Child Developmnet	64-65	228	215	176	198	202
	Education, Education/Special Education	61-65	130	126	124	107	109
	Education, No Concentration	61-65	3	1	0	2	2
	Engineering and Technology, Electronics Technology	-	1	1	0	0	0
	Emergency Management/Homeland Security	61-62	9	4	1	1	1
	Engineering Systems Technology, Electrical	64	28	23	27	34	35
	Engineering Systems Technology, Energy Utility	64	5	6	9	7	7
	Engineering Systems Technology, Mechanical	64	28	32	44	42	43
	Engineering Systems Technology, CNC Machinist Technology	65	22	5	2	1	1
	Engineering Systems Technology, No Concentration	64-65	2	1	1	0	0
	Engineering, Biomedical	68	17	14	17	17	17
	Engineering, Chem-Biology	71	4	3	6	1	1
	Engineering, Chemical	66	11	7	7	8	8
	Engineering, Civil	72	45	33	35	39	40
	Engineering, Computer	65	46	34	37	35	36
	Engineering, Electical	66	65	48	58	44	45
	Engineering, Industrial	69-70	6	6	7	11	11
	Engineering, Mechanical	66-67	89	79	106	108	110
	Engineering, Ocean	67	3	4	4	5	5
	Engineering, No Concentration	66-71	2	3	5	1	1
	Environment Sustainability Mgt.		0	0	0	42	43
	Fine Arts, Art	60	138	129	135	115	117
	Fine Arts, Jazz Studies or Music	60-62	47	28	31	30	31
	Fine Arts, Theatre-Performance or Theatre Technical	61-62	33	23	21	36	37
	Fine Arts, No Concentration	60-62	1	3	2	1	1
	Fire Science	63	25	34	39	71	72
	General Studies	60-62	7188	6150	6512	6570	6692
	Histotechnician	61	16	15	11	11	11
	Legal Studies, Law Enforcement	61	322	249	218	218	222
	Legal Studies, Paralegal Studies	62	147	119	101	68	69
	Legal Studies, No Concentration	61-62	1	1	0	0	0
	Liberal Arts	60-62	159	137	107	122	124
	Medical Laboratory Technology	75	45	35	26	33	34
	Occupational Therapy Assistant	72	38	33	22	18	18
	Opticianry	67	1	0	0	0	0
	Physical Therapist Assistant	70	40	39	43	37	38
	Radiography	77	35	35	36	42	43
	Respiratory Therapy	70	27	27	22	25	25
	Science	60-64	357	322	272	254	259
	Social Services, Gerontology	63-67	4	4	4	9	9
	Social Services, Mental Health Counseling	63-67	85	102	99	108	110
	Social Services, Social Work	63-67	155	139	118	111	113
	Social Services. Substance Abuse	63-67	29	28	28	23	23
	Social Services, No Concentration	63-67	1	2	1	0	0
	Technical Studies	60	1	30	37	27	28
	Therapeutic Massage	63	1	0	1	0	0
?	Undeclared		1036	827	992	1,063	1083
	Total		13,243	11,503	11,818	12,007	12,230

Baccalaureate (add more rows as needed)

? N/A						
	Total	0	0	0	0	0
Total Undergraduate		13,684	11,962	12,263	12,518	12,750

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Our strategic enrollment priorities are:
1) Continue to improve our post-COVID enrollment position with a particular focus on students from historically underrepresentted population (e.g. students of color and low-income students);
2) Grow our Dual Enrollment population as a means to tactic to achieve Goal 1;
3) Minimize the number of students who are both credential-seeking but not in a Pathway; and,
4) Increase the number of students who in our transfer-intended, Joint Admissions Agreement (JAA) program to support their successful transfer to one of our sister colleges (i.e. Rhode Island College and University of Rhode Island) following graduation from CCRI.

Projections assume overall 2% increase in enrollment for fall 2024 distributed based on proportion of students in each Pathway in fall 2023. We further assume a 3% increase in Early College enrollment.

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

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 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Undergraduate (add more rows as needed)					
AD Nursing	6,149	6,084	6,742	7,513	7,663
Allied Health Program	2,282	2,086	1,922	2,809	2,865
Art, Art History and Design	3,054	2,430	2,434	2,877	2,935
Biology	9,779	7,283	6,791	7,493	7,643
Business/Professional Studies	9,665	8,059	8,039	10,718	10,932
Chemistry	1,838	1,568	1,551	1,801	1,837
Communication & Media	-	-	-	4,634	4,727
Comp Studies and Infrmtn Proc	5,720	4,816	4,643	4,442	4,531
Criminal Justice/Legal Studies	3,256	2,107	2,502	-	-
Dental Health	1,130	1,089	1,074	988	1,008
Emergency Disaster Management	270	147	81	39	40
English	27,171	24,129	26,197	22,925	23,384
Fire Science	636	704	698	772	787
Human Services	3,954	3,588	3,642	3,934	4,013
Library	2,272	2,113	1,834	1,820	1,856
Mathematics	17,636	15,163	16,337	15,907	16,225
Performing Arts	2,331	1,856	2,109	2,510	2,560
Physical Education	221	171	235	324	330
Physics and Engineering	6,063	5,018	5,331	5,051	5,152
Psychology	10,754	9,279	9,140	9,171	9,354
Rehabilitative Health	1,106	971	856	-	-
Social Science	13,446	11,424	11,610	10,380	10,588
World Languages and Cultures	3,453	2,625	2,853	3,054	3,115
Graduate (add more rows as needed)					
Total	0	0	0	0	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class	88	38	62	20	75
Free-standing sessions	0	0	0	0	0
Branch/other locations					
Sessions embedded in a class	99	9	91	71	120
Free-standing sessions	1	0	0	0	0
Online sessions	0	5	5	15	50
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

FY 21 was the COVID/remote year. Many faculty canceled or skipped planned library sessions, and others recorded a single session and showed it to all of their classes. Current Year (2023-2024) is accurate as of November 28, 2023.

STANDARD FIVE: STUDENTS

Strengths	Opportunities
Since Spring 2022, student enrollment has increased each semester, and has incrementally increased toward Fall 2019 pre-pandemic enrollment levels with a focus on racial equity, working adults, JAA, early college, and FAFSA completion.	Continue the implementation of the Fresh Start Scholarship for stop-outs and the RI Promise Scholarship for direct-from-high school graduates to support CCRI's access and completion success agenda.
Since Summer 2022, redesigned functional areas in Student Affairs to support students and staff including One-Stop, Admissions, Advising, Athletics, Student Engagement, Community Standards, Personal Counseling, and Benefits Hub, etc.	Continue each Division of Student Affairs functional area redesigns to improve the student and staff experience, such as One-Stop, Financial Aid, and TRIO areas.
In 2022-23, created and started implementation of action plans in student orientation, student government, drop for non-payment, verification of enrollment, and athletics.	Continue to implement the vision for a modern student technology experience with a focus on personalization, mobile access, and seamless interactions, including implementing a Recruitment CRM, Degree Works upgrade, Civitas Academic Planner, and Banner 9 upgrade.
Informed by the Aspen Transfer Intensive (2021-22), launched a Transfer Center in 2023 with a laser focus on enrollment in the Joint Admissions Agreement (JAA) with the University of Rhode Island and Rhode Island College. This resulted in a 17% increase and 33% of incoming RI Promise students are enrolled in JAA, as of Fall 2023.	Continue to advance incremental improvements in the Verification of Enrollment, Drop for Non-payment, Satisfactory Academic Progress, and Course Schedule enrollment management priorities.
In 2022-23, implementation of a Student Caseload Management Advising Model started that included a new 375:1 ratio (from ~750:1), a new structure and resources, and staff professional development opportunities.	Continue to support and prioritize the academic master plan initiatives such as 7-week semester, CCRI Advantage, four-year transfer, early college opportunities, course schedule optimization, and work-based learning opportunities.

The Community College of Rhode Island (CCRI) has an open admissions policy and serves a diverse student body, which includes high school students in dual enrollment programs, recent high school graduates, and adult learners. On the following page, Table 5.1 reflects the diversity of the college's student population across various demographic characteristics as of CCRI's official Fall 2023 term census.

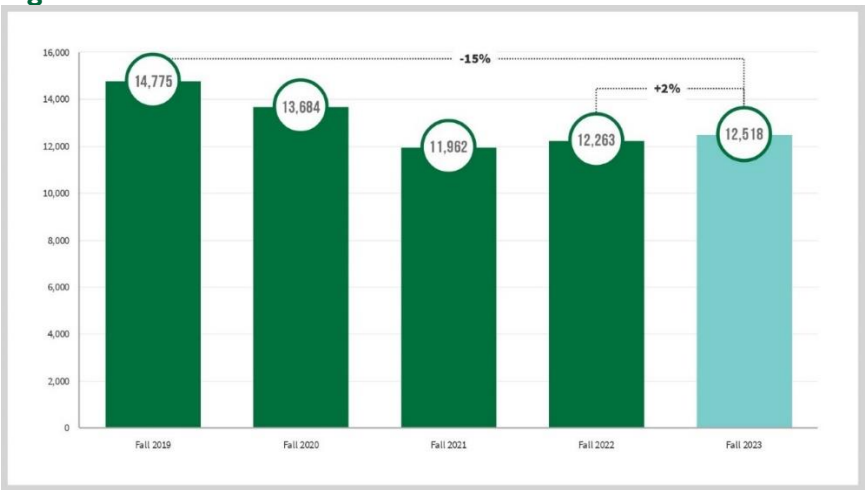
To increase awareness of racial disparities, student race/ethnicity data is now incorporated into daily enrollment reports. White students make up the largest racial majority, followed by Latinx/e and Black students. Aligning with the institutional priority to foster an equity-minded culture that actively focuses on eliminating barriers for student readiness and success, CCRI has seen significant increases in Black student enrollment from Fall 2021 to Fall 2023. Black student enrollment is up 22% and Latinx/e enrollment is up 16% during this time period, increasing at a faster rate than white students since the onset of the pandemic. CCRI is a Hispanic-Serving Institution (HSI) as recognized by Excelencia in Education, as CCRI met the threshold of 25% Latinx/e students in AY21–22.

While CCRI has experienced significant enrollment declines, which is consistent among community colleges nationally, enrollments began to increase incrementally as of the Spring 2022 semester as shown in Figure 5.1 below. The increases have continued, as Fall 2023 enrollment was up 2% over the previous fall (12,518 in Fall 2023 compared to 12,263 in Fall 2022). As of this report submission, Spring 2024 enrollment is up 4% compared to the same time last year.

Table 5.1 Fall 2023 Student Demographic Data

Student Enrollment by Demographic Category	N (%)
Full-Time or Part-time Status	
Full-time (12+ credits)	5,072 (41%)
Part-time (11 or fewer credits)	7,446 (59%)
Race/Ethnicity	
Asian	342 (3%)
Black or African American	1,414 (11%)
Hispanic or Latino	3,468 (28%)
Other/Unknown	796 (6%)
Two or More Races	803 (6%)
White	5,696(46%)
Pell Eligible Status	
Pell Eligible	6,614 (53%)
Not Pell Eligible	5,904 (47%)
Credential-Seeking Status	
Degree/Certificate Seeking	11,455 (92%)
Non-Degree/Certificate-Seeking	1,063 (8%)
Overall Fall 2023 Enrollment (as of Fall Census)	12,518

Figure 5.1 Fall 2019 to Fall 2023 Enrollment Trends



As reflected in the current Strategic Plan, CCRI is actively seeking to expand equitable access to early college opportunities for Rhode Island school districts. In Fall 2023, CCRI served 858 students through full- and part-time early college opportunities. This reflects a 29% increase from Fall 2019. In alignment with the mission, CCRI has prioritized early college opportunities in underserved urban school districts and, consequently, historically under-resourced Latinx/e and BIPOC students. To ensure effective support for early college students, the Admissions and Advising staff have onboarded a new Dual Enrollment Specialist and a dedicated Student Success Coach who provides specialized support.

Also aligning with the Strategic Plan, CCRI is seeking to provide access and onboarding support to stop-out adult learners who have achieved some college credits but have not earned a credential. A Reenrollment Coordinator position has been added to the Admissions team to provide specialized outreach and enrollment support to assist adult learners with getting back on track and earning a credential. In Fall 2023, the college launched the Fresh Start Scholarship to provide free tuition to eligible adult learners, including assistance with reinstating Pell eligibility, as well as support for incidental basic needs and outstanding balances through a partnership with the state's RI Reconnect initiative. In Fall 2023, 961 Rhode Islanders returned through this program. At the time of report submission, an additional 400 new Fresh Start students will return in the Spring 2024 to complete their credential.

ADMISSIONS

Description

Admissions information and policies are clearly outlined and easily accessible on the CCRI website and in the online College Catalog. The Admissions How to Apply webpage effectively directs students to application and enrollment steps. As an open access institution, no students are denied admission to the college. Consistent with the mission of inclusivity, a diverse community is reflected in all institutional publications and webpages. Support for educational access is provided through developmental courses in math and English as well as through ELL courses, which is discussed further in Standard Four.

CCRI's performance-based health science (PBHS) programs are selective admissions programs. Students are accepted through a clearly-defined points system outlined on the college website, which includes the successful completion of prerequisite requirements. Admissions meets with Health Sciences leadership regularly to evaluate and update admissions guidelines and information to ensure compliance with current requirements. Virtual and in-person orientations, tutoring and academic coaching through the Tutoring Center, and individualized student success networks and early intervention alerts through the Starfish platform ensure that admitted students are supported.

In service to the post-pandemic demand for more online courses, CCRI has increased the number of online sections from 13% in the beginning of Spring 2020 to approximately 35% in Fall 2023. In Fall 2023, 51% of students took at least one online course: 31% took a blended schedule of online and in-person, 20% enrolled in only online courses, and 49% enrolled in only in-person courses. Hybrid course sections make up 10% of all sections offered with the goal of increasing over the coming years with the implementation of 7-week terms.

Offering course modality and location options facilitates CCRI's ability to fulfill its mission by meeting the wide-ranging educational needs of a diverse student population. CCRI students take courses at

four campus locations across the state in addition to courses offered at two Educational Centers in Woonsocket and Westerly. In Fall 2023, 34% of degree-seeking students completed the majority of their coursework at the Warwick/Knight Campus, 22% at Lincoln/Flanagan Campus, 10% at Providence/Liston Campus, 3% at the Newport Campus, 30% online, and 1% at other locations such as the two Educational Centers in Woonsocket and Westerly.

CCRI uses a multi-measure placement process to ensure students are placed in the most appropriate English and math courses based on their academic skill level. Through a combination of Accuplacer test scores, high school transcript, and SAT scores, student success coaches can determine the student's appropriate placement. Students can register for classes through virtual drop-in sessions, on campus walk-ins, or booked appointments. CCRI offers student support services including the Writing Center, Tutoring Center, Disabilities Services for Students, and personal counseling/crisis intervention services.

Appraisal

Dual enrollment programing has been modified to better serve students' needs. Dual enrollment courses were more likely to serve students from wealthier districts than those from under resourced communities. Academic supports for students, while available, were not tailored enough to the needs of high school students taking college courses. In Fall 2020, CCRI launched the Accelerate for High School Seniors program through a collaboration with the Providence Public School District (PPSD). Accelerate is a full-time, dual enrollment program allowing high school seniors to explore an academic and career pathway and earn transferable college credits. A dedicated advisor, increased academic support, and college transfer planning resources resulted in doubling the number of Black and Hispanic/Latinx/e students served by dual enrollment programs. In 2019, prior to the existence of the Accelerate program, 158 students enrolled in dual enrollment and 56 were students of color (35%). By Fall 2023, 78 out of 174 students in full-time dual enrollment programs were students of color (45%). CCRI seeks to expand opportunities to additional under-resourced communities.

Financial aid staff are exploring multiple strategies to enhance services to students with financial need. Since 2022, the financial aid appeal process has been streamlined to address the increasing number of students who are not maintaining satisfactory academic progress (SAP). The position of SAP Coordinator was added to facilitate this process redesign. Another area of focus has been the alignment of the emergency aid process with the application for Foundation scholarships. Students who need funds to pay for books, transportation, housing, or other living expenses can fill out a single application and, if approved, have their needs met through various funding sources. This process eliminates the step of students having to identify the correct course of action to take in situations where they are facing urgent financial constraints. The college has also implemented the ability for students to use their financial aid to purchase meals on campus, as well as allowing them to use emergency funds in campus vending machines during times when the cafeterias are closed.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

Description

CCRI's Student Services Division offers a robust array of high-quality and effective services designed to help students achieve their academic and personal goals. A comprehensive student services system across four campuses and online supports students from application through graduation. These services include admissions counseling, academic advising, onboarding, and orientation. Upon

enrollment, all matriculated students are assigned a caseload advisor who provides support throughout each student's academic journey. All new students are encouraged to participate in a comprehensive orientation program that includes academic success strategies, training on the Blackboard Learning Management System, use of the Starfish platform, and other resources. All information is available on the CCRI website, through the student MyCCRI portal, and through a communication plan which includes email, text, and social media messaging.

The institution endeavors to effectively organize student support services, making them accessible, efficient, and transparent. Enrollment processes are continually evaluated, modified, and modernized. For example, the Manager of Impact Initiatives position was created to focus on the assessment and implementation of technology tools to support enrollment and advising processes. The college has incorporated dynamic personalized enrollment checklists in the student MyCCRI portal, which highlights current information and remaining tasks for completing enrollment, financial aid, and scholarship steps. In Spring 2023, the college migrated to Self Service Banner 9, which facilitated additional improvements in the student user interface experience.

An example of CCRI understanding and responding to the needs of its student population is CCRI's investment in supports for the mental health needs of students. In January 2024, CCRI launched the Personal Counseling and Wellness office which provides students access to short-term confidential counseling, in a safe and confidential environment, whether they are seeking support for personal growth, relationships, mental health, or any other aspects of life. In addition, CCRI has partnered with TELUS Health to provide 24/7 mental health telecounseling and well-being support, with real-time and scheduled access to professional counselors. Staff in the Advising Center, the Personal Counseling and Wellness Office, Athletics, the Dean of Students office, Disability Services for Students, Student Life, and TRIO Student Support Services are required to maintain certification in the QPR Institute's suicide prevention course and Mental Health First Aid. This compliance policy was adopted in Fall 2018 and is being reviewed with plans to expand required training to include all student-facing employees in Student Affairs.

As of Fall 2022, the Advising Center (formerly Advising & Counseling) adopted a caseload advising model, providing each student with an assigned advisor. The goal of caseload advising is to provide a framework that places student success at the center. The department staff includes 30 caseload advisors. Caseload advisors engage in an outreach plan that aligns with key academic dates and milestones to communicate important and timely messages to support students throughout each semester. Students schedule appointments to meet with advisors both virtually and online to discuss course scheduling and assistance with navigating academic, personal, and financial challenges to encourage persistence and career exploration.

In addition to the academic support students may access from professional advisors, students also have access to faculty outside of class. Faculty are required to publish and maintain office hours so that students can seek their assistance. Also, faculty can notify Student Services via the Starfish platform when a student is in danger of failing or has expressed a personal concern that could require a well-being check or a referral to the Benefits Hub (formerly known as the Community and Social Resources office).

CCRI offers students basic needs assistance grounded in respect, trust, and equity. In 2019, CCRI created the Community and Social Resources office, now re-named the Benefits Hub, to assist students in overcoming barriers that interfere with academic success and completion. A Basic Needs

Assessment (BNA) is embedded into the student onboarding process, helping the college identify and connect students with essential transportation, food, housing, and childcare resources. Since the inception of the Benefits Hub, more than 1,000 students have been referred for confidential assistance. In Fall 2022, 318 students were referred and 70% accepted assistance. In Summer 2022, CCRI piloted a student BNA as part of the student onboarding process (discussed in Standard Two). Over 357 students have taken the BNA, 55% of whom are first-time college students.

In Fall 2022, CCRI transitioned away from a limited food pantry model and launched a broader food security initiative involving several strategies. The first initiative provides free meals at all campus cafeterias and fresh food vending locations. Since its inception, the free meals program has served over 200 students with requests steadily increasing each month. The second initiative is the grocery gift card program which has distributed approximately $10,000 in food support to students in the form of $50 and $100 grocery cards. To receive meals on campus or grocery support, students who apply must be Pell eligible and receive access to services based on expected family contribution and the number of credits attempted. In the Summer of 2023, CCRI launched a healthy snacks program providing free grab-and-go snacks at all campus student activities areas. Lastly, CCRI is partnering with the Elisha Project, a community-based non-profit organization with several programs to address the growing food inequalities in this country. They aim to serve the community while helping vulnerable families maintain dignity, promote selflessness, and foster unity. As a result of the partnership, Elisha Project sponsors a monthly drop-off event at the CCRI Providence Campus, providing CCRI students and families with a bag of fresh food and a bag of household items. By the end of the Fall 2023 semester, the partnership will have distributed more than 12,000 bags to the CCRI community.

There are ample opportunities for students to access both academic and personal support and guidance. In 2023, the Student Success Center was renamed the Tutoring Center, which employs professional and peer tutors who provide subject-matter academic support for students on each of the college's four campuses. Academic coaches provide personalized support for time management, note-taking, reading strategies and test-taking strategies. Students can also access online tutors 24/7 through a partnership with TutorMe. Three federally funded TRIO Student Support Services programs collectively provide comprehensive, individualized support services to 540 students who are first generation, low-income, and/or have a disability at each of the four campuses at no cost to the student.

The Office of Accessibility, Inclusion, and Disability Services for Students (DSS) provides reasonable accommodations to students who self-identify as having a documented disability. The office offers day and evening hours at all campuses and maintains a remote presence.

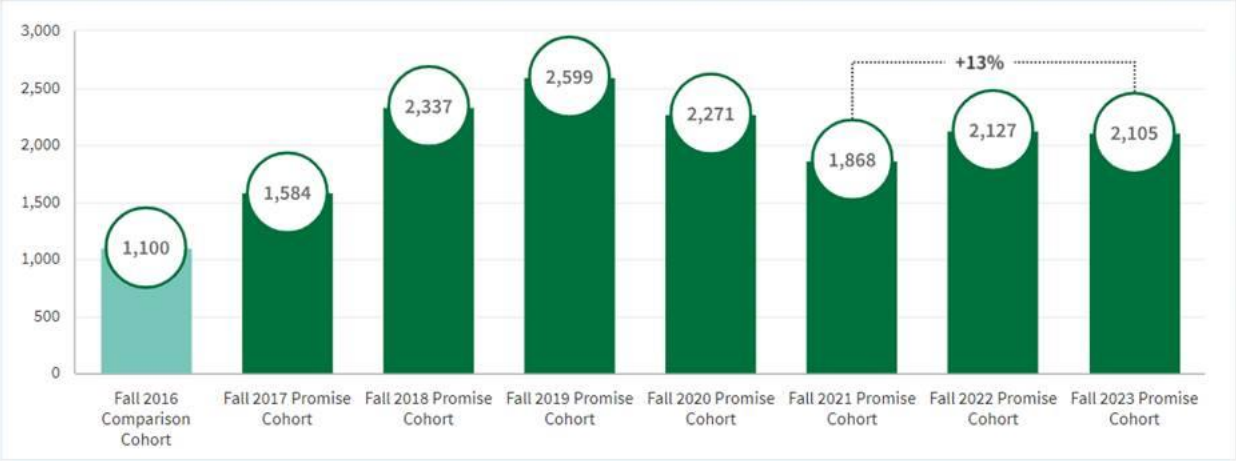
In Fall 2019, CCRI began its implementation of a Guided Pathways model, with support from a Title III grant. One purpose of the grant is to provide more focus to General Studies students, who are 53% of the student population. CCRI established seven academic and career pathways that allow students to choose a set of electives within General Studies that may direct them toward a future major and career. Students may also attend Path Days to learn about the pathways and their associated careers. The Title III Pathways to Progress initiative resulted in creating pathway navigator positions and a new course to help students envision their future careers. Pathway Navigators are full-time faculty members on a two-course release who help academic departments communicate their program offerings to prospective and incoming students. These and other faculty also teach a new PATH 1010 First Year Experience Seminar for General Studies course, which guides students through academic and career exploration and orients them to college resources. The course is recommended to all first-year students in General Studies.

New Student Orientation helps students prepare for their first year at CCRI. New Student Orientation outcomes include: 1) help students to understand the Rhode Island Promise (RI Promise) enrollment steps and how to maintain it in Year 2; 2) ensure students are aware of the benefits of Joint Admissions Agreements and how to enroll; 3) demonstrate to students how to access and use online technology and resources; 4) assist students with understanding Guided Pathways and academic programs and the relationship to individual career goals; 5) ensure students understand processes and requirements for academic advising and financial aid; 6) inform students of the support services and resources available to them; 7) aid in building community and connections with faculty, staff, and other students.

CCRI also offers several onboarding and orientation programs specifically for targeted populations. The TRIO Student Support Services program provides a day-long orientation designed to assist students with low income, first-generation status, or a documented disability in successfully navigating the college environment. DSS offers a summer bridge program to assist students with disabilities with college readiness. The Online Learning & Technology Department (OL&T) redesigned the college's online learning website to feature a separate online learning and technology student page. This new site offers technology support, learning strategies, and online resources for new and current students enrolled in online courses.

Two key efforts to improve equitable student success and completion are the RI Promise program and access to early college opportunities for high school students. To increase the enrollment of recent high school graduates and GED completers, as well as to decrease equity gaps, the Rhode Island Promise program provides free tuition and fees to state residents who attend directly out of high school, and nearly half of all enrolled students are Pell grant recipients. Since the program's inception in Fall 2017, it has consistently experienced meaningful enrollment growth in the first-time, full-time direct from high school population, even amidst pandemic-related challenges. Additionally, the number of low income and students of color enrolling at CCRI continues to exceed pre-Promise 2016 comparison data.

Figure 5.2 Rhode Island Promise Enrollment Data



As shown in Figure 5.2, the Fall 2023 RI Promise cohort included 2,105 students, representing a 13% growth over the Fall 2021 cohort, and a 91% increase of high school students entering immediately after high school graduation relative to the Fall 2016 pre-Promise population. In the returning Fall 2022 RI Promise cohort, 1,304 students either re-enrolled for the fall (1,293) or graduated with an associate

degree (11), representing a 61% fall-to-fall retention compared to 60% the previous year. In its seventh year, the RI Promise program continues to sustain significantly increased graduation rates. Previously, only 4% of first-time, full-time students graduated from CCRI in two years, and 15% in three years. Even during the pandemic, students maintained graduation rate gains, largely due to the impact of the Promise program. The most recent CCRI two-year graduation rate is 18%, which is more than four times the historic two-year graduation rate for the college. Also, 25% graduated in three years, as compared to CCRI's historical three-year 15% graduation rate.

The second key effort to improve equitable student success and completion is providing high school students with early access to college experiences. CCRI currently serves more than 1,000 high school students through early college opportunities. Programs include High School Enrichment, Running Start, Accelerate for High School Seniors, concurrent enrollment, and CTE programs, such as Pathways to Technology. These programs offer a variety of options for students to earn college credit while in high school. To expand access to these programs, CCRI revised eligibility requirements on full-time dual enrollment programs to provide increased program accessibility. Plans are also in place to increase partnerships with high schools.

The Financial Aid Office administers all federal, state, and institutional assistance programs for students. Since 2020, the office has also administered emergency assistance, such as CARES and HEERF. The financial aid application process is fully automated, resulting in nightly awards processing during peak application periods. Financial aid services are available in person on three of four campus locations, as well as over the phone, email, and text. Detailed consumer information and instructional videos are provided on the departmental web page. Depending on the type of aid, eligibility is based on one or more of the following criteria: financial need of the individual (in the case of dependent students, family need is used), educational costs, academic program, and availability of funds. This information is clearly presented on the CCRI website.

CCRI provides students with clear and timely information about financing their college education. Information about the College Financing Plan is readily available and accessible to students through their MyCCRI portal. The College Financing Plan is a consumer tool that participating institutions use to notify students about their financial aid package. It is a standardized form designed to simplify cost and financial aid information so that prospective students can easily compare institutions and make informed decisions about where to attend school. Loan borrowers are required to complete student loan entrance counseling, as well as a Master Promissory Note. Students completing PATH 1010 First Year Experience Seminar for General Studies complete a unit on financial literacy and complete a financial literacy assessment. A key performance indicator of the Title III grant is that 90% of first-time, full-time, degree-seeking students in PATH 1010 pass the financial literacy assessment with a score of 70% or greater. In Fall 2022, however, 43% of students passed the financial literacy assessment in the first-year seminar course. The PATH 1010 course is currently undergoing revision to address high withdrawal rates, which contributed to the low pass rates of the financial literacy assignment. However, financial literacy is also a required service for students in the college's TRIO-funded Educational Opportunity Center and Student Support Services programs.

The Office of Student Life coordinates a wide array of co-curricular programs for students in the form of student clubs and organizations, which are listed on the college website, publicized through student communications and promoted at orientations, student involvement fairs, and through social media. Student Government operates on all campuses. Student representatives are incorporated into all

governance committees and elected according to the by-laws of Student Government. In Spring 2023, student leaders participated in a national student government leadership conference.

CCRI is a member of the National Junior College Athletic Association (NJCAA), has seven intercollegiate athletic teams, and strives to be the most respected athletic program in New England. The athletic department provides onboarding for all student-athletes, coaches, and staff, which includes reviewing NJCAA policies and procedures, CCRI athletic policies and procedures, academic standards, concussion protocol baselines, and opportunities for additional involvement in athletic and leadership activities. While adhering to all NJCAA academic eligibility rules, the college has also developed an academic-based evaluation for coaches emphasizing student academic performance. Coach evaluations include a point system according to graduation rates, GPAs, and student retention. Faculty athletic representatives serve as liaisons between the teams, Athletics department, and the institution. Integrity is proven by the yearly submission of the Equity in Athletics Report, a tool of the Office of Postsecondary Education designed to provide reports for the public relating to equity in athletics data.

CCRI maintains rigorous hiring and performance evaluation processes that ensure all student services staff possess the knowledge and experience required for their roles as outlined in standardized job descriptions. Embedded in the hiring process are the values and qualities CCRI seeks in employees to ensure they are highly qualified to support students' needs. The Office of Organizational Development and Diversity, Equity, Inclusion provides Student Services personnel with the training and professional development needed to address the needs of an increasingly diverse student body. New leadership and a reorganization within Student Services has resulted in new opportunities for personnel to participate in external professional development and networking opportunities. Student Affairs personnel follow NASPA professional standards and guiding principles of good practice.

College policies regarding student rights, responsibilities, and the grievance procedure are clearly outlined in the Student Handbook, which is prominently featured, easily navigated, and accessible on the college website and linked in course syllabi. Policies on student rights and responsibilities, including student conduct and grievance procedures, are clearly stated, well publicized, readily available, and fairly and consistently administered. The Dean of Students is available to assist students with the grievance process. College staff abide by the provisions of the Family Educational Rights and Privacy Act (FERPA). FERPA notification regarding student privacy with respect to educational records is published in the College Catalog and in faculty, staff, and student handbooks. Staff receive FERPA and confidentiality training as part of the onboarding process. Student record information is securely maintained. Records Office forms relating to student privacy, including Student Release of Records, Student Request to Inspect and Review Education Records, and Request to Review Education Records by School Official are available on the college website.

Appraisal

CCRI is strongly committed to actualizing its mission of meeting the wide-ranging educational needs of a diverse student population. Faculty, staff, and administrators are keenly aware of the characteristics and needs of CCRI's student population and are working diligently to respond to them. These efforts are guided by the strategic plan.

The Community College Survey of Student Engagement (CCSSE) was administered for the first time in Spring 2023. Overall, responding CCRI students feel supported at CCRI. The standardized score for survey items related to "Support for Learners" was 53, higher than the national average of 50 and the average score for other community colleges in New England of 47.9. Related to this, respondents had

similar levels of satisfaction with academic advising – 62.4% of CCRI respondents were very satisfied, compared to 63.2% of other New England community college students. With regards to career counseling, 57% of respondents were very satisfied, compared to 55.1% at other New England community colleges. Peer tutoring had similar levels of satisfaction (55.8% very satisfied at CCRI, compared to 58.9% for other New England colleges), as did student satisfaction with financial aid advising (67.9% for respondents, and 64.4% for other New England community college students), transfer advising (57.6% compared to 57.7%), and services for students with disabilities (62.5% compared to 62.1%). Because this was the first survey administration, the results of this survey will be used by Student Affairs as a benchmark to inform planning.

One area where CCRI trails behind its peers in the CCSSE results is satisfaction with student organizations. Only 46.8% of respondents reported being very satisfied with student organizations at CCRI, compared to 56.1% at other New England community colleges. Fostering robust student engagement with campus organizations has been challenging since the COVID-19 pandemic forced all in-person activities to be held remotely. Recognizing the connection between student engagement and academic persistence, CCRI recently hired an inaugural Dean of Student Engagement. In Fall 2022, Student Life staff and students created an action plan to re-invigorate and re-imagine participation in Student Government. This work included review and recommendations and has resulted in a revised Student Government constitution and plans for student leadership training opportunities.

Overall, the institution has expanded personnel resources in response to increasing student demand in the offices of the Advising Center, Benefits Hub, Disability Services for Students, Personal Counseling and Financial Aid. The Student Affairs Division has been reorganized to meet the holistic needs of students. The reorganization of caseload advising involved hiring several new advisors and assigning students to a dedicated advisor. For a student population of approximately 12,000–12,500, the student-to-advisor ratio is down to approximately 375:1 from 750:1 prior to the shift to caseload advising. The Community and Social Resources office has now expanded into the Benefits Hub, a resource for referrals for basic needs assistance. The Disability Services for Students Office now offers daytime and evening virtual walk-in hours, and comprehensive information for students transitioning from high school.

A committee consisting of faculty, advisors, and staff from Student Life and the Tutoring Center (formerly the Student Success Center) was formed in Fall 2022 to develop an action plan to re-imagine student orientation and onboarding. Orientations are accessible to all students and incorporate peer student ambassadors with the goal of fostering student engagement and inclusivity. New students are able to select dates and sessions that accommodate their needs. Sessions include academic success strategies, introduction to college resources, and information on navigating the Blackboard LMS and Starfish platforms. The online orientation module introduces students to the college's student success resources and services.

Student onboarding will also be improved by expanding the reach of the First Year Experience Seminar for General Studies (PATH 1010). First included in the catalog in 2022–2023, this course helps students understand the physical, social, emotional, and academic requirements of college and explore program options, CCRI resources, and support services. Despite its important curriculum, PATH 1010 currently reaches a small number of students due to its lack of transferability and lack of room in academic programs with extensive course requirements. In Fall 2022, 250 students enrolled in PATH 1010. The Director of General Education continues to work with the University of Rhode Island (URI)

and Rhode Island College (RIC) to gain general education transfer approval, which will allow more students to make it an option to fit into more degree programs without adding required credits.

To better connect students to support, CCRI is using Starfish, an early alert communication platform, to improve communication between faculty and Student Affairs. Currently, there are 275 unique faculty users of Starfish Progress Surveys, individual alert flags, or kudos for students, representing about 32% of faculty. A working group held faculty focus groups and discovered several issues related to why faculty have not adopted this early intervention tool. Some faculty feel it is not an effective way of communicating with students, not aligned with how they evaluate students, or that flags are closed by advisors without enough effort to work with the student. Others find the tool difficult to use or feel it takes too much time. To respond to these challenges and increase the percentage of faculty using the tool, the working group held a Starfish Day with success stories, food, and support tools. The language in the flags and marketing materials were updated to be more faculty-friendly and kudos flags were a highlighted feature. Plans are underway to prioritize automation between Blackboard, Banner, and Starfish to minimize faculty administrative work, adding Starfish to New Faculty Onboarding and Orientation, and having faculty advisors provide peer training and support.

CCRI's athletics program has been streamlined because of COVID-19 and the goal to further strengthen outcomes for student-athletes. In 2018–2019, CCRI had seven men's sports teams and eight women's teams with a total of 142 students participating in athletics. In 2019, men's baseball won the regional championship and qualified for the College World Series. In 2020–2021, no sports were played. An evaluation of college athletics took place in 2022. In Spring 2022, the median cumulative GPA was 2.64 for athletes and 2.98 for non-athletes. In 2022–2023, seven sports (men's and women's soccer, women's volleyball, men's and women's basketball, baseball, and softball) were selected to remain. In 2022–2023, 109 students participated in athletics and three teams won regional championships (men's soccer, women's basketball, and women's volleyball) and two qualified for nationals (women's basketball and men's soccer). In Fall 2023, the women's soccer team qualified to participate in the NJCAA Division III National Championship tournament. Along with these changes, the college is broadening the Athletics Director role to include recreation and wellness to establish a strategic direction that supports the broader student community as well as excellence in intercollegiate athletics. In Fall 2023, CCRI onboarded the inaugural Director of Athletics, Recreation, and Wellness.

A description of the facilities upgrades is provided in Standard Seven, but most of the major facilities upgrades have been designed to improve the student experience. For instance, Workforce Partnerships has built training facilities as a Global Wind Organisation (GWO) training provider so students can work in the wind energy field. Bathrooms have received ADA accessibility improvements and the main student space on the Liston Campus has started renovations. The Newport Campus is the final campus to receive security lock upgrades. Finally, the most significant improvement is the creation of a Student Services hub on the Warwick Campus, which will allow students to have a seamless and modern "one-stop" enrollment experience.

Projections (as shared in 2022-27 Student Affairs Strategic Plan)

- Complete the redesign of each functional area in the Division of Student Affairs and the second evolution of zero-based budgeting in 2024.
- Complete first evolution of a refreshed drop-for non-payment procedures and reporting for the Fall 2024 semester.

- Complete the new student orientation virtual edition in 2024 to support the refreshed in-person orientation in the Spring and Summer sessions.
- Complete KidsNet implementation to electronically and automatically retrieve all student immunization records and develop vision and operational plan for Health Services in 2025.
- Create recreation and wellness programming that reaches the broader student community by 2026.
- In 2024, design and implement a comprehensive advising training program for the ~30 student success coaches and leaders.
- Through 2027, continue to focus on modernizing student services aligned with student consumer preferences, greater student personalization, and more connected and mobile services with the implementation of a Recruitment CRM and related technologies including the application of artificial intelligence and machine learning solutions.
- Through 2027, continue to increase JAA enrollment and the number of JAA pathways to the University of Rhode Island and Rhode Island College.
- Through 2027, continue to increase early college enrollment, RI Promise and Fresh Start Scholarships enrollment and outcomes.
- Through 2027, continue to redesign the Verification of Enrollment policies, processes and practices resulting in fewer students being impacted.
- In 2024, implement a behavioral intervention (CARE) team and a refreshed threat assessment team and refreshed student conduct process.
- Through 2027, Institutional Effectiveness will continue to make iterative improvements to automated enrollment reports including disaggregated student information and goals.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Freshmen - Undergraduate	?					
Completed Applications	?	7,178	5,585	6,175	8,295	8,400
Applications Accepted	?	7,048	5,563	6,158	8,256	8,360
Applicants Enrolled	?	3,846	2,926	3,282	3,418	3,555
% Accepted of Applied		98.2%	99.6%	99.7%	99.5%	99.5%
% Enrolled of Accepted		55%	53%	53%	41%	43%
Percent Change Year over Year						
Completed Applications		na	-22%	11%	34%	1%
Applications Accepted		na	-21%	11%	34%	1%
Applicants Enrolled		na	-24%	12%	4%	4%
RI Promise						
Completed Applications		4,396	3,684	4,070	3,882	4,000
Applicants Enrolled		2,271	1,868	2,119	2,101	2,180
% Enrolled of Accepted		52%	51%	52%	54%	55%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		3,603	2,057	1,915	1,235	1,260
Applications Accepted		3,480	2,047	1,910	1,231	1,255
Applications Enrolled		1,419	781	787	492	510
% Accepted of Applied		96.6%	99.5%	99.7%	99.7%	99.6%
% Enrolled of Accepted		41%	38%	41%	40%	41%
Master's Degree	?					
Completed Applications		0	0	0	0	0
Applications Accepted		0	0	0	0	0
Applications Enrolled		0	0	0	0	0
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
First Professional Degree	?					
Completed Applications		0	0	0	0	0
Applications Accepted		0	0	0	0	0
Applications Enrolled		0	0	0	0	0
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications		0	0	0	0	0
Applications Accepted		0	0	0	0	0
Applications Enrolled		0	0	0	0	0
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

For freshmen applications, our hope is to incrementally increase the number of applications while setting more aggressive goals for our % Enrolled of Accepted (i.e. increasing our yield). We believe this is possible through our enhanced staffing focused on providing a top-tier college experience at Open Houses and Enrollment Events while continuing to share the value proposition of free tuition through RI Promise and our Joint Admission Agreement (JAA) transfer agreements with RIC and URI.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only

			3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
			Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
UNDERGRADUATE		?					
First Year	Full-Time Headcount (30 or fewer credits)	?	4,028	3,352	3,580	3,592	3,659
	Part-Time Headcount	?	4,205	3,793	3,926	4,046	4,121
	Total Headcount		8,233	7,145	7,506	7,638	7,780
	Total FTE	?	5,850	5,001	6,188	5,427	5,536
Second Year	Full-Time Headcount (31+ Credits)		1,581	1,256	1,209	1,305	1,329
	Part-Time Headcount		2,835	2,734	2,556	2,512	2,559
	Total Headcount		4,416	3,990	3,765	3,817	3,888
	Total FTE		2,856	2,490	2,743	2,444	2,493
Third Year	Full-Time Headcount		0	0	0	0	0
	Part-Time Headcount		0	0	0	0	0
	Total Headcount		0	0	0	0	0
	Total FTE		0	0	0	0	0
Fourth Year	Full-Time Headcount		0	0	0	0	0
	Part-Time Headcount		0	0	0	0	0
	Total Headcount		0	0	0	0	0
	Total FTE		0	0	0	0	0
Unclassified	Full-Time Headcount	?	212	128	175	175	178
	Part-Time Headcount		823	699	817	888	904
	Total Headcount		1,035	827	992	1,063	1,082
	Total FTE		423	307	546	408	416
Total Undergraduate Students							
	Full-Time Headcount		5,821	4,736	4,964	5,072	5,166
	Part-Time Headcount		7,863	7,226	7,299	7,446	7,584
	Total Headcount		13,684	11,962	12,263	12,518	12,750
	Total FTE		9,129	7,798	8,077	8,278	8,445
% Change FTE Undergraduate			na	-14.6%	3.6%	2.5%	2.0%
GRADUATE		?					
	Full-Time Headcount	?	0	0	0	0	0
	Part-Time Headcount	?	0	0	0	0	0
	Total Headcount		0	0	0	0	0
	Total FTE	?	0	0	0	0	0
% Change FTE Graduate			na	-	-	-	-
GRAND TOTAL							
Grand Total Headcount			13,684	11,962	12,263	12,518	12,750
Grand Total FTE			9,129	7,798	8,077	8,278	8,445
% Change Grand Total FTE			na	-14.6%	3.6%	2.5%	2.0%

CCRI Specific	3 Years Prior Fall 2020	2 Years Prior Fall 2021	1 Year Prior Fall 2022	Current Year Fall 2023	Goal (specify year) Fall 2024
Overall	13,684	11,962	12,263	12,518	12,750
Gender					
Male	5,214	4,597	4,602	4,371	4,450
Female	8,244	7,122	7,241	7,473	7,620
Not Specified	226	243	420	674	680
Ethnicity					
American Indian/Alaska Native	46	39	38	31	30
Asian	368	364	331	342	350
Black or African American	1,229	1,179	1,358	1,418	1,440
Hispanic or Latino	3,199	3,040	3,426	3,477	3,540
Native Hawaiian/Pac.Islandr.	1	2	10	9	10
Two or More Races	901	796	809	804	820
White	7,193	5,950	5,785	5,701	5,810
Other/Unknown	747	592	506	736	750
Enrollment by Select Student Subpopulation					
Promise (Cohort)	2,271	1,868	2,119	2,101	2,143
Pell Eligible	1,125	940	1,111	1,108	1,130
Students of Color	907	872	959	933	952
FTFT (Cohort)	2,509	2,102	2,329	2,260	2,305
Pell Eligible	1,331	1,156	1,280	1,273	1,298
Students of Color	1,026	1,032	1,091	1,023	1,043
FTPT (Cohort)	791	752	843	761	776
Pell Eligible	509	502	518	541	552
Students of Color	412	402	490	466	475
Early College	770	644	774	858	915
Fresh Start	-	-	-	961	980
Joint Admissions Agreement (JAA) with URI & RIC	1,049	969	1,715	2,004	2,165

Please enter any explanatory notes in the box below

FTE= # of full-time students + (sum of part-time credit hours)/15

Unclassified students include students who are taking for-credit courses but are not pursuing a credential and Early College Students.

Fresh Start is a last-dollar scholarship program designed to help students who previously enrolled in CCRI but have not yet earned a degree

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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

ccri.edu/about/index.html

	(FY 2018)	(FY 2019)	(FY 2020)
? **Three-year Cohort Default Rate**	10.70%	5%	0.00%
? **Three-year Loan repayment rate (from College Scorecard)**	n/a	n/a	50%

	4 Years Prior (2019-2020)	3 Years Prior (2020-2021)	1 Year Prior (2021-2022)	Most Recently Completed Year (2022-2023)
? **Student Financial Aid**				
Total Federal Aid	$42,083,328	$39,887,398	$43,553,150	$35,813,227
Grants	$31,504,191	$31,370,641	$36,407,053	$28,080,484
Loans	$10,087,164	$8,430,978	$6,845,252	$7,221,217
Work Study	$491,972	$85,781	$300,846	$511,526
Total State Aid	$10,563,078	$10,698,087	$12,626,459	$11,413,643
Total Institutional Aid	$3,321,058	$2,834,118	$2,024,252	$3,678,507
Grants	$2,960,228	$2,796,694	$1,671,250	$3,358,856
Loans	$0	$0	$0	$0
Total Private Aid	$686,712	$610,298	$555,214	$358,173
Grants	$180,784	$159,988	$180,999	$11,000
Loans	$505,928	$450,310	$374,215	$347,173
Student Debt				
Percent of students graduating with debt (include all students who graduated in this calculation)				
Undergraduates	29%	24%	26%	26%
Graduates				
First professional students				
For students with debt:				
Average amount of debt for students leaving the institution with a degree				
Undergraduates	$12,922	$12,160	$12,337	$11,682
Graduates				
First professional students				
Average amount of debt for students leaving the institution without a degree				
Undergraduates	$6,574	$7,006	$7,168	$7,494
Graduate Students				
First professional students				

Percent of First-year Who Place into Developmental Courses (courses for which no credit toward a degree is granted)*

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
English as a Second/Other Language	9%	18%	14%	18%
English (reading, writing, communication skills)	32%	35%	38%	34%
Math	28%	30%	32%	32%
No Developmental Placement	57%	54%	51%	60%

Percent of First-year Who Took Developmental Courses in 1st Year, Including Pre-Freshman Summer

	Fall 2020	Fall 2021	Fall 2022	Fall 2023**
English as a Second/Other Language	2%	3%	2%	3%
English (reading, writing, communication skills)	28%	31%	31%	15%
Math	25%	25%	27%	22%

Please enter any explanatory notes in the box below

*We only include ESL placement in this table because the form requests this format; most ESL courses are taken for college-level credit. Students in the "No Developmental Placement" category have English or Math placement in this data table; students who place into ESL are excluded from these percentages.

**Fall 2023 data is only for summer 2023 and fall 2023 enrollments.

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Fall 2023

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled	% Accepted	% of Accepted Enrolled	Proportion of Enrolled*
Category of Students (e.g., male/female); add more rows as needed						
All Applicants	9,529	9,487	3,915	100%	41%	100%
Gender						
Male	3,189	3,185	1,453	100%	46%	37%
Female	5,532	5,494	2,070	99%	38%	53%
No Gender Indicated	808	808	392	100%	49%	10%
Race/Ethnicity						
White	4,190	4,166	1,780	99%	43%	45%
Black or African American	1,255	1,251	481	100%	38%	12%
Hispanic or Latino	2,706	2,700	1,096	100%	41%	28%
Two or More Races	649	643	251	99%	39%	6%
Unknown/Other	475	474	195	100%	41%	5%
Asian	254	253	112	100%	44%	3%
Pell Eligible v. Non-Pell Eligible						
Pell Eligible	3,088	3,084	2,148	100%	70%	55%
Not Pell Eligible	6,441	6,403	1,767	99%	28%	45%
RI Promise Applicants	3,882	3,852	2,101	99%	55%	100%
Gender						
Male	1,429	1,424	849	99%	60%	40%
Female	1,597	1,590	988	99%	62%	47%
No Gender Indicated	856	838	264	98%	32%	13%
Race/Ethnicity						
White	1,522	1,517	1,050	100%	69%	50%
Black or African American	409	408	212	100%	52%	10%
Hispanic or Latino	1,016	1,012	550	100%	54%	26%
Two or More Races	193	192	109	99%	57%	5%
Unknown/Other	653	634	122	97%	19%	6%
Asian	89	89	58	100%	65%	3%
Pell Eligible v. Non-Pell Eligible						
Pell Eligible	1,321	1,319	1,113	100%	84%	53%
Not Pell Eligible	2,561	2,533	988	99%	39%	47%

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
N/A			

Academic Year 2022-23						
Undergraduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**Proportion of Total Headcount***	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed						
Overall	5,077	10,930	16,007	100%	9,495	16,350
Gender						
Male	2,195	3,723	5,918	37%	3,678	6,045
Female	2,680	6,847	9,527	60%	5,485	9,731
No Gender Indicated	202	360	562	4%	332	574
Race/Ethnicity						
White	2,542	5,006	7,548	47%	4,557	7,710
Black or African American	464	1,335	1,799	11%	1,004	1,838
Hispanic or Latino	1,357	3,011	4,368	27%	2,604	4,462
Two or More Races	351	716	1,067	7%	649	1,090
Unknown/Other	222	559	781	5%	420	798
Asian	141	303	444	3%	261	454
Pell Eligible v. Non-Pell Eligible						
Pell Eligible	2,608	5,080	7,688	48%	4,886	7,853
Not Pell Eligible	2,469	5,850	8,319	52%	4,609	8,497
First Generation**						
First Generation	2,712	6,281	8,993	56%	5,364	9,186
Not First Generation	2,365	4,649	7,014	44%	4,131	7,164
RI Promise (Any Promise Cohort)	2,943	1,956	4,899	100%	3,846	5,000
Gender						
Male	1,358	851	2,209	45%	1,745	2,255
Female	1,443	1,058	2,501	51%	1,938	2,553
No Gender Indicated	142	47	189	4%	163	193
Race/Ethnicity						
White	1,554	938	2,492	51%	1,980	2,543
Black or African American	202	178	380	8%	287	388
Hispanic or Latino	802	579	1,381	28%	1,075	1,409
Two or More Races	185	134	319	7%	246	326
Unknown/Other	123	88	211	4%	163	215
Asian	77	39	116	2%	95	118
Pell Eligible v. Non-Pell Eligible						
Pell Eligible	1,422	941	2,363	48%	1,884	2,412
Not Pell Eligible	1,521	1,015	2,536	52%	1,962	2,588
First Generation**						
First Generation	1,496	1,075	2,571	52%	1,999	2,624
Not First Generation	1,447	881	2,328	48%	1,847	2,376

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	Proportion of Total Headcount*	FTE	Headcount Goal (specify year)
N/A						

Please enter any explanatory notes in the box below

Native American or Pacific Islander is included in the Other/Unknown category. Admissions data is from the Fall 2023 term only. Enrollment data is for AY22-23. For AY22-23, we include enrollment in fall 2022, spring 2023, or summer 2023. For purposes of calculating full-time v. part-time, we use a spring, fall, summer term hierarchy since it is unlikely students are full-time in the summer term.

FTE is calculated by using this formula: number of full-time students + # of part-time credit hours/15.

*"Proportion of enrolled" provides additional information on the demographics of applicants and students. For example, under the Gender subcategory, men make up 1,453 of the total 3,915 applicants enrolled. That is 37% of all applicants who enrolled. For each demographic dimension (e.g. Gender, Race/Ethnicity, etc.), all percentages should add to 100%.

**First Generation status is calculated based off of student self-reporting on any of the following: FAFSA, Admissions application, and/or Accuplacer exam. If a student indicates they are first-generation in any of these locations, they are considered first-generation.

STANDARD SIX: TEACHING, LEARNING AND SCHOLARSHIP

Strengths	Opportunities
CCRI has prioritized recruitment, hiring, and retention of ethnically- and racially-diverse faculty.	To continue to improve teaching and learning, CCRI needs to continue to improve faculty engagement with professional development, particularly for part-time faculty.
Significant resources have been invested in the faculty-led Center for Teaching Excellence.	Assessing the effectiveness of the Center for Teaching Excellence will allow the college to continuously improve professional development offerings.
A greater proportion of faculty have participated in online course development training due to the move to online instruction during the COVID-19 pandemic.	To strengthen a culture of assessment, increased collaboration between faculty development and the assessment of student learning will emphasize assessment as an important area of professional development.

CCRI's institutional commitment to investing in faculty, teaching, and learning through professional development is evident through the dedication of substantial resources and structural changes over the last five years and through the COVID-19 pandemic. A fully-released, year-round faculty Director of the Center for Teaching Excellence redesigned an intentional New Faculty Onboarding, faculty cohort participation in the Association of College and University Educators (ACUE), faculty grants, innovation funding, and substantial increases in conference travel funds, all of which demonstrate the immense resources devoted to this area. These initiatives ensure the necessary support and follow-through to achieve the instructional goals and, ultimately, serve CCRI students.

FACULTY AND ACADEMIC STAFF

Description

The college has an adequate number of faculty and academic staff for the fulfillment of the college's mission. As illustrated in Data First Form 6.1, the ratio of full-time (287) to part-time (585) faculty is approximately 1:2. Roughly 67.1% of faculty are part-time and 32.9% are full-time. Nationally, 41% of community college faculty are full-time. Between Fall 2020 and Fall 2023, 47 new full-time faculty were appointed at the assistant professor level and 42 full-time faculty at various levels left the college due to a combination of departures and retirements. Librarians are considered faculty and are included in these numbers.

Faculty employment categories are clearly defined as full-time faculty, adjunct faculty, and visiting lecturers. The Faculty Handbook, as well as collective bargaining agreements for full-time and adjunct faculty, lay out all faculty responsibilities. Faculty devote their time to teaching, assessment, and professional improvement. Full-time faculty belong to the Community College of Rhode Island Faculty Association (CCRIFA). The collective bargaining agreement outlines conditions of employment, including an assignment of 12–16 (typically 15) credit hours of teaching load each semester and six hours of office hours each week. The remaining 19 hours in each work week are expected to be spent preparing for classes, grading student work, providing service to the college, and participating in

professional development. Several shared governance structures exist where experiences and data about academic programs and services to students can be reviewed. Among them are the Faculty Senate's Student and College Success Committee and the Staff Assembly's Student Success Committee.

CCRI faculty are not required to advise students. The Advising Center has 30 advisors who work with students on a caseload basis. All advisors are trained to conduct academic advising with students, with the counselors and student development counselors having additional responsibilities related to student wellness and academic success. All advisors are full-time within the Center. With the recent investment in training and infrastructure for virtual advising, the plan is to continue to offer virtual advising long-term to increase student access since the virtual sessions are popular with students.

Instructional designers support faculty in course design and delivery of fully online and hybrid teaching and learning. Instructional technologists help faculty achieve their teaching and learning goals by offering best practices for integrating technology into courses through training and individual consultation. Since October 2018, CCRI has had one full-time instructional designer, adding two part-time and another full-time instructional designer by Fall 2023. Digital learning technologies, course design support, faculty technology development programs, and workshops are provided throughout the year that include one-on-one consultations, live and recorded webinars, and tutorials.

In Fall 2022, 26% of full-time faculty held PhDs, and 72% of full-time faculty held master's degrees. Full-time faculty without a terminal degree are required to earn 30 additional graduate credits during their first six years of employment, ensuring their qualifications to teach at the college level. This additional education for those without PhDs is also required to be considered for promotion and tenure. Article XIII of the CCRIFA contract requires that those in the ranks of assistant professor, associate professor, and professor hold at least a master's degree. Associate professors and professors must have at least a master's degree and an additional 30 graduate credits in a field related to their teaching.

CCRI employs an open and orderly process for recruiting and appointing faculty. The Division of Institutional Equity and Human Resources maintains a listing of available faculty positions and advertises in a variety of academic publications and on appropriate websites. The Talent Acquisition team ensures equal employment opportunity consistent with federal and state guidelines. Search committee members for all positions are required to attend training prior to reviewing applications. This training includes coverage of implicit bias and how it can impact hiring decisions.

Faculty participate in the search process for the hiring of new full-time faculty. The search committee for a faculty position consists of full-time faculty and may also include staff who interview candidates and make recommendations to the Vice President for Academic Affairs. Starting in Fall 2020, Academic Affairs introduced the Academic Performance Solutions (APS) decision-support platform to the faculty line request process. Department chairs use this platform to evaluate trends in enrollment, efficiency in staffing courses, and average faculty workloads. As a result of this process, new full-time faculty position requests are informed by data and faculty are recruited for departments where they will have the most impact on student success.

CCRI endeavors to hire faculty of diverse backgrounds to reflect the college's mission and student body. Among all CCRI faculty, 88.5% are white with 89.5% of full-time faculty and 88% of part-time faculty identifying as white. CCRI has set targets for increasing diversity, equity, and inclusion among its faculty and staff in the Strategic Plan 2022–27. The goal to strengthen institutional effectiveness includes a strategy to increase the pipeline, recruitment, and retention of racially- and ethnically-diverse

faculty and staff. The Academic Master Plan 2022–2027 provides more detail on strategies to recruit, hire, onboard, and retain diverse faculty. These strategies include revising the faculty hiring and onboarding process, supporting faculty development in preparing promotional portfolios, and expanding partnerships with Historically Black Colleges and Universities (HBCUs) and minority-serving academic associations to cultivate a pipeline of diverse talent.

In Fall 2022, a semester-long New Faculty Onboarding program was implemented to inform new full-time faculty of resources on campus, review effective teaching practices, and ensure they feel welcome and included in the CCRI community. An informal new faculty mentorship program has been a part of New Faculty Onboarding. New faculty hires are provided with the collectively-bargained contract as appropriate, which set levels of faculty salary and benefits that assure equity in pay across faculty rank. At hiring, faculty are also provided with the Faculty Handbook.

The full-time faculty collective bargaining agreement sets levels of faculty salary and benefits. The full-time faculty salary ranges can be found in the faculty collective bargaining agreement. Part-time faculty are members of the CCRI Part-Time Faculty Association (CCRIPTFA). The part-time faculty collective bargaining agreement sets three levels of faculty salary and benefits, with levels set by amount of experience (measured by contact hours) and completion of evaluations by department chairs or other faculty.

Per the CCRIFA contract, departments meet twice each semester. Some departments include part-time faculty in these meetings. All faculty are invited to attend regular faculty meetings led by the Vice President for Academic Affairs. Faculty seats are reserved on all committees affecting academic policies and curricula. Institutional governance is further addressed in Standard Three. Committee meetings, such as the Faculty Senate and the contractually-required Curriculum Review Committee, are open to all faculty as observers. In these ways, faculty can be integrated into the departments and the institution.

Since 2008, a faculty-led group has offered professional development opportunities to CCRI faculty. After the disruption of the COVID-19 pandemic, CCRI recommitted to faculty professional development through the chartering of the Center for Teaching Excellence (CTE), which launched in Fall 2021. CTE and its precursors have always been supported by a board of faculty who are representative of all academic divisions. CTE has a dedicated space and budget for professional development activities and the addition of a fully-released, year-round director recruited from the faculty. The CTE has become a hub of professional development opportunities for all faculty. Partnerships have been developed with Online Learning & Technology; Guided Pathways; Academic Program Review and Accreditation; the Office of Organizational Development and Diversity, Equity, Inclusion; and Disability Services for Students. Academic Affairs allocates funds annually for faculty travel to conferences and training. The full-time faculty contract (Letter of Understanding #9) requires at least $25,000 to be allocated annually in a faculty development fund. Recognizing that this amount is inadequate for meaningful faculty participation, the Office of Academic Affairs has contributed significant additional amounts toward training and conferences. Since 2015, there has been a 300% increase in this area, growing from $31,000 to $100,000 in 2023.

Sabbaticals are available to full-time faculty after six years of service for pursuit of scholarly, creative, or professional development activities in line with their teaching assignments and the needs of the college. Sabbatical applications are reviewed by a committee consisting of faculty and academic deans. Further support for the Scholarship of Teaching and Learning (SoTL) comes from the teaching excellence grants through the Center for Teaching Excellence. Faculty Innovation Awards, granted through the CCRI

Foundation, support faculty who apply in amounts up to $2,500, granted for the purpose of supporting and expanding faculty engagement with students, professional development opportunities, classroom or curriculum enhancements, or unique programming opportunities. Eight awards were announced in 2023.

The Faculty Handbook includes policies for teaching and learning and is readily available on the Academic Affairs website. CCRIFA and CCRIPTFA contracts are current and readily available. They include stipulations for evaluation, retention, grievances, and promotion and tenure, where applicable.

All employees are expected to act responsibly and ethically. CCRI has several policies which communicate the details of these expectations. The Division of Institutional Equity and Human Resources distributes regular email reminders of important ethical and behavioral policies that help to keep faculty and staff aware of expectations. Examples of these policies include the Code of Ethics, Equal Opportunity/Affirmative Action Policy, and various technology policies.

Faculty are regularly evaluated to demonstrate their teaching effectiveness. Faculty evaluations are governed by the Evaluation Review Committee, which approves criteria and procedures for evaluation of faculty. Full-time faculty are reviewed by their chair once a year for their first three years, with subsequent reviews occurring every three years. Full-time faculty, which includes librarians, are evaluated on the schedule listed in Table 6.1. The full-time faculty contract specifies when faculty are to be evaluated by students, their peers, and/or the department chairperson. Librarians are evaluated based on participation in the library and the college, membership in library organizations, student and faculty evaluations, feedback from colleagues (peer evaluation), and ability and willingness to explore and add additional skills.

Students use the Student Ratings of Instruction (SRI) to evaluate courses taught by full-time and part-time faculty. It is a standardized form that was approved at all levels of the college and has been used since Spring 2008 across all departments and modalities. Students can provide quantitative and narrative feedback regarding the faculty member's strengths and recommendations for improving instruction in the course. Courses are evaluated by students after each term and incorporated into faculty evaluations (self, peer, and/or chair evaluations).

Table 6.1 Schedule of Full-Time Faculty Evaluations

Years 1-3	Years 4-6	Year 7 and beyond*	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

*Every third year after tenure is a comprehensive evaluation year
**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.

Teaching effectiveness is the first consideration in promotion and tenure decisions, with all other categories of consideration subordinate. The Faculty Evaluation Committee is defined in the collective bargaining agreement with faculty and is overseen by an academic dean. Minutes of committee meetings are published online.

As an associate degree-granting institution, CCRI has no formal expectations for faculty to conduct research. Those who do choose to conduct research typically obtain funding through grants, institutes, or discipline-specific sources. Several faculty members are engaged in the Scholarship of Teaching and Learning (SoTL) to improve teaching and learning. Since 2020, Academic Affairs has funded $22,500 in SoTL grants, which are administered and supported through the Center for Teaching Excellence. CCRI belongs to the federally-funded IDeA Networks of Biomedical Research Excellence, a network of state colleges that provides students and faculty members with access to opportunities in the research field. This partnership encourages student research and provides professional development for faculty.

CCRI protects and fosters academic freedom of all faculty. The college's policy on academic freedom is posted on the Academic Affairs website, included in the CCRIFA Contract (Article III), the CCRIPTFA Contract (Article XII), and the Faculty Handbook. There have been no grievances related to academic freedom in the past five years.

Academic Program Review (APR) and several other internal processes are used to evaluate the sufficiency of and support for academic staff. The APR process includes an assessment of the number of faculty involved in a department, program, or certificate, as well as support staff, capital improvements, and other needs. New academic programs introduced through the Curriculum Review Committee must provide forecasting of faculty and academic staff required. Based on the data collected, department chairs work directly with deans to assure programs and certificates have adequate staffing and resources. The requests are documented on the APR and curriculum proposal forms.

Appraisal

Part-time and full-time faculty contribute to a rich educational experience for students, fulfilling the college's mission to "meet the wide-ranging educational needs of our diverse student population." Both part-time and full-time faculty provide diversity of backgrounds and professional experiences, with full-time faculty dedicating meaningful instructional hours. Though the college employs a greater number of part-time faculty, the majority of course sections within a given term are taught by full-time faculty. In Fall 2022, 61% of sections were taught by a full-time faculty member and 39% were taught by a part-time faculty member, representing a significant amount of student contact. All faculty are highly-qualified for their assignments.

Course modality changed dramatically during the COVID-19 pandemic as colleges and universities across the world shifted to online learning. The percentage of course sections offered in an online-only format increased from 13% in early Spring 2020 to 37% in Fall 2022. As of Fall 2023, 20% of students are taking only online classes, which is double the number from before the pandemic. A small number of courses are hybrid, with meetings and work occurring in person and online. Before COVID-19, the college employed one instructional designer. The transition to fully online learning during the pandemic allowed an opportunity to support faculty collectively through a contract with Blackboard Academy. Called the Faculty Fall Readiness Initiative, this series of workshops supported faculty as they purposefully built their remote fall courses. Despite a full return to campus in Fall 2021, registration data shows that many students are still choosing online sections over on-campus. This appears to be because online learning meets their scheduling needs as employees, parents, and caregivers.

Prior to 2021, the entire Advising department would typically meet once a semester for training and updates. Since 2021, the department has changed their training schedule to a weekly meeting where advisors are updated with changes related to policy and technology. Since the Faculty Senate and Staff

Assembly structures are relatively new, institutionalized procedures for sharing and reviewing data to improve academic programs and services to students have not been completely formalized.

As faculty increase their use of Starfish, CCRI may find that more advisors, tutors, librarians, academic coaches, and disability support coordinators are needed to respond to student needs.

An opportunity exists to develop a better through-line that begins with New Faculty Onboarding, continues with faculty professional development, and culminates in the faculty evaluation process (self-evaluation, peer evaluation, and chair evaluation). One of the goals of New Faculty Onboarding is to ensure all new faculty are included in college life and community, and that they are equipped to continually improve teaching and learning. The effects of this program on inclusion and faculty retention are not measurable yet, but evaluation is planned for three years after the 2022 start of the program. The Academic Master Plan 2022–2027 also requires a formalized faculty mentor program, which will be implemented and evaluated beginning in 2024. This program will address CCRI's internal goals of inclusion of new and continuing faculty.

Based on timing of student enrollment, some academic departments struggle to find faculty to teach all their course sections immediately before the start of the semester. More full-time faculty would solve this problem, thus ensuring committee work does not disproportionately affect smaller departments and individual faculty members.

TEACHING AND LEARNING

Description

Steps are taken to ensure that the content and methods of instruction meet generally-accepted academic and professional standards and expectations. Many of the academic programs and departments are accredited by external bodies. Externally-accredited programs include art, nursing, business, the occupational therapy assistant program, massage therapy, dental health, the physical therapy assistant program, radiography, medical laboratory technology, respiratory therapy, diagnostic medical sonography, music, and early childhood education programs. All programs not externally accredited go through the APR process every five years.

Most courses are offered in-person on one of CCRI's four campuses. Experiments to restructure the classroom experience include refitting five classrooms with flexible, active-learning furniture, and developing a faculty learning community and toolkit around active classroom techniques. For the transition back to in-person classes, after the worst of the COVID-19 pandemic, most classrooms were upgraded to support a mix of virtual and in-person learning, with initial provisioning of swing arm cameras and room microphones, a first phase of technology to support hybrid/flexible course design.

The Online Learning & Technology department (OL&T) oversaw three faculty cohorts that participated in the Association of College and University Educators (ACUE) Effective Teaching Practices course. Sixty-one full-time and three part-time faculty completed the course over three years. A wide range of practical teaching topics were covered. To finish a module and move on to the next, faculty must apply the lesson in their classroom and complete a reflection based on their experience with students. Faculty members then complete an action plan once they finish the curriculum, allowing them to highlight which modules were most effective or relevant in their courses.

In 2021, CCRI was selected as one of seven community colleges nationwide to participate in the Caring Campus Initiative led by the Institute for Evidence-Based Change. Caring Campus is a faculty-led program to instill proven behavioral changes that promote student success. Through this program, faculty can learn about instructional techniques that can be implemented in any discipline and support the needs of students. Since CCRI's participation, 68 full-time and six part-time faculty have completed the training. Academic Affairs has invested in four faculty members who are currently working to modify the training as an on-demand version to achieve greater reach.

OL&T offers training and intensive workshops on the college's Learning Management System (LMS) and supporting technologies. The Guided Pathways team seeks to help faculty with ensuring students are learning. The Director of Academic Program Review and Accreditation hosts many workshops and events on assessment. The Office of Organizational Development and Diversity, Equity, Inclusion offers professional development to all employees, such as Professional Development Day, and is also developing an equity toolkit to support faculty in closing equity gaps in their classrooms. Disability Services for Students offers training to help faculty understand the legal requirements for accommodation. CCRI subscribes to Academic Impressions, accessible to all employees with a CCRI account.

Each year, at least three faculty are selected by the academic deans and the Vice President for Academic Affairs to receive the National Institute for Staff and Organizational Development (NISOD) award, which is given to those faculty that demonstrate excellence in teaching, learning, and leadership at CCRI.

All course sections, regardless of format, have a course shell in the Blackboard LMS for ease of sharing information with students. All courses, regardless of location or modality, are subject to assessment processes. Faculty teaching online must have demonstrated familiarity with online teaching practices and use of the LMS. Faculty are initially certified to teach online in the Effective Practices for Teaching Online (EPTO) course, and regular refresher seminars are offered through professional development workshops. The EPTO course covers current teaching philosophies and best practices for various course modalities. Modules focus on building faculty presence, developing effective assessments, providing feedback, and understanding guidelines and regulations related to online courses, such as copyright, accessibility, and accreditor expectations. The college uses the Blackboard Ally tool to help faculty make digital content accessible. Faculty are provided opportunities to assess their online courses with the Online Course Quality Review Rubric (OSCQR), a course-level quality rubric for reviewing and improving the instructional design and accessibility of online courses based on online best practices.

The general education program ensures students take courses in a variety of departments and disciplines. The balance between consistency and flexibility is held. Courses and programs have agreed-upon learning outcomes common to all sections of a course or courses in a program. The methods of instruction, particular course policies, and the specific focus for each class section that align with the approved outcomes are typically determined by the faculty of that course section. This allows for academic freedom, exposing students to faculty's personal areas of expertise and interest while keeping course sections consistent overall. Student learning outcomes for courses and programs are approved by the college's internal Curriculum Review Committee and are used by all faculty who teach a given course.

Appraisal

CCRI offered the Community College Survey of Student Engagement (CCSSE) to all students in 2023. While CCRI was above the standardized national average (50.0) for benchmarks for "Student Effort"

(50.6), "Academic Challenge" (51.1), "Student-Faculty Interaction" (52.0), and "Support for Learners" (53.0), CCRI students rated their engagement with "Active and Collaborative Learning" as slightly lower than the national average, at 47.8. The Center for Teaching Excellence (CTE) will evaluate the CCSSE in order to target future programming related to active learning. Overall, 87.4% of students report that their educational experience at CCRI is "good" or "excellent," on par with the 87.6% of community college students nationally. This demonstrates that the quality of teaching and learning is on par with those at other community colleges nationwide, though goals have been established to improve these outcomes, close equity gaps, and be an innovative leader among community colleges.

CTE instituted CTE Knights Certificates in 2022 to recognize faculty participation in, and application of, a variety of professional development activities. The initial goal was to incentivize participation in professional development opportunities each year, and to publicly acknowledge faculty who devote considerable time to these efforts. CTE Knights earn points for taking part in professional development activities and applying the learned content to the classroom. Points leaders are listed on the CTE Knights webpage and CTE Knights awardees are announced to the college community via email communications (e.g., CC Daily and CTE Newsletter) at the end of the academic year. In 2022, 21 faculty were awarded Knights Certificates across two levels and in 2023, 50 were awarded across two levels, indicating increased faculty engagement with professional development in multiple areas. More than doubling the number of certificates awarded in one year was a very strong start in the first two years of the program, and the college hopes to continue increasing the number of certificate earners by at least 5% each academic year for the next five years. CTE plans to make more professional development opportunities available to part-time faculty in the future, which may further increase the number of certificate earners.

One of the goals of Academic Affairs is to enhance the quality of teaching and learning and many options for professional development exist for faculty. In AY22–23, for example, 66 distinct professional development opportunities were offered across multiple modalities and campus locations; 56% of full-time faculty and 17% of part-time faculty participated. Online learning professional development opportunities, including the required training for teaching online, have been made available for many years in an on-demand format. As of AY22–23, 84% of full-time faculty and 45% of part-time faculty have taken advantage of this training.

Reaching faculty who do not participate in any professional development opportunities is something that Academic Affairs will need to strategically plan to do, particularly when it comes to adjunct faculty who may work full-time. Considering the schedules and availability of part-time faculty when planning professional development opportunities is crucial. According to a recently-signed article with the CCRIPTFA, when part-time faculty are required to "participate in mandatory training/professional development" they are to be compensated. Determining which training or professional development opportunities will be required for part-time faculty and allocating funding will need to be carefully considered in order to maximize efforts and funds.

CTE and the Office of Institutional Effectiveness (IE) collaborated to design a confidential process by which faculty could receive disaggregated data about student success in their classes. Faculty choose how the data is disaggregated based on their line of inquiry. They can meet with the CTE Director to clarify their data requests, if needed. The director then submits the request to IE and receives a confidential PDF of faculty data compared to that of their department. If the faculty member wishes, they may set up an appointment with the CTE Director to review the data. Because this process is relatively new and only a small number of faculty have participated, there is still work to be done to

guide faculty through reflection and development of an action plan in response to the data they receive. The CTE Director has developed an interactive workshop for departments to review their data as a unit across a single course. This is still in the pilot stages and will need more time to be thoughtfully implemented. As professional associations decide whether future conferences will be hybrid, online, or in person, CCRI will need to monitor the amount of travel funds needed to be sure that funds for conferences and trainings are available to a wide number of faculty.

While faculty and academic staff are provided with substantial opportunities for continued professional development throughout their careers, like the ones described above, learning opportunities have been offered by several departments across the college without coordination. In December 2022, the Dean for Academic Affairs convened the Teaching, Learning, Scholarship and Assessment Group to identify overlaps in efforts across Academic Affairs, develop collaborations to maximize efficiency, and organize and prioritize working plans and interventions. Made up of the directors of the Center for Teaching Excellence, accreditation, online learning, and general education, the benefits of working together more closely are already evident. So far, this group has developed a shared calendar of professional development opportunities, developed participation metrics for professional development activities, and has started planning for ways to create tracks for different levels and themes for professional development so that faculty can be more engaged in teaching and learning improvement and assessment.

Projection

- Through the measurement and tracking of faculty diversity goals, semester-long onboarding program for new full-time faculty and collaboration with HBCUs for student teaching opportunities, CCRI will work to increase the recruitment and retention of racially- and ethnically-diverse full-time faculty each year.
- A recommendation will be made to the faculty Evaluation Review Committee (ERC) to develop and approve a standardized peer and chair observation process that better aligns with the vision of the Academic Master Plan for faculty development. This process will be included in the next bargaining cycle for the CCRIFA contract.
- The CTE will incorporate more part-time faculty into professional development scope and reach, increasing their participation – currently at 17% – year-over-year.
- The CTE will strengthen and scale professional development for full-time faculty to increase participation, currently at 56% year-over-year.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	4 Years Prior (Fall 2019)	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)
? Number of Faculty by category					
Full-time	302	286	290	287	289
Part-time					
Adjunct	544	405	363	585	649
Clinical					
Research					
Visiting					
Other; specify below:					
Total	846	691	653	872	938
Percentage of Courses taught by full-time faculty					
? Number of Faculty by rank, if applicable					
Professor	105	105	113	113	111
Associate	69	69	61	58	67
Assistant	126	110	114	114	109
Instructor	2	2	2	2	2
Other; specify below:					
Total	302	286	290	287	289
? Number of Academic Staff by category					
Librarians					
Advisors	26	29	29	37	27
Instructional Designers	1	1	1	3	4
Other; specify below:					
Total	27	30	30	0	31

Please enter any explanatory notes in the box below

Librarians are included in the faculty counts above.

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

		4 Years Prior (Fall 2019)	3 Years Prior (Fall 2020)	2 Years Prior (Fall 2021)	1 Year Prior (Fall 2022)	Current Year (Fall 2023)
Highest Degree Earned:	**Doctorate**					
Faculty	Professor	40	37	38	38	38
	Associate	16	17	15	13	17
	Assistant	23	21	24	24	21
	Instructor					
	No rank		90	74	70	70
	Other					
	Total	79	165	151	145	146
Academic Staff	Librarians					
	Advisors	1		0		
	Inst. Designers					
Other; specify*						
Highest Degree Earned:	**Master's**					
Faculty	Professor	67	68	75	75	73
	Associate	53	52	46	45	50
	Assistant	97	86	87	88	86
	Instructor					
	No rank		292	255	224	232
	Other					
	Total	217	498	463	432	441
Academic Staff	Librarians					
	Advisors	23		24	28	
	Inst. Designers	1			3	3
Other; specify*						
Highest Degree Earned:	**Bachelor's**					
Faculty	Professor					
	Associate					
	Assistant	3	2	2	2	2
	Instructor	2	2	2	2	1
	No rank		45	40	32	30
	Other					
	Total	5	49	44	36	33
Academic Staff	Librarians					
	Advisors	1		4	7	1
	Inst. Designers				1	1
Other; specify*						
Highest Degree Earned:	**Professional License**					
Faculty	Professor					
	Associate					
	Assistant					
	Instructor					1
	No rank					
	Other					
	Total	0	0	0	0	1
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*						

* Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years Prior (FY 2021)		2 Years Prior (FY 2022)		1 Year Prior (FY 2023)		Current Year (FY 2024)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor									
Associate									
Assistant		7		19		10		10	
Instructor								1	
No rank			40		9				
Other									
Total		7	40	19	9	10	0	11	0
Number of Faculty in Tenured Positions									
Professor		105		113		113		110	
Associate		69		61		58		65	
Assistant		26		23		21		19	
Instructor									
No rank			0		0				
Other									
Total		200	0	197	0	192	0	194	0
Number of Faculty Departing									
Professor									
Associate								1	
Assistant		1		3		1			
Instructor									
No rank			115		3				
Other									
Total		1	115	3	3	1	0	1	0
Number of Faculty Retiring									
Professor		8				16		9	
Associate									
Assistant						3		2	
Instructor									
No rank			0		0				
Other									
Total		8	0	0	0			11	0
Fall Teaching Load, in credit hours									
Professor	Maximum	30.00	0.00	28.00	12.00	27.50	5.00	30.00	3.00
	Median	15.00	0.00	16.00	12.00	16.00	5.00	17.50	3.00
Associate	Maximum	39.00	6.00	30.00	6.00	39.00	8.00	30.00	10.00
	Median	19.00	6.00	18.50	6.00	20.00	5.00	19.00	8.00
Assistant	Maximum	39.00	6.00	32.50	0.00	39.00	0.00	34.75	0.00
	Median	16.00	4.00	19.00	0.00	19.00	0.00	18.00	0.00
Instructor	Maximum	28.00	0.00	24.00	0.00	25.00	0.00	25.00	3.00
	Median	19.00	0.00	19.00	0.00	19.00	0.00	18.00	3.00
No rank	Maximum	24.00	12.00	0.00	27.00	0.00	27.00	0.00	16.00
	Median	13.00	5.00	0.00	6.00	0.00	6.00	0.00	6.00
Other	Maximum	23.00	12.00	27.00	6.00	27.00	15.00	29.00	18.00
	Median	12.00	8.00	10.00	6.00	12.00	8.00	17.00	9.00

Explanation of teaching load if not measured in credit hours

Other includes visiting lecturer and librarian in the section: Fall Teaching Load, in credit hours

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (Fall 2020)		2 Years Prior (Fall 2021)		1 Year Prior (Fall 2022)		Current Year (Fall 2023)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Allied Health/Diag Med Sono	2	1	2	1	2	2	2	1
Allied Health/Histology	1		1		1		1	
Allied Health/Med Lab Tech	2	4	2	5	2	5	2	5
Allied Health/Phlebotomy	1	3	1	2	1	4	1	4
Allied Health/Radiography	2	4	2	5	2	4	2	5
Allied/Rehab Health		2		3		3		3
Allied Health/Respiratory Ther	3		3	1	3	1	3	
Art	11	30	11	45	11	34	11	33
Biology	16	48	16	40	16	34	18	35
Busn & Professional Studies	13	49	12	48	12	47	18	74
Chemistry	7	15	7	10	7	9	7	9
Communications & Media							6	9
Computer Studies	12	36	13	23	10	31	10	35
Criminal Justice & Legal Std	6	29	6	22	6	22	*	
Dental Health/Dental Assist	2	4	3	2	3	2	3	3
Dental Health/Hygiene	3	25	5	21	5	19	6	25
Emergency Management Admin	1	6	0	7	0	6	0	6
English	50	154	52	125	51	114	45	113
Fire Science	1	8	1	8	1	8	1	8
Human Services	7	14	8	13	8	13	10	17
Library	12	10	10	9	10	9	9	11
Mathematics	24	74	23	63	22	55	23	56
Nursing-ADN	26	12	29	11	35	19	33	30
Nursing-LPN	19	5	16	5	16	5	14	7
Performing Arts	9	13	9	7	8	9	7	11
Physical Education	1	5	1	5	1	1	1	2
Physics and Engineering	14	45	14	36	14	36	14	34
Psychology	14	28	13	24	13	21	13	30
Rehab Health/Occup Therapy	1	3	2	4	2	3	2	2
Rehab Health/Physical Therapy	1	4	2	4	2	2	2	2
Rehab Health/Surg Tech							1	1
Rehab Health/Therap Massage	1	4	1	1	1	1	1	2
Social Sciences	17	63	18	54	17	50	18	50
World Languages & Cultures	7	17	7	68	5	14	5	24
Total	286	715	290	672	287	583	289	647

Please enter any explanatory notes in the box below

* Criminal Justice and Legal Studies faculty joined the Business and Professional Studies Department in Fall 2023.

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female/American Indian/Alaska Native	1	0	1	
Female/Asian	4	8	12	
Female/Black - African American	7	8	15	
Female/Hispanic or Latino	2	8	10	
Female/Two or more	1	0	1	
Female/White	171	249	420	
Female/Other	0	2	2	
Female/Blank	0	5	5	
Male/American Indian/Alaska Native	2	1	3	
Male/Asian	4	5	9	
Male/Black - African American	6	10	16	
Male/Hispanic or Latino	3	7	10	
Male/Two or more	0	3	3	
Male/White	86	266	352	
Male/Other	0	1	1	
Male/Blank	0	12	12	

Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female/American Indian/Alaska Native	0		0	
Female/Asian	1		1	
Female/Black - African American	4		4	
Female/Hispanic or Latino	3		3	
Female/Two or more	0		0	
Female/White	56		56	
Female/American Indian/Alaska Native	1		1	
Female/Asian	1		1	
Female/Black - African American	0		0	
Female/Hispanic or Latino	0		0	
Female/Two or more	0		0	
Female/White	7		7	

Please enter any explanatory notes in the box below

CCRI's 2023-2025 JEDI-B Action Plan includes the overall goal of increasing our representation of BIPOC faculty and staff by 20% (4 percentage points) to reflect the demographics of our student population by 2025.

STANDARD SEVEN: INSTITUTIONAL RESOURCES

Strengths	Opportunities
The college is in the process of implementing a multi-campus, multi-year Facilities Master Plan.	Numerous accessibility, safety, and green initiatives are in progress that include renovations to achieve full ADA compliance.
The majority of college funds are expended in direct support of instruction, academic support, scholarships, and student services.	There is a need to improve HR processes and retention strategies.
The college has continued to focus on enhancing the hiring process to increase diversity.	The implementation of a cybersecurity program that aligns with national best practices is in progress.

The Community College of Rhode Island (CCRI) is committed to providing appropriate institutional resources to accomplish its mission. One of the major strategic planning goals identified in the college's 2022–2027 Strategic Plan addresses the need to strengthen the institutional effectiveness of the college by aligning institutional resources with strategic goals. CCRI has engaged in successful efforts to provide the appropriate resources and effectively manage resource capacity.

HUMAN RESOURCES

Description

CCRI's employees are critical to the institution's success and the ability to achieve the goals of the strategic plan. CCRI's mission is fulfilled through a combination of 716 full-time and 896 part-time employees. Forty percent of the full-time employees are instructional and 7% are executive staff.

The Division of Institutional Equity and Human Resources, with a new Vice President of Institutional Equity, Human Resources, and Organizational Development in Fall 2023, has responsibilities related to labor relations, recruitment and hiring, performance management, compensation and benefits, and employee relations. Employees are either Classified (State of RI employees) or Non-Classified (Council on Postsecondary Education employees). Classified employees are organized within five units, all of which are represented by the National Education Association of Rhode Island (NEARI). The college has collective bargaining agreements with its full-time Faculty Association, Part-Time Faculty Association, Professional Staff Association (PSA), Education Support Professionals Association, and its Driver Education trainers. The UNAP Local 5019 (United Nurses and Allied Professionals) representing nursing staff has no members due to recent retirements. Each collective bargaining agreement has a three-year term. All labor contracts are available on the college's website. Human Resources also has a new role in Fall 2023, an Executive Director of Labor and Employee Relations, with the goal of enhancing collaboration with labor partners.

Since July 2018, all newly-hired employees meet with Human Resources for an orientation covering benefits, contracts, employment practices, and important policies. Employees are oriented using the HR website, which includes many resources such as labor contracts and employee handbooks. Regular

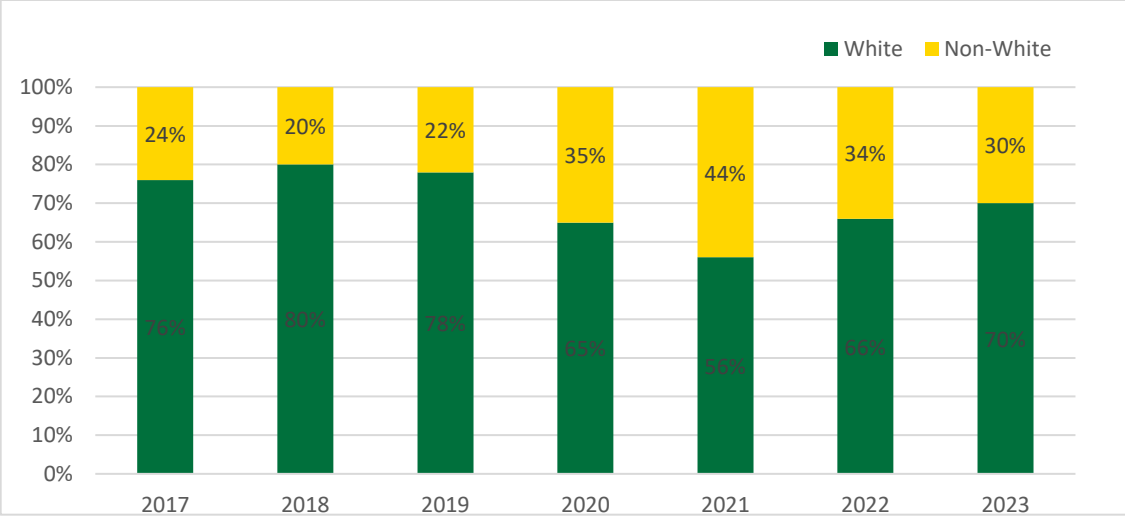
college-wide emails about policies are sent throughout the year. Since April 2020, policies have been developed, reviewed, and accessed in PolicyStat, document management software for managing policies, procedures, and other important documentation.

As illustrated in Table 7.1 and Figure 7.1, the college's full-time employees are less racially-diverse than the student population. Fifty-three percent of students identify as Black, Indigenous, and people of color (BIPOC) while approximately 18% of employees identify as BIPOC. The Division of Institutional Equity and Human Resources has been charged with developing a more diverse, inclusive work environment that is more reflective of the student population. Several steps have been taken, beginning with establishing the Office of Organizational Development & Diversity, Equity, Inclusion (OD & DEI) to focus on building inclusive environments and equitable outcomes for the CCRI community, hiring more faculty and staff from diverse backgrounds, and providing appropriate resources and training. The JEDI-B Action Plan and Academic Master Plan 2022-27 provide details on strategies to recruit, hire, onboard, and retain diverse faculty. A description of these efforts is provided in Standard Six.

Table 7.1 Comparison of Full-time Employees and Fall 2023 Student Race/Ethnicity

	Full-time Employees		Fall 2023 Students	
Race/Ethnicity	#	%	#	%
American Indian/Alaska Native	5	.7%		0%
Asian	19	2.6%	342	3%
Black or African American	52	8.7%	1,412	11%
Hispanic or Latinx/e	52	7.1%	3,468	28%
Other	2	0.3%	796	6%
Two or More Races	7	1.0%	803	6%
White	597	81.3%	5,696	46%
Grand Total	**734**	**100%**	**12,263**	**100%**

Figure 7.1 New Hires by Race/Ethnicity from FY17 to FY23 (July 1to June 30)



The Division of Institutional Equity and Human Resources provides hiring managers and search committees resources for diversifying candidate pipelines and training on implicit bias and affirmative action monitoring. In 2020, a Campus Inclusion Plan was published, which focuses on providing strategies to make every student, faculty, and staff member feel a sense of belonging. CCRI allocates a variety of resources to support this, such as the Institute for Evidence Based Change's Caring Campus initiative to promote inclusivity across all areas of the institution. CCRI is one of four community colleges participating in a National Science Foundation grant with Howard University, Hampton University, and Morgan State University. The project, entitled Howard Hampton Morgan Alliance for Graduate Education and the Professoriate (HHMS-AGEP), was formed with the expressed purpose of developing and evaluating a training model to increase the number of faculty from underrepresented groups entering and succeeding in the professoriate. The partnership officially launched in Fall 2021.

In 2022, OD & DEI was established to provide professional expertise, strategic leadership, administrative oversight, and collaborative guidance on justice, equity, diversity, and inclusion matters within the institution, including professional development initiatives and opportunities. The office works closely with leaders across the college to administer key organizational and programmatic initiatives, expanding outreach, and contributing expert knowledge and skills to achieve racial equity amongst faculty, staff, and students. This summer, more than 40 employees participated in several planning sessions to provide feedback and ideas about the priorities and the goals that should be included in the action plan. As a result, the office created a two-year JEDI-B Action Plan that is directly aligned to the CCRI 2022–2027 Strategic Plan and focuses on the key areas to drive student success, increase employee engagement, and build inclusive excellence at CCRI. This plan is intended to build a transformational, equity-minded culture that actively focuses on eliminating barriers for student readiness and success; educates and trains faculty/staff to be culturally competent to deliver unmatched teaching; and advances equitable outcomes for underserved populations.

The annual performance evaluation process is conducted for full-time staff positions (both bargaining and non-bargaining). Faculty have a separate evaluation process, described in Standard Six. The staff review process is used for employee engagement, retention, and goal-setting only. However, as part of the 2022–2025 collective bargaining agreement for the Professional Staff Association, the college agreed to establish a procedure for awarding lump sum merit bonuses for FY23 and FY24 to recognize and reward members for meeting certain specified performance criteria.

Sufficient opportunities for professional development are provided to employees. Employees may take credit courses tuition-free at any of the three Rhode Island public institutions of higher education. They have access to learning resources, including United Educators and self-paced online learning opportunities through a subscription to Academic Impressions, which provides training tailored for a higher education audience, including resources, webinars, and articles. Colleagues also have the opportunity to participate in in-person training focused on cultural awareness and building inclusive environments.

Appraisal

Considering recent labor market trends, such as the Great Resignation and its resulting recruitment and retention challenges, the general feeling is that staff resources are lean and employees work extremely hard. However, sufficient personnel are employed to fulfill CCRI's mission. Nonetheless, recruiting challenges have resulted in new hire diversity trending down from 35% in 2020 to just under 30% in 2023.

When vacancies occur, hiring replacements is a lengthy process with salary offers and HR staff turnover being two of the major challenges. Thus, internal staff often assume the duties of the vacated position. While HR attempts to address salaries related to internal equity, the college has not been able to make comprehensive salary structure changes based on the labor market. This results in HR needing to increase morale in creative ways that demonstrate to employees that their hard work does not go unnoticed or unappreciated. The Remote Work Policy is an example of how the college has become more flexible and more accommodating for employees.

In past years, the completion rate for annual performance reviews has been exceptionally low. This is due to several factors, including the pandemic and a strong union culture of deemphasizing the annual review feedback process. CCRI's president led a concerted effort asking for 100% completion for the 2022 review cycle. This resulted in a much more robust return rate of completed staff reviews (77%). The college is continuing efforts to achieve a 100% completion rate for the 2023 annual review cycle.

FINANCIAL RESOURCES

Description

The college has a capable Division of Administration and Finance staffed with seasoned professionals experienced in higher education. In February 2023, a new Vice President of Administration and Finance with considerable experience in higher education was hired. This individual leads the Finance and Facilities teams to ensure the proper stewardship of the college's financial and physical resources. Under the Vice President's leadership is the Budget Director and Controller, who are professionally qualified to fulfill their responsibilities. The Division of Administration and Finance provides financial and budgetary information, compliance guidance, and the framework to safeguard college assets. Auxiliary services are offered through bookstores and the food service provider.

Table 7.3 FY19 – FY23 Revenue Sources

Source (in millions)	FY19	FY20	FY21	FY22	FY23
State Appropriation (exclusive of GO Debt)	$50.5	$46.6	$52.3	$53.8	$55.7
College Revenues	$58.9	$61.4	$60.9	$66.4	$62.7
Tuition and Fees	$54.0	$56.6	$53.5	$48.5	$51.5
Lost Revenue – HEERF	-	-	$0.2	$9.4	$7.0
Other College Revenues	$4.9	$4.8	$7.2	$8.6	$11.9
Subtotal College Revenues	$58.9	$61.4	$60.9	$66.5	$70.4
Total Unrestricted College Revenues (exclusive of GO Debt)	$109.4	$108.0	$113.2	$120.3	$126.1
State Proportion of Unrestricted	46.2%	43.1%	46.2%	44.8%	44.2%

The college has two main sources of revenue: 1) tuition and fees and 2) state appropriations. State

appropriated support of the college's total unrestricted budget for the last several years has been consistent. Table 7.3 above provides data for FY19–FY22 that reflects actual levels of state support. FY23 reflected the enacted level of state appropriations.

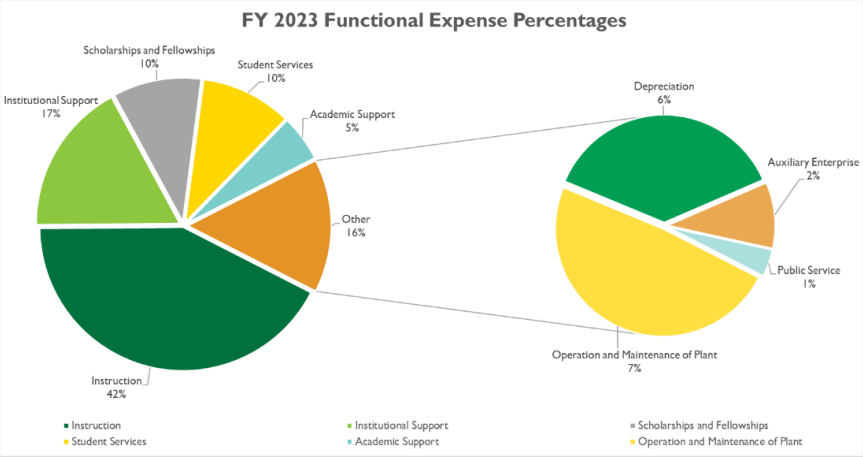
In FY20, with the onset of the pandemic, state revenues were uncertain. The final appropriation of $46.6 million reflected a reduction of $5.4 million, enacted with two weeks remaining in the fiscal year. Despite this late reduction in funding, the college balanced the budget at year end due to many actions taken as the pandemic emerged and resulted in significant operational changes that began in March 2020 (e.g., moved to working remotely for employees, limited spending to essential items, substantially curtailed part-time employees).

In FY21, the reduction in the FY20 state appropriation was restored to the college base state support. For FY22 and FY23, state appropriation totals reflected increases of $1.58 million and $1.86 million (3.02% and 3.45%), respectively. Since FY19, state general revenue appropriations have increased 10.3%.

In FY22 and FY23, college funding included $9.2 million and $7.0 million in Higher Education Emergency Relief Funds (HEERF) used to compensate for lost revenues. The federal stimulus funding allowed the college to manage its finances through a period of significant enrollment declines. While federal HEERF funds were fully expended in FY23, the enacted level of state appropriations for FY24 will provide a stable base as enrollment continues to recover.

As shown in Figure 7.2, in FY23, 67% of all expended funds were in direct support of instruction, academic support, scholarships and fellowships, and student services. The operating expense allocation for FY23 is consistent with prior years.

Figure 7.2 FY23 Functional Expense Percentages



CCRI, with Council on Postsecondary Education approval, has continued to increase tuition and fees in modest increments over the last few fiscal years. The increases are listed in Table 7.4.

Table 7.4 FY20-FY24 Tuition and Fees Increases

	FY20	FY21	FY22	FY23	FY24
In-state Tuition and Fees	$4,700	$4,806	$4,980	$5,090	$5,326
Change in $	136	106	174	110	236
Change in %	3.0%	2.3%	3.6%	2.2%	4.6%

Consistent increases over time have provided a stable base and prevent large fluctuation from year to year. Keeping the increase of tuition and fees modest has allowed CCRI to maintain its position as the third least-expensive community college in New England. The FY24 full-time tuition and fee rate of $5,325 positions costs well below the anticipated Pell maximum award of $7,295.

The anchor stabilizing the college's financial resources during the pandemic has been HEERF support, which CCRI utilized over four years. In May 2020, CCRI was awarded $73.45 million in HEERF funding, of which $29.37 million was allocated for emergency awards directly to students. As of June 30, 2023, the entire award was allocated to COVID-19-related responses such as emergency student awards, student scholarships, campus safety, lost revenue replacement, and student debt discharge.

The lost revenues provision under HEERF allowed CCRI to recover anticipated revenues that declined during the pandemic. Lost revenues from HEERF replaced $16.6 million in revenue from academic sources (recorded in the unrestricted fund) and $4.7 million from auxiliary sources (recorded in the restricted fund). HEERF funding significantly improved CCRI's cash position. The cash balance as of June 30, 2022 was $32.5 million, which was an increase of $12.4 million from the prior year of $20.1 million. The cash balance as of June 30, 2023 was $45.9 million, which was an increase of $13.4 million during the year. The cash balance as of June 30, 2023 is enough to support operations for approximately 104 days (about three and a half months).

Operating cash is held in collateralized checking accounts with excess cash earning higher returns in an FDIC Insured Cash Sweep Program (ICS). Funds deposited into the ICS program ($35.2 million at June 30, 2023) can be accessed on the same day in an emergency. The college has established a contingency/reinvestment policy allowing for setting aside funds to provide resources for unexpected needs. These funds may also be used for one-time investments in new initiatives that support strategic priorities. The June 30, 2023 cash balance includes $7.9 million in such funds. The portion of the June 30, 2023 cash balance, which is designated as contingency/reinvestment funds, is expected to be increased upon completion of the FY23 audit.

CCRI created a collaborative HEERF review panel that reviewed and approved 28 initiatives totaling more than $1.6 million. The committee solicited input from the college community to determine appropriate uses of the funds to support the student experience while also allowing a safe learning environment. The initiatives supported academic and mental health, instructional equipment and supplies, enhanced distance learning, technology for students, and campus safety.

As part of the annual budget process, the Council on Postsecondary Education requires that the college present a multi-year budget, which includes two years of actuals results, the current year budget, the request for the next fiscal year, and a preliminary projection for an additional year. These

budgets are developed with guidance from the Commissioner for Postsecondary Education's office as well as with the planning values and state funding targets provided by the State Budget Office. By state law, the budget requests are due by October 1 of each year for the following fiscal year. The Finance and Facilities Subcommittee of the Council on Postsecondary Education reviews the requests and recommends action to the full Council. Once approved by the Council, the budgets are presented to the Board of Education for review and approval. The approval process is the same for the college's Five-Year Capital Improvement Plan.

In Summer 2022, the Director of Budget and Financial Planning worked with the Senior Leadership Team (SLT) on an innovative approach to establishing strategic priorities for the development of the FY24 budget. Easy-to-use, fillable forms were completed by each college division to submit priorities for funding or options for areas of savings and where the savings could then be used to reinvest in other areas of operations. The forms required that each of the initiatives be linked back to the college's Strategic Plan. For example, in FY24 one of the proposals that we put forward to the state was the Fresh Start Scholarship program, which the state funded. The program is intended to bring back adult learners who have some college credit from CCRI but stopped out.

These options became the basis for open and transparent discussions. Over the next few months, the college refined its request for additional state funding for FY24 and generated more than $6.0 million in new state funding to support strategic priorities, and $1.1 million was included in the enacted appropriation: $540,000 is for technology and $550,000 for healthcare workforce initiatives. This funding was in addition to a $1.7 million increase in the Current Service Level appropriation.

CCRI prepares its financial statements in accordance with GAAP (Generally Accepted Accounting Principles) as promulgated by GASB (the Governmental Accounting Standards Board). The statements are subject to an annual audit by a certified independent financial auditing firm. The 2022 financial statements received an unmodified opinion from CliftonLarsonAllen LLP (CLA). The FY22 audit was the first one performed by CLA. O'Connor & Drew were the predecessor auditors for several years before a required rotation of the engagement.

CCRI applies for and receives grants and sponsored projects from various funding sources representing new sources of revenue. To maintain a strategic approach for sponsored project management, institutional monitoring and approval are required for any proposal that is submitted on behalf of the college. Within the approval process, all proposals are reviewed by the academic dean and the subject matter experts associated with the project, such as Information Technology and Physical Plant. The project scope is reviewed to ensure the goals are aligned with the institutional mission statement and the Strategic Plan. The Controller's Office, Office of Institutional Advancement, and, if applicable, the CCRI Foundation review and approve proposals prior to submission to ensure compliance with all state and federal laws and regulations, Council on Postsecondary Education policies, and college policies and procedures, as well as specific terms and conditions. For final approval and submission, the authorized signatory must provide signature approval. CCRI follows Council, state, and internal policies that are established and publicized independently.

The Council on Postsecondary Education is an independent public corporation vested with the responsibility of providing oversight for the system of public higher education in Rhode Island. The Council is charged with formulating a broad policy to implement the goals and objectives established by the Board of Education. The Council provides governance over CCRI's financial resources and practices. The Rhode Island Office of the Postsecondary Commissioner (RI OPC) posts the Council's

monthly meetings and minutes along with all approved policies on their website. All CCRI employees are bound by the CCRI Code of Ethics as well as the Rhode Island Code of Ethics.

CCRI follows the Rhode Island Department of Administration enterprise policies. For internal policies, in April 2020, CCRI began implementing a new policy development and maintenance platform. The platform, PolicyStat, centrally maintains college policies. In implementing PolicyStat, CCRI looked to improve functionality for employees including the ability to search for policies by title, owner, department, or keywords. The system allows those responsible for implementing and maintaining policies to stay up-to-date when policies require review. Policies may be drafted within the system, which allows for collaboration with various stakeholders, removing the need to rely upon draft versions and email. Advanced approval queues create efficiency by automating the many steps a policy takes from initiation to approval and implementation.

The Council on Postsecondary Education has several policies in place to allow for evaluation of the financial status of the institutions under its authority. These policies are posted on its website. Under the oversight of the Council, Division of Administration and Finance staff are responsible for implementing these policies. Cash balances are monitored to ensure adequate working capital to fund college operations. The Vice President of Administration and Finance is responsible for the proper investing of these funds. Capital projects are monitored and reviewed with senior level staff on an ongoing basis to ensure timely completion and that adequate resources are available.

The mission of the CCRI Foundation is to secure financial and advocacy support through dynamic campaigns and public awareness of the college's value to the community. The CCRI Foundation fundraises to support students and fulfill CCRI's institutional goals. The work of the CCRI Foundation is conducted in accordance with policies that stipulate the conditions and terms under which gifts are solicited and accepted. CCRI solicits its donors, tracks actions in a secure and confidential database, and informs staff of all restrictions and intentions of donors by following the Foundation's Gifts Policies and Procedures governed by the Foundation's independent Board of Trustees. The Foundation follows the Uniform Prudent Management of Institutional Funds Act (UPMIFA). Over the past three years, the Foundation has intentionally increased efforts to capture the impact of investments and donations through stewardship and communications. The Foundation follows an annual, externally-audited compliance process of documenting philanthropic support appropriately, which is approved by the Foundation's Finance and Investment committee. The Foundation's gift acceptance policies protect the institution's academic freedom and integrity. The Foundation represents itself, its capacities, and needs of prospective donors by accurately portraying the impact that their gifts can be expected to have. Creating impact reports for donors to understand how their funds were used and what benefits they provided CCRI and its students in addition to required compliance reporting are central to the Foundation's impact work.

A good example of the Foundation's activity is the Raising Opportunities campaign, which raises nearly a half million dollars annually with hundreds of stakeholders gathering support.

The Foundation's governing board has become more diverse with the integration of the Alumni Association and Foundation Board. These were operating as two separate entities and are now wholly aligned with a unified body of objectives. Lastly, the CCRI Foundation was the Association for Governing Board's (AGB) for America's Colleges and Universities first-time Community College foundation Award winner in 2022.

Ongoing assessment of the use of Foundation and institutionally-funded grants and scholarships is completed to ensure that awarded dollars result in intended outcomes. Innovative programs have been developed as student needs evolve. For example, the Comeback and Finish scholarship programs were both created to welcome back students who had previously experienced the loss of financial aid due to not maintaining Satisfactory Academic Progress (SAP). The key results of these programs were:

- Black or African American and Hispanic or Latino students together made up more than half (57%) of the students who received the Comeback scholarship in the most recent Academic Year (2021–2022).
- For both academic years, more than two-thirds of scholarship recipients had a positive outcome (2020–2021 and 2021–2022), such as earning a credential or continuing enrollment.

A majority of scholarship recipients had a positive outcome across all race/ethnicities and three-quarters of Black or African American recipients in the most recent year (2021–2022) had a positive outcome.

Appraisal

Financial resources necessary to support the institutional mission have increased significantly in recent years. However, such resources remain dependent on annual appropriations supplemented by periodic general obligation bond approvals.

Due to the stabilization effects that HEERF helped to provide, it is expected that enrollment will rebound with the help of scholarships, new customer/relationship management software, and increased recruitment of adult learners. As shown in Table 7.5, fall FTE enrollments dropped significantly in the early years of the pandemic from 9,513 in FY19 to 7,778 in FY23. It is believed that the FTE enrollment in FY23 is a low point and will slowly rebound as students who paused their education during the pandemic reengage in the pursuit of a degree or certificate. Data also show a flattening of the effects of the pandemic with tuition and fee revenue declining from $54M in 2019 to a low of $52.3M in FY21 and hovering around $53M for the last two years. The infusion of HEERF bolstered the change in the college's unrestricted net assets from slightly negative growth in F19 and FY20 to approximately $15M per year in FY21 to the same FY23 time period. The trend of growth in the net restricted assets is expected to return to a much steadier position in FY24 and forward.

Table 7.5 FY19 – FY23 Enrollment and Financial Trend Data

	FY19	FY20	FY21	FY22	FY23
Fall FTE	9,513	9,777	9130	7,799	7,778
Tuition and Fee Revenue	$54.00	$56.60	$52.30	$53.80	$53.00
Change in Unrestricted Net Assets	(0.01)	(1.92)	15.78	15.57	18.67

Likewise, the outlook for state appropriation support and capital funding is positive. The governor's FY24 budget recommendation included $2.5 million of state funding for a new Fresh Start Scholarship program. This program will provide one semester of tuition and fees for adult learners with at least 15 credits completed toward a degree or credential. This will allow students who have stopped-out to return to school and complete their degrees. During their first semester back, Student Services staff

will work with returning students to ensure they are meeting Satisfactory Academic Progress to make them eligible for federal financial aid. Returning and retaining students will have positive impacts on the college's revenue stream as the college continues to recover enrollment to pre-pandemic levels.

A common criticism of the budget process has been that it is confusing. In the past, budget requests were collected in multi-tab excel spreadsheets that intimidated employees. Budget requests were consolidated, prioritized, reviewed with senior leadership, and allocated accordingly. Often, department personnel would be uncertain about the specific items in approved budgets. The college has since collected feedback from Finance Forums, Open Houses, and one-on-one conversations with employees. This combined with the financial impact of the pandemic led the college to respond by further centralizing the process due to staff shortages and the need to respond quickly to emergency conditions. To modernize the budget request process, the college will also need to further expand both the collection of data and ideas at the department manager level and communication back to those departments. The process has already improved with new requests incorporated into a baseline budgeting model. The college is testing methods for sharing results with constituents in more easily understood budget reports. This reciprocating approach of gathering and disseminating data will complete the cycle of aligning resources with strategic plans and the needs of end users who are serving students.

To improve communication, the college has invested in several financial reporting tools, such as Argos and Fast Administrative Support Tools (FAST) which have been utilized in year-end reporting, budget preparation, and expenditure inquiries. The college plans to expand its reporting base and deliver analytics to a wider audience. The impact of the financial report expansion will increase financial knowledge across the college, empowering managers to make better informed decisions.

In FY21, the college implemented a streamlined chart of accounts, which is the foundation for new reporting initiatives. The chart was converted to use all numeric codes, expanded program codes, and campus location codes. Financial manager roles for departments have been systematically linked to the chart of accounts in the Banner system. The standardization of these roles eliminates redundant set up and maintenance of financial modules, such as travel, payroll, and procurement. Further efficiencies are anticipated as the college connects more functions such as hiring, onboarding processes, and workflows.

With the continued implementation of the FAST system, the Finance Systems Department within the Division of Administration and Finance provides financial managers and divisional leadership with weekly budget reports detailing departmental financial positions. For ease of use, these reports are delivered in two formats (Excel and PDF files). In addition, each financial manager receives weekly reports of all outstanding encumbrances. These reports are being further developed to include line-item transaction details and tailored for other areas of the college, such as Athletics and Student Life groups.

Over the past two years, the Finance and Strategy website has undergone an extensive overhaul. The main goals were to consolidate key information onto one page (such as forms and resources), create a user-friendly environment that promotes customer self-service, and generate educational material on common processes and procedures. Additionally, a more concerted effort is being made to gather feedback on content for future continuous improvement through mechanisms, including surveys, focus groups, and one-to-one discussions.

At the beginning of FY22, CCRI began utilizing Chrome River, an expense management application for travel (authorizations and expense reports), in-state mileage, monthly purchase card (P-Card) expense reports, and employee reimbursement. Chrome River technology allowed CCRI to transform the P-Card program into a fast, flexible purchasing method that delegates small-dollar purchasing power to individual employees. Chrome River has standard reports that allow managers and administrators to see encumbrances in real time. Learning events, such as finance forums and group training, provided opportunities to demonstrate the new technology to users and answer relevant questions. Training will be instrumental to the continued success of Chrome River and foster a culture that embraces new technology and improvement.

CCRI has a variety of financial aid programs available to provide students access to higher education and an opportunity to persist once enrolled. Since the inception of the Rhode Island Promise Program in 2017, Rhode Islanders who attend full-time directly following high school graduation or GED attainment receive two years of free tuition. Students within this same cohort who are Pell eligible were supported with the Promise-Plus scholarship, which was privately funded by a donor to reward the achievement of essential milestones, such as meeting with an advisor each term. For the past three years, the receipt of HEERF has allowed the college to fill many financial gaps. Although the full extent of this resource will not be matched, the college is working to establish similar programs to provide long-term solutions for issues such as food and housing insecurity.

Figures 7.3 and 7.4 illustrate how the college has reduced student borrowing through the awarding of HEERF and other funds while reducing student debt levels from $10.5 million in FY20 to $7.2 million in FY23.

Figure 7.3 Sources of Financial Aid from 2020 - 2023

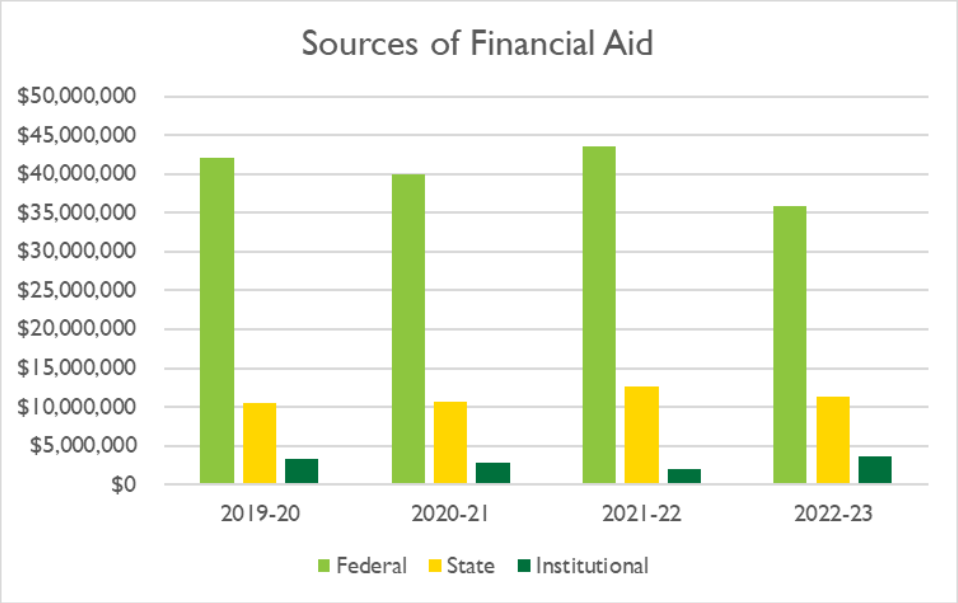
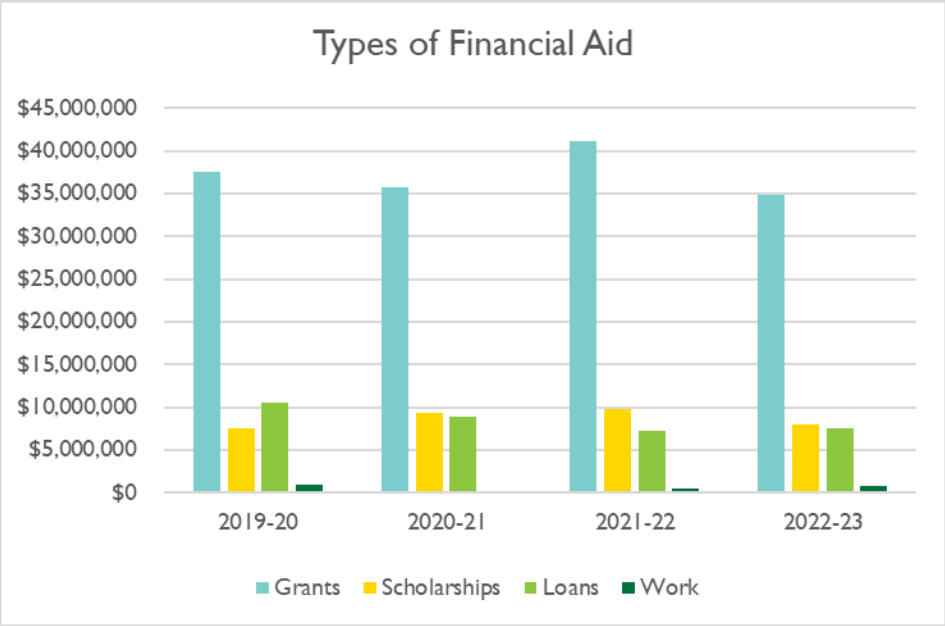


Figure 7.4 Types of Financial Aid from 2020–2023



INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

Description

The Information Technology (IT) Department, led by a Chief Information Officer, is organized into Enterprise Applications, Customer Service, Infrastructure and Operations, and Information Security. Ellucian's Banner ERP (Enterprise Resource Planning) modules support the offices of Admissions, Student Records, Bursar, Financial Aid, Human Resources, and Finance. The Banner portal provides a web interface for self-service features used by faculty, staff, and students.

Support to all faculty, staff, and students is provided by the Customer Service Group, which has staff on all campuses. Walk-in computing facilities are available for student use at each campus, offering access to popular software applications and the Internet.

The college made a significant investment in student-facing technology resources. Computing labs and technology-enhanced classrooms are widely distributed across the four campuses. Wireless connectivity is available in all areas of all campuses. Additionally, loaner laptops are available to students on a first-come, first-served basis.

Since the 2014 self-study, the Blackboard learning management system was moved to the cloud. Recent institutional data center improvements and increased cloud utilization require robust, reliable network infrastructure and internet access. The college has extended the meshed network to include redundant 10GB connections to the state data center with the primary internet connection at the Knight Campus and the secondary internet connection at the state data center. To support increased demand for wireless access, a major upgrade of wireless infrastructure was completed in 2016 on all four campuses.

To ensure availability, integrity and confidentiality of data, the college enhanced cybersecurity. In 2015, IT acquired and maintained cybersecurity insurance to protect college resources in the event of a security incident. In 2017, a security assessment based on the NIST Cybersecurity Framework for Higher Education was performed. In 2018, IT contracted with a third-party vendor, GreyCastle Security, to assist in developing and implementing plans and to serve as a resource in the event of a cybersecurity incident. This planning included the preparation of a CCRI Incident Response Plan and the execution, in 2023, of a related tabletop exercise which was facilitated by GreyCastle. GreyCastle concluded that although opportunities for improvement were identified, the overall outcome of the tabletop exercise indicated an organization with a prepared, well-trained, and educated Incident Response team.

Additionally, the virtual desktops described in the 2014 NEASC Accreditation Report have been complemented by new systems to manage all PC and Mac desktops as well as Windows servers. The college's responsible use of IT policy is available on the website.

CCRI leverages the State of Rhode Island data center as well as a local data center on the Warwick campus to ensure optimal availability in the case of a failure. Redundant network connections are maintained between campuses and the Internet. Additionally, several backups are made throughout the day and are sent to an off-site facility weekly.

Since 2016, the college acquired and implemented a Cisco WebEx site license to provide unified communication and collaboration tools via desktop application to allow all faculty, staff, and students to interact both synchronously and asynchronously. Additionally, in 2020, the college acquired and implemented a Zoom Meetings site license to further support remote teaching and learning, due to the application's ease of use and accessibility features. Zoom's accessibility features, video pinning, and live AI transcription have been central to accommodation efforts for hearing impaired students who require a sign language interpreter. To date, 29 Cisco WebEx videoconferencing codec units have been installed in major conference and meeting rooms across all four campuses, supporting both WebEx and Zoom, fostering effective, unified communication among the college community.

CCRI strives to have a five-year replacement cycle for computers. Inventory is proactively managed. Budget fluctuations have an impact on the replacement cycle, resulting in more of an average of five years rather than a fixed rule. At FY23 year-end, CCRI purchased $1.1 million of IT hardware:

- $425k, classroom audio equipment
- $300k, laptops
- $150k, multi-function devices
- $100k, VOIP phones
- $95k, firewalls

The IT Help Desk has enhanced customer service since the 2014 NEASC Accreditation Report through an increase in staffing levels and staff training opportunities, and by extending support hours to accommodate evening and Saturday classes and online courses to further support student and faculty engagement. In 2019, the college acquired and implemented the ITSM self-service portal TeamDynamix to generate, distribute, and manage service request and incident tickets, track project progression, and generate service metrics. In 2019, the college invested in Starfish and Signal Vine student outreach and scheduling technology. For more comprehensive information on the use of Starfish, see Standard Five. Signal Vine allows CCRI officials to share information about admissions and academic requirements or

deadlines, registration information, financial aid, and other situations that are time sensitive and necessary for student success. Signal Vine text messaging is used to share student resources needed to complete tasks, send links or infographics with key information, and ask questions to check-in on progress.

In September 2022, CCRI received a three-year $1,060,000 federal earmark through the Department of Education. The funds will offset the cost of implementing a college-wide customer relation manager (CRM) system. Focused on providing better management and tracking of students from admissions to alumni, the CRM project's goal is to increase efficiencies within departments while improving the experience of students, partners, and donors by centralizing and enhancing the tracking of touchpoints and data, modernizing the experience, allowing for better analytics, and strengthening communication pathways. This new process management and information collection will deepen understanding of the effectiveness of efforts toward improving student success, achieving the college's mission, and driving the strategic plan. The new system will link existing technology systems such as Banner, Starfish, and Signal Vine into a suite of tools that staff will be able to use anywhere. This feature is of particular interest post-pandemic, as the number of remote workers has grown significantly. This solution will empower all teams who work with students to collaborate towards a common outcome in an efficient manner.

CCRI has library locations across all four campuses. The library is an active participant in the college's student success mission. It supports the curriculum with collections that contain approximately 76,500 print books, 225,000 e-books, more than 350 print periodicals, and more than 5,800 DVD/Blue rays and CDs. Personal computers and laptops in each library location provide access to the library catalog, periodical databases, and Internet resources.

The CCRI library is a member of the Higher Education Library Information Network (HELIN) Consortium. The other HELIN members are Johnson and Wales University, Providence College, Rhode Island College, Roger Williams University, Salve Regina University, and Wheaton College (MA). Together, the HELIN Consortium libraries contain more than four million volumes of materials. CCRI students may borrow materials from the circulating collections of the HELIN member libraries using their library card.

The library budget has remained stable, as have library collections. Access to library and information resources, services, and facilities remains stable in terms of hours of operation. The addition of the online reference service LibChat expands access to reference librarians during open hours. Three of the four campus libraries loan laptops and iPads, providing additional access to information and technology resources. Due to space considerations, Newport County only offers laptops. The purchase of the iPads and laptops in Spring 2018 was in response to the growing demand by students to have access to more flexible use of devices in the library. Additional laptop purchases in 2019 and 2022 allowed the library to begin a long-term, off-campus lending program providing many students with the equipment necessary to complete online and hybrid coursework. The iPads are also used in support of the Open Educational Resource (OER) textbook project, allowing the texts to be loaded on the devices. In addition, students can access a variety of educational applications (e.g., Essential Anatomy, Pocket Anatomy, Essential Skeleton) available only on tablets.

Faculty librarians, part-time librarians, and paraprofessional employees staff the library. The college employs nine full-time faculty librarians and nine part-time librarians, all of whom hold American Library Association-accredited MLS/MLIS degrees. Librarians are stationed at each campus. The college

employs three full-time paraprofessional staff who assist in managing operations at the Warwick, Lincoln, and Newport Campus. The Providence campus has two part-time staff members for similar work. One part-time paraprofessional oversees billing and accounts for the library's significant materials budget.

Library leadership has been in flux since the retirement of the dean in 2018. Following this retirement, the position was reconceptualized as the Dean of Library and Academic Innovation. Because the new dean was hired at the beginning of the COVID-19 pandemic, much of the work focused on addressing the swift transition to entirely online instruction. Challenges presented in transitioning the library to a one-stop learning center. The dean resigned in March 2022 and the library was moved under the Dean of Arts, Humanities, and Social Sciences until an agreement was made on the direction of this role. In Fall 2023, the Dean of Learning Commons and Classroom Technology was hired, incorporating the library, Guided Pathways, the Tutoring Center, and the Writing Center in order to organize a holistic approach to academic support.

CCRI maintains four campuses across the state: Knight (Warwick), Flanagan (Lincoln), Newport County (Newport) and Liston (Providence). Each campus has a main mega structure that encourages social, educational, and cultural exchanges among the entire student body. The designs of the mega structures reflect the philosophy of the college, which stresses interaction among students from all fields of study. The Warwick and Lincoln campuses have multi-sport athletic facilities and sports fields. Auditoriums are in all four locations.

The two main sources of state funding to support the college's Capital Improvement Plan (CIP) are Rhode Island Capital Plan funds (RICAP) and General Obligation (GO) bond funds. The FY24-FY28 CIP was approved by the Council on Postsecondary Education and submitted to the state for review in Fall 2022. This plan includes significant investments across the four campuses. The approved CIP includes $103.29 million for previously approved and ongoing projects, and $165 million for new projects requested to be funded from GO bond referenda that would need to be approved by the voters over the next three general election cycles (2024, 2026, and 2028). After being passed by the General Assembly, the GO bond referenda are presented to the voters biannually in November for the following fiscal year.

In the annual Appropriations Act, the General Assembly provides funding for capital projects funded from RICAP funds. The act also includes out-year funding allocations to allow for planning over the five-year horizon covered by the CIP.

The CIP also dedicates significant investment in deferred maintenance across campuses. While much progress has been made over the last few years, there are still many projects that have been identified. In the most recent CIP submitted to the state, the college has requested funds over the next three election cycles to be included in bond referenda to make these investments possible.

In addition to the $40.0 million of RICAP for the Phase I Modernization project, a General Obligation Bond referendum was approved by the voters in March 2021 that included $12 million in bond proceeds for CCRI construction and renovation projects. This funding is being used to create a "one-stop shop" for student services activities on the Knight campus. The remaining funds are being used to continue to upgrade classrooms to support student learning.

The college is making investments to be in further compliance with ADA requirements. ADA projects that were completed since the Five-Year Interim Report include the enclosing of the main walk ramp at

the Warwick campus, ADA compliant restrooms, ADA handrails in Warwick and Lincoln, and the installation of a second elevator in the Providence campus. Ongoing projects include the renovation of a large lecture hall on the Flanagan campus to allow students with disabilities to better participate in the classes held in this space. The college began a major renovation of the restroom facilities on the Warwick campus in Summer 2022. This project includes upgrades that will make all these facilities accessible, as they are not in compliance with current regulations. A major renovation to create a "one-stop shop" for student services functions on the Warwick campus is under construction. Part of this renovation will add an elevator in the Student Services space so that students with disabilities can easily access all the services to which they are entitled.

Appraisal

To identify the highest priorities for physical improvements, the college hired the architecture firm Goody Clancy in 2018 to develop a comprehensive Facilities Master Plan to inform decision-making related to capital improvements. This plan was completed in January 2020. Since then, the Facilities Master Plan has been the driving force behind the development of the Capital Improvement Plan.

The college made considerable progress in completing several projects outlined in the Facilities Master Plan related to safety and green initiatives. Warwick campus safety improvements included a new traffic rotary, security cameras, new ADA accessible entry, and a new College Police kiosk at second floor entry. New high efficiency HVAC cooling chillers and heating system were installed in Newport. New high efficiency boilers were installed in the Providence campus North building, and new emergency generators were installed at the Lincoln and Providence campuses.

CCRI must be prepared to respond to the continuously evolving cyber threat landscape and the regulations and standards that adjust due to changes in attack profiles and technology. For example, the Gramm-Leach-Bliley Act (GLBA) updated their requirements which required CCRI to adjust components of the security program. There will always be an ongoing need for a very strong focus on cybersecurity.

Providing stable infrastructure, excellent support, appropriate technology tools to the college community, and innovative pedagogy through technology on multiple campuses (e.g.: the math emporium model, nursing and simulation labs, advanced manufacturing facilities, and cybersecurity program equipment) has been a leading strength for the Information Technology department, with the success of these endeavors being measured in student satisfaction.

Despite leadership challenges, the library and college have increased their focus on information literacy efforts. The collegewide Sources and Evidence initiative, participation in the Multi-State Collaborative, and the inclusion of information literacy in course learning outcomes all serve to make information literacy an important part of the college curriculum. Information literacy is now one of the required learning outcomes in the revision of the college's Definition of an Educated Person. The library continues to develop a comprehensive information literacy plan, which includes goals, learning outcomes, and a plan for assessment. Librarians collaborate with academic departments and individual faculty to offer information literacy instruction sessions, and to integrate information literacy more deeply into existing credit-bearing courses.

Library-based information literacy instruction rates have been seriously impacted by changes created by the COVID-19 pandemic. In AY20, the library provided instruction sessions for 187 sections. That fell to 53 sections during the year of remote learning. Sections taught have recovered significantly to

158 in AY22 following the return to campus but remain lower than pre-pandemic levels due to the increased number of distance learning offerings across the curriculum. In 2020, the library assessed 45% of its sessions on predetermined outcomes, and saw success rates between 95% and 98%. Fewer classes were assessed in the 2022 year (33%), but success rates remained similar. Distance learning sections are most often not able to conduct live sessions with a librarian and have increasingly made use of asynchronous materials provided by librarians to fill the needs previously addressed by library-based information literacy instruction sessions. In response to the changing demand, librarians have developed a variety of online resources including subject-, course-, and assignment-specific LibGuides, and a set of instructional videos on library resources to better support both in-person and online learning at CCRI. Librarians are currently working to develop new methods of assessment that will determine the effectiveness of these asynchronous learning tools.

CCRI anticipates continued access to significant state funding for capital improvements, including those related to classroom instruction and technology, going forward. Table 7.6 provides a summary of the funding received to date for future years and the additional funding to be requested as part of the FY25 appropriation and General Obligation Bonds cycle:

Table 7.6 FY25 Capital Funding Request

Project (in Millions)	Current Year Request Total	Previously Approved	Additional Request	Funding Source
Asset Protection	$18.23	$15.36	$2.87	RICAP
Lincoln Campus Renewal	$12.43	$12.43		
Phase I Modernization	$54.52	$47.02	$7.50	RICAP
Phase II Modernization	$160.00		$160.00	GO Bonds
Data Cabling and Power Infrastructure	$19.34	$14.34	$5.00	GO Bonds
ADA Accessibility Projects	$0.88	$1.27	($0.39)	
Knight Campus Renewal	$1.39	$1.39		
Total Capital	**$266.79**	**$91.81**	**$174.98**	

Projection

- Following the appointment of new Vice President for Institutional Equity, Human Resources, and Organizational Development, the HR department will evaluate the onboarding process and focus on establishing more efficient and effective workflows in the department around hiring, onboarding, and performance evaluations over the next academic year.
- The Office of Organizational Development and Diversity, Equity, Inclusion will focus on tracking and improving DEI metrics, providing professional development, establishing a learning management platform for easily accessible trainings, and engaging in active recruiting strategies to develop diverse candidate pipelines, supporting the Strategic Plan 2022-27.

- Numerous accessibility, safety, and green initiatives in progress include renovations to achieve full ADA compliance with restrooms on the Warwick and Lincoln campuses, a new elevator on the Warwick campus for improved accessibility at the main entrance, and installation of HVAC bi-polar ionization systems at all campuses to improve air quality, with planned support in the FY25 and FY26 budget requests.
- In anticipation of a new CIO in Spring 2024 to lead the implementation of a technology strategic plan, planned IT initiatives include continuing to build a robust cybersecurity program based in the NIST standards and ensuring ongoing compliance with requirements such as GLBA and PCI DSS, continue with wired infrastructure modernization, replace the phone system with a modern feature-rich cloud-based solution, complete the implementation of the CRM, improve and further secure network architecture, and leverage Infrastructure as a Service to allow IT to focus less on hardware installation, hosting, and maintenance and more on improving performance, redundancy, scalability, security, and flexibility in a cost-effective manner.
- The library faculty will collaborate with administration to develop a comprehensive staffing, leadership, and scope of services plan.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.
If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	4 Years Prior (Fall 2019)			3 Years Prior (Fall 2020)			2 Years Prior (Fall 2021)			1 Year Prior (Fall 2022)			Current Year (Fall 2023)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	302	544	846	286	405	691	290	363	653	287	585	872	289	649	938
Research Staff			0			0			0			0			0
Public Service Staff			0			0			0			0			0
Librarians			0			0			0			0			0
Library Technicians			0			0			0			0			0
Archivists, Curators, Museum staff			0			0			0			0			0
Student and Academic Affairs			0			0			0			0			0
Management Occupations	71	1	72	60	1	61	59		59	58		58	67		67
Business and Financial Operations	139	6	145	148	4	152	150	3	153	159		159	156		156
Computer, Engineering and Science	26		26	24		24	22		22	17		17	17		17
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	4		4	4		4	4		4	3		3	3		3
Healthcare Practitioners and Technical	1		1	1		1	1		1	1		1	0		0
Service Occupations	49		49	53		53	51		51	44		44	56		56
Sales and Related Occupations	0		0	0		0	0		0			0			0
Office and Administrative Support	141	2	143	131	1	132	121	1	122	121		121	129		129
Natural Resources, Construction, Maintenance	21		21	19		19	19		19	17		17	17		17
Production, Transportation, Material Moving	0		0			0	0		0			0			0
Total	754	553	1,307	726	411	1,137	717	367	1,084	707	585	1,292	734	649	1,383

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (6/30)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Most Recent Year (FY 2023)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$22,505,274	$35,098,009	$48,149,564	56.0%	37.2%
?	Cash held by State Treasurer	$1,913,181	$4,140,972	$3,190,801	116.4%	-22.9%
?	Deposits held by State Treasurer	$564,843	$914,913	$2,005,877	62.0%	119.2%
?	Accounts Receivable, Net	$8,091,321	$7,678,898	$5,595,265	-5.1%	-27.1%
?	Contributions Receivable, Net	$141,350	$545,856	$157,500	286.2%	-71.1%
?	Inventory and Prepaid Expenses	$2,109,496	$577,786	$1,740,620	-72.6%	201.3%
?	Long-Term Investments	$6,073,422	$5,105,832	$5,667,661	-15.9%	11.0%
?	Loans to Students				-	-
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	$81,417,679	$77,179,774	$82,640,214	-5.2%	7.1%
?	Other Assets	$8,048,640	$6,800,045	$7,641,431	-15.5%	12.4%
	Total Assets	**$130,865,206**	**$138,042,085**	**$156,788,933**	5.5%	13.6%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$12,009,266	$13,697,523	$15,052,350	14.1%	9.9%
?	Deferred revenue & refundable advances	$2,977,501	$3,530,305	$3,941,423	18.6%	11.6%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments	$941,239	$636,979	$1,124,541	-32.3%	76.5%
?	Refundable government advances				-	-
?	Other long-term liabilities	$52,448,848	$46,738,908	$43,978,715	-10.9%	-5.9%
	Total Liabilities	**$68,376,854**	**$64,603,715**	**$64,097,029**	-5.5%	-0.8%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$54,029,121**	**$65,660,721**	**$84,328,936**	21.5%	28.4%
?	Foundation	**$945,661**	**$768,552**	**$773,960**	-18.7%	0.7%
	Total	**$54,974,782**	**$66,429,273**	**$85,102,896**	20.8%	28.1%
	Temporarily restricted net assets					
	Institutional	**$6,578**	**$11,001**	**$11,962**	67.2%	8.7%
?	Foundation	**$4,414,064**	**$3,958,381**	**$4,514,481**	-10.3%	14.0%
	Total	**$4,420,642**	**$3,969,382**	**$4,526,443**	-10.2%	14.0%
	Permanently restricted net assets					
	Institutional				-	-
?	Foundation	**$3,092,928**	**$3,039,715**	**$3,062,565**	-1.7%	0.8%
	Total	**$3,092,928**	**$3,039,715**	**$3,062,565**	-1.7%	0.8%
	Total Net Assets	**$62,488,352**	**$73,438,370**	**$92,691,904**	17.5%	26.2%
	TOTAL LIABILITIES and NET ASSETS	**$130,865,206**	**$138,042,085**	**$156,788,933**	5.5%	13.6%

Please enter any explanatory notes in the box below

Includes CCRI Foundation Component Unit. Other Assets Comprised of Deferred Outflow of Resources Related to Pension and OPEB. Other liabilities Comprised of Pension & OPEB liability and Deferred Inflow of Resources

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (6/30)	4 Years Prior (FY2020)	3 Years Prior (FY2021)	2 Years Prior (FY 2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)	Estimated Next Year Forward (FY 2025)
	OPERATING REVENUES (in 000s)						
?	Tuition and fees	$56,598,710	$55,248,581	$49,685,331	$52,992,304	$55,794,716	$58,054,716
?	Room and board						
?	Less: Financial aid	-$35,082,031	-$31,232,116	-$27,169,777	-$28,222,588	-$31,587,560	-$32,867,034
	Net student fees	$21,516,679	$24,016,465	$22,515,554	$24,769,716	$24,207,156	$25,187,682
?	Government grants and contracts	$16,138,426	$16,749,241	$15,927,413	$16,885,874	$14,021,775	$13,893,001
?	Private gifts, grants and contracts	$1,015,767	$1,003,319	$827,425	$1,073,184	$794,816	$814,655
?	Other auxiliary enterprises	$6,018,863	$2,882,673	$1,013,003	$1,313,150	$1,536,668	$985,114
	Endowment income used in operations	$167,102	$307,236	$420,966	$490,883	$503,155	$515,734
?	Other revenue: Sales and Services-NC Workforce Prog	$4,276,398	$6,633,126	$7,320,930	$10,766,913	$7,966,933	$8,088,572
	Other revenue (specify):						
	Net assets released from restrictions						
	Total Operating Revenues	**$49,133,235**	**$51,592,060**	**$48,025,291**	**$55,299,720**	**$49,030,503**	**$49,484,758**
	OPERATING EXPENSES (in 000s)						
?	Instruction	$56,411,511	$54,070,891	$57,479,806	$60,771,569	$64,878,357	$66,944,715
?	Research						$0
?	Public Service	$673,748	$43,292	$940,956	$880,175	$983,013	$898,161
?	Academic Support	$8,632,090	$7,358,119	$7,424,789	$7,450,195	$9,061,379	$9,321,679
?	Student Services	$12,311,757	$11,669,440	$13,422,315	$14,693,638	$16,313,401	$16,754,874
?	Institutional Support	$23,062,051	$25,778,151	$26,950,529	$25,900,345	$21,564,363	$22,378,833
	Fundraising and alumni relations	$88,312	$96,898	$178,251	$289,738	$208,040	$213,241
?	Operation, maintenance of plant (if not allocated)	$11,657,331	$8,827,272	$19,356,285	$10,511,554	$12,261,368	$12,737,201
?	Scholarships and fellowships (cash refunded by public institution)	$9,648,339	$14,136,716	$25,597,929	$14,939,679	$6,712,367	$6,962,097
?	Auxiliary enterprises	$7,001,997	$3,042,251	$1,981,713	$2,141,127	$1,536,668	$985,114
?	Depreciation (if not allocated)	$8,049,281	$7,778,654	$7,639,085	$8,036,855	$7,735,962	$9,669,953
?	Other expenses (specify):						
	Other expenses (specify):						
	Total operating expenditures	**$137,536,417**	**$132,801,684**	**$160,971,658**	**$145,614,875**	**$141,254,918**	**$146,865,868**
	Change in net assets from operations	**-$88,403,182**	**-$81,209,624**	**-$112,946,367**	**-$90,315,155**	**-$92,224,415**	**-$97,381,110**
	NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	**$46,580,079**	**$52,258,866**	**$53,836,692**	**$55,710,484**	**$58,529,873**	**$60,961,452**
?	Investment return	**$194,634**	**$58,051**	**$85,196**	**$636,340**	**$865,000**	**$865,000**
?	Interest expense (public institutions)	**-$81,641**	**-$48,647**	**-$11,628**	**-$72,453**	**-$74,880**	**-$70,208**
	Gifts, bequests and contributions not used in operations	**$1,381,061**	**$2,431,285**	**$1,912,403**	**$1,698,222**	**$2,793,390**	**$2,863,225**
?	Other (specify): HEERF/CARES Fed Grant Non Op.	**$31,361,647**	**$38,242,683**	**$65,968,296**	**$40,039,466**	**$28,073,418**	**$28,775,253**
	Other (specify): Net Foundation Investment Income	**$239,608**	**$1,265,323**	**-$851,470**	**$661,965**	**$275,000**	**$312,500**
	Other (specify):						
	Net non-operating revenues	**$79,675,388**	**$94,207,561**	**$120,939,489**	**$98,674,024**	**$90,461,801**	**$93,707,222**
	Income before other revenues, expenses, gains, or losses	**-$8,727,794**	**$12,997,937**	**$7,993,122**	**$8,358,869**	**-$1,762,614**	**-$3,673,887**
?	Capital appropriations (public institutions)	**$6,443,014**	**$3,304,423**	**$2,956,896**	**$10,894,665**	**$18,915,690**	**$28,319,452**
?	Other (specify):						
	TOTAL INCREASE/DECREASE IN NET ASSETS	**-$2,284,780**	**$16,302,360**	**$10,950,018**	**$19,253,534**	**$17,153,076**	**$24,645,565**

Note: For 2022 Financial Statements a joint decision was agreed upon by URI, RIC, CCRI, and the audit firm CliftonLarsenAllen to align with IPEDS survey and NACUBO guidance for PELL awards being reported as non operating scholarships instead of operating scholarships. FY20 and were FY21 are presented here using the same methodology.

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (6/30)	4 Years Prior (FY2020)	3 Years Prior (FY2021)	2 Years Prior (FY 2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)	Estimated Next Year Forward (FY 2025)
Long-term Debt						
Beginning balance	$2,992,168	$1,963,912	$905,913	$613,428	$311,456	$0
Additions	$0	$0	$0	$0	$0	$0
? Reductions	($1,028,256)	($1,057,999)	($292,485)	($301,972)	($311,456)	
Ending balance	**$1,963,912**	**$905,913**	**$613,428**	**$311,456**	**$0**	**$0**
Interest paid during fiscal year	$94,111	$60,486	$22,790	$72,453	$4,672	
Current Portion	$1,028,256	$292,485	$301,971	$311,456	$0	$0
Bond Rating	See Below	See Below	See Below	See Below	See Below	See Below
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	67.88	210.74	147.88	144.04	N/A	N/A
Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.04	0.01	0.01	0.00	N/A	N/A
Debt to Assets Ratio Long-term Debt / Total Assets	0.02	0.01	0.00	0.00	N/A	N/A

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

The Community College does not have a separate bond rating. All revenue bonds must be approved by and arranged through the Rhode Island Board of Education(BOE). BOE bonds issued for CCRI are rated between Aa3 and A1 by Moody's. Final payment for Energy Conservation bonds due to the State of RI completed 6/30/2021.Fnal Bond payment on RIHEBC bond was made in September 2023.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

N/A

Future borrowing plans (please describe).

The RI General Assembly approved the issuance of $12 million in general obligation bonds for several renovation and modernization projects. The debt is the obligation of the State of RI and will be repaid by the State. No other borrowing or bond issuance is expected.

Standard 7: Institutional Resources
(Supplemental Data)

	FISCAL YEAR ENDS month & day (6/30)	4 Years Prior (FY2020)	3 Years Prior (FY2021)	2 Years Prior (FY 2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)	Estimated Next Year Forward (FY 2025)
	NET ASSETS						
	Net assets beginning of year	$48,470,772	$46,185,992	$62,488,352	$73,438,370	$92,691,904	$109,844,980
	Total increase/decrease in net assets	($2,284,780)	$16,302,360	$10,950,018	$19,253,534	$17,153,076	$24,645,565
	Net assets end of year	**$46,185,992**	**$62,488,352**	**$73,438,370**	**$92,691,904**	**$109,844,980**	**$134,490,545**
	FINANCIAL AID						
	Source of funds						
	Unrestricted institutional	$2,260,747	$3,566,431	$3,469,256	$2,274,414	$3,618,250	$3,770,217
	Federal, state and private grants	**$42,690,209**	**$41,020,617**	**$48,432,795**	**$39,663,564**	**$30,388,276**	**$31,168,363**
	Restricted funds	**$735,938**	**$693,107**	**$532,552**	**$664,910**	**$779,259**	**$798,740**
	Total	**$45,686,894**	**$45,280,155**	**$52,434,603**	**$42,602,888**	**$34,785,785**	**$35,737,320**
	% Discount of tuition and fees	62.0%	56.5%	54.7%	53.3%	56.6%	56.6%
?	% Unrestricted discount	4.0%	6.5%	6.3%	4.3%	6.5%	6.5%
	Net Tuition Revenue per FTE	$2,357	$3,080	$2,788	$2,992	$2,867	$2,925
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	N/A	N/A	N/A	N/A	N/A	N/A

Please indicate your institution's endowment spending policy:

CCRI Foundation's spending policy is based on The Uniform Prudent Management of Institutional Funds Act (as amended from time to time: "UPMIFA"), as adopted by the State of Rhode Island.

Please enter any explanatory notes in the box below.

Financial responsibility for public schools: Per the department of Ed. - A public school is financially responsible if its debts and liabilities are backed by the full faith and credit of the state or another government entity.

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (6/30)	4 Years Prior (FY2020)	3 Years Prior (FY2021)	2 Years Prior (FY 2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)	Estimated Next Year Forward (FY 2025)
CASH FLOW						
Cash and Cash Equivalents beginning of year	$16,208,500	$14,178,750	$22,353,542	$34,822,919	$47,783,016	$46,645,518
Cash Flow from Operating Activities	($56,178,607)	($52,924,586)	($106,682,626)	($81,338,771)	($87,613,194)	($92,512,055)
Cash Flow from Investing Activities	$144,346	$18,869	$40,010	$562,979	$790,120	$794,792
Cash Flow from Financing Activities	$54,004,511	$61,080,509	$119,111,993	$93,735,889	$85,685,576	$86,703,539
Cash and Cash Equivalents end of year	**$14,178,750**	**$22,353,542**	**$34,822,919**	**$47,783,016**	**$46,645,518**	**$41,631,794**
LIQUIDITY RATIOS						
Current Assets	$23,438,493	$35,255,465	$48,882,434	$60,839,627	$59,318,636	$57,835,670
Current Liabilities	$20,048,964	$14,487,230	$16,459,408	$19,162,817	$18,683,747	$18,216,653
Current Ratio	**1.17**	**2.43**	**2.97**	**3.17**	**3.17**	**3.17**
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	**39.54128**	**64.904571**	**80.59**	**126.79**	**126.26**	**109.96**

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

No

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)	(FY 2025)
Total Expenditures					
Materials	$563,408	$564,466	$564,050	$564,150	$564,150
Salaries & wages (permanent staff)	$2,077,202	$2,065,041	$1,826,040	$2,023,509	$2,074,097
Salaries & wages (student employees)	$4,809	$56,139	$37,290	$40,000	$40,000
Other operating expenses	$8,312	$10,402	$4,492	$25,505	$15,505
Expenditures/FTE student					
Materials	$72	$70	$68	$70	$71
Salaries & wages (permanent staff)	$266	$256	$221	$249	$261
Salaries & wages (student employees)	$1	$7	$5	$5	$5
Other operating expenses	$1	$1	$1	$3	$2
Collections					
Percent available physically	18%	18%	15%	15%	15%
Percent available electronically	82%	82%	85%	85%	85%
Number of digital repositories	0	0	0	0	0
Personnel (FTE)					
Librarians - main campus	6	5	5	4	4
Librarians - branch /other locations	6	5	4	4	4
Other library personnel - main campus	2	2	2	1	1
Other library personnel - branch/other locations	2	2	2	2	2
Availability/attendance					
Hours of operation/week main campus	0	56	60	60	60
Hours of operation/week branch/other locations	64(online)	This is different for different campus locations. Fl 64 Lis: 60 Npt: 40	This is different for different campus locations. Fl 64 Lis: 64 Npt: 48	This is different for different campus locations. Fl 64 Lis: 64 Npt: 48	This is different for different campus locations. Fl 64 Lis: 64 Npt: 48

Consortia/Partnerships

Member of the HELIN consortium (Higher Education Library Information Network)
CRIARL (Consortium of Rhode Island Academic and Research Libraries)
LORI (Libraries of Rhode Island)

URL of most recent library annual report: n/a

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	? Next Year Forward (goal)
	(FY 21)	(FY 22)	(FY 23)	(FY24)	(FY 25)
? **Course management system**	Blackboard				
Number of classes using the system	225	2,154	2,010	1,730 (Fall only)	All Classes
Bandwidth					
On-campus network	PC's 1Gbps, Servers 10Gbps, Data Closets, 20Gbps, Campus to Campus 10Gbps	PC's 1Gbps, Servers 10Gbps, Data Closets, 20Gbps, Campus to Campus 10Gbps	PC's 1Gbps, Servers 10Gbps, Data Closets, 20Gbps, Campus to Campus 10Gbps	PC's 1Gbps, Servers 10Gbps, Data Closets, 20Gbps, Campus to Campus 10Gbps	No Change
Off-campus access					
? commodity internet (Mbps)	2Gbps	2Gbps	2Gbps	2Gbps	No Change
? high-performance networks (Mbps)	Internet 2 10Gbps	Internet 2 10Gbps	Internet 2 10Gbps	Internet 2 10Gbps	No Change
? Wireless protocol(s)	802.11ac wave 1, b, a , g, n	802.11ac wave 1, b, a , g, n	802.11ac wave 1, b, a , g, n	802.11ac wave 1, b, a , g, n	No Change

Typical classroom technology

Main campus **(All four campuses)**	GENERAL CLASSROOM: PC Computer, Desktop Speaker, (Laser) Projector & Pull-Down Screen, Laptop Connection/Source Selection, (VGA or USB) Document Camera (~20% of Rooms) ADDITIONAL "HYFLEX TECH": USB Webcam, USB Boundary Microphone
Branch/other locations	

Software systems and versions

Students	Banner ver 8 & 9
Finances	Banner ver 8 & 9
Human Resources	Banner ver 8 & 9, People Admin
Advancement	Blackbaud Raiser's Edge Version 7.96.6404.29
Library	OCLC WorldShare, Gimlet, SpringShare's LibGuide suite
Website Management	Modern Campus (Omni CMS) - Version 2022.2.1
Portfolio Management	
Interactive Video Conferencing	Zoom, WebEx, MS Teams, Medial
Digital Object Management	

Website locations of technology policies/plans

Integrity and security of data	https://ccri.policystat.com/policy/7178290/latest
Privacy of individuals	https://ccri.policystat.com/policy/7250477/latest
Appropriate use	https://ccri.policystat.com/policy/7178283/latest
Disaster and recovery plan	https://www.ccri.edu/campuspolice/emergency-procedures/coop.html
Technology replacement	https://ccri.policystat.com/policy/7178270/latest

Please enter any explanatory notes in the box below

For classes in Blackboard, previous years are archived so the numbers may be lower than actual.

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Warwick Knight Campus	3	67
Lincoln Flanagan Campus	2	55
Providence Liston Campus	1	22
Newport County Campus	1	19

	3 Years Prior (FY 2021)	2 Years Prior (FY 2022)	1 Year Prior (FY 2023)	Current Year (FY 2024)	Estimated Next Year Forward (goal) (FY 2025)
Revenue ($000)					
Capital appropriations (public institutions)	$3,304,423	$2,941,874	$7,332,156	$18,915,690	$28,319,452
Operating budget	$7,476,731	$7,698,425	$7,911,379	$8,109,163	$9,787,264
Gifts and grants					
Debt	$1,486,945	$1,123,529	$1,441,479	$807,992	$814,709
Total	$12,268,099	$11,763,828	$16,685,014	$27,832,845	$38,921,425
Expenditures ($000)					
New Construction					
Renovations, maintenance and equipment	$12,268,099	$11,763,828	$14,882,014	$24,532,845	$35,221,425
Technology	$0	$0	$1,803,000	$3,300,000	$3,700,000
Total	$12,268,099	$11,763,828	$16,685,014	$27,832,845	$38,921,425

Assignable square feet (000)	Warwick	Lincoln	Providence	Newport	Total
Classroom	53	37	24	17	131
Laboratory	37	44	9	8	98
Office	56	23	11	7	97
Study	37	18	2	6	63
Special	76	78	10	6	170
General	146	93	35	16	290
Support	20	28	7	8	63
Residential					0
Other	36	27	6	4	73

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Flanagan Salt Shed	Salt and Sand for Winter		$ 284,000	2024
Knight Salt Shed	Salt and Sand for Winter		$ 288,000	2024

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 70,523,542 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Newport :	Chiller replacement		$677,000	2021
Newport:	Rebuild exterior concrete terrace		$342,000	2018
Newport:	Reroof asphalt shingles		$449,000	2016
Newport:	Exterior cooling tower replacement		$310,000	2017
Newport:	Energy savings program		$275,000	2012
Newport:	Replacement of sidewalks and concrete stairs		$254,000	2018
Newport:	Replace membrane roof		$345,000	2020
Newport:	Replace domestic water tank		$65,000	2019
Newport:	Feasibility Study on HVAC as relates to COVID		$21,220	2021
Knight:	Maintenance Garage Residing		$61,500	2019
Knight Purchasing and Payroll	New furnishings and cosmetic upgrades		$243,000	2022
Knight:	Replacement of broken Faculty Gate		$291,000	2022
Knight: 6th floor Nursing Lab	Flooring and Wall finishes		$52,000	2022
Knight:	6th Floor state of the art classroom		$326,000	2015
Knight:	Auditorium/Theatre renovations		$2,729,000	2013
Knight:	Art Studio renovations		$2,404,000	2014
Knight:	Interior lower commons, interior painting renovations		$2,256,000	2015
Knight:	Baseball field upgrades		$311,000	2015
Knight:	Replace Pump House roof and interior waterproofing		$75,000	2016
Knight:	Replace Field House front doors and glazing		$294,000	2016
Knight:	Upgrade to code Round Building elevator		$131,000	2013
Knight:	Mega-structure interior generator replaced with outdoor unit		$261,000	2017
Knight:	Master Plan Report		$113,000	2015
Knight:	Replace existing Substation and switchgear		$1,036,000	2016
Knight:	Observatory upgrades		$48,000	2017
Knight:	Chemistry Lab Code upgrades and renovations		$1,664,000	2016
Knight:	Traffic safety upgrades including new rotary		$822,000	2017
Knight:	Interior wayfinding signage and exterior entrance Marquee		$728,000	2017
Knight:	Biology Lab Code upgrades and renovations		$1,643,000	2014
Knight:	Commons acoustical and hi tech AV upgrades		$1,333,000	2018
Knight:	Replace existing locks with AD 400 Electronic locks and swipes		$922,000	2014
Knight:	Relocate entry stairs and add College Police office		$858,000	2017
Knight:	Renovations to Commons including flooring, new seating, charging stations		$1,040,000	2018
Knight:	Replacement of all existing doors with new wood doors		$2,235,000	2018
Knight:	Code compliant upgrades to Manufacturing Lab		$1,025,000	2021
Knight:	Replacement of Mega Structure Roof		$1,397,000	2021
Knight:	Enclosure of main ramp and Code upgrades		$3,934,000	2020
Knight:	Feasibility Study on HVAC as relates to COVID		$26,220	2021
Knight:	Replacement of stair treads		$519,000	2020
Knight:	Main 2 elevator code upgrades		$304,000	2018
Knight:	Pavement crack filling		$164,000	2018
Knight:	Installation of interior and exterior security cameras		$1,751,000	2019
Knight:	Room 1040 water intrusion repairs		$350,000	2018
Knight:	Retrofit and replace existing guardrails and stair handrails to be ADA compliant		$1,373,000	2019
Knight:	Install new retention basin for student parking lot drainage		$934,000	2019
Knight:	Upgrades to Commons lighting and signage		$828,000	2018
Knight:	Replace leaking South side 6th floor glass with Low E		$378,000	2019
Knight:	Replace existing rooftop HVAC metal enclosures		$361,000	2019
Knight:	Replacement of damaged loading dock leveler with new Code compliant unit		$94,912	2019
Knight:	Install perimeter 6th floor roof safety rails at 1999 addition		$99,000	2020
Knight:	Replacement of failed water main at Estate		$13,000	2020
Knight:	Flooring and Wall Finishes		$52,000	2022
Knight:	Repair Exterior Leaking Expansion Joints/Tunnel Leaks		$382,000	2023
Knight Second Floor Physics and E	Building Code and cosmetic upgrades		$2,588,650	2022

General all Campuses	New Fire Alarm System		$802,000	2010
General Liston and Flanagan:	Intrusion Fire Alarm System		$87,000	2013
General Knight, Liston, Flanagan:	Surveillance System		$577,000	2014
General all Campuses	Master Plan		$197,000	2013
General:	IT Data Upgrades All Campus's		$13,000,000	2024-2027
Liston:	Roof dome replacement		$637,000	2013
Liston:	Boilers Replacements		$120,000	2023
Liston:	New AD 400 electronic locks and swipes		$255,000	2014
Liston:	Replacement of all existing wood doors		$898,000	2016
Liston:	Chiller replacement		$375,000	2016
Liston:	ADA upgrades and modifications		$500,000	2017
Liston:	Manufacturing Lab expansion and upgrades		$560,000	2018
Liston:	Replace main building roof		$1,153,000	2015
Liston:	New Blackstone entrance and additional 30 parking spaces		$270,000	2016
Liston:	Addition roof replacement		$230,000	2018
Liston:	Added holeless elevator		$716,000	2021
Liston:	Generator replacement		$483,000	2020
Liston:	Feasibility Study on HVAC as relates to COVID		$21,220	2021
Flanagan:	Renovations to Lecture Halls		$1,888,000	2018
Flanagan:	Feasibility Study on HVAC as relates to COVID		$24,820	2021
Flanagan:	Replacement of existing loading dock		$293,000	2017
Flanagan:	Asphalt crack filling, sealcoating and line stripping		$89,000	2018
Flanagan:	Room 0144 venting heat and noise reduction		$247,000	2018
Flanagan:	New pump lift station		$709,000	2017
Flanagan:	Retrofit and replace existing guardrails and stair handrails to be ADA compliant		$593,000	2019
Flanagan:	Crack seal pavement		$37,000	2021
Flanagan:	Dental Lab upgrades		$107,000	2017
Flanagan:	Library renovations		$478,000	2015
Flanagan:	Replace existing locks with AD 400 Electronic locks and swipes		$743,000	2013
Flanagan:	Replacement of interior generators with exterior units		$941,000	2014
Flanagan:	Replacement of concrete sidewalks and stairs		$312,000	2014
Flanagan:	Added SIM Lab		$684,000	2016
Flanagan:	Darkroom renovations		$36,000	2015
Flanagan:	Replacement of all existing doors with new wood doors		$969,000	2017
Flanagan:	New electric wall partitions in classrooms		$224,000	2013
Flanagan:	Lecture Hall Glass Replacement		$79,000	2023

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 78,107,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Knight: Student Services Renovation	Opening up the area, new elevator, furnishings and enhancements		$15,000,000	2022-2025
Knight:	Building Code and ADA upgrades to all bathrooms		$12,300,000	2022-2026
Knight: 4080 Upgrades	New furnishings and cosmetic upgrades		$70,000	2024
Knight:	Classroom Renovations		$2,250,000	2024-2026
Knight:	Meter Pit Repairs		$350,000	2024-2025
Knight: Field House Generator	Replacement of interior generator with new larger exterior unit		$315,000	2024-2025
Knight: HVAC upgrades	Add Bi-polar ionization units to duct work to improve air flow		$2,500,000	2025-2026
Knight:	Replace interior existing expansion joint materials		$250,000	2024-2024
Knight:	RTU 1, 2 and 3 replacements		$2,000,000	2025-2026
Knight:	Repave parking lots and roadways		$1,100,000	2024-2027
Knight:	Camera Infrastructure Upgrades		$350,000	2024-2025
Knight:	Fix 6th floor leaking window system at 1999 Addition		$545,000	2024-2025
Flanagan:	2122 Renovations to buildout room with office spaces and new RTU		$300,000	2024-2025
Flanagan:	Building Code and ADA upgrades to all bathrooms		$4,000,000	2025-2027
Flanagan:	Commons Renovations, furnishing upgrades		$4,000,000	2025-2026
Flanagan:	Allied Health Renovations		$1,100,000	2024-2025
Flanagan:	Exterior metal painting to reduce interior heat and replace South side glass with Low-e glazin		$2,091,000	2024-2026
Flanagan:	GWO		$475,000	2024
Flanagan:	Add additional SIM Lab space		$2,180,000	2025-2026
Flanagan:	Code upgrades, furnishings, finishes to existing 50 year plus labs		$6,751,000	2025-2027
Flanagan: HVAC upgrades	Add Bi-polar ionization units to duct work to improve air flow		$2,250,000	2025-2026
Flanagan:	Repair entrances at floor expansion joint cracking		$250,000	2024
Flanagan:	Added Cameras and infrastructure		$750,000	2024-2026
Flanagan:	Classroom Renovations		$2,100,000	2024-2027
Flanagan:	Student Services Renovations		$5,000,000	2025-2027
Flanagan:	Repave parking lots and roadways, add Marquee signage at entrance		$1,000,000	2025-2027
Newport: HVAC upgrades	Add Bi-polar ionization units to duct work to improve air flow		$800,000	2024-2025
Newport:	Replace exterior generator		$180,000	2024-2025
Newport:	Add Electronic Locks		$900,000	2024-2025
Liston: HVAC upgrades	Add Bi-polar ionization units to duct work to improve air flow		$650,000	2024-2025
Liston:	Upgrade interior and exterior security camera system		$400,000	2024-2026
Liston:	Atrium renovations, upgrades and furnishings		$3,000,000	2024-2026
Liston:	Mechanical room upgrades, removal of unusable equipment, replacement of old equipment		$700,000	2024-2026
Liston:	Classroom Renovations		$1,100,000	2025-2026
Liston:	Science Lab Renovations		$1,100,000	2025-2027

Please enter any explanatory notes in the box below

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

Strengths	Opportunities
The assessment of general education outcomes has grown significantly over the last two years.	The college needs to continue to expand faculty participation and their level of reflection in the assessment process.
There has been an increase in faculty engagement with assessment.	The Blackboard Assessment module needs to be incorporated into assessment data collection.
Graduation rates have increased.	Student success dashboards with disaggregated data should be created.

The Community College of Rhode Island's (CCRI) commitment to high academic standards is central to the institutional mission and the goals of the Strategic Plan 2022-27 and the Academic Master Plan 2022-2027. Educational effectiveness is a focus throughout the college with the Vice President for Academic Affairs prioritizing assessment supported by the Director of Academic Program Review and Accreditation. Additionally, the Vice President for Student Affairs serves as the Chief Outcomes Officer, responsible for reporting student success data to stakeholders, and using data to enhance student success with support from the Director of Institutional Research and Analytics.

Since the last ten-year visit (2014), CCRI has made significant strides in developing a culture of assessment. The commitment to assessment has grown in prominence by academic and institutional leadership. In 2018, CCRI hired its first full-time Director of Academic Program Review and Accreditation, who was able to evaluate the state of assessment at the college and make recommendations for improving assessment processes. New deans and assistant deans hired in the Office of the Vice President for Academic Affairs were chosen, in part, based on their previous assessment experience and willingness to champion assessment at the college. In addition to regular professional development opportunities, assessment has been added to the orientation and onboarding process for new faculty. Through the revision and assessment of general education outcomes and a continued focus on developing faculty knowledge and skills around program assessment, faculty participation in program and course assessment has grown significantly since 2019. The college invested a portion of COVID-relief HEERF funding in enhancing general education assessment, since it was known that the general education assessment process would be an important way to understand the learning loss and student needs related to the impact of the pandemic. Finally, the college has prioritized access to assessment and student success data to improve student learning by department chairs and academic deans using technology. For example, new dashboards for deans and chairs make data from the student information system accessible for decision making. Assessment plans and reports are easily retrievable in the homegrown online assessment platform. These efforts are supported by the Faculty Senate Teaching and Assessment Committee, the Program Review and Assessment Advisory Council, and the Office of Institutional Effectiveness through several data platforms and surveys.

Description

NECHE's response to CCRI's 2019 Interim Fifth-Year Report requested that the College give emphasis to assessment of the learning outcomes identified in the college's revised Definition of an Educated

Person. Between 2014 and 2018, the college revised the Educated Person outcomes following participation in the Multi-State Collaborative Project to Advance Learning Outcomes Assessment and the VALUE Institute. The four critical abilities of an educated person include effective communication; critical thinking; quantitative, mathematical, and scientific reasoning; and awareness of oneself and the world. Under the four outcomes, eight sub-competencies were outlined: written communication, oral communication, critical thinking skills, information literacy, scientific reasoning, quantitative reasoning, historical, cultural, and global understanding, and professional and personal skills. Key indicators were also defined by the General Education Committee with input from the college community. Between 2019 and 2021, departments submitted courses for recertification as general education courses by the General Education Committee according to the new policy. With a focus on transferability, the number of general education courses went from 270, of which 58% transferred and met general education requirements at sister institutions in Rhode Island, to 134 courses transferring as general education courses, 95% of all general education courses. These courses represent 22 disciplines across the college.

CCRI assesses the educational effectiveness of its Educated Person outcomes. Upon the recertification of the courses, two pilot assessment programs were implemented. During AY21–22, eight faculty members convened to better understand the rubric development and assessment process using the personal and professional skills sub-competency. In Spring and Summer 2022, 19 faculty assessed one or more sections of the general education course they taught against the key indicators of one of the eight sub-competencies. Though this initial assessment process did not produce data from enough sections to make conclusions about student learning, it gave more faculty an understanding of the assessment process and provided a blueprint for systematically assessing general education outcomes. As demonstrated by Table 8.1, each iteration of general education assessment involved more courses, faculty participants, and student artifacts assessed.

Table 8.1 Overview of the General Education Assessment Process

	Number of Gen Ed Courses Assessed	Outcomes Assessed	Number of Faculty Participating	Number of Student Artifacts Assessed
Fall 2021	3	4b (Ethical Reasoning and Teamwork)	8	50
Spring/Summer 2022	18	All	19	425
Fall 2022	19	All except 3a (Scientific Reasoning)	71	1,088
Spring 2023	28	All except 4b (Teamwork and Ethical Reasoning)	76	1,620

The General Education Director, the General Education Committee, and the Office of the Vice President for Academic Affairs share the responsibility for the assessment of the general education program. The General Education Director, a faculty member appointed to lead assessment, worked with the General Education Committee to approve the assessment plan. Those courses sampled

represented the eight sub-competencies, sections taught by full-time and part-time faculty, online sections, and in-person sections across the campuses. Faculty were asked to choose an existing assignment that best demonstrates one of the outcomes with which their course is aligned. Each semester starting in Fall 2022, faculty assessed the work against a faculty-designed rubric. These rubrics closely align with the VALUE rubric criteria for written communication, oral communication, critical thinking, information literacy, quantitative literacy, and scientific reasoning. The rubrics for global/historical/cultural understanding and functioning in social and professional environments were designed by faculty via the General Education Committee. Faculty were offered training on assignment selection and rubric norming. For each outcome, between 80 and 605 artifacts of student work were assessed, improving the ability to disaggregate the assessment results by program, gender, race/ethnicity, number of credits earned, and Pell eligibility. Results were shared with department chairs and deans and discussed with the college community at Professional Development Day. For example, while over half (53%) of student work in the Global, Cultural, and Historical Understanding skill category under the Awareness of Self and the World outcome was scored as competent, participants discussed the variations in performance across the key indicators. They discussed how the college might act on the results. For instance, 22% of student work was scored as "beginning" on students' ability to articulate an understanding of cultural variation in verbal and nonverbal communication, yet many of the courses in this skill category do not cover nonverbal communication in any depth. A summer general education assessment workshop series prompted faculty to redesign their assignments used for assessment to better allow each of the key indicators to be assessed. Results from Fall 2023 will allow the college to determine if better assignment alignment has led to better learning outcome results.

In pursuit of ensuring transfer and career success for students, faculty in each degree program developed program-level student learning outcomes aligned with the mission statements of both CCRI and the academic program, all of which can be found on the college and departmental websites. CCRI launched its systematic program assessment process in 2017. Engagement with the process has increased each year. By Fall 2023, 91% of associate degree programs had a completed assessment plan and report approved on the platform. The annual reports start with a program mission statement and student learning outcomes (SLOs). The SLOs are mapped to the program's curriculum to identify which courses introduce, develop, or provide opportunities for mastery of the competency. Mapping also identifies opportunities for better scaffolding and identifying locations in the curricula for key assessments, such as formative or summative capstone projects. A plan for assessment is defined, including the assignments best used for assessing the outcomes and when and how those outcomes will be assessed. Degree programs then report the SLO assessed each year, appraise the results, and set goals for program improvement. Assessment reports also have space for external accreditation actions, if applicable, and any other program data analyzed with related plans for improvement, such as graduation data, licensure exam pass rates, or other student success data. By setting these improvement goals, division deans track progress with department chairs and program faculty. Departments use a variety of qualitative and quantitative methods to assess program outcomes (see E-Series forms). The process has resulted in increased transparency. Everyone is using the same report template and the archival function of the platform helps with continuity as department chairs change.

The periodic evaluation of academic programs takes place through three primary methods: Academic Program Review (APR) for non-externally accredited degree programs (discussed further in Standard Two and Standard Four), the self-study process for externally accredited programs, and annual assessment for all degree programs. The 18 programs that are periodically evaluated by specialized

accrediting agencies use their ongoing programmatic accreditation through self-study as evidence of program evaluation.

Degree-granting programs that are not externally-accredited participate in the APR process every five years. The APR is a comprehensive evaluation of a program's mission and purpose; curriculum; student support services; teaching, learning, and scholarship of faculty; resources; and educational effectiveness. Departments assess enrollment trends, program demand, and student outcomes. After the dean approves the self-study, it is submitted to the Program Review and Assessment Advisory Council for feedback. The 2019 Interim Fifth-Year Report identified several areas for improvement with the APR process, including unsystematic gathering of outcomes data, adherence to the schedule for submitting APRs, the quality of the reviews that were submitted, and the need for more efficient methods to collect assessment data. Over the last five years, the college has addressed several of these issues, increasing compliance with the APR submission process, engaging faculty in the annual assessment process so that they would have more regular outcomes data to submit, requiring dean approval before submissions go to the review committee, and updating data sources for the report to be accessible from the chairs' data platform. Since 2019, 92% of programs that were scheduled for review completed their APR or are on track to submit in 2023-2024, which is a marked improvement from the previous five years. Deans and directors have followed up with departments after they receive the recommendations from the Vice President for Academic Affairs, and as a result, programs have improved their participation in assessment, rebuilt their advisory boards, improved transfer pathways, and worked to increase enrollment. To better support program and general education outcomes, efforts around the assessment of course-level learning outcomes have grown in the last five years. All course syllabi continue to list learning outcomes, which are reviewed through the Curriculum Review Committee. As courses are updated, course learning outcomes will be part of the Curriculum Inventory Management (CIM) database, which has allowed for more robust discussion and feedback around the measurability and clarity of student learning outcome statements.

In Spring 2018, the Office of Institutional Effectiveness began identifying barrier courses, also known as high enrolled, low pass (HELP) courses. High enrollment courses are those courses where enrollment is at or above the 70th percentile for courses in the department, and the average course success rate (students earning an A, B, C, or P) is below 73% of students (average success rate across all CCRI courses from the baseline year 2017-2018). Every department had a HELP percentage calculated, which represented the proportion of all HELP courses in the department. The data from HELP courses is compiled by the Office of Institutional Effectiveness each spring and distributed to deans, the administration, and department chairs for academic planning and policy changes. HELP courses have become an integral part of the college's analysis of student success. Additionally, due to the equity concerns created by the COVID-19 pandemic and the shift to online classes, additional layers of analysis were created to discover the differences in student success disaggregated by race/ethnicity and between online, hybrid, and on-campus classes. In Fall 2022, 15% of courses were considered HELP courses, down from 22% in Fall 2021, returning close to the pre-pandemic rate of 13% in AY18-19. This trend is related to the challenges of the COVID-19 pandemic. However, 58% of courses in Fall 2022 had lower pass rates in the online sections of the course compared to the on-campus sections. These data have been used by departments to make decisions about modality offerings, identify student learning outcomes in courses that need more reinforcement, scaffold content for additional practice, and add assignments to enhance student success skills. HELP course interventions and assessment have been incorporated into departmental goal setting and updates for the continuous improvement of HELP courses.

CCRI welcomed 1,584 new full-time high school graduates as its inaugural cohort of Rhode Island Promise Scholars in Fall 2017. Six years later, CCRI enrolled 2,120 Promise students. The Fall 2020 cohort saw a 55% retention rate (Table 8.2). This rate was lower than previous cohorts due to the COVID-19 pandemic, which greatly impacted enrollment at two-year public institutions, including CCRI. Due to the Rhode Island Promise Program, the number of CCRI students on track to graduate in two years increased three-fold, despite overall enrollments being disproportionately comprised of part-time students. Furthermore, the Rhode Island Promise Program has created a positive impact on student enrollment, especially among populations that have been historically underserved. Since the inaugural cohort in Fall 2017, there has been a 33% increase among Rhode Island Promise Scholars, and the college is serving more students of color.

As noted in the 2019 Interim Fifth-Year Report, the college's retention rate has fluctuated between 63% to 69% from 2013 to 2018 for first-time, full-time associate degree-seeking students. Table 8.2 presents overall retention rates for the college, meaning the retention rates for key cohorts including first-time, full-time associate degree-seeking students and students in the Rhode Island Promise Program. Disaggregated retention rate measures for the different student populations allow the college to identify and address equity gaps for our students based on their demographic and financial characteristics.

Table 8.3 presents CCRI's three-year graduation rate trends for the last six years available. The college tracks three-year graduation rates for both 1) fall first-time, full-time cohorts (IPEDS cohorts) and 2) RI Promise cohorts (fall first-time, full-time, direct from high school, degree-seeking students). The college also disaggregates its overall graduation rate statistics by student race/ethnicity and Pell-eligibility (as a proxy for low-income status). Three-year graduation rates have increased for all cohorts overall and most student subgroups over the past five years, although these rates have declined from their pre-COVID peaks.

Table 8.2 One-Year Retention Rates by Cohort, Race/Ethnicity, & Pell Status

Cohort Start Term	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First-time, Full-time Students	**65%**	**67%**	**59%**	**55%**	**54%**	**59%**	**59%**
Race/Ethnicity							
Asian	74%	76%	62%	70%	62%	57%	59%
Black or African American	56%	58%	52%	52%	58%	57%	58%
Hispanic or Latino	57%	65%	57%	48%	46%	57%	55%
Other/Unknown	69%	63%	54%	54%	47%	64%	56%
Two or More Races	57%	54%	53%	50%	47%	53%	52%
White	68%	70%	62%	60%	58%	62%	63%
Pell Status							
Pell Eligible	61%	64%	56%	52%	49%	57%	56%
Not Pell Eligible	70%	70%	64%	60%	59%	62%	63%
RI Promise Students*	**64%**	**63%**	**60%**	**57%**	**55%**	**61%**	**61%**
Race/Ethnicity							
Asian	75%	72%	69%	72%	62%	58%	63%
Black or African American	54%	55%	53%	51%	59%	56%	60%
Hispanic or Latino	58%	58%	57%	49%	48%	59%	56%
Other/Unknown	67%	57%	53%	59%	48%	63%	58%
Two or More Races	55%	56%	57%	53%	47%	53%	53%
White	66%	66%	63%	61%	59%	63%	65%
Pell Status							
Pell Eligible	59%	60%	58%	55%	50%	58%	58%
Not Pell Eligible	69%	66%	64%	60%	60%	63%	64%

*The first RI Promise cohort started with CCRI in Fall 2017. Red values are based on Promise comparison cohorts, a group of students who would have met Promise eligibility criteria had it existed in Fall 2016.

Table 8.3 Three-Year Graduation Rates by Cohort, Race/Ethnicity, & Pell Status

Cohort Start Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
First-time, Full-time Students	**18%**	**20%**	**30%**	**26%**	**24%**	**25%**
Race/Ethnicity						
Asian	17%	9%	32%	34%	34%	29%
Black or African American	10%	8%	16%	12%	13%	12%
Hispanic or Latino	13%	9%	21%	18%	14%	16%
Other/Unknown	26%	21%	39%	25%	15%	24%
Two or More Races	22%	13%	23%	23%	16%	20%
White	20%	26%	35%	31%	30%	31%
Pell Status						
Pell Eligible	14%	15%	25%	20%	19%	18%
Not Pell Eligible	24%	27%	38%	34%	30%	32%
RI Promise Students*	**17%**	**19%**	**30%**	**27%**	**24%**	**25%**
Race/Ethnicity						
Asian	15%	14%	33%	35%	33%	28%
Black or African American	9%	3%	16%	13%	13%	12%
Hispanic or Latino	13%	8%	20%	19%	14%	16%
Other/Unknown	26%	21%	37%	23%	16%	24%
Two or More Races	16%	13%	25%	24%	16%	21%
White	19%	25%	34%	32%	31%	31%
Pell Status						
Pell Eligible	14%	13%	24%	22%	19%	18%
Not Pell Eligible	21%	25%	36%	34%	30%	32%

*The first RI Promise cohort started with CCRI in Fall 2017. Red values are based on Promise comparison cohorts, a group of students who would have met Promise eligibility criteria had it existed in Fall 2015 and Fall 2016.

Nine of the college's associate degree programs require graduates to successfully complete their respective national licensure examinations, as do two certificate programs and one diploma granting program (Data First Forms 8.3). In all, 16 different licensure exams are administered to graduates annually across the health science programs. The pass rate across all graduates across all programs for the past four reporting periods (since AY19–20) is 90.1%, ranging from a low of 80% for the Histotechnician program (n=15) to a high of 100% on six of the exams (Radiography, all of the Dental Assistant exams, and two of the Dental Hygiene exams). Program Directors for each of these programs are analyzing exam pass rate trends each semester and implementing success measures like tutoring, additional lab time, and additional exam preparation in order to improve pass rates and meet the demands of the labor market.

In the last two years, the Office of Institutional Effectiveness has added tools to better track the employment outcomes of students. Historically, the college surveyed students four to five months post-graduation about their career and transfer plans, and the percentage of responding graduates employed was 41% in 2018. In 2021, the methodology shifted to a Graduating Student Exit Survey to increase response rates, and the number of respondents that expected to be employed remained steady at 41%, despite the impact of the COVID-19 pandemic and the shift of data collection methods. Over a third (37%) of respondents reported that their job was directly related to their degree program. By the Spring 2023 administration of the Graduating Student Exit Survey, 47% of students will be employed post-graduation, and 44% of respondents report that their job will be directly related to their program of study. Some departments also track what students do after they graduate for their programmatic accreditation requirements. The cybersecurity and nursing programs are examples of this. Both programs have advisory boards with industry leaders as members and track outcomes for graduating students to improve the program and match industry needs. To respond to the challenges of collecting student employment data, in 2021, CCRI partnered with LightCast (formerly EMSI Burning Glass) to analyze alumni career outcomes, and found that between 2002 and 2021, 47% of matched alumni (n=4,120) were employed in their field of study. Of those alumni, 71% currently reside in the region. This analysis complements the graduating student survey data to create a more holistic picture of where CCRI graduates are employed.

CCRI is committed to helping students further their education by transferring to a four-year institution after graduation. Transfer rates are an important measure of student success. Both direct and indirect measures of transfer rates are available. In the 2023 Graduating Student Exit Survey, 31% of the responding graduates "confirmed transfer to a four-year college or university," and of those indicating they were transferring, 83% were "very confident" or "confident" about entering the transfer program. Table 8.4 shows that 28% of 2023 graduates actually transferred out of CCRI with a credential using National Student Clearinghouse data, supporting the validity of the 2023 Graduating Student Exit Survey results.

Table 8.4 Percent of Transfer-Out Students Earning Certificate or Associate Degree Before Transfer*

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Unduplicated Headcount	20,165	19,379	19,106	18,806	17,380	15,923	16,007
Transfer-out Students	2,741	2,622	2,586	2,637	2,431	2,201	2,235
Percent of students that transferred with a credential	26%	27%	32%	32%	32%	32%	28%

*Measures students who attend CCRI in a given academic year who are present in a degree-program in the subsequent calendar year. For example, 2,201 of the 15,923 students who attended CCRI in AY21-22 had a degree-seeking enrollment elsewhere in calendar 2022. Thirty-two percent (32%) of those 2,201 earned a CCRI credential in AY21-22 prior to transfer.

Student success measures and data are fundamental for the college to create informed and strategic planning for classes, resources, and policy changes. An example of this is a ZIP Code Analysis completed by the Office of Institutional Effectiveness in Spring 2022. The analysis considered ZIP codes in Rhode Island through a variety of factors including unemployment rates, associate degree attainment rates, and bachelor's degree attainment rates. There was a primary focus on the city of Providence

because of its underfunded school district that the college primarily serves. The analysis found that the college could be doing more outreach in Providence to reach the underrepresented ZIP codes and improve those areas' unemployment rates and associate degree attainment rates by increasing enrollment from those ZIP codes. Additionally, the convenient location of the Liston campus in the West side area of Providence is an advantage to this outreach. The recommendations of the analysis were to increase resources allocated to the Liston campus to increase the outreach to these regions of Providence, with the goal of building a stronger economy within those communities.

After administering regular surveys of continuing students, CCRI has begun to survey students with the Community College Survey of Student Engagement (CCSSE) to have peer comparisons to assess practices that contribute to student satisfaction, learning, and engagement. Approximately 15% of the student population participated, which is equivalent to the average response rates nationally for online CCSSE administration. Results were shared with faculty, student services staff, and administrators through meetings with key stakeholders. CCRI plans to administer the CCSSE survey every two years and will continue to administer its Continuing Student Survey in the non-CCSSE years.

Appraisal

As seen in the Data First Forms (Sections 8.1 and 8.2), metrics for completion of degrees and transferring to a four-year college or university have improved. In Table 8.3, three significant trends in CCRI's graduation rates can be observed. First, three-year overall three-year graduation improved significantly prior to the COVID-19 pandemic from 18% for Fall 2015 first-time, full-time students to 30% for Fall 2017 cohort first-time, full-time students. These increases are seen in comparisons of students within their racial/ethnic group or Pell-eligibility status against past performance; over time, rates within most groups are up. For example, Black or African American three-year graduation rates grew from 10% for the Fall 2015 cohort to 13% for the Fall 2019 cohort. Graduation rates for Pell-eligible students grew from 14% to 19% over the same time period. Second, while graduation rates have improved within most student groups, there are still attainment gaps across student groups. For example, graduation rates for Pell-eligible students continue to lag behind their more affluent peers (19% v. 30% respectively for Fall 2019 first-time, full-time students). Third, three-year graduation rates fell overall and across all groups during COVID-19 and have yet to rebound to pre-COVID levels; overall three-year graduation rates fell from 30% for Fall 2017 first-time, full-time students to 25% for Fall 2020 first-time, full-time students. With this caveat, CCRI students are still graduating at higher rates than just five years ago. Prior to COVID, CCRI exceeded its 29% three-year graduation target for AY20–21. It is anticipated that graduation rates will continue to improve given national trends and CCRI's student success initiatives specifically designed to promote persistence. For AY22–23, the college achieved an overall three-year graduation rate of 25%. The college has set a three-year graduation rate target of 26% for AY23–24.

Overall, Rhode Island Promise cohort graduation rates are included in Section 8.1 of the Data First Forms, in addition to graduation rates for low-income students and students of color. Three-year graduation rates for these cohorts have followed a similar trajectory to fall first-time, full-time cohorts. The Fall 2017 RI Promise cohort (the first Rhode Island Promise cohort) achieved a 30% three-year graduation rate that then fell to 24% for the third Rhode Island Promise cohort due to the effects of the COVID-19 pandemic. Similarly, three-year graduation rates for Black or African American students peaked at 20% for the Fall 2017 Rhode Island Promise cohort compared to just 4% for the Fall 2014 Rhode Island Promise comparison group. Their rates then fell to 13% for the Fall 2019 cohort during the pandemic. Fifteen percent of Pell-eligible students in the Fall 2014 Rhode Island Promise

comparison group graduated in three years, compared to 24% of Pell-eligible Fall 2017 Rhode Island Promise students. Their rates then fell to 19% for the Fall 2019 cohort during the pandemic. Despite more recent declines due to the COVID-19 pandemic, this data is critical because it shows how the college can allocate resources to Rhode Island Promise students to help them achieve greater education outcomes.

The Data First Forms for Section 8.2 Student Success and Progress Rates and Other Measures of Student Success look at the Fall 2017 and Fall 2019 cohorts. It is important to note that six years have passed for the Fall 2017 cohort and four years have passed for the Fall 2019 cohort. The college expects the numbers for the Fall 2019 cohort to surpass Fall 2017 after two more years have passed based on the changes in policies and increase in resources for graduating and transferring students.

Moreover, as CCRI's enrollment has declined, the college has started to measure the number of enrollments required to produce a graduate. This ratio allows the college to capture performance in helping students who enroll at CCRI exit with a credential of value while controlling for the effects declining enrollment would have on graduate production. As illustrated in Table 8.5, in 2015-2016, it took 11.4 enrollments to produce one graduate. By 2022–2023, this ratio fell to 8.1 enrollments to produce a graduate. Clearly, CCRI is doing a better job of converting enrolled students into graduates than in the past.

Table 8.5 Ratio of Enrollments to Graduates by Academic Year

Academic Year	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Ratio of Enrollments to Graduates	11.4	10.1	9.3	8.4	8.0	8.0	7.6	8.1

Across the 1,998 licensure examinations completed between 2019-2023, the years most impacted by the COVID-19 pandemic, the pass rate for all exams taken in the past four reporting periods is 90.1% (see Data First Forms for specific program licensure pass rate data). The overall pass rate between 2014-2018 was 92.6%, and, thus, the current pass rates reveal the impact of the COVID-19 pandemic on students. In AY22-23, 92% of students did pass their licensure exams, so the rate is rebounding. In an effort to ensure all graduates pass these exams, remediation and test preparation has been a major focus of the health sciences programs since the pandemic affected students' clinical and didactic learning.

The LightCast database of alumni employment outcomes improves upon what can be gleaned from college surveys. The LightCast database includes career data beyond the first job post-graduation. For example, some of the top 10 occupations of graduates since 2002 include registered nurses (10.9% of all alumni profiles), general and operations managers (2.5%), customer service representatives (2.4%), computer user support specialists (2.2%), and accountants and auditors (1.8%). Only 91 graduates reported employer and occupational details in the 2021 survey, making new alumni data much more actionable.

Improving transfer outcomes has been a policy focus in Rhode Island. The Office of Institutional Effectiveness measures transfer using multiple KPIs that give the college different perspectives on its transfer progress. Table 8.4 above shows one measure: the percentage of transfer students who earn a CCRI credential prior to transfer. Overall, the number of students who transfer has risen or fallen with

enrollments. In AY22–23, 2,235 students transferred to other colleges and universities, down from 2,741 in AY16–17. The percentage of students who transfer with a certificate or associate degree has increased, however, from 26% in AY16–17 to 28% in AY22–23, with peak performance at 32% for multiple intervening years. The Office of Institutional Effectiveness now conducts analyses each spring to understand the receiving colleges CCRI graduates and CCRI non-graduates transfer into after attending CCRI using National Student Clearinghouse data. In the Spring 2023 analysis of CCRI graduates, the Office of Institutional Effectiveness analyzed students who graduated between Fall 2018 and Spring 2022. As of Spring 2022, 47% of these graduates transferred. Of the graduates who transferred, 72% transferred within the next semester after graduating. CCRI has strong links with its sister public institutions in the state; 70% of students who transferred within two years of graduation enroll at the University of Rhode Island (URI) or Rhode Island College (RIC).

CCRI currently has 24 transfer articulation agreements with colleges across the country. The college also has more than 77 program-to-program transfer agreements. Through the Joint Admissions Agreement, students receive tentative acceptance to URI or RIC, personalized advising, and seamless transfer with junior status to these schools. The college currently has a full-time transfer coordinator and dedicated advisors for the JAA program. The college is excited for the future of articulation agreements and for the future of the JAA program. In addition to work with the public institutions in Rhode Island, in 2021, CCRI joined the New England Transfer Guarantee, a program of the New England Board of Higher Education. The Rhode Island Transfer Guarantee allows graduates to transfer directly to participating four-year independent institutions in the state with guaranteed admissions and financial incentives for the attainment of certain GPAs. During the first year of the program, 17 students transferred to participating institutions. Of these students, 35% are BIPOC students. The college is currently revising the General Studies program to promote specific JAA transfer pathways within the broader degree to build more alignment with the Guided Pathways program and increase transfer rates.

CCRI administered the Community College Survey of Student Engagement (CCSSE) for the first time in 2023. The area that most closely met the benchmark of the top 10% of community colleges participating in the CCSSE survey was "Academic Challenge," scored based on responses to questions related to how engaged students were in challenging intellectual and creative work. The standardized benchmark score was 51.1 compared to 57.5 for the top 10% group. The component of student engagement furthest from the benchmark for the top 10% of community colleges was "Active and Collaborative Learning" (47.8). This is an area of focus that is part of the Guided Pathways initiative to add experiential learning to all associate degree programs and the ongoing work of the Center for Teaching Excellence and the Office of Online Learning and Technology. For all of the other components of student engagement in the CCSSE, CCRI is at or slightly above average for "Student Effort" (50.6), "Academic Challenge" (51.1), "Student-Faculty Interaction" (52), and "Support for Learners" (53). As the college continues to increase the use of the Starfish communication tool, scores on "Student-Faculty Interaction" and "Support for Learners" are expected to increase during the next CCSSE administration in 2025.

The first round of systematic general education assessment in Fall 2022 and Spring 2023 provided data that can be used to improve both student learning and the assessment process (Table 8.6). Given the assessments of competency in written communication and quantitative reasoning, the college's focus on developmental math and English will continue, particularly around revising English Language Learning curriculum and promoting the co-requisite model in both math and English. In another example, since

only 47% of student artifacts were assessed as "competent" for written communication, and that approximately 50% of students assessed in ENGL 1010 in Fall 2022 demonstrated basic proficiency in the analysis, evaluation, and synthesis of valid sources while utilizing MLA citation, writing faculty have incorporated teaching strategies to address how students engage with sources as well as offering a Spring Symposium presentation to faculty more broadly on how to help students integrate and synthesize information in written work. ENGL 1010 is being reassessed in Fall 2023. In addition to using assessment results to improve learning outcomes, the results were also used to improve the assessment process. Faculty workgroups have reviewed the existing rubrics and have made suggestions to tailor them by discipline and make the rubrics align better with course assignments. Discussions of benchmarks and goals will inform how the college uses assessment results as more data are collected over time.

Table 8.6 2022-2023 General Education Assessment Results

Outcome	Percent of Competent Rubric Scores
1a – Written Communication	47% (n=80)
1b – Oral Communication	64% (n=153)
2a – Critical Thinking	61% (n=306)
2b – Information Literacy	60% (n=202)
3a – Scientific Reasoning	64% (n=280)
3b – Quantitative Reasoning	46% (n=743)
4a – Global/Cultural/Historical Understanding	53% (n=329)
4b – Teamwork and Ethical Reasoning	81% (n=257)

Finally, to make data collection easier for faculty, CCRI invested in the Blackboard Assessment module in Fall 2022. The tool is in the process of being implemented in AY23–24 so faculty can link their tests, assignment rubrics, or gradebook items to the Educated Person outcomes. Several departments have volunteered to assess General Education outcomes using this tool, and a Summer 2024 workshop series is planned to incentivize more faculty to assess learning outcomes using the tool.

To triangulate these data with indirect measures, in the Graduating Student Exit Survey administered in May 2023 by the Office of Institutional Effectiveness, the survey results indicate that a majority of CCRI graduates "strongly agree" or "agree" that they have the requisite skills and abilities that comprise the four Educated Person outcomes. While the results remain consistent from 2018, including lower confidence in quantitative and scientific reasoning skills (Table 8.7), it will be necessary to continue to monitor the self-reported measures and the direct assessment of student learning to fully understand the impact of the COVID-19 pandemic on student learning. Given the gap between the faculty ratings of competency and student perceptions of competency across the general education outcomes, professional development for faculty around the articulation of criteria for graded assignments, like providing rubrics and examples of exemplary work, will help students and faculty alike better understand the expectations for the achievement of the Educated Person outcomes.

Table 8.7 Percentages of Graduating Students Reporting Competencies in the Educated Person Outcomes

Four Abilities of the Educated Person Outcomes	2018 Strongly Agree or Agree Percentage	2021 Strongly Agree or Agree Percentage	2023 Strongly Agree or Agree Percentage
Effective Communication	99.1%	99.3%	98.1%
Critical Thinking	99.1%	98.7%	97.7%
Quantitative and Scientific Reasoning	93.3%	91.1%	91.4%
Social Interaction	98.1%	97.2%	97.7%

CCRI's academic programs assess the attainment of program outcomes using a variety of direct and indirect methods: licensure exams, capstone projects, fieldwork and clinical evaluations, musical and theater performances, portfolios, and written assignments. Departments have grown in their capacity to use program assessment data to improve their programs. Some examples of this can be found in the E-series forms. Three examples are summarized here as follows:

Engineering Systems Technology: Introduction to Engineering and Technology (ENGR 1020) is the gateway course to both Engineering Systems Technology and the Engineering Transfer degree. In 2022-2023, faculty assessed the final report related to the engineering process, in which students build and test a small wind turbine during the semester. Overall, the assignment was successful, with a median grade of 87%. However, not all students completed the final report, despite engaging with the project. To improve outcomes and student success throughout the program, faculty will provide students with a template for the final report earlier in the semester and scaffold the assignment so that sections of the report are completed along with the project components. In addition, faculty are in the process of making the ENGR 1020 curriculum more uniform across sections.

Communication: A new degree program that began in 2019, assessment was built into the Communication and Film/Media program design from the outset. Students have a required field experience and complete a capstone portfolio at the end of the program. To prepare students for the field experience, experiential learning was built into more courses prior to their internship, and the CCRI radio and newspaper are promoted to students as co-curricular learning opportunities. In response to writing assessments where 56% of student work was exemplary, and 44% of student work was developing, program faculty have begun using Starfish, the early alert system, to refer students to the Writing Center and other college resources. Lastly, additional courses like Foundations of American Journalism (COMM 1150) were added to the curriculum to add greater context and disciplinary knowledge to later courses such as Media Writing (COMM 2000).

Occupational Therapy: Despite accreditation by the American Occupational Therapy Association (AOTA) and consistently high national examination pass rates, the challenges of the COVID-19 pandemic impacted student success in the program. As a result, the program director introduced several changes in response to assessment results, such as that only 70% of passing NBCOT exam takers answered questions correctly related to the ability to implement occupational interventions. Any student receiving a grade below 80% and all students at midterms are required to have an advising session with the program director. Students also now receive completed tests for review. In response

to the challenges associated with the cohort that took anatomy and physiology in a remote learning format, the Student Success Center worked with Pearson to produce interactive, self-directed virtual resources as a refresher for that content in later courses.

The COVID-19 pandemic slowed the momentum around student learning outcomes assessment, though in some ways, the actions taken by CCRI laid the foundation for a greater engagement with data and assessment by faculty. During AY20–21, the Vice President for Academic Affairs created the Ad Hoc Assessment Committee (AHAC) to develop and implement an assessment plan to evaluate the academic and administrative changes related to the impact of the COVID-19 pandemic on teaching and learning. Subcommittees were mostly comprised of faculty members and evaluated data on retention and grades prior to the COVID-19 pandemic and during the virtual learning necessitated by it; surveys of faculty and student experiences with remote learning; student focus groups on their experiences with learning during the pandemic; student engagement research; and virtual teaching best practices and research. This research led to 21 recommendations for data governance, student engagement and success, professional development, and enhancements to the academic culture. The recommendations were accepted by the Vice President for Academic Affairs and formed the basis for the Academic Master Plan 2022-2027, which incorporates assessment. Stemming from the Academic Master Plan, it is anticipated there will be greater capacity for working with faculty through the addition of an Assessment Coordinator position; greater coordination between General Education, Assessment, and the Center for Teaching Excellence through the Teaching, Learning, Scholarship, and Assessment Group; and the expansion of the use of the Blackboard Assessment tool to help departments visualize and utilize assessment findings.

In addition to providing more actionable data, engagement with these data has deepened over time. In 2018, the Office of Institutional Effectiveness identified HELP courses for each department, and division deans and department chairs were asked to review and appraise the findings annually with their faculty and identify strategies for improving the success rate of students in the courses. With most departments participating, 14 courses were assessed in Summer 2022. Data showed that, through these 14 courses, the average withdrawal rate was 21%. The average did not succeed (D, F) rate was 13% in AY21-22. In Fall 2022, the average withdrawal rate decreased by 1% to 20% and the D, F rate increased by 5% to 18%. Across sections in these 13 courses, over 2,194 students were assessed during the Fall 2022 semester. This is the largest-scale assessment project that CCRI has undertaken in the last decade. Table 8.8 provides disaggregated data for all of the HELP courses assessed in Fall 2022.

Table 8.8 Fall 2022 HELP Course Success Rates by Ethnicity*

Race	Withdrawal (W/WP/WF)	Course Success (A-C)	Did Not Succeed (D-F)
White	17%	68%	15%
Black or African American	21%	56%	22%
Hispanic or Latinx/e	24%	55%	21%
Asian	18%	63%	19%
Two or More Races	21%	63%	16%
Unknown/Other	21%	56%	23%

**Note: The Other/Unknown category includes both American Indian/Alaska Native & Native Hawaiian/Pacific Islander students.*

This departmental work led to improvements in student success. For instance, faculty changed two HELP courses in the Art, Art History, and Design Department, Introduction to Visual Arts (ARTS 1001) and Digital Photography I (ARTS 1850) and improved the success rate by 10% and 17%, respectively. In 2022, Academic Affairs sponsored a Faculty Learning Community from each department to assess one of their HELP courses, resulting in assessments including analyses of test performance, surveys of students who withdrew from the course, student meta-cognition self-assessments, and proficiency testing. Of the 14 courses included in the Faculty Learning Communities, seven courses had improved success rates that term. One finding was that withdrawal rates are driving courses into the HELP category more than low student learning outcome achievement, so student success strategies like Caring Campus, Starfish, and designing courses to meet OSCQR standards that help students feel welcome and connected are methods that the college will continue to promote to address course withdrawal rates. Recognizing that success rates are a lagging indicator; the college looks forward to continuing course improvement based on assessment outcomes. One strategy that has yet to be implemented, but came out of participation in an AAC&U Institute for General Education Assessment, is the development of a faculty assessment mentor role to support peer mentorship around assessment and to foster a culture of assessment.

To provide an external perspective on those outcomes, CCRI has prioritized the growth of industry advisory boards. Over the last five years, the college had 14 active advisory boards providing input to programs and five additional programs are in the process of reforming or cultivating a new advisory board.

CCRI analyzes student success metrics to guide planning. The Office of Institutional Effectiveness (IE) continuously monitors graduation rates, retention, and course completion rates with a focus since 2020's Campus Inclusion Plan on disaggregating data to understand and close equity gaps. IE has also made this data available more widely for planning using a public facing website.

Projection

- After using the same annual assessment platform for the last five years, the Program Review and Assessment Advisory Committee will evaluate and improve the annual assessment process in AY24–25, incorporating the Blackboard Assessment module so that 80% of programs use the assessment tool by 2027.
- To recognize the importance of faculty in building a culture of assessment, a Faculty Assessment Mentor role will be developed to serve as a bridge between the Director of Academic Program Review and Accreditation and the academic departments by 2027.
- To address the institution's equity goals, Academic Affairs is partnering with the Office of Organizational Development and Diversity, Equity, and Inclusion to disaggregate student success data by race/ethnicity and program to provide student success dashboards available to department chairs and academic administrators by the end of Spring 2025.
- To achieve student success outcomes for AY23–24 that improve incrementally on the College's performance on the following KPIs:
    - 60% fall-to-fall retention rates for first-time, full-time cohorts
    - 26% three-year graduation rates for first-time, full-time cohorts.

Standard 8: Educational Effectiveness

(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 19-20) Fall 2019 Cohort	(FY 20-21) Fall 2020 Cohort	(FY 21-22) Fall 2021 Cohort	(FY 22-23) Fall 2022 Cohort	(FY 23-24) Fall 2023 Cohort
IPEDS Retention Data					
First-time, Full-time Associate/Certificate students	56%	54%	59%	59%	60%
Bachelors degree students	0%	0%	0%	0%	0%
	Fall 2017 Cohort	**Fall 2018 Cohort**	**Fall 2019 Cohort**	**Fall 2020 Cohort**	**Fall 2021 Cohort Goal**
? **IPEDS Graduation Data (150% of time)**					
First-time, Full-time Associate/Certificate students	30%	26%	24%	25%	26%
Bachelors degree students	0%	0%	0%	0%	0%
? **IPEDS Outcomes Measures Data**					
First-time, full time students					
Awarded a degree within six years	27%	31%	31%	31%	32%
Awarded a degree within eight years	31%	34%	33%	33%	35%
Not awarded within eight years but still enrolled	3%	3%	2%	3%	2%
First-time, part-time students					
Awarded a degree within six years	11%	13%	14%	15%	16%
Awarded a degree within eight years	14%	16%	17%	18%	20%
Not awarded within eight years but still enrolled	4%	4%	3%	3%	2%
Non-first-time, full-time students					
Awarded a degree within six years	21%	21%	23%	25%	26%
Awarded a degree within eight years	23%	23%	25%	27%	29%
Not awarded within eight years but still enrolled	2%	2%	2%	3%	2%
Non-first-time, part-time students					
Awarded a degree within six years	13%	14%	17%	18%	19%
Awarded a degree within eight years	16%	16%	2%	20%	21%
Not awarded within eight years but still enrolled	2%	3%	3%	3%	2%

	? **Other Undergraduate Retention/Persistence Rates (Add definitio**					
		Fall 2019 Cohort	**Fall 2020 Cohort**	**Fall 2021 Cohort**	**Fall 2022 Cohort**	**Fall 2023 Cohort Goal**
1	RI Promise Students Fall to Fall Retention Rate	57%	54%	61%	61%	62%
	Fall-to-Spring Persistence					
		Fall 2019 Cohort	**Fall 2020 Cohort**	**Fall 2021 Cohort**	**Fall 2022 Cohort**	**Fall 2023 Cohort Goal**
	First-time, Full-time Associate/Certificate students	79%	73%	79%	80%	83%
	RI Promise Students	79%	73%	80%	82%	83%
2						
?	**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1	2-Year Graduation Rates					
		Fall 2018 Cohort	**Fall 2019 Cohort**	**Fall 2020 Cohort**	**Fall 2021 Cohort**	**Fall 2022 Cohort Goal**
2	First-time, Full-time Associate/Certificate Students 2-Year Grad Rate	18%	17%	18%	18%	19%
3	RI Promise Students 2-Year Grad Rate	19%	17%	18%	18%	19%
4	RI Promise Low-Income Students 2-Year Grad Rate	13%	13%	13%	11%	12%
5	RI Promise Students of Color 2-year Grad Rate	13%	12%	11%	12%	13%
6						
	3-Year Graduation Rates					
		Fall 2017 Cohort	**Fall 2018 Cohort**	**Fall 2019 Cohort**	**Fall 2020 Cohort**	**Fall 2021 Cohort Goal**
	RI Promise Students 3 year Grad Rate	30%	27%	24%	25%	26%
	RI Promise Low-Income Students 3-Year Grad Rate	24%	22%	19%	18%	19%
	RI Promise Students of Color 3-Year Grad Rate	21%	20%	15%	17%	17%

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago Fall 2017 Cohort	4 years ago Fall 2019 Cohort
?	**First-time, Full-time Students**				
	Degree from original institution	.	.	38%	27%
	Not graduated, still enrolled at original institution	.	.	5%	8%
	Degree from a different institution	.	.	5%	2%
	Transferred to a different institution	.	.	10%	9%
	Not graduated, never transferred, no longer enrolled	.	.	42%	54%
?	**First-time, Part-time Students**				
	Degree from original institution	.	.	15%	9%
	Not graduated, still enrolled at original institution	.	.	6%	10%
	Degree from a different institution	.	.	5%	1%
	Transferred to a different institution	.	.	9%	8%
	Not graduated, never transferred, no longer enrolled	.	.	65%	72%
?	**Non-first-time, Full-time Students**				
	Degree from original institution	.	.	23%	30%
	Not graduated, still enrolled at original institution	.	.	4%	8%
	Degree from a different institution	.	.	8%	10%
	Transferred to a different institution	.	.	15%	17%
	Not graduated, never transferred, no longer enrolled	.	.	50%	35%
?	**Non-first-time, Part-time Students**				
	Degree from original institution	.	.	20%	23%
	Not graduated, still enrolled at original institution	.	.	5%	10%
	Degree from a different institution	.	.	12%	7%
	Transferred to a different institution	.	.	12%	12%
	Not graduated, never transferred, no longer enrolled	.	.	51%	48%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2020)	(FY2021)	(FY 2022)	(FY 2023)	(FY 2024)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

		AY19-20	AY20-21	AY21-22	AY22-23	AY23-24 (Goal)
1	% of transfer-out students earning certificate or associate degree before transfer	32	32	32	28	29
		Fall 2019 First-time Cohorts	**Fall 2020 First-time Cohorts**	**Fall 2021 First-time Cohorts**	**Fall 2022 First-time Cohorts**	**Fall 2023 First-time Cohorts (Goal)**
2	% of cohort completing gateway college-level math with C or better in first year	23	21	19	22	23
3	% of cohort completing gateway college-level English with C or better in first year	44	38	39	39	40

Definition and Methodology Explanations

1	For associate cohort entering, we use entering students in fall 2017 and fall 2019 for 6 years ago and 4 years ago, respectively.
	For "% of transfer-out students earning certificate or associate degree before transfer", we use National Student Clearinghouse data to identify which credential-seeking students present at CCRI in a given academic year are enrolled in a credential-seeking program in the next calendar year. For example, we would measure which CCRI credential-seeking students present in AY22-23 have a credential-seeking enrollment at another college in calendar year 2023. Of those students with a credential-seeking enrollment at another college, we check to see which of them earned a CCRI credential prior to enrollment elsewhere.
2	For % of cohort completing gateway math with a C or better in first year and % of cohort completing gateway English with a C or better in first year, we calculate what percentage of fall first-time students (full- and part-time) complete each course by the end of their first summer. We also include if they have completed these course in their pre-freshman summer.

Standard 8: Educational Effectiveness

(Licensure Passage and Job Placement Rates and

Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Most Recent Year (FY 2023)	
?	**State Licensure Examination Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									
?	**National Licensure Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NCLEX RN	224	186	261	222	146	118	233	201
2	NCLEX PN	65	59	58	47	52	51	52	50
3	ASCP BOC (MLTC)	12	11	14	13	16	13	12	12
4	ASCP BOC (HSTO)	2	1	4	3	5	4	4	4
5	ARRT (XRAY)	20	20	18	18	17	17	18	18
6	ARDMS (DMSD)	20	17	21	15	21	17	24	24
7	NBRC (RESP)	22	21	18	18	9	7	9	8
8	NBCOT (OCTA)	16	16	12	11	19	19	16	16
9	NPTE (PHTA)	22	21	20	19	20	18	29	24
10	MBLEx (TMSG)	12	11	16	14	5	3	4	4
11	Certified Dental Assistant Exam	15	15	11	11	11	11	11	11
12	Radiation Health and Safety Exam	18	18	15	15	13	13	13	13
13	Infection Control Exam	18	18	13	13	14	14	14	14
14	NBDHE (DHYG)	20	20	20	20	24	24	24	23
15	ADEX (DHYG)	20	20	20	20	24	24	24	24
16	CSCE OSCE (DHYG)	20	20	20	20	24	24	24	24
?	**Job Placement Rates**								
	Major/time period	*	# of responding /matched grads	# or % with jobs	# of responding /matched grads	# or % with jobs	# of responding /matched grads	# or % with jobs	# of responding /matched grads	# or % with jobs
1	Nursing		107	97	40	35	30	30	97	79
2	Overall graduates		280*	44%*	148*	47%*	n/a	n/a	621**	48%**
3										
4										
5										

* Check this box if the program

Web location of gainful empl

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior (FY 2019)	2 Years Prior (FY2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Next Year Forward (goal) (FY 2023)
?	**Completion Rates**					
1	Certificates	225	256	242	252	257
2						
3						
4						
5						
?	**Placement Rates**					
1	Certificates	9	7	2		
2						
3						
4						
5						

Please enter any explanatory not

For Nursing, job placement rates are based on a survey the department sends to their graduates regarding employment within nursing. The numbers are based on the total number of respondents and the total number of respondents answering that they are employed in nursing. *The number of overall grads and the percentage with jobs in FY20 and FY21 is based on placement data that CCRI has received from EMSI Burning Glass (now LightCast). Alumni are matched based on data provided by employers/LinkedIn. There was no Graduating Student Survey in FY22 because of the pandemic. **The number of grads and % with jobs in FY23 is based on the Spring 2023 Graduating Student Survey.

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	N/A				
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Online					
Course completion rates	66%	65%	67%	65%	73%
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates (Knight Campus)	77%	71%	71%	69%	73%
Course completion rates (Flanagan Campus)	91%	72%	72%	71%	73%
Course completion rates (Liston campus)	90%	70%	70%	68%	73%
Course completion rates (Newport Campus)	89%	79%	81%	78%	73%
Retention rates					
Graduation rates					
Other measures, specify:					
1					
2					

3 **Definition and Methodology Explanations**

4 We do not calculate retention or graduation by site because our campuses are located so close together. Students take courses at multiple sites.

5 Course Completion = C or Better (Includes P); With the exception of Spring 2020 where a D was considered a "pass" during the change to online due to COVID. Students were given the option to go "Pass/Fail" and a Pass was an A-D.

On-campus course completion rates in Academic Year 20-21 are higher than subsequent years because most courses were taught online during this year. Those courses that were taught in person were largely performance-based health science courses and courses that required in-person labs.

In its HELP reports, CCRI targets an average course completion rate of 73%. This target was based on the 3-year average of pre-COVID course completion rates. During and post-COVID, our average course completion rate fell from this 73% historical average. However, CCRI has maintained the 73% course completion rate goal for all locations and modalities during this time.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Strengths	Opportunities
There is a college-wide commitment to acts of responsibility, ethics, and integrity.	The website's search engine can be further improved.
The student-facing website was redesigned and is more accessible.	Information publicly shared across the website can be improved for accessibility and consistency.
The use of software has improved policy and curriculum management processes.	There is a need for greater transparency of policies outside of PolicyStat for public viewing.

INTEGRITY

Description

The Community College of Rhode Island (CCRI) is committed to, supports, and expects all stakeholders to act responsibly, ethically, and with integrity. Integrity as a value is reflected in CCRI's Guiding Principles, Strategic Plan 2022-27, Academic Master Plan 2022-2027, mission statement, President's Message, and policies. In addition, integrity is highlighted throughout the institution's webpages and college-wide communications. Through its policies held in PolicyStat (a policy and procedure management software that supports on-demand access), College Governance and by staff and faculty, CCRI commits to and embodies its principles and acts of responsibility, ethics, and integrity as each relate to Standard Nine, as well as all other NECHE standards.

As a state institution, CCRI is governed by and operates within the authority of the Council on Postsecondary Education (Council), which reviews all certificates and degrees awarded. More specifically, the Commissioner of Postsecondary Education works closely with the presidents to determine the benefits or disadvantages of proposed new programs, departments, division, and courses of study. Board of Education and Postsecondary Council members are listed in the College Catalog.

CCRI ensures truthfulness, clarity, and fairness with all internal and external constituencies. The institution has increased its communication efforts to internal constituents through activities such as regular email correspondence (e.g., CC Daily and CC Weekly), town hall events led by senior leadership, faculty meetings led by the Vice President for Academic Affairs (VPAA), and governance committees. This increased communication enhances CCRI's dedication to honesty and transparency. Additionally, both the President and the Vice President for Academic Affairs host open office hours, making for greater accessibility in communicating with college leadership. Institutional leadership serve as ex-officio members on the Faculty Senate, Department Chairs Council, Staff Assembly, and Curriculum Review Committee, among other bodies, allowing for open dialogue and idea exchange.

As part of the hiring process, the Code of Ethics Policy is one of many policies provided to all new employees by the Division of Institutional Equity and Human Resources. CCRI's Code of Ethics expresses faculty, staff, and students' "commitment of conscience" and a pledge to conduct affairs "with honesty, frankness, and integrity." The Code of Ethics is also found within PolicyStat and the

Employee Handbook. The Student Affairs Division also follows the Code of Conduct, which obliges staff to "manifest the highest level of integrity" in helping students achieve their educational potential. In addition, the Division of Institutional Equity and Human Resources is committed to providing leadership and guidance to the CCRI community on issues of equity to foster inclusive learning and workspaces. This guidance is showcased on the Institutional Equity & Title IX webpage, which offers links to information related to affirmative action, Title IX, and equal opportunity, among other resources.

CCRI's Campus Police publishes an Annual Security Report per the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Every CCRI webpage links to the report. Additionally, the Campus Police webpage provides a listing of services and resources to educate the community on CCRI's safe school environment. Notably, in 2021, the CCRI Police Department became the first state college police department to be accredited by the Rhode Island Police Accreditation Commission, which reaffirms CCRI's commitment to the systematic review of policies and procedures.

In April 2020, CCRI launched PolicyStat and a systemic review process of all CCRI policies to ensure integrity and accuracy. Each policy provides origination, approval, effective, revision, and next review dates, as well as the administrator and department by which each policy is owned. PolicyStat allows those responsible for implementing and maintaining policies to stay up to date with review cycles.

There are several layers of curriculum oversight to ensure the integrity of courses and programs. The contractual Curriculum Review Committee (CRC) is a faculty advisory committee that approves or rejects all new and modified courses and programs of study proposals. All CRC-approved courses and programs are subject to approval by the Vice President for Academic Affairs and the President. Any new or substantially modified programs must be presented to the Postsecondary Council for review and notice prior to implementation. The integrity of accredited academic programs is ensured through the programs' respective accrediting bodies, while the integrity of non-accredited programs is ensured through the Academic Program Review process and departmental advisory board meetings to evaluate program alignment with current industry standards, needs, and desired skills. All courses and programs must undergo systematic assessment, which is outlined in detail in Standards Four and Eight.

CCRI has maintained its communication efforts with the Postsecondary Council and NECHE. The institution sends several annual reports to the Postsecondary Council related to enrollment, joint admissions agreements, faculty demographics, new academic programs, low completion programs, and projected organizational changes, among others. The Postsecondary Council is also notified whenever any academic programs are created, changes occur, or are suspended, as needed. In compliance with NECHE policy, CCRI demonstrates honesty and integrity by its communications regarding any adverse events and circumstances. For example, during the COVID-19 pandemic, CCRI shifted to 100% remote learning, which was communicated to and approved by NECHE. Communications of these adverse events and circumstances are relayed to NECHE by the Office of the President. Additionally, the Postsecondary Council is made aware of such communications.

Managed by the Office of the Vice President for Academic Affairs, the Intellectual Property Policy defines the various types of intellectual property, the steps to follow for disclosure, the methods of determining ownership, and the procedures for obtaining legal protection to ensure policies and procedures are in effect and reviewed for matters of intellectual property rights. The Conflict of Interest and Nepotism policy, managed by the Vice President of Institutional Equity, Human Resources,

and Organizational Development, defines and prohibits conflicts of interest and nepotism in the activities of all CCRI employees and those under the jurisdiction of the Council on Postsecondary Education. Additionally, the advancement team also facilitates an annual conflict of interest disclosure process, completed by the foundation staff and trustees.

Policies regarding privacy rights are found in PolicyStat and periodically reviewed. These policies are the Privacy Policy; Family Educational Rights and Privacy Act; Password Reset; Bathroom and Locker Room Usage; Inclusion of Transgender Persons; Responsible Use of Information Technology; and Student Email Accounts. Educational policies and procedures are equitably applied to CCRI students.

Adequate provision is made to ensure academic honesty, as displayed and described on the Academic Honesty webpage. As written in CCRI's Code of Ethics, "the principle of academic freedom shall in no way be dishonored." CCRI assures faculty the freedom to teach as written below, taken from Article III, Section A, Rights of Individuals, of the CCRI Full-Time Faculty Association contract. This statement is also found within the Faculty Handbook and on the Academic Freedom webpage located within the Office of the Vice President for Academic Affairs.

> *'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 her/his subject.*

Additionally, academic freedom is defined in Article XII, Academic Freedom, of the Part-Time Faculty Association Collective Bargaining Agreement. As stated in the article, "academic freedom is essential to the college and its faculty and applied to both teaching and research," demonstrating CCRI's commitment to faculty's freedom to teach and study. More information about the college's commitment to academic freedom can be found in Standard Six.

Furthering this commitment to academic freedom, CCRI offers a faculty-advised, student-written, and edited newspaper titled *The Unfiltered Lens* with a mission as follows:

> *The overall mission of The Unfiltered Lens is to inform and improve the quality of student life at the Community College of Rhode Island. We strive to accomplish this standard by reporting and writing the truth in an ethical and responsible fashion that enlightens the entire college community, while providing information in an unvarnished manner that seeks thoughtful responses, dialogue and, of course, action. We fully understand serving students is our clear objective and recognize the impact and, more importantly, the importance of this endeavor. We realize we do not make news but cover events that stimulate our community, improve college life and strengthen our Democracy.*

CCRI devotes time and resources to promoting diversity and inclusion in all areas of the institution. The Division of Institutional Equity and Human Resources includes an area focused on supporting diversity, equity, and inclusion. In 2020, the Campus Inclusion Plan was published, which focuses on providing strategies to make every student, faculty, and staff member feel a sense of belonging. CCRI allocates a variety of resources to support this such as engaging with the Institute for Evidence Based Change in the Caring Campus initiative to promote inclusivity across all areas of the institution.

CCRI has several strategies in place to foster an inclusive atmosphere that respects and supports people of diverse backgrounds. The Division of Institutional Equity and Human Resources provides hiring managers with resources for search committees that include training on implicit bias and

affirmative action monitoring. Within the Division of Institutional Equity and Human Resources falls the Office of Organizational Development and Diversity, Equity, Inclusion (OD & DEI). The OD & DEI office is vetting a learning management system to provide faculty and staff with ongoing professional development.

The Diversity, Equity, and Inclusion Council (DEIC) is comprised of CCRI faculty and staff committed to creating a culture of belonging and inclusivity for all members of the CCRI community. The DEIC meets once every month to share information, best practices, and develop programs and training sessions for each campus, to both celebrate the diverse identities that make up the institution, as well as provide informative workshops to develop cultural competency for faculty, staff, and students.

CCRI is one of four community colleges participating in a National Science Foundation grant with Howard University, Hampton University, and Morgan State University. The project, Howard Hampton Morgan Alliance for Graduate Education and the Professoriate (HHMS-AGEP), was formed with the expressed purpose of developing and evaluating a training model to increase the number of faculty from underrepresented groups entering and succeeding in the professoriate. The partnership officially launched in Fall 2021. To date, the college has hosted six student teachers from this program. The students are mentored by faculty who have partaken in a training program designed to support student teachers.

With integrity and honesty, the institution manages its academic, research and service programs, administrative operations, responsibilities to students, and interactions with prospective students. This is reflected in the institution's core values and mission and prominently displayed in various printed materials and webpages such as the Academic Honesty webpage, and faculty and student handbooks. Academic support areas, such as the Advising Center and the Personal Counseling and Wellness Office, publish a full range of services for enrolled and prospective students. These include in-person and virtual advising, personal/mental health services, academic planning, tutoring, coaching, student orientation, and financial aid. CCRI publishes information regarding student responsibilities surrounding Academic Engagement as defined by the U.S. Department of Education on the Office of Enrollment Service's Verification of Enrollment webpage.

CCRI is approved for participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA), which helps students' access to distance education programs. Additionally, participation in NC-SARA provides higher education institutions with efficient, consistent, and effective regulation of distance education programs. Participating NC-SARA institutions are required to meet specific standards, focusing on ensuring appropriate consumer protections for students.

CCRI is responsible for all activities that are sponsored by the institution or carry its name. CCRI has established and publicizes policies ensuring institutional integrity within its personnel contracts and handbooks. All faculty, staff, and students are held to the standards and policies written in their respective handbook and/or contract. The faculty and staff handbooks and contracts can be collectively found on the Human Resources Handbooks, Labor Contracts, and Salary Pay Scales webpage. The Student Handbook can be found on the Advising Center's Student Handbook webpage. Policies and procedures related to the fair resolution of grievances brought by faculty, staff, or students are outlined in their respective handbook and/or contract. Additionally, policies and procedures can be found within PolicyStat, and, when applicable, within the College Catalog.

For use of CCRI personnel, facilities, services, or equipment for any non-college related activities, permission must be granted for faculty and staff by the Vice President for Academic Affairs and Vice President for Administration and Finance, respectively. The stipulations for use of such personnel and facilities are outlined in the Facilities Use by Faculty and Staff for Non-College Related Activities policy found within the Employee Handbook and within PolicyStat.

Appraisal

With the implementation of PolicyStat software in April 2020, CCRI looked to improve the organization and functionality of its policy management. PolicyStat allows CCRI employees the ability to search for policies by searching for keywords or by title, owner, or department, which can all be filtered by revision, effective, and approval dates. The implementation of PolicyStat furthered CCRI's commitment to institutional integrity, providing for a more streamlined approach to implementing and maintaining policies to ensure accuracy and honesty of policies and procedures. Nine new policies have been submitted through the PolicyStat workflow across the academic, finance, administration, and student affairs divisions. These policies include Academic Program Review, Contingency/Reinvestment Fund Policy, General Education, Learning Management System Course Shell, Public Health Expectations, Purchase Card Policy, Release of Transcripts, Remote Work Policy, and a Travel Policy. This commitment to transparency can be further enhanced by defining a transparent chain of command as it relates to college policies. Those in certain roles close to policy owners understand the chains of command of policy review; however, others at a distance express a lack of clarity of the process. A process and timeline for policy review related to their development and maintenance schedules should be established to ensure all policies are up to date and reviewed in a consistent manner.

TRANSPARENCY

Description

The Community College of Rhode Island's website includes accessible and sufficient information that allows current and prospective students to make informed decisions about their education. It is the main portal for the public to access information about the college. Completely redesigned and relaunched in August 2019, the new student-facing website offers a sufficient number of accessible resources and data to help meet the needs of prospective students, current students, and members of the public. The website is enhanced by Google Translate, allowing the public to select a preferred language to view content. This option is available at the bottom of every webpage.

The College Catalog is displayed in several, easily accessible areas of the website, notably via three of the five dropdown menus on the homepage and linked at the bottom of every webpage for greater accessibility. The College Catalog serves as the official source of information. It contains academic information including Academic and Career Paths, Admissions requirements, Financial Aid, Academic Policies, Programs of Study, Course Descriptions, and other information relevant to a student's academic experience.

For more general inquiries, CCRI offers a Contact Us link (in English and Spanish) on its homepage, which provides general contact information for Student Affairs and other student facing departments (e.g., Admissions, The Advising Center, Financial Aid, Bursar, Disability Services for Students, Bookstore, IT Help Desk) along with a General Inquiry (or "cannot find what you are looking for") box that allows individuals to ask for specific information. Those general inquiries are sent to the Interim

President's Chief of Staff's email to triage and forward to the most appropriate individual/department for assistance.

All forms of print and digital communications are consistent with the College Catalog and accurately provide the public with access to conditions and opportunities available at CCRI. To increase ease of access, CCRI published its first online College Catalog in 2018-2019. Following the transition to online, CCRI implemented CourseLeaf's Catalog (CAT) software for the online catalog in AY20–21. The CAT software integrates directly with Banner, making for a more accurate and effective display of academic information in the catalog. It simplifies how CCRI's catalog liaisons such as academic deans and department chairs, admissions officers and advisors, and career services representatives develop, edit, and publish the catalog in a more organized, accurate, and timely fashion. A feature of CAT, linked on the College Catalog's homepage is the Catalog Archive, which provides students access to CCRI's catalog editions from 2016 to present. Catalog editions prior to 2016 and dating back to 1964 can be found in the library on the Knight campus.

On the college's homepage, the Admissions and Aid dropdown menu features quick links to apply to the college, register for classes, determine cost of attendance, and access enrollment services departments, such as Admissions, Financial Aid, and the Records Office. Additionally, the Student Life homepage menu features various quick links for student services and resources, as well as clubs, athletics, and events among others. The Admissions webpage is a resource portal for potential and new students, which includes registration and "How to Apply" instructions.

The Advising Center website publishes accessible information to service current and prospective students. It has a dedicated webpage for new students specifically, which provides clear guidelines for necessary steps including a New Student Admissions Checklist, New Student Orientation, and New Student Resources. New Student Resources include the Student Handbook, Disability Services for Students, Tutoring and Academic Coaching and other relevant information for new students.

Current and prospective students interested in transferring to Rhode Island College (RIC) and the University of Rhode Island (URI), may find more information to help in their decision making on the Joint Admissions Agreement webpage. Students interested in transferring to any four-year institution may find more information on the Transfer Articulations with Four-Year Institutions webpage. Detailed program-to-program descriptions with course information can be found on Transferology. Students interested in study abroad opportunities can learn more by visiting the Study Abroad Program webpage.

The Academic and Career Path webpages provide labor market data for available careers in each of the seven paths. Some academic departments, such as Computer Studies and Information Processing, also showcase labor market data on their individual webpages. This information is significant to students in exploring and choosing a career path.

The Student Handbook outlines the responsibilities of a CCRI student, as well as the college's responsibility to provide students with an environment conducive to learning and development. Such information in the Student Handbook includes the mission statement and Definition of an Educated Person; the Student Conduct Code outlining definitions of language, student rights, authority, proscribed conduct, disciplinary policies, off-campus incidents, compliance with Federal Law and Interpretation and Revision; Academic Policies including Academic Integrity and grieving a grade or

academic decision; and general policies such as those related to complaints, crime reporting, and public health expectations.

CCRI displays a link to its Public Records Request Guidelines in the footer on its website, which is displayed on every webpage across the website (e.g., CCRI Homepage and College Catalog). CCRI must comply with the state's Access to Public Records Act (APRA). Under the Act, there are prescriptions for violations, including monetary fines. The footer links to the Public Records Request document that outlines the policy to file a formal request for public records and provides a form for individuals to complete and submit. CCRI's Legal Counsel manages APRA requests. In accordance with state law, identified individuals at CCRI are required to attend APRA training annually and to certify the completion of the training. The training is conducted by the Rhode Island Office of Attorney General. Those who are certified and trained on APRA include the Interim President, the General Counsel, and the Chief of Staff.

The college's audited financials are presented to the Postsecondary Council. All Postsecondary Council meetings are open to the public in accordance with Rhode Island's Open Meetings Act and the agenda must be made public (within 48 hours of the public meeting) and must include items to be accepted or voted on, including audited financials. Once accepted by the Postsecondary Council, CCRI publishes audited financials on the Budget Office webpage. In addition, the Office of the Postsecondary Commissioner posts the audited financials to the Rhode Island Department of Education's eZ-Audit portal. The State of Rhode Island consolidates CCRI's audited financials with all other state agency financials to the National Register for Federal Grants.

The Office of Institutional Effectiveness is responsible for the collection, analysis, interpretation, distribution, and reporting of information useful in planning, decision making, and policy formulation. Aligned with its mission, CCRI is dedicated to the success outcomes of its students; as part of its reporting, the Office of Institutional Effectiveness provides enrollment and outcome data of students. This data includes enrollment and student demographics; retention and graduation rates; transfer data; and graduate and employment data. Such enrollment and outcome data can be found on the CCRI Enrollment & Outcomes webpage, as well as by clicking on the Success Measures link within the "About" dropdown menu on the college's web homepage. All enrollment and outcomes data are updated regularly throughout the year, which is outlined on the Data Update Schedule webpage. Additionally, student success-related data can be found through the National Center for Education Statistics.

The Marketing and Communications department maintains the most front-facing webpages of CCRI's website including pages associated with the Office of the President and Marketing and Communications. In collaboration with Web Services, the Marketing and Communications department provides guidance, when requested, on the design, layout, and presentation of content on other webpages. Marketing and Communications consistently reviews the pages for which it owns to ensure information is up to date and accurate. All other webpages are monitored by their respective departments and their trained web content managers, as well as Web Services. Web content managers must undergo training in CCRI's webpage platform Omni CMS, which is provided by Web Services. CCRI webpage owners make updates to webpages on an ad hoc basis, as necessary.

Appraisal

Although necessary information and resources are accessible in multiple places on CCRI's public website, it was found such information is not always in a centralized location with some content that

may not be easily accessed by the public. For instance, student enrollment and outcome data are deep in the Institutional Effectiveness site, when it should be accessible on the institution's homepage. To improve this, the Marketing and Communications Department, in partnership with Web Services, worked to reconfigure the accessibility of this information. Now the student enrollment and outcome data are accessible via the "About" dropdown menu on the homepage.

Additionally, the transparency and availability of CCRI's policies that are held in PolicyStat needs improvement. These policies are only available to those with CCRI usernames and passwords; therefore, the public is unable to view this information unless published elsewhere on the website.

One of the greatest areas of improvement with CCRI's public-facing website is its search engine. CCRI employees can navigate relatively well through its public webpages and search engine; however, it may present challenges for students, prospective students, and their family members who are unfamiliar with the site. Although the website does feature what current and prospective students need to make informed decisions, the transparency and accessibility is a gap for those who do not know how to navigate the website. CCRI has taken steps to improve the search engine, which is now enhanced by Google; however, there is still room for improvement in terms of the relevant information the search outputs.

PUBLIC DISCLOSURE

Description

The online College Catalog describes the mission statement of the institution consistent with all other communications and public-facing sources. The catalog is aligned with CCRI's mission to provide students with the education necessary for transfer and career success, specifically on its Academic and Career Paths page. The catalog also offers students information specifically related to transfer on the Transfer Information page, as well as each transferable program of study pages' Transfer tab (e.g., Associate in General Business transfer information). Additionally, the catalog provides workforce- and career-related information on its Division for Workforce Partnerships page and several programs of study description pages (e.g., Graphic Design Certificate).

In addition to the catalog, CCRI publishes its mission statement on the About CCRI webpage, which provides a brief overview of the institution's history and structure. Both the catalog and overview of CCRI are accessible from the homepage's About dropdown menu. The obligations and responsibilities of students and of CCRI are provided through various policies listed within the College Catalog and Student Handbook.

Linked on the About CCRI webpage is the description of each main and satellite campus location, with directions and floor plans, at which students can enroll for a certificate or degree. This information is also made available in the College Catalog. Details of each of the four main campus locations are accessible within Our History of the college. Most degrees and certificates are available for completion across all campuses; however, depending on the discipline, some programs are only available for completion at one campus due to equipment and technology restraints. Locations for these specific programs are explicitly stated in the College Catalog Programs of Study pages.

All courses and programs are listed in the online College Catalog and explicitly described on the course description and programs of study pages, respectively. The college scheduler provides locations

and modalities of instruction for each course offered at the college. Program locations are listed in the College Catalog programs of study under each applicable program. Any course that has not been taught for two consecutive years is unavailable for registration within the college scheduler and is removed from the next published catalog following the two years, based on the academic oversight and collaboration between the respective department chair and academic dean. Any program that is suspended and not accepting new students provides a statement on its program page within the College Catalog to inform students.

CCRI annually publishes the Family Educational Rights and Privacy Act (FERPA) Notification of Student Rights as required under the Family Educational Rights and Privacy Act. Included in this disclosure is the definition of directory information and an explanation of the Solomon Amendment, which requires CCRI to release directory information to military recruiters.

In addition to its educational outcomes, CCRI sets forth a Student Conduct Code, which is outlined in the Student Handbook. Also accessible in the Student Handbook are procedures associated with appeals and complaints. Other items related to student appeal options, attendance, and withdrawal from CCRI are published on the Dean of Student Development and Assessment's webpage.

Consistent with the mission, CCRI strives for student transfer ease and success to RIC and URI, among other four-year institutions. Specifically for RIC and URI, CCRI offers information on its Joint Admissions Agreement (JAA) program on its JAA webpage, as well as in printed and digital marketing pieces. Other transfer articulations and opportunities are available on the Transfer Center's Transfer Articulation with Four-Year Institutions webpage.

CCRI offers many academic and non-academic support services, co-curricular and non-academic opportunities, as well as library and other information resources to students. The public may access the library and information resources with a Rhode Island Resident Special Borrower's Card. All service and resource descriptions and other information are reachable by students on the Administration, Faculty and Staff Directory. Programs and courses, along with student life information are featured as dropdown menus in the top navigation bar of the homepage. Both dropdown menus provide easily accessible links to academic and non-academic services and resources for students.

CCRI's enrollment and student demographic data is published on the Institutional Effectiveness webpage. It also can be found by selecting the Success Measures link located in the About dropdown menu on the CCRI homepage. The description of the size and characteristics of the student population is also found through the National Center for Education Statistics, which is linked on the Institutional Effectiveness webpage.

In addition to enrollment and student demographics, the Institutional Effectiveness webpage offers retention and graduation rates, as well as transfer, graduate, and employment data to its viewers. Consistent with the institution's mission of student success, this page provides enrollment and outcome data of CCRI students. These data are updated on a regular schedule throughout the year.

Both tuition and fees and financial aid are accessible to students in the Admissions and Aid feature in the top navigation bar of the homepage. The total cost of education for each semester of the academic year is outlined on the Bursar's Office Tuition and Fees webpage. The Bursar's Office also provides an Explanation of Fees, helping students and their families understand specifically what tuition and fee costs cover. The Financial Aid office provides detailed information and resources such as the types of available aid, who is eligible for aid, how to apply for aid, and loan repayment on the department's

webpage. The Financial Aid office also offers a Net Price Calculator for students to generate estimated pricing information for their time at CCRI. Students can access textbook cost information by entering their schedule at the Campus Store webpage.

Published in the online catalog is a comprehensive list of faculty and staff, with corresponding department or program affiliation and degrees held. This information is pulled from the Banner Enterprise Resource Planning (ERP) system. Accessible on the Administration, Faculty and Staff Directory webpage are links to all individual academic and administrative departments directories. Each individual directory lists all employees within the corresponding department. The CCRI Leadership Team can be found on the interim president's public site. The Rhode Island Board of Education, Postsecondary Council, and Council on Elementary and Secondary Education members have a dedicated page within the College Catalog. Furthermore, the CCRI Foundation Officers, as well as Foundation Trustees are listed on the Office Institutional Advancement page of the website.

CCRI's accreditation status is published on the NECHE Accreditation webpage. Each externally accredited program lists its accreditation affiliation and status on their respective academic department webpages. The complete list of specialized accreditations can be found on the Academic Affairs Accreditation webpage.

Appraisal

While CCRI's redesigned, student-facing website includes accessible and sufficient information, there remains inconsistencies with content presentation. The college would benefit from an updated website policy and content management system to ensure accurate, current, and relevant information while at the same time creating consistency in design/content across all pages. The college needs to develop a process for the periodic review of webpages. For example, program learning outcomes are published on academic department webpages; however, the presentation is inconsistent across departments. Consistency of program learning outcome presentation would aid in CCRI's commitment to transparency to its students, faculty, and staff. A potential plan could be to closely vet and monitor webpages with one department overseeing the process, including regular examinations of review and correction. In addition, the college could implement data standards for web content managers to follow to ensure all pages adhere to approved guidelines and are in one voice.

Projection

- Improvement of the website has begun. Improvement will continue through the creation of a new college policy for a periodic review of webpages by their department owners to ensure students and prospective students are consistently directed to accurate pages. This includes improvement of the consistency across faculty and staff directories by including photos and directory information.
- The college will improve transparency, accuracy, and availability of CCRI's policies by refining and improving both the policy review process and the management of policies that need to be publicly posted outside of PolicyStat.
- The Office of Institutional Effectiveness will conduct an analysis of peer colleges' publicly available student outcomes data and update CCRI's Institutional Effectiveness website based on these findings by the start of calendar year 2025.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty	2018	https://www.ccri.edu/acadaffairs/faculty/academichonesty.html	Academic Affairs
Intellectual property rights	2008	https://www.ccri.edu/copyright/ippolicy.html	Academic Affairs
Conflict of interest	1981	https://riopc.edu/policies/conflict-of-interest-and-nepotism	Council on Postsecondary Education
Privacy rights	2023	https://ccri.policystat.com/policy/token_access/742bec69-b755-4a63-82db-548585395b89/	Information Technology
Fairness for students	2021	https://www.ccri.edu/advising/new_students/student_handbook/conduct#article_II	Student Affairs
Fairness for faculty	2020	https://www.ccri.edu/hr/CCRIFA%20cba%202018%202021.pdf	CCRIFA
Fairness for faculty	2022	https://www.ccri.edu/hr/employee_and_labor_relations/CCRIPTFACBASigned.pdf	CCRIPTFA
Fairness for staff	2013-2022	https://www.ccri.edu/hr/employee_and_labor_relations/handbooks.html	Institutional Equity and Human Reso
Academic freedom	2020	https://www.ccri.edu/acadaffairs/faculty/academicfreedom.html	Academic Affairs
Research	2023	https://www.ccri.edu/dean-hrs/irb.html	Academic Affairs
Research	2023	https://ccri.policystat.com/policy/token_access/4901a3c1-b216-463b-9de1-9ffe1915aa2e/	Academic Affairs
Title IX	2021	https://www.ccri.edu/hr/institutional_equity/titleIX/IXdocuments.html	Council on Postsecondary Education
Other; specify			

Non-discrimination policies

Recruitment and admissions	2020	https://www.ccri.edu/advising/new_students/student_handbook/nondiscrimination.html	Admissions
Employment	2019	https://ccri.policystat.com/policy/token_access/3630b1c0-8a39-4055-8c22-053e4209988f/	Institutional Equity and Human Reso
Evaluation		https://www.ccri.edu/hr/employee_and_labor_relations/handbook/213PerfEv.html	Institutional Equity and Human Reso
Disciplinary action	2021	https://www.ccri.edu/campuspolice/clery/report/disciplinary-action.html	Campus Police
Advancement			
Other; specify			
Inclusion of Transgender Persons	2016	https://ccri.policystat.com/policy/token_access/858dccd1-55b3-4a0f-9ce1-279bfc4ec87d/	
Nondiscrimination	2020	https://riopc.edu/policies/nondiscrimination-policy-and-compliant-procedures/	Council on Postsecondary Education
Nondiscrimination	2020	https://www.ccri.edu/advising/new_students/student_handbook/nondiscrimination.html	Council on Postsecondary Education

Resolution of grievances

Students	2021	https://www.ccri.edu/advising/new_students/student_handbook/academic#grievance_procedure	Student Affairs
Faculty	2020	https://www.ccri.edu/hr/CCRIFA%20cba%202018%202021.pdf	CCRIFA
Staff	2013-2018	https://www.ccri.edu/hr/employee_and_labor_relations/handbooks.html	Institutional Equity and Human Reso
Other; specify			
Adjunct Faculty	2022	https://www.ccri.edu/hr/employee_and_labor_relations/CCRIPTFACBASigned.pdf	CCRIPTFA

? Other	Last Updated	Website location or Publication	Responsible Office or Committee
Code of Ethics	2017	https://ccri.policystat.com/policy/token_access/6725aa9f-6905-4a17-9a6e-252165d4d158/	Institutional Equity and Human Reso
Course Credit	2013	https://ccri.policystat.com/policy/token_access/81550fdc-62bf-4fe5-aca8-1c92c9d496a6/	Academic Affairs
Gift Policies	2006	https://ccri.policystat.com/policy/token_access/27e2c64f-c279-4a65-95b1-9965e2588298/	Institutional Advancement

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.ccri.edu/about/public-records.pdf
How can inquiries be made about the institution? Where can questions be addressed?	https://www.ccri.edu/about/contact.html
Notice of availability of publications and of audited financial statement or fair summary	https://www.ccri.edu/budget/financialsummaries/
Processes for admissions	https://catalog.ccri.edu/about-community-college/admissions/
Processes for employment	https://www.ccri.edu/hr/job_seekers/index.html
Processes for grading	https://catalog.ccri.edu/academic-information/grading-system/
Processes for assessment	https://www.ccri.edu/advising/new_students/student_handbook/general.html#assessment
Processes for student discipline	https://www.ccri.edu/advising/new_students/student_handbook/conduct#article_IV
Processes for consideration of complaints and appeals	https://www.ccri.edu/acadaffairs/faculty/grievance_procedures.html

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
Student Success Measures	https://www.ccri.edu/ie/datareports.html
Allied Health Achievement Outcomes	https://www.ccri.edu/alliedrehabhealth/
Art Program Learning Outcomes	https://www.ccri.edu/art/program_outcomes.html
Business Administration Degree Program Learning Outcomes	https://www.ccri.edu/businessadmin/learningoutcomes/degree-outcomes.html
Chemical Technology Program Learning Outcomes	https://www.ccri.edu/chemistry/chemical_technology/
Computed Tomography Imaging Certificate Learning Outcomes	https://www.ccri.edu/alliedrehabhealth/ctic/
Computer Studies Learning Outcomes	https://www.ccri.edu/comp/learningoutcomes/
Criminal Justice and Legal Studies Learning Outcomes	https://www.ccri.edu/businessadmin/laws/learning_outcomes.html
Dental Assisting Program Outcomes	https://www.ccri.edu/dental/daprogram.html
Dental Hygiene Program Outcomes	https://www.ccri.edu/dental/dhprogram.html
Diagnostic Medical Sonography Program Achievement Outcomes	https://www.ccri.edu/alliedrehabhealth/diagnostic_med_sonog/
Engineering and Advanced Manufacturing Program Learning Outcomes	https://www.ccri.edu/physandengr/engt/Missions/DegreeOutcomes.html
Environment, Sustainability, and Management Program Learning Outco	https://www.ccri.edu/biology/ESMD.html
Fire Science Learning Outcomes	https://www.ccri.edu/firescience/curriculummap.html
Histotechnician Program Achievement Outcomes	https://www.ccri.edu/alliedrehabhealth/histotechnician/
Human Services Degree Program Learning Outcomes	https://www.ccri.edu/hmns/program-learning-outcome.html
Liberal Arts - English Concentration Program Outcomes	https://www.ccri.edu/engl/english-major.html
Liberal Arts - World Languages Concentration Learning Outcomes	https://www.ccri.edu/worldlang/concentration/index.html#outcomes
Magnetic Resonance Imaging Certificate	https://www.ccri.edu/alliedrehabhealth/mric/
Medical Laboratory Technology Program Achievement Outcomes	https://www.ccri.edu/alliedrehabhealth/medicalab/
Music Program Outcomes	https://www.ccri.edu/performingarts/music/program-and-course-outcomes.html
Nursing Program Achievement Outcomes	https://www.ccri.edu/nursing/RNprogramoverview.html
Occupational Therapy Assistant Program Learning Outcomes	https://www.ccri.edu/alliedrehabhealth/rehabhealth/octa/mission
Phlebotomy Certificate Learning Outcomes	https://www.ccri.edu/alliedrehabhealth/phlebotomy/
Physical Therapy Assistant Program Learning Outcomes	https://www.ccri.edu/alliedrehabhealth/rehabhealth/phta/mission
Practical Nursing Program Achievement Outcomes	https://www.ccri.edu/nursing/PNprogramoverview.html
Professional Studies Learning Outcomes	https://www.ccri.edu/businessadmin/oftd/outcomes/
Psychology Department Outcomes	https://www.ccri.edu/psych/program_outcomes.html
Radiography Program Achievement Outcomes	https://www.ccri.edu/alliedrehabhealth/radiography/
Renal Dialysis Technician Certificate Learning Outcomes	https://www.ccri.edu/alliedrehabhealth/renal/
Respiratory Therapy Program Achievement Outcomes	https://www.ccri.edu/alliedrehabhealth/respiratorytherapy/
Science Degree Learning Outcomes	https://www.ccri.edu/biology/asdegree_inscience.html
Social Science Department Outcomes	https://www.ccri.edu/socsci/
Surgical Technology Certificate Program Learning Outcomes	https://www.ccri.edu/alliedrehabhealth/surgtech/index.html
Theatre Program Learning Outcomes	https://www.ccri.edu/performingarts/theatre/learningoutcomes.html
Therapeutic Massage Certificate Learning Outcomes	https://www.ccri.edu/massagetherapy/

Date of last review of:	
Print publications	Ongoing review process
Digital publications	Ongoing review process

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	https://catalog.ccri.edu/
Obligations and responsibilities of students and the institution	https://www.ccri.edu/advising/new_students/student_handbook/index.html
Information on admission and attendance	https://catalog.ccri.edu/about-community-college/admissions/
Institutional mission and objectives	https://www.ccri.edu/about/
Expected educational outcomes	https://www.ccri.edu/gened/educatedpersonpage.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.ccri.edu/about/index.html
Requirements, procedures and policies re: admissions	https://catalog.ccri.edu/about-community-college/admissions/
Requirements, procedures and policies re: transfer credit	https://www.ccri.edu/oes/records/transfers/index.html
A list of institutions with which the institution has an articulation agreement - College-to-College	https://www.ccri.edu/advising/transfer_center/TransferArticulationAgreements.html
A list of institutions with which the institution has an articulation agreement - Program-to-Program	https://www.ccri.edu/advising/transfer_center/traagree.html
Student fees, charges and refund policies	https://catalog.ccri.edu/about-community-college/tuition-fees/
Student fees, charges and refund policies	https://www.ccri.edu/bursar/tuitionfees/
Student fees, charges and refund policies	https://www.ccri.edu/bursar/refund-policies.html
Rules and regulations for student conduct	https://www.ccri.edu/advising/new_students/student_handbook/conduct.html
Procedures for student appeals and complaints	https://www.ccri.edu/doss/deansda/committees/index.html
Other information re: attending or withdrawing from the institution	https://www.ccri.edu/doss/deansda/withdrawal.html
Academic programs	https://catalog.ccri.edu/programs-study/
Courses currently offered	https://catalog.ccri.edu/course-descriptions/
Courses currently offered	https://www.ccri.edu/availablecourses.html
Other available educational opportunities	https://www.ccri.edu/workforce/workforce/index.html
Other academic policies and procedures	https://catalog.ccri.edu/academic-information/academic-policies/
Requirements for degrees and other forms of academic recognition	https://catalog.ccri.edu/programs-study/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.ccri.edu/about-community-college/directory-faculty/
Names and positions of administrative officers	https://www.ccri.edu/president/execstaff.html
Names, principal affiliations of governing board members	https://riopc.edu/about/staff-council/
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	https://catalog.ccri.edu/programs-study/
Programs, courses, services, and personnel not available in any given academic year.	https://catalog.ccri.edu/programs-study/
Size and characteristics of the student body	https://www.ccri.edu/ie/datareports.html
Description of the campus setting	https://www.ccri.edu/about/campuses.html
Availability of academic and other support services	https://www.ccri.edu/advising/
Range of co-curricular and non-academic opportunities available to students	https://www.ccri.edu/osl/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.ccri.edu/advising/

Institutional goals for students' education	https://www.ccri.edu/gened/educatedpersonpage.html
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	https://www.ccri.edu/ie/datareports.html
Licensure Exam Passage Rates - Diagnostic Medical Sonography	https://www.ccri.edu/alliedrehabhealth/diagnostic_med_sonog/DMSD%20Program%20Outcomes%202018-2021.pdf
Licensure Exam Passage Rates - Histotechnician	https://www.ccri.edu/alliedrehabhealth/histotechnician/HSTO%20Programmatic%20Outcomes_2019-2022.pdf
Licensure Exam Passage Rates - Medical Laboratory Technology	https://www.ccri.edu/alliedrehabhealth/medicalab/MLT%20Programmatic%20Outcomes_2019_2022.pdf
Licensure Exam Passage Rates - Nursing PN	https://www.ccri.edu/nursing/PNprogramoverview.html
Licensure Exam Passage Rates - Nursing RN	https://www.ccri.edu/nursing/RNprogramoverview.html
Licensure Exam Passage Rates - Occupational Therapy Assistant	https://www.ccri.edu/alliedrehabhealth/rehabhealth/octa/index.html
Licensure Exam Passage Rates - Physical Therapy Assistant	https://www.ccri.edu/alliedrehabhealth/rehabhealth/phta/programinfo.html#graduate_performance
Licensure Exam Passage Rates - Radiography	https://www.ccri.edu/alliedrehabhealth/radiography/PROGRAM%20EFFECTIVENESS%20DATA%202022.pdf
Licensure Exam Passage Rates - Respiratory Therapy	https://www.ccri.edu/alliedrehabhealth/respiratorytherapy/
Total cost of education and net price, including availability of financial aid and typical length of study	https://catalog.ccri.edu/about-community-college/tuition-fees/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.ccri.edu/oes/fa/NetPriceCalculator.html
Expected amount of student debt upon graduation and loan payment rates	https://www.ccri.edu/oes/fa/studentloaninformation.html#program_descriptions
Statement about accreditation	https://www.ccri.edu/accreditation/

New England Commission of Higher Education
301 Edgewater Place, Suite 210, Wakefield, MA 01880
Tel: 781-425-7785 I neche.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 Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://ccri.edu/advising/transfer_center/ https://www.ccri.edu/oes/records/transfers/ https://catalog.ccri.edu/about-community-college/transfer-information/
Print Publications	https://catalog.ccri.edu/pdf/CCRI%20Catalog%202023-2024.pdf (pp. 46-47)
Self-study/Fifth-year Report Page Reference	pp. 30-31, 96, 98-99

2. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://www.ccri.edu/advising/new_students/student_handbook/ https://www.ccri.edu/acadaffairs/faculty/grievance_procedures.html
Print Publications	https://www.ccri.edu/advising/new_students/student_handbook/pdfs/StudentHandbook2023-2024.pdf (pp. 6-8, 21-22)
Self-study/Fifth-year Report Page Reference	pp. 45-46, 96-97, 99

3. **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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	For authentication, all students are issued unique student ID numbers, usernames, and passwords required to access email and course materials on CCRI's learning management system (LMS) that can only be reset through in-person identification or use of an online tool tied to a verified account. Faculty are encouraged to implement pedagogical practices and technical settings that reduce academic dishonesty. In Fall 2018, Respondus Monitor, which is a video recording add-on to their Respondus LockDown Browser, was implemented to validate student identity. Respondus Monitor is an enterprise license that does not add additional cost to the students.
Self-study/Fifth-year Report Page Reference	pp. 32-33

4. **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. (NECHE Policy 77.)

URL	https://www.ccri.edu/neche
Print Publications	Warwick Beacon, Cranston Herald, Johnston Sun Rise, The Reminder
Self-study Page Reference	Introduction pg. iii

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

Chief Executive Officer: Rosemary Gallagher Date: 1/29/2024

March,2016, June 2020, August 2021

E-Series Forms: Making Assessment More Explicit

Option E1: Part A. Inventory of Educational Effectiveness Indicators

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
General Education	https://catalog.ccri.edu/academic-information/general-education/ https://www.ccri.edu/gened/educatedpersonpage.html	The assessment of student work from courses certified as general education courses.	The General Education Director interprets the evidence and it is reviewed annually with the Vice President of Academic Affairs, division deans, department chairs, faculty, and the General Education Committee.	**Assessment Process Improvements:** A 2023 Summer Intensive Institute offered faculty an opportunity to participate with peers in revising assignments to better tie them to general education outcomes and clarify expectations for student learning. On faculty recommendation, approval of revised rubric language is underway with the Faculty Senate. **Changes to Improve Student Learning:** Assessment data from AY2022-2023 are being used to inform additional changes at the department level. For example, the faculty in Business and Professional Studies have created a writing assignment for BUSN 1010 that will be used by all instructors to assess general education learning in Written Communication and Ethical Responsibilities. Common assignments are being adopted by faculty in the Mathematics, Physics and Engineering, and Communication and Media departments.	Ongoing
Division of Arts, Humanities, and Social Sciences (AHSS)					
Art	https://www.ccri.edu/art/program_outcomes.html	Portfolio reviews, written work, oral reviews, capstone course (advanced portfolio and exhibition).	Portfolios and exhibition each semester, Faculty program review annually	Added a full-time faculty member; developing a Digital Photo/Video certificate to implement in AY24-25; added Digital Art II course; revised	2022

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				ARTS 1550 (Art History: Modern through Contemporary); targeted ARTS 1001 (Intro to Visual Arts) for refinement of format and teaching strategies	
Communication and Film/Media Concentrations: Communication, Film/Media	https://www.ccri.edu/comm/	Capstone course and field experience. Projects completed throughout the program make up the portfolio.	The program faculty review the portfolios and the feedback from the internships.	Additional emphasis on writing throughout program courses; addition of new courses to spread out subject matter into smaller chunks; addition of a media sandbox where student can obtain experiential learning; incorporation of work-based learning into the foundational course, COMM 1010 (Communication Fundamentals).	New program first scheduled for 2025
Education Concentration: Early Childhood Education and Child Development	https://www.ccri.edu/hmns/program-learning-outcome.html	Case studies, observation ratings, video observations, reflections, opposing viewpoints assignment, professional interviews, course presentations, written communications, and term papers, field placement surveys	Faculty (and NAEYC) are currently tasked with evaluating the assessments being implemented.	To increase student success in HMNS 2100 (Child Development), the entry course to the program, faculty have implemented the following: • Revising assignment instructions to make them clearer • Breaking up assignments into steps • Referring more students to academic support services/coaching • Building in more learning opportunities prior to the graded assignment • Revising rubrics to give more detail • Sharing exemplar papers as an example of how an assignment is graded • Posting assignments online • Virtual office hours • Building in more self-reflections and having students create goals for their next field placement	2023

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				In response to NAEYC feedback, we now meet with adjuncts regularly to discuss course assignments, have implemented a comprehensive data collection system, and integrated the program's conceptual framework into the field manual.	
Education Concentration: Education/Special Education	https://www.ccri.edu/hmns/program-learning-outcome.html#EdSpedProgOutcomes	Quizzes, article reviews, presentations, interview paper, research paper, observation reports, teacher interview reports, lesson plan artifacts, portfolio, field presentation, capstone presentation, field supervisor evaluations	Faculty review	Making students aware of and promoting available resources including the Writing Center, the Tutoring Center, and Advising; increasing collaboration with area schools and agencies.	2023
General Studies	*Unlike the other associate degree programs listed, the General Studies program has not been reviewed through the Academic Program Review process given the challenges with formally assessing program outcomes in a degree program that permits students to select nearly half of their coursework from any of the college's institutional departments, and 27% of students are enrolled in the more than 60 majors that make up the Joint Admissions Agreement (JAA) programs while earning the General Studies associate degree. Because CCRI recognizes both the need for better assessment processes in this program and a streamlined transfer process for students, the General Studies Redesign Work Group of faculty and administrators is in the process of developing concentrations within General Studies. These Transfer Pathways will align with JAA agreements and facilitate a more comprehensive assessment process for these new programs.*				
Liberal Arts Concentration: English	https://www.ccri.edu/engl/english-major.html	Papers, Capstone course	Faculty review on an annual basis	In AY22–23, 70 student artifacts from ENGL 1200 (Introduction to Literature) were assessed. In Fall 2023, 172 were assessed as baseline data. As a result, a common assignment and resource page were developed and shared with literature faculty. Faculty also created new rubrics for ENGL 1250 (Readings in the Short Story), 1290 (African American Literature), and 2270 (Multicultural American Literature).	2021

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Liberal Arts Concentration: World Languages	https://www.ccri.edu/worldlang/concentration/index.html#outcomes	Exams, cultural projects, reading and writing activities, final project	Faculty review using rubrics	Based on a pilot test of proficiency testing in SPAN 1030 (Elementary Spanish I), the median proficiency increased between the pre- and post-test across all modalities - face-to-face, hybrid, and online. Pre-test results indicates a majority of students should be placed in higher levels of Spanish, so the department is continuing proficiency testing.	2022
Music Concentrations: Music, Jazz Studies	https://www.ccri.edu/performingarts/music/program-and-course-outcomes.html	Proficiency worksheets, capstone projects, concert attendance worksheets, finals, performance exams with evaluation by juries, portfolios	Faculty, external accreditor (NASM), juries review annually	Following a survey of recent transfer students, we are pushing students to complete their piano proficiency earlier in the program and pacing performances–shifting the timing of musical theater performance, opera workshop and other ensemble performances so that students aren't overburdened during spring finals week. Program faculty identified the need for additional assessment in Theory III and Sight Singing and Ear Training III due to learning loss during virtual instruction during the pandemic that will be implemented in Spring 2024. Faculty have also incorporated NASM recommendations into the curriculum such as adding more library instruction for students and a Latin and Caribbean music course to expand CCRI's World music offerings.	2023
Social Services	https://www.ccri.edu/hmns/program-learning-	Discussion boards, quizzes, article reviews, process recording,	Faculty review assessments	Faculty inform students about available college resources including the Writing Center, Student Success	2024

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	outcome.html#SocSerProgOutcomes	presentations, interview paper, research papers, Self-help meeting observation, portfolio, field presentation, capstone presentation, field supervisor evaluation		Center, and Advising; increased usage of Starfish to identify students who could benefit from the available resources early in the semester and scaffolding larger assignments.	
Theatre Concentrations: Performance, Technical	https://www.ccri.edu/performingarts/theatre/learningoutcomes.html	Direct assessment methods include: class attendance and participation, homework, quizzes, journals, chapter tests, essay papers, monologue and scene work, improvisations, class projects, midterm and final examinations. Performance Track: For the final project in THEA 2140 (Acting II), students prepare and present a timed standard audition piece observed, evaluated, and verbally critiqued by the course instructor and at least one qualified guest respondent who has no prior knowledge of the students' acting work. Technical Track: THEA 2200 (Theatre Graphics) is the capstone course for	Theatre faculty and staff will review student work, including their hands-on work toward a production.	We have updated our course offerings and program to align with our partner institutions (RIC/URI) and utilized our relationship with NAST. Our response to NAST's consultation visit reflects the report's recommendation.	2024 (Initial Accreditation visit)

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		students in the Technical Track. Beginning in 2018, graduates are required to meet a production requirement, where their participation in one or more College productions must be documented and meet certain type and role requirements.			
Division of Business, Science, Technology, and Mathematics (BSTM)					
Advanced Manufacturing and Design	https://www.ccri.edu/physanden gr/engt/Missions/Adv_manufact uringmission.html#Degree	Homework and lab reports, team projects and presentations, Capstone Course, course projects, ETEE 1800 projects	Faculty review	It was found the ENGR 1030 (Engineering Graphics) requirement had a poor student success rate in the online (DL) sections of this course. To help remedy this, we are only offering one DL section this upcoming fall and converting other DL sections into a hybrid format. Also, it was found students may have technical difficulties downloading and installing the required SolidWorks software for the course; therefore, we are looking into using a different, more accessible software, Onshape, which is cloud-based, similar to SolidWorks, and can be run on a Chromebook. Efforts have also been made to make the ENGR 1020 (Introduction to Engineering and Technology) major requirement curriculum uniform across all sections. This will ensure all engineering students completing the	2022

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				course will have the same level of preparation, particularly in the ethics project that is used to measure the students' knowledge of contemporary issues related to energy development projects.	
Business Administration Concentrations: Accounting, Financial Services, General Business, Management, Marketing	https://ccri.edu/businessadmin/learningoutcomes/	To assess the outcomes of our programs, the Department uses standardized final exams and/or standardized term projects in all of the courses earmarked for assessment. In several courses, online student resources (homework managers and adaptive digital learning tools) are also used for assessment. The learning outcomes for these courses are supportive of the learning outcomes for the concentrations.	Faculty and Advisory Board The methods of assessment are reviewed annually and, if any changes are necessary (e.g., revising questions on a standardized final exam), a sub-committee is convened to address the changes. After the sub-committee completes its work, it brings the results back to the faculty who are teaching in the particular discipline, and a consensus is reached.	Course Specific BUSN 1010: 1) New ethics writing assessment developed and deployed to full-time faculty teaching in Fall of 2023. Faculty were provided with a grading rubric and outcomes are identified within Blackboard. 2) Final exam was revised and deployed to faculty. ACCT 1010: 1) Common assessments were revised to reflect improved scaffolding of assignments. 2) Faculty were encouraged to enroll in OSCQR certification of ACCT 1010. 3) Final exam was revised and multiple-choice format was replaced with comprehensive questions indicating mastery of content. ACCT 2010: Provided students with the opportunity to experience current and emerging technologies and necessary skills by incorporating data analytics and Excel assignments into the required core curriculum. BUSN 2050: Developed a common assessment to include work-based learning (WBL) experiences for all degree-seeking CCRI BUSN students.	2022 (Quality Assurance Report) 2014 (Full Review)

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				A rubric was developed which will be deployed to all faculty teaching BUSN 2050 (Principles of Management) beginning in Spring of 2024. <u>Degree Changes</u> All Concentrations: 1) Moved BUSN 1010 (Introduction to Business) to general education requirements. Reduced three credits in general education requirements and the following changes were added to major requirements to reflect this change. Accounting Degree – added a BUSN elective. Financial Services, General Business, Management, and Marketing – added additional three to four credits of ACCT or BUSN. 2) Computer literacy Elective course has been removed and replaced with a choice of the following: ACCT 1030 (Computer Accounting), BUSN 1015 (Business Computing Applications), or COMI 1300 (Introduction to Data Analytics). <u>Additional Changes in Specific Concentrations:</u> 1) Financial Services: Added choice of BUSN 2063 (Sales) or BUSN 2115 (Securities Industry Essentials (SIE) Preparatory Course).	

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				2) Management: BUSN 2070 (Management Strategy) was removed, and BUSN 1175 (Operations and Supply Chain Management) was added. Other changes: 1)Management and Marketing club formed to address the soft skills deficiency noted by our advisory board. 2)Provided scholarships to the business honors students (Kappa Beta Delta) to increase membership and provide new opportunities for engagement with industry professionals through informative presentations.	
Chemical Technology	https://www.ccri.edu/chemistry/chemical_technology/	Capstone project	Program Coordinator Review during each final Chemical Technology course (Chemical Technology V) and during Academic Program Review process	Based on the review of the capstone project and need to include a work-based learning component within the degree program, new undergraduate research projects and work-based learning component were introduced.	2022
Cloud Computing	https://www.ccri.edu/comp/learningoutcomes/degree.html#CNVT	Work-based learning requirement that will be implemented once there are students in the program	Program faculty review	Not applicable at this time (new program).	New program first scheduled for 2027
Computer Studies and Information Processing Concentrations: Computer Programming,	http://www.ccri.edu/comp/learningoutcomes/degree.html	Computer Programming: projects, presentations, final exams, and case studies	Faculty and industry representatives annually	Based on feedback received from the capstone course, the computer programming and web technology concentrations were modernized and updated with additional specialized,	2021

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Computer Support Specialist, Networking Technology, Web Technologies		Computer Support Specialist: lab exercises, projects, presentations, case studies, and final exams Networking Technology: lab exercises, projects, presentations, case studies, and final exams Web Technologies: lab exercises, projects, presentations, case studies, and final exams		transferable courses effective Fall 2023. Based on industry feedback and capstone course student success outcomes, the computer support specialist and networking technology concentration degree requirements were also updated. Both programs replaced Programming Concepts (COMI 1150) with a new Scripting for System Administration (COMI 1170) course. Additionally, the networking technology concentration elective options were streamlined, effective Fall 2024.	
Cybersecurity	http://www.ccri.edu/comp/learningoutcomes/degree.html#cybr	Lab exercises, projects, presentations, case studies, cyber range attack simulations, internship, and final exams	Faculty and industry representatives annually	New courses have been created to meet the needs of the program, as the NSA Knowledge Units get modified yearly and as students' feedback from the capstone/internship course is received. Course material is continuously updated to correspond to the content of certification exams (CISCO, CompTIA, Microsoft, EC-Council). Instructors have received additional training on updated cyber range attack simulations.	2023
Engineering Systems Technology Concentrations: Electrical, Energy Utility, Mechanical	https://www.ccri.edu/physandengr/engt/Missions/Energymission.html	Homework, lab reports, team projects and presentations, project reports, course assignments, capstone project	Faculty review	ENGR 1020 (Introduction to Engineering and Technology) was used to assess the students' ability to apply the knowledge, techniques, skills, and modern tools of engineering technology to solve broadly defined problems. The course final report was used to make the assessment. To increase student success, the final	2022

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				report template will be introduced to the students earlier in the semester so that students may add to the template as they complete milestones.	
Engineering Transfer Degree Concentrations: Biomedical, Chemical, Civil, Computer, Electrical, Industrial, Mechanical, Ocean	https://www.ccri.edu/physandengr/engt/Missions/Engineeringmission.html	Transfer, exams, projects, lab reports, group projects, project reports, ENGR 1020 ethics project	Faculty review	Efforts have been made to make the ENGR 1020 (Introduction to Engineering and Technology) course curriculum uniform across all sections. This will ensure that all engineering students coming out of the course will have the same level of preparation. The ethics project was used to measure the students' knowledge of contemporary issues related to energy development projects.	2021
Environment, Sustainability and Management	https://ccri.edu/biology/ESMD.html	Capstone course	Department chair. Discussions with faculty running BSTM 2499 and BSTM 2500.	Not applicable. BSTM 2499 (BSTEM Cooperative Work Experience I) and BSTM 2500 (Human Environmental Impacts and Ethical Business Practices Capstone) have not run yet.	New program first scheduled for 2027
Legal Studies Concentrations: Law Enforcement and Paralegal Studies	https://www.ccri.edu/businessadmin/laws/learning_outcomes.html	Capstone course, Legal Research and Writing course Case Studies are used in Law Enforcement. Portfolio prepared as part of Paralegal degree.	Faculty discussion at meetings	The capstone course materials were updated and new case studies were developed to stay current in today's legal environment. Two faculty have completed the first level of training on the OSCQR standards for online course quality to increase student success and retention in their online courses.	2023
Professional Studies Concentrations: Executive Administrative Assistant, Medical	https://ccri.edu/businessadmin/oftd/outcomes/index.html	Course assignments, such as discussion boards in Blackboard, keyboarding proficiency, employer evaluations in the capstone	Program coordinator with program faculty, review of employer evaluations	Program coordinator and faculty review the content criteria of course and program learning outcomes and discuss if the quality of student work has improved, worsened, or stayed the same. Curriculum updates include	New Program first scheduled for 2025

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
Administrative Assistant		cooperative education experience		replacing the one-credit Computer Studies courses (for Word, Excel, PowerPoint, and Access) with BUSN 1015 (Business Computing Applications) which teaches these specialties more succinctly in a three-credit course.	
Science	https://www.ccri.edu/chemistry/asdegree_inscience.html https://www.ccri.edu/biology/asdegree_inscience.html https://www.ccri.edu/physandengr/engt/asdegree_inscience.html	Capstone course; course assignments including quizzes, tests, lab reports, homework, lab practicals, papers, and presentations	Review by Science Assessment Committee annually	Based on the review of the capstone course and need to include a work-based learning component within the degree program, course outcomes were refined and the course now includes a work-based learning component, effective 2024.	2021
Technical Studies	*Similar to the General Studies program, the Technical Studies program has not been reviewed through the APR process given the nature of its highly individualized areas of study and focus on credit for prior learning or apprenticeships. The program has very few graduates in an academic year, making it difficult to effectively use program outcomes data for improvement purposes.*				
Division of Health and Rehabilitative Sciences (HARS)					
Dental Hygiene	https://www.ccri.edu/dental/dhprogram/dhgoals.html On each course syllabi and a specific manual for Clinical Learning Competence Criteria. Goals and Competencies for the dental hygiene program are published in the Program Manual.	Capstone project, completion of didactic and clinical course requirements, success on four licensure examinations, graduate and employer surveys.	The Program Director and faculty review the data annually in May.	The Class of 2022 had 2 out of 23 students fail on their first attempt taking the ADEX Clinical Board Exam and 4 out of 23 students failed on their first attempt taking the NBDHE. In response, the Dental Hygiene program implemented a mock ADEX clinical exam that mirrored the manikin-based exam to gauge student readiness and provide practice prior to students taking the clinical board exam. To improve outcomes on the NBDHE, the program added a board review textbook as a required text, provided board reviews to students in their final semester, and implemented a trivia-style board review. The Class	2018

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				of 2023 had 100% of students pass both board exams on the first attempt.	
Diagnostic Medical Sonography	https://www.ccri.edu/alliedhealthhealth/diagnostic_med_sonog/	Student success outcomes (i.e., enrollment, persistence, graduation) In addition, clinical performance, oral examination, clinical settings assessments, job placement, specialty examinations, credential exam pass rate	Faculty and Advisory Board review annually	Two additional laboratory-scanning classes and open labs for student practice have been added, along with the hiring of a supplemental instructor to oversee the open labs.	2018
Fire Science	https://www.ccri.edu/firescience/curriculummap.html	Student success outcomes (i.e., enrollment, persistence, graduation) In addition, the program implemented MyBrady, computerized, competency-based pre- and post-assessments throughout the courses and a comprehensive computerized final exam Pass rates on the National Register Exam are also examined.	Faculty, Advisory Board review annually along with the Program Director.	Preliminary data indicate effective use of the MyBrady competency-based assessments. HESI exams have been implemented in the Advanced EMT program. Feedback from the National Register Exam is provided to the instructors to improve teaching methodologies. Resulting changes include more preparation for the test, and a focus on the reasons for a treatment, not just the approach. Additionally, the use of Blackboard has been expanded for in person courses so that students have greater access to resources, videos, and more opportunities for assessment through quizzes and testing.	2021
Histotechnician	https://www.ccri.edu/alliedhealthhealth/histotechnician/	Student Success outcomes (i.e., enrollment, persistence, graduation). Certification exam pass rates, career placement.	Faculty, Advisory Committee and Clinical Instructors review annually	Multiple measures are used in didactic, student laboratory exercises and clinical rotations to ensure that thresholds for industry standards are consistently met or exceeded. Program outcomes did not meet the NAACLS	2021

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				approved benchmark for the past 3 years (2019–2022). An action plan submitted in 2022 was accepted and results will be analyzed for the 2023 cohort (at this time, only 5 graduates have applied for the exam and only 4 have taken the exam. Results will be analyzed in early spring). To ensure students are ready for the workforce, we have included a competency requirement based on industry standards. Competencies based on units now include a verbal component to help assess knowledge and understanding. Using guidelines published by NAACLS and the American Society for Clinical Pathology, the curriculum continues to be modified. Exam content guidelines, which are updated on a regular basis, are used as an aid in reorganizing objectives and content within the Histotechnician courses.	
Medical Laboratory Technology	https://www.ccri.edu/alliedrehabhealth/medicalab/	Student success outcomes (i.e., enrollment, persistence, graduation). Certification exam pass rates Career placement	Faculty, Advisory Committee and Clinical Instructors review annually	Multiple measures are used in didactic, student laboratory exercises and clinical rotations to ensure that industry standards are consistently met or exceeded. For example, mandatory case studies were instituted in the seminar course to better evaluate critical thinking skill. The case studies have improved student knowledge based on group discussions, test results, and use in the diagnostic and therapeutic process.	2021

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				The program has a 94% pass rate on the national board exam and program mean scores consistently exceed national mean scores.	
Nursing ADN	https://www.ccri.edu/nursing/RNprogramoverview.html	Student success outcomes (i.e., enrollment, persistence, graduation) HESI1 and HESI2 tests which identify areas of mastery and opportunities for improvement; licensure examinations (NLCEX-RN, NCLEX-PN) Clinical evaluation tool, ExamSoft assessment data, students' course and program evaluations, mastery level quizzing	The faculty follow a systematic plan of evaluation, faculty interpret the data at end of year faculty meetings through internal department committees (outcomes committee and curriculum committee) Information is shared with clinical partners through annual advisory board meetings.	Students scored lower than acceptable on topics related to patient education on the HESI EXIT V2, so faculty for NURS 2060 and 2500 (Medical-Surgical Nursing III and the Nursing Capstone) introduced a new project incorporating patient education to improve related skills (e.g., communication, safety, quality improvement, and research/evidence-based practice). As a result, we saw a significant increase in the number of students meeting or exceeding the benchmark score. To improve equity practices, course failure when students do not meet a HESI benchmark is being phased out in favor of the exam serving as a weighted percentage of the overall course grade. To improve HESI testing performance, we added mandatory remediation between HESI exam 1 and HESI exam 2. Additionally, faculty are encouraging study groups, utilizing open lab/math lab time along with supplemental instruction, and utilizing Starfish for early alert.	2019
Nursing – Practical Nursing Diploma	https://www.ccri.edu/nursing/PNprogramoverview.html	Student success outcomes (i.e., enrollment, persistence, graduation)	The faculty follow a systematic plan of evaluation, faculty	Based on areas for improvement on the HESI and NCLEX-PN exams, faculty added informatics questions to course	2019

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		In addition, HESI1 and HESI2 tests which identify areas of mastery and opportunities for improvement; licensure examination (NCLEX-PN) Students' course and program evaluations	interpret the data at end of year faculty meetings through internal department committees (outcomes committee and curriculum committee) Information is shared with clinical partners through annual advisory board meetings.	exams, added HESI case studies for homework, and adopted the NCLEX-PN Prep Textbook. Nursing judgment, quality improvement, evidence-based practice and professional identity content was reinforced on exams. Program faculty instituted a simulation incorporating safety measures. Faculty encourage students to complete a Critical Reflection Assignment to improve test scores. Students reflect on how they can increase their test performance and study for future exams, introducing metacognition skills. As a result, approximately 50% of students saw an increase in test scores from HESI 1 to HESI 2 and the NCLEX-PN pass rate remains above 90%	
Occupational Therapy Assistant	https://www.ccri.edu/alliedrehabhealth/rehabhealth/octa/mission OTA Student Manual, course syllabi	Job placement data; NBCOT National Examination pass rate; Student Overview of Fieldwork Experience; AOTA Fieldwork Performance Evaluation for the OTA Student; reflection papers; practicum tests; lab activities; projects; presentations	Program Director, Faculty and Dept Chair	Any student receiving a grade under 80% on any assessment tool is required to meet with faculty to identify strategies to improve academic success. Faculty provide students time to review returned tests. The Tutoring Center worked with the Program Director and Pearson Publishing to provide an interactive, virtual resource as a self-directed refresher for anatomy and physiology	2014

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				skills to address pandemic-related challenges. This is offered to students after enrolling in the program, and prior to beginning their first semester of the OTA program. Midterm advising with the Program Director for all students has been implemented in the Fall and upcoming Spring semester. Professional Behavior Assessment is now conducted during the summer semester, in addition to continuing in semester one and two. Additionally, the Professional Behavior Assessment has been updated to be consistent with the AOTA Fieldwork Performance Evaluation for the OTA Student.	
Physical Therapy Assistant	https://www.ccri.edu/alliedrehabhealth/rehabhealth/phta/mission Physical Therapist Assistant Program Student Manual	Student success outcomes (e.g., graduation rate, licensure pass rate, employment rate) In addition, Student Professional Behavior Assessment, Student Clinical Performance Evaluation, competency testing, graduate survey, and employer feedback.	The Program Director collects and analyzes the data from each of the sources and the results are presented to the faculty at a fall faculty meeting. The faculty determines areas of concern and action(s) to be taken to resolve any concerns including a timeline for re-assessment. These actions are assigned to a specific faculty member or members and may be incorporated into their Faculty Development Plans.	A gateway program requirement, RHAB 1110 (Kinesiology) was identified as a High Enrollment, Low Pass (HELP) course. In AY21–22, it had a success rate (students receiving a grade of A-C) of only 59%. After analyzing the data, faculty implemented earlier formative assessment in order to incorporate supplemental help sessions and support the development of study skills in identified students earlier in the semester. In Fall 2023, the success rate of the course improved to 100% and students were set up for success in the rest of the program sequence by	2017

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				equipping them with a higher level of study skills and improved confidence.	
Radiography	https://www.ccri.edu/alliedhealthbhealth/radiography/ Radiography Program Policy and Procedure Manual	ARRT first-time pass rate/5-year period; students who complete the program within 36 months; Capstone project; laboratory practicum; critical thinking assessment; quantitative literacy assessment; student graduate satisfaction survey; employer satisfaction survey	Program Director, faculty, clinical instructors. Yearly Program review, Advisory Board Committee (which includes student representatives for program)/ The Joint Review on Education in Radiologic Technology (JRCERT)	The program assessment committee continues to meet annually to review outcomes. The program currently has an 88% pass rate, exceeding the stated benchmark, however program faculty continue to review exam results to address areas of concern. For example, lab time was increased to allow for development of competencies. This change will be assessed with the 2024 cohort.	2022
Respiratory Therapy	https://www.ccri.edu/alliedhealthbhealth/respiratorytherapy/ Program Policy & Procedure Manual https://coarc.com/students/programmatic-outcomes-data/	Student success outcomes (i.e., enrollment, persistence, graduation) In addition, clinical simulation, job placement, employer satisfaction, graduate satisfaction. On-time graduation rate, credentialing pass rate.	Faculty, Employers, CoARC, and Advisory Committee reviews annually	The program did not meet the CoARC benchmark for high cut scores in 2022. The program purchased and is incorporating a review program (at no cost to the students). This review program has been shown to be effective in preparing students for certification and registry exams. Assessment will occur with the 2024 cohort. In addition, the program hired a supplemental instructor (Fall 2023) to hold open labs for the development of competencies. This will also be assessed with the 2024 cohort.	2018

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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

PROGRAM	(1) Professional, Specialized, State, or Programmatic Accreditations Currently Held by this Program.	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	(5) Date and nature of next scheduled review.
Division of Arts, Humanities, and Social Sciences (AHSS)					
Art	National Association of Schools of Art and Design (NASAD)	2022	From the site visit report: Improvements on facilities, specifically health and safety related to ceramics, storage throughout studio facilities, and increasing our presence and course offerings at Providence campus; maintaining standards of faculty qualifications, particularly among adjuncts; better outreach to high schools to attract new students, and better articulation/transfer to BFA programs, specifically to RIC.	AFA graduates, transfer rates, course completion rates (disaggregated by modality and demographic criteria)	2027 Reaccreditation
Education Concentration: Early Childhood Education and Child Development	National Association for the Education of Young Children (NAEYC)	2023	Dedicated classroom space at the Flanagan campus, updating the data collection system, updates to rubrics for Key Assessments	Number of completers, program completion rate, GPA upon graduation	2025 Response-to-Conditions Report
Music Concentrations: Music, Jazz Studies	National Association of Schools of Music (NASM)	2023	Adequacy of piano skills for transfer	Performance - technique, repertoire, sight-reading, group skills; keyboard competency, ensemble experience, music theory and aural skills, application of theory and analysis, historical and stylistic context	2024 CCRI responds to 10-year 2023 visit
Theatre Concentrations: Performance, Technical	National Association of Schools of Theatre (NAST)	n/a – seeking initial accreditation	Pending accreditation	Monologue, scene, movement-dance performance completion from faculty selected material	April 2024 Initial accreditation visit
Division of Business, Science, Technology, and Mathematics (BSTM)					
Business Administration Concentrations: Accounting, Financial Services, General	Accreditation Council for Business Schools and Programs (ACBSP)	2022, Quality Assurance Report (2019-2021)	The Associate Degree Board of Commissioners accepted the QA with no notes and conditions. They placed an OFI on Standard 5; the team found two faculty members were not identified as qualified by the Business Unit.	Enrollment, retention, number of graduates	2024 Reaccreditation

Business, Management, Marketing					
Cybersecurity	National Centers for Academic Excellence in Cybersecurity Two-Year Designation (CAE2Y)	2023	Maintain NSA/NIST knowledge units and maintain student involvement through Cyber Club/competitions.	Internships, outreach to students/public/educational institutions	2024 Annual Review 2028 Five-year review
Division of Health and Rehabilitative Sciences (HARS)					
Dental Hygiene	Commission on Dental Accreditation (CODA)	2018	No recommendations or suggestions	Board results, patient completions, diversity in patient population, quality control	2026 Reaccreditation
Dental Assisting	Commission on Dental Accreditation (CODA)	2018	No recommendations or suggestions	Board results, patient completions, diversity in patient population, quality control	2026 Reaccreditation
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	2018	There were no key issues or areas of concern identified.	Certification exam pass rates, retention and graduation rates and placement rates are reported to the agency	2028 Reaccreditation
Histotechnician	National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS)	2021	During the last accreditation cycle, there were no areas of concern identified.	Student success outcomes (i.e., enrollment, persistence, graduation), certification pass rates, career placements	2030 Reaccreditation
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS)	2021	There were no concerns or citations during the last accreditation cycle.	Student success outcomes (i.e., enrollment, persistence, graduation), certification pass rates, career placements	2030 Reaccreditation
Nursing	Accreditation Commission for Education in Nursing (ACEN)	2019	Books older than 5 years not clearly marked on covers or spines as "Historical." Identification as "Historical" on inside back cover judged insufficient.	Licensure pass rates: ELA 80% for first time test takers in the same 12-month period. Program completion rate: 80% of ADN graduates will successfully complete their nursing program "on time". Job placement: 80% of ADN graduates are employed within 12 months of graduation.	2024 Annual Report 2027 Reaccreditation

Nursing – Practical Nursing	Accreditation Commission for Education in Nursing (ACEN)	2019	Books older than 5 years not clearly marked on covers or spines as "Historical." Identification as "Historical" on inside back cover judged insufficient.	Evidence of student achievement of each end-of-program student learning outcome. Student performance as first-time test takers on licensure examination. Program completion Job placement	2024 Annual Report 2027 Reaccreditation
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	2014	The interim program director has met the 2-year experience requirement. She has been named Program Director.	Student success outcomes (i.e., enrollment, persistence, graduation), job placement, NBCOT national examination pass rate, student overview of fieldwork experience, AOTA fieldwork performance evaluation for the OTA student	2024 Reaccreditation
Physical Therapy Assistant	Commission on Accreditation of Physical Therapy Education (CAPTE)	2017	CAPTE judged the program to be in compliance with all of the Standards and Required Elements for Accreditation of Physical Therapist Assistant Education Programs. Interim Program Director has become permanent program director after completing required graduate coursework in educational methodologies.	Graduation rates, licensure exam pass rates, employment rates	2027 Reaccreditation
Radiography	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2022	No citations	Student Success outcomes – graduation rate, ARRT examination pass rate, job placement, employer satisfaction, clinical competence, critical thinking, professionalism, communication skills	2030 Reaccreditation
Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)	2018	Sponsor ensures that resources are sufficient to achieve program goals regardless of location. Inter-professional teamwork and communication skills in a variety of patient care settings.	Student Success outcomes (i.e., enrollment, persistence, graduation), job placement, graduate survey, employer survey, on-time graduation rate, credentialing pass rate, achievement at high cut score pass rate.	2028 Reaccreditation
Therapeutic Massage	Commission on Massage Therapy Accreditation (COMTA)	2017	Statement from COMTA: At its April 18-19, 2017 meeting, the Commission on Massage Therapy Accreditation (COMTA) acted to accredit the program for a period of seven (7) years, from the period of April 2017 – April 2024	The program has in place sources that are reviewed each semester or annually: Therapeutic Massage Student Evaluations The Professional Behavior Assessment	2024 Reaccreditation

			with conditions on Standards III(C), VI(C), and VIII(C), pending an interim report. At its November 15-16, 2017 meeting, the Commission reviewed the program's interim report and acted to remove the condition on Standard III(C) Faculty Qualifications. The conditions on Standards VI(C) Placement Services and VIII(C) Student Outcomes were continued until evidence that the program's placement rates are meeting COMTA minimum benchmark. The program's placement rate was to be re-evaluated following submission of the 2016-2017 Annual Report and Completion & Placement Chart, due February 1, 2018. At the April 18-19, 2018 meeting, the Commission reviewed the program's materials and acted to accept the 2016-2017 Annual Report and remove the conditions on Standard VI(C) and Standard VIII(C), effective immediately, as the rate now meets the COMTA benchmarks.	The performance level for each course outcome for the Clinical Internship is documented in the course syllabi. Indirect Program Assessment: Course outcomes on the Faculty and Course Evaluation Program outcomes on the Graduate Surveys Program outcomes on the Employer Survey First-Time Pass Rate on the state licensure examination Employment rate within six months of graduation	

COMMUNITY COLLEGE OF RHODE ISLAND

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2023

CPAs | CONSULTANTS | WEALTH ADVISORS

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COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Community College of Rhode Island
Providence, Rhode Island

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the discretely presented component unit of Community College of Rhode Island (a component unit of the state of Rhode Island) (the Community College), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Community College's basic financial statements as listed in the table of contents.

In our opinion, based on our audit and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of the Community College of Rhode Island as of June 30, 2023, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

We did not audit the financial statements of the discretely presented component unit, Community College of Rhode Island Foundation, which represents 100% of the assets, net position, and revenues of the discretely presented component unit. Those statements were audited by other auditors, whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Community College of Rhode Island Foundation, is based solely on the report of the other auditors.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the College and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Community College of Rhode Island's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Community College's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Community College's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis, the schedule of proportionate share of the net pension liability, the schedule of pension contributions, the notes to the pension required supplementary information, the schedule of proportionate share of the net OPEB liability, the schedule of OPEB contributions, and the notes to the OPEB required supplementary information be presented to supplement the basic financial statements. Such information is the responsibility of management, and although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 27, 2023, on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Cranston, Rhode Island
September 27, 2023

Introduction

The following management discussion and analysis (MD&A) provides management's view of the financial position of the Community College of Rhode Island (the Community College) as of June 30, 2023 and the results of operations for the year then ended, with selected comparative information for the year ended June 30, 2022. The purpose of the MD&A is to assist readers in understanding the accompanying financial statements by providing an objective and understandable analysis of the Community College's financial activities based on currently known facts, decisions, and conditions. This analysis has been prepared by management, which is responsible for the completeness and fairness of the information contained therein. The MD&A consists of highly summarized information and should be read in conjunction with the Community College's financial statements and notes thereto, which follow this section.

The Community College is among New England's largest public, two-year colleges with an average enrollment of 11,559 full and part-time for-credit students in the 22-23 academic year. The mission of the Community College is to provide all Rhode Island residents with open access to postsecondary education. It is also open to out-of-state students.

The Community College offers a variety of academic programs that award associate degrees or prepare students for transfer to four-year colleges or universities. In addition, technical career programs are offered primarily to equip students with the skills needed to obtain employment in Rhode Island businesses, industries, and service agencies. It also develops educational and training programs for local businesses and industries to further the state's economic development objectives.

The Community College offers extensive community programming as well. It opens its facilities for public use, sponsors programs on issues of public concern, and offers workshops and seminars for businesses, for government agencies and for individuals seeking to improve their skills or enhance their lives.

Community College courses are offered in a variety of locations across the state. The Knight Campus in Warwick, the Flanagan Campus in Lincoln, the Liston Campus in Providence, and the Newport Campus are the main campuses of the Community College. Classes are also offered at satellite facilities in Providence and Westerly.

The Rhode Island Junior College system was established by an act of the Rhode Island General Assembly in 1960. In 1980, the Rhode Island Board of Regents for Education approved a change in the name of the Community College from Rhode Island Junior College to the Community College of Rhode Island to reflect the true mission of the institution. The Board of Governors for Higher Education (the "Board of Governors") became the governing body for the Community College in 1981.

In June 2012, the Rhode Island General Assembly approved a reorganization of the entire Rhode Island system of public education. The Rhode Island General Assembly established the Rhode Island Board of Education (the "BOE") effective January 1, 2013, to oversee the elementary, secondary, and postsecondary education for the state. In June 2014, the Rhode Island General Assembly approved the reorganization of the entire Rhode Island system of public education.

The legislation enlarged the BOE to seventeen (17) members in order for the Board to populate two Councils: Council on Elementary and Secondary Education and the Council on Postsecondary Education (the "Councils"). Each of the two Councils is responsible for the significant portion of the governance and regulation per R.I.G.L. § 16-60-1 and § 16-60-4 for Elementary/Secondary and per R.I.G.L. § 16-59-1 and § 16-59-4 for Postsecondary.

Effective February 1, 2020, the University of Rhode Island is no longer governed by the Rhode Island Council on Postsecondary Education and is instead governed by a Board of Trustees consisting of 17 members appointed by the Governor with the advice and consent of the Senate. The board is dedicated solely to the University and shall exercise similar powers and authority as was exercised by the Council on Postsecondary Education including oversight of employment, and the University's property, purchases and procurement. The University President shall report to the Board of Trustees.

The Rhode Island Council on Postsecondary Education is continuing to oversee Rhode Island College and the Community College of Rhode Island.

The mission of the BOE is to provide long-range planning and coordination and evaluation of policies and programs for the public education systems of the state and specifically:

- To develop and adopt educational, financial and operational goals for the education systems of the state that represent achievable benchmarks for a 10-year and 20-year time to be implemented by the two Councils and the commissioners.

- To ensure that the education systems of the state are aligned with the projected opportunities in workforce development and economic development and that the education systems are preparing students to participate in the future workforce of Rhode Island.

- To coordinate programs and courses of study and promote collaboration between and among pre-kindergarten through higher education institutions and agencies.

- To present strategic budget and finance recommendations to the council on elementary and secondary education and council on postsecondary education that are aligned with the long-range goals adopted by the board.

Financial Highlights

The Community College's financial position remained strong as of June 30, 2023. Net position increased by $18.9 million over the prior year.

At June 30, 2023, the Community College's assets of $140.2 million and deferred outflows of $7.3 million exceeded its liabilities of $54.1 million and deferred inflows of $9.0 million by $81.5 million, an increase over the prior year of $18.7 million. At June 30, 2022, the Community College's assets of $123.2 million and deferred outflows of $6.5 million exceeded its liabilities of $46.3 million and deferred inflows of $17.8 million by $65.6 million. The resulting net position is summarized into the following categories for the fiscal years ended June 30:

Net Position
(in millions $)

Net Investment in Capital Assets	81.5	76.5
Restricted, Expendable	-	-
Unrestricted	2.8	(10.9)
Total Net Position	$ 84.3	$ 65.6

The restricted expendable may be expended only for the purposes authorized by the donor or grantor.

Fiscal year 2023 operating revenues before net investment return increased by 15% or $7 million. Operating expenses decreased by 10% or $15 million.

The following chart provides a graphical breakdown of total revenues by category for the fiscal year ending June 30, 2023:

Cash flow continued to be adequate for operations with a cash balance of $44.7 million at June 30, 2023, an increase of $12.2 million from June 30, 2022. Prior year cash flow was also adequate for operations with a cash balance of $32.5 million at June 30, 2022.

Overview of the Financial Statements

The financial statements focus on the Community College as a whole, rather than upon individual funds or activities and have two primary components: 1) the financial statements and 2) the notes to the financial statements.

The Community College of Rhode Island Foundation (the "Foundation") is a legally separate tax exempt component unit of the Community College of Rhode Island. The Foundation acts primarily as a fundraising organization to supplement the resources that are available to the Community College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the Community College.

Although the Community College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the Community College by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the Community College, the Foundation is considered a component unit of the Community College and is discretely presented in the Community College's financial statements. Management's Discussion and Analysis is required to focus on the Community College, not its component unit.

The Financial Statements

The financial statements are designed to provide readers with a broad overview of the Community College's finances and are comprised of three basic statements. These statements present financial information in a form similar to that used by private institutions of higher education and corporations.

The Statement of Net Position presents information on all of the Community College's assets, deferred outflows, liabilities and deferred inflows, with the difference being reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Community College is improving or deteriorating. Other factors are also relevant to assessing the Community College's overall financial health. These include the trend, quality, and retention and size of student enrollments; diversification of revenue streams; management of costs; and condition of facilities.

The Statement of Revenues, Expenses and Changes in Net Position shows how the Community College's net position changed during the most recent fiscal year. This statement reports total operating revenues and expenses, nonoperating revenues and expenses, and capital additions and deletions. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows only in future fiscal periods (e.g., the payment for accrued compensated absences, or the receipt of amounts due from students and others for services rendered).

The Statement of Cash Flows is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g., tuition and fees) and disbursements (e.g., cash paid to employees for services).

The financial statements can be found on pages 15 to 19 of this report.

The Community College reports its operations as a business-type activity using the economic resource measurement focus and full accrual basis of accounting. As a component unit of the State of Rhode Island, the results of the Community College's operations, its net position and cash flows are also summarized in the State's Annual Comprehensive Financial Report.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. They also provide information regarding both the accounting policies and procedures the Community College has adopted, as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 20 to 45 of this report.

Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the Community College's financial position. In the case of the Community College, assets and deferred outflows exceeded liabilities and deferred inflows by $84.4 million at the close of fiscal year 2023, an increase of $18.8 million over fiscal 2022. Assets and deferred outflows exceeded liabilities and deferred inflows by $65.6 million at the close of fiscal year 2022. Details are shown in the chart below in millions:

	2023	2022
Assets:		
Current Assets	$ 57.2	$ 45.8
Noncurrent Assets	83.0	77.5
Total Assets	140.2	123.3
Deferred Outflows of Resources:		
Deferred Outflows	9.5	6.5
Total Deferred Outflows	9.5	6.5
Liabilities:		
Current Liabilities	18.2	16.0
Noncurrent Liabilities	35.9	30.3
Total Liabilities	54.1	46.3
Deferred Inflows of Resources:		
Deferred Inflows	11.2	17.8
Total Deferred Inflows	11.2	17.8
Net Position:		
Net Investment in Capital Assets	81.5	76.5
Restricted, Expendable	-	-
Unrestricted	2.8	(10.9)
Total Net Position	$ 84.3	$ 65.6

The largest portion of the Community College's net position, $81.5 million, reflects its investment in capital assets (such as land, buildings, machinery, and equipment), less any related outstanding debt used to acquire those assets. The Community College uses these capital assets to provide services to students, faculty and administration. Consequently, these assets are not available for future spending.

Although the Community College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the debt noted above, which is reflected in the Community College's financial statements, the State of Rhode Island regularly provides financing for certain capital projects through the issuance of general obligation bonds and appropriations from the Rhode Island Capital Fund. Borrowings by the State from these funds are not reflected in these financial statements. Additional financing for certain capital projects is provided by the issuance of revenue bonds by the Rhode Island Health and Educational Building Corporation, a quasi-public state agency. The Community College does not have a separate bond rating. All revenue bonds must be approved by and arranged through the Rhode Island Board of Education. Revenue bond related indebtedness is reported on the Community College's financial statements. BOE bonds issued for the Community College are rated between Aa3 and A1 by Moody's. Net pension liability of $26.7 million, net OPEB liability of $8.3 million, and compensated absences of $0.7 million are the Community College's largest liabilities.

Condensed Statement of Revenues and Expenses
Years Ended June 30, 2022 and 2023
($ in millions)

	2023	2022
Operating Revenues:		
Tuition and Fees, Net	$ 24.8	$ 22.5
Scholarships, Grants, and Contracts	18.0	16.8
Auxiliary Enterprises	1.3	1.0
Sales and Services of Educational Activity	10.8	7.3
Other	54.9	47.6
Total Operating Revenues		
Operating Expenses:		
Salaries and Benefits	96.5	93.1
Supplies and Services	24.7	33.0
Scholarships, Grants, and Contracts	14.3	25.1
Depreciation and Amortization	8.0	7.6
Total Operating Expenses	143.5	158.8
Net Operating Loss	(88.6)	(111.2)
Nonoperating Revenues (Expenses):		
State and Other Appropriations	55.7	53.8
Federal Grants	40.0	66.0
Net Investment Income	0.6	0.1
Other Nonoperating Expenses, Net	-	-
Net Nonoperating Revenues	96.3	119.9
Increase (Decrease) in Net Position Before Capital Contributions	7.7	8.7
Capital Appropriations	11.0	3.0
Increase (Decrease) in Net Position	$ 18.7	$ 11.7

Operating Revenues

Total operating revenues for fiscal year 2023 were $54.9 million, an increase of $7.2 million from the prior fiscal year. Total operating revenues for fiscal year 2022 were $47.6 million. The most significant sources of operating revenue for the Community College are tuition and fees, and grants and contracts. Significant changes in operating revenue resulted from:

- Net Tuition and fees increased $2.3 million in fiscal year 2023. The scholarship allowance also increased $1.1 million in fiscal year 2023.
- Sales and service of educational activity increased $3.4 million in fiscal year 2023. The increase in 2023 is due to greater activity in Workforce programs.

Operating Expenses

Operating expenses in fiscal year 2023 totaled $143.5 million, a decrease of $15.3 million from fiscal year 2023. Of this total, $82.9 million or 58% was used for instruction, academic and student support in 2023 ($78.3 million or 49% in 2022). Depreciation expense totaled $8.0 million in fiscal year 2023 and $7.6 million in fiscal year 2022.

Nonoperating Revenues

Total nonoperating revenues for fiscal year 2023 were $96.3 million, including the state appropriation of $55.7 million, other federal grants of $40.0 million, and Pell Grants of $22.6 million. Total nonoperating revenues for fiscal year 2022 were $119.9 million, including the state appropriation of $53.8 million and Pell Grants of $20.2 million. This was an decrease in total nonoperating revenues of $23.6 million from the prior year. Due to the nature of public higher education, institutions incur a loss from operations. State appropriations and federal grants to the Community College, reported as nonoperating revenue, are the primary resources for offsetting the loss from operations.

Other

Capital appropriations and gifts of $10.9 million in fiscal year 2023 ($3.0 million in fiscal year 2022) represent general obligation funds spent by the State of Rhode Island to construct or acquire capital assets utilized by the Community College, and capital gifts from the Foundation.

Capital Asset and Debt Administration

Capital Plan

The Rhode Island Board of Education submits a running five fiscal year Capital Improvement Plan (C.I.P.) to the General Assembly and State Executive Branch each year in conjunction with the State's capital planning process. This plan includes proposed capital projects for the Community College. The FY 2024-2028 capital plan included $103.3 million for continuing and new capital projects including funding to address the deferred capital maintenance needs of the college's four campus locations as well as the renovation of space.

The capital budget enacted for the Community College by the General Assembly for FY23 included multi-year funding for several capital initiatives:

- $1.4M continued funding for the Warwick Renewal
- $3.3M funding toward a project to address Technical and Electrical cabling infrastructure
- $4.5M initial funding for a renewal project at the Lincoln campus
- Annual funding of the RI Asset Protection program of $2.6M
- $12.0M funding for renovation and modernization projects across all four campuses
- $4.0M in General Obligation bond funding approved by the voters in March 2021. The full amount approved by the voters was $12.0M for CCRI.

Capital Assets

At June 30, 2023 and 2022, the Community College had $81.7 million and $77.2 million invested in capital assets, net of accumulated depreciation of $135.5 million and $127.9 million, respectively. These represent an increase of $4.5 million and an increase of $7.6 million, respectively, from the prior year. Depreciation charges totaled $8.0 million during fiscal year 2023 and $7.6 million during fiscal year 2022. Legal title to all land and real estate assets is vested in the Rhode Island Board of Education.

A summary of the capital asset balances is displayed below:

	2023	2022
Land and Improvements	$ 2.2	$ 2.2
Buildings and Improvements	63.5	69.1
Construction in Progress	14.8	4.8
Furniture, Fixtures, and Equipment	1.2	1.1
Total	$ 81.7	$ 77.2

Debt

At June 30, 2023 and 2022, the Community College had $.3 million and $.6 million in debt outstanding.

	2023	2022
Due to State of Rhode Island	$ 0.3	$ 0.6
Bonds Payable	-	-
Total	$ 0.3	$ 0.6

Debt repayments made in 2023 were $0.3 million and 2022 were $0.3 million.

The Community College has no independent bonding authority. All revenue bonds must be approved by and arranged through the BOE. Revenue bond related indebtedness is reported on the Community College's financial statements. BOE bonds issued for the Community College are rated between Aa3 and A1 by Moody's. General obligation bond related indebtedness is reflected on the financial statements of the state of Rhode Island. More detailed information about the Community College's long-term liabilities is presented in Note 5 to the financial statements.

Cash received from operations consists primarily of student tuition and fees and sponsored program grants and contracts. Significant sources of cash provided by noncapital financing activities, as defined by GASB, include State appropriations used to fund operating activities.

Economic Factors That Will Affect the Future

The College has been responding to the challenges of the COVID-19 pandemic and is focused on enrollment and safety. To help mitigate the effects of the crisis on March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act") became law. As part of the law, the CARES Act created the Higher Education Emergency Relief Fund ("HEERF"). The Community College was awarded $73.4 million, which has been fully spent as of June 30, 2023.

The seasonally adjusted unemployment rate for the State of Rhode Island, from which the Community College primarily draws students, decreased from 3.1% in June of 2022 to 2.9% in June of 2023, according to the U.S. Bureau of Labor Statistics. This compares to a 5.9% seasonally adjusted unemployment rate nationally in June of 2021 decreasing to 3.6% in June of 2022.

The Rhode Island Promise Scholarship is a last-dollar scholarship program introduced by the State of Rhode Island in the Fall of 2017. It has helped to mitigate declining enrollment and increase the population of full-time students at CCRI over the past six years. Enrollment has been adversely impacted by the COVID-19 pandemic over the past two years, but RI Promise enrollment still stands at nearly double the pre-Promise enrollment for the same student population. The first cohorts of the RI Promise program have experienced positive outcomes, with a two-year graduation rate of 18% compared to two-year graduation rate of 7% for the prior cohort and a three-year graduation rate of 27%. Based on this dramatic increase in student success, the Rhode Island General Assembly made the Rhode Island Promise a permanently legislated program.

The Community College operates in a unionized environment. In fiscal year 2023, the Council on Postsecondary Education's contracts with the Faculty Association (CCRIFA), the Part-Time Faculty Association (CCRIPTFA), the Professional Staff Association (CCRIPSA), and the Executive Support Professional Association (CCRIESPA) were in effect. The Community College distributed wage increases of 2.5% (effective 6/18/2023) to CCRIESPA, CCRIPSA, CCRIPTFA. CCRIFA did not receive an increase for this fiscal year.

As with many state governments, Rhode Island struggles with allocating limited resources across diverse state funded agencies and mandates. State appropriation support to the College has declined from 53% of the total unrestricted budget in 2008 to 43.6% in 2023. In June of 2023, the RI General Assembly passed FY 24 general revenue appropriations of $58.5 million to support ongoing college operations. This represented an increase of $2.82 million, or 5.1 percent over FY 23 state funding levels.

The College continues to face challenges related to the pandemic. Enrollment for Fall 2022 showed a slight increase in enrollments as compared to Fall 2021. While enrollment for Fall 2023 looks to increase over Fall 2022, the significant enrollment declines related to the pandemic impact the college's finances as tuition and fee revenues make up a large portion of the college revenue stream. It is expected that it will take a number of years for enrollment to rebound to pre-pandemic levels. Up through FY 23, the College has been able to use federal stimulus funds to make up for lost revenues and support the current service level of college operations. These funds are no longer available.

The Board of Education (BOE) is organized into two councils – one for Elementary and Secondary Education and one for Post-Secondary Education, permitting each council to focus more specifically on pertinent agendas and policies, but still reporting to the full Board for coordination of RI's public education agenda. Legislation passed by the RI General Assembly restructured the BOE and established a separate Board of Trustees governing the University of Rhode Island in February of 2020. The Community College of Rhode Island and Rhode Island College continue to be overseen by the BOE.

COVID-19

On March 11, 2020, the World Health Organization declared the global outbreak of the novel corona virus (COVID-19) as a pandemic. During the year ended June 30, 2023, COVID-19 had a significant effect on the Community College's operations in response to government requirements and observing safety measures. As a result, the College offered remote instruction for 40% of classes for the 2022-2023 academic year.

In response to the pandemic, the Federal government provided to the College Higher Education Emergency Relief Funds (HEERF) and funds for the Strengthening Institution Program (SIP) under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), and American Rescue Plan Act (ARPA). The HEERF consisted of the student aid award and the institutional award. Each Act requires a minimum amount to be spent on student aid. The student aid award is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional award and the SIP can be used to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. All HEERF funds have been spent as of June 30, 2023.

The Community College has been awarded the following HEERF and SIP funds as of June 30, 2023:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	$ 5,000,285	$ 5,000,284	$ 492,332	$ 10,492,901
CRRSSA	5,000,285	16,957,780	912,094	22,870,159
ARPA	19,365,861	19,059,098	1,660,402	40,085,361
Total	$ 29,366,431	$ 41,017,162	$ 3,064,828	$ 73,448,421

The Community College has recognized the following funds as nonoperating federal grants for the year ended June 30, 2023, and the cumulative total grants recognized.

	Year Ended June 30, 2023			
	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	$ -	$ -	$ -	$ -
CRRSSA	-	-	404,441	404,441
ARPA	4,772,943	8,939,608	1,660,402	15,372,953
Total	$ 4,772,943	$ 8,939,608	$ 2,064,843	$ 15,777,394

	Total HEERF Recognized			
	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	$ 5,000,285	$ 5,000,284	$ 492,332	$ 10,492,901
CRRSSA	5,000,285	16,957,780	912,094	22,870,159
ARPA	19,365,861	19,059,098	1,660,402	40,085,361
Total	$ 29,366,431	$ 41,017,162	$ 3,064,828	$ 73,448,421

Fiscal Planning

The Community College will continue to control expenses in accordance with available resources and established priorities. The Business and Finance team actively inform the administration of the Community College's current fiscal picture, offer options and considerations for revenue and expenditure changes, and plan in a fiscally prudent and long-term manner.

Information Systems

The Community College of Rhode Island utilizes the Ellucian Resource Management (ERP) system. The key Banner modules deployed include: Student Information System (SIS), Human Capital Management (HCM), and Finance and Financial Aid. Banner is deployed in over 1,400 higher education institutions in 40 countries. The college has migrated from version 8 to version 9 of Banner to maintain currency and access added features and functionality. The college's applications portfolio includes additional systems that integrate with the Banner ERP and support the college's teaching and learning mission.

Request for Information

This financial report is designed to provide a general overview of the Community College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Controller, Community College of Rhode Island, 400 East Avenue, Warwick, RI 02886.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
STATEMENT OF NET POSITION
JUNE 30, 2023

	College	Foundation
ASSETS AND DEFERRED OUTFLOW OF RESOURCES		
CURRENT ASSETS		
Cash and Equivalents	$ 44,719,057	$ 2,929,436
Cash - Restricted	-	501,071
Funds on Deposit with Primary Government	3,190,801	-
Accounts Receivable, Net	5,548,841	-
Due from Primary Government	2,005,877	-
Inventories and Other Current Assets	1,683,700	56,920
Lease Receivable	46,424	-
Pledges Receivable	-	157,500
Total Current Assets	57,194,700	3,644,927
NONCURRENT ASSETS		
Investments	-	5,667,661
Lease Receivable	329,815	-
Capital Assets, Nondepreciable	16,318,112	-
Capital Assets, Depreciable/Amortizable	66,322,102	-
Total Noncurrent Assets	82,970,029	5,667,661
Total Assets	140,164,729	9,312,588
DEFERRED OUTFLOW OF RESOURCES		
Deferred Outflows of Resources Related to Pension	3,175,898	-
Deferred Outflows of Resources Related to OPEB	4,135,718	-
Total Deferred Outflow of Resources	$ 7,311,616	$ -

See accompanying Notes to Financial Statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
STATEMENT OF NET POSITION (CONTINUED)
JUNE 30, 2023

	College	Foundation
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION		
CURRENT LIABILITIES		
Accounts Payable and Accrued Liabilities	$ 9,832,183	$ 961,582
Student Deposits and Unearned Revenues	3,941,423	-
Compensated Absences	3,585,975	-
Current Portion Lease and Contract Liability	518,422	-
Current Portion of Bonds Payable	323,232	-
Total Current Liabilities	18,201,235	$961,582
NONCURRENT LIABILITIES		
Compensated Absences	672,610	-
Lease and Contract Liability	282,887	-
Net Pension Liability	26,668,639	-
Net OPEB Liability	8,294,401	-
Total Noncurrent Liabilities	35,918,537	-
Total Liabilities	54,119,772	961,582
DEFERRED INFLOWS OF RESOURCES		
Deferred Inflows of Resources Related to Pension	1,551,227	-
Deferred Inflows of Resources Related to OPEB	7,096,827	-
Deferred Inflows of Resources Related to Leases	367,621	-
Total Deferred Inflows of Resources	9,015,675	-
NET POSITION		
Net Investment in Capital Assets	81,515,673	-
Restricted - Expendable	11,962	4,514,481
Restricted - Nonexpendable	-	3,062,565
Unrestricted	2,813,263	773,960
Total Net Position	$ 84,340,898	$ 8,351,006

See accompanying Notes to Financial Statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEAR ENDED JUNE 30, 2023

	College	Foundation
OPERATING REVENUES		
Tuition and Fees	$ 52,992,304	$ -
Less: Scholarship Allowances	(28,222,588)	-
Net Student Fees	24,769,716	-
Federal, State, Local, and Private Grants and Contracts	17,959,058	-
Auxiliary Enterprises	1,313,150	-
Sales and Services of Educational Departments	10,766,913	-
Other	-	490,883
Total Operating Revenues	54,808,837	490,883
OPERATING EXPENSES		
Instruction	60,771,569	-
Academic Support	7,450,195	-
Student Services	14,693,638	-
Scholarships and Fellowships	14,274,769	664,910
Public Service	880,175	-
Operation and Maintenance of Plant	10,511,554	-
Institutional Support	24,737,545	1,162,800
Depreciation and Amortization	8,036,855	-
Auxiliary Enterprises	2,141,127	-
Other	-	289,738
Total Operating Expenses	143,497,427	2,117,448
NET OPERATING LOSS	(88,688,590)	(1,626,565)
NONOPERATING REVENUES (EXPENSES)		
State Appropriations	55,710,484	-
Federal Grants	40,039,466	-
Gifts	-	1,698,222
Gifts from Foundation	24,080	(24,080)
Investment Income, Net of Expenses	636,340	661,965
Interest Expense	(72,453)	-
Net Nonoperating Revenues (Expenses)	96,337,917	2,336,107
INCREASE IN NET POSITION BEFORE CAPITAL APPROPRIATIONS	7,649,327	709,542
CAPITAL CONTRIBUTIONS (EXPENSES)		
Capital Appropriations	10,894,665	-
Capital Gifts from Foundation	125,184	(125,184)
Total Capital Contributions (Expenses)	11,019,849	(125,184)
INCREASE IN NET POSITION	18,669,176	584,358
Net Position - Beginning of Year	65,671,722	7,766,648
NET POSITION - END OF YEAR	$ 84,340,898	$ 8,351,006

See accompanying Notes to Financial Statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2023

	College
CASH FLOWS FROM OPERATING ACTIVITIES	
Tuition and Fees	$ 24,288,369
Federal, State, Local, and Private Grants and Contracts	21,202,371
Payments to Suppliers	(24,829,814)
Payments to Employees	(100,274,480)
Payments for Scholarships, Fellowships, and Sponsored Programs	(14,274,769)
Auxiliary Enterprises	1,313,150
Sales and Service of Educational Activities	10,424,085
Federal Student Loan Program - Direct Lending Receipts	7,037,905
Federal Student Loan Program - Direct Lending Payments	(7,037,905)
Net Cash Used by Operating Activities	(82,151,088)
CASH FLOWS FROM NONCAPITAL AND RELATED FINANCING ACTIVITIES	
State Appropriations	55,710,484
Federal Grants	40,039,466
Payments from Foundation	24,080
Net Cash Provided (Used) by Noncapital and Related Financing Activities	95,774,030
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Capital Appropriations	10,894,665
Proceeds from Leases	63,680
Payments of Right to Use Assets	(601,587)
Purchases of Capital Assets	(12,145,659)
Principal Paid on Capital Debt	(301,971)
Interest Paid on Capital Debt	(72,453)
Capital Gifts from Foundation	125,184
Net Cash Provided (Used) by Capital and Related Financing Activities	(2,038,141)
CASH FLOWS FROM INVESTING ACTIVITY	
Interest on Investments	636,344
NET INCREASE IN CASH AND EQUIVALENTS	12,221,145
Cash and Equivalents - Beginning of Year	32,497,912
CASH AND EQUIVALENTS - END OF YEAR	$ 44,719,057

See accompanying Notes to Financial Statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
STATEMENT OF CASH FLOWS (CONTINUED)
YEAR ENDED JUNE 30, 2023

	College
RECONCILIATION OF NET OPERATING LOSS TO NET CASH APPLIED TO OPERATING ACTIVITIES:	
Net Operating Loss	$ (88,688,590)
Adjustments to Reconcile Net Operating Loss to Net Cash Used by Operating Activities:	
Depreciation and Amortization	8,036,855
Amortization of Bond Premium	(11,775)
Bad Debts (Net of Recovery)	(597,177)
Changes in Assets, Deferred Outflows of Resources, Liabilities, and Deferred Inflows of Resources:	
Net Funds on Deposit with Primary Government	950,171
Accounts Receivable	2,592,780
Due from Primary Government	(1,090,964)
Inventories and Other Current Assets	(1,126,014)
Accounts Payable and Accrued Liabilities	964,031
Student Deposits and Unearned Revenues	411,118
Net Pension Activity	(1,698,065)
Net OPEB Activity	(1,896,755)
Net Lease Activity	67,506
Compensated Absences	(64,209)
Net Cash Used by Operating Activities	$ (82,151,088)

See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

The Community College of Rhode Island (the Community College) is New England's largest public, two-year college offering an array of academic degree and transfer programs, occupational programs, and educational and training programs for local businesses and industries. The Community College is supported by the state of Rhode Island (the State), and is part of the State's system of public higher education. The Community College, a component unit of the state of Rhode Island and Providence Plantations, is governed by the Rhode Island Board of Education (BOE) (successor of the Board of Higher Education effective January 1, 2013), a body politic and corporate established under Chapter 97 of Title 16 of the General Laws of Rhode Island. The BOE consists of public members appointed by the Governor.

The Rhode Island Office of the Postsecondary Commissioner, which operates under the direction of the Commissioner of Postsecondary Education, is the administrative and research arm of the BOE. The BOE is not a department of state government but an independent public corporation vested with the responsibility of providing oversight for the system of public education in Rhode Island. This public higher education system consists of three entities: the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island. Articulation agreements exist between the schools for student transfer within this system.

The Rhode Island General Assembly established the BOE effective January 1, 2013, to oversee the elementary, secondary and postsecondary education for the state. In June 2014, the Rhode Island General Assembly approved the reorganization of the entire Rhode Island system of public education.

The legislation enlarged the BOE to 17 members in order for the BOE to populate two Councils: Council for Elementary and Secondary Education and the Council for Post-Secondary Education (Councils). Each of the two Councils is responsible for the significant portion of the governance and regulation per RIGL 16-60-1 and 16-60-4 for Elementary/ Secondary and per RIGL 16-59-1 and 16-59-4 for Post-Secondary.

Effective February 1, 2020, the University of Rhode Island is no longer governed by the Rhode Island Council on Postsecondary Education but is instead governed by a Board of Trustees consisting of 17 members appointed by the governor with the advice and consent of the senate. The board is dedicated solely to the University and shall exercise similar powers and authority as was exercised by the council on postsecondary education including oversight of employment, and the University's property, purchases and procurement. The University president shall report to the Board of Trustees.

The Rhode Island Council on Postsecondary Education has continued to oversee Rhode Island College and the Community College of Rhode Island.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Organization (Continued)

The mission of the BOE is to provide long-range planning and coordination and evaluation of policies and programs for the public education systems of the State and specifically:

- To develop and adopt educational, financial, and operational goals for the education systems of the State that represent achievable benchmarks for a 10-year and 20-year time frame to be implemented by the two Councils and the commissioners.
- To ensure that the education systems of the State are aligned with the projected opportunities in workforce development and economic development and that the education systems are preparing students to participate in the future workforce of Rhode Island.
- To coordinate programs and courses of study and promote collaboration between and among pre-kindergarten through higher education institutions and agencies.
- To present strategic budget and finance recommendations to the council on elementary and secondary education and the council on postsecondary education that are aligned with the long-range goals adopted by the board.

Adoption of New Accounting Standards

In May 2020, the Governmental Accounting Standards Board (GASB) issued GASB Statement No. 96, *Subscription-Based Information Technology Arrangements* (SBITA). This standard requires the recognition of certain right to use assets and liabilities for subscription-based information technology arrangements that previously were classified as operating leases and as inflows of resources or outflows of resources recognized based on the payment provisions of the contract. It establishes a single model for SBITA accounting based on the foundational principle that SBITAs are financings of the right to use an underlying software. Under this standard, the College is required to recognize a right-to-use subscription asset, an intangible asset, and a corresponding subscription liability.

The College adopted the requirements of the guidance effective July 1, 2022. The impact of recording right to use assets and related SBITA was not significant and was presented in the statement of revenues, expenses, and changes in net position under other nonoperating revenues - other.

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The Community College has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Basis of Presentation (Continued)

The Community College's policies for defining operating activities in the statement of revenues, expenses and changes in net position are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as nonoperating activities. These nonoperating activities include the Community College's operating and capital appropriations from the State, net investment income, gifts, and interest expense.

In the supplementary schedule of expenses, revenues and changes in net position demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

Community College of Rhode Island Foundation

The Community College of Rhode Island Foundation (the Foundation) is a legally separate tax-exempt component unit of the Community College. The Foundation acts primarily as a fundraising organization to supplement the resources that are available to the Community College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the Community College. All activity relating to the Community College of Rhode Island Alumni Association is included on the books and records of the Foundation. Although the Community College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the Community College by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the Community College, the Foundation is considered a component unit of the Community College and is discretely presented in the Community College's financial statements.

The Foundation is a private nonprofit organization that reports in accordance with standards of the Financial Accounting Standards Board (FASB), including Accounting Standards Codification (ASC) 958-205, *Presentation of Financial Statements for Not-for-Profit Entities,* and ASC 958-605, *Revenue Recognition for Not-for-Profit Entities*. Accordingly, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the Community College's financial reporting entity for these differences.

A complete copy of the financial statements for the Foundation can be obtained from the Office of Institutional Advancement, Community College of Rhode Island, 400 East Avenue, Warwick, RI 02886.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Position

Resources are classified for accounting purposes into the following three net position categories:

Net Investment in Capital Assets – Capital assets, net of accumulated depreciation, accounts payable, accrued liabilities and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted – Expendable – Net position whose use is subject to externally imposed conditions that can be fulfilled by specific actions of the Community College or by the passage of time.

Unrestricted – All other categories of net position. Unrestricted net position may be designated by the Community College.

The Community College has adopted a policy of using restricted – expendable funds, when available, prior to unrestricted funds.

Cash and Equivalents

The Community College considers all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Accounts receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks in the receivables portfolio, the estimated value of underlying collateral, and current economic conditions.

Leases and Contracts

The College determines if an arrangement is a lease or subscription-based information technology arrangement (SBITA) contract at inception. Leases are included in lease receivables, lease assets, lease liabilities and deferred inflows of resources in the statement of net position. SBITAs are included in capital assets, depreciable (net) and lease and contract liabilities in the statement of net position.

Lease Receivables

The Community College, acting as lessor, determines if an arrangement is a lease at inception. Leases are included in lease receivables and deferred inflows of resources in the statements of net position and fund financial statements.

Lease receivables represent the Community College's claim to receive lease payments over the lease term, as specified in the contract, in an exchange or exchange-like transaction. Lease receivables are recognized at commencement date based on the present value of expected lease payments over the lease term, reduced by any provision for estimated uncollectible amounts. Interest revenue is recognized ratably over the contract term.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases and Contracts (Continued)

Lease Receivables (Continued)

Deferred inflows of resources related to leases are recognized at the commencement date based on the initial measurement of the lease receivable, plus any payments received from the lessee at or before the commencement of the lease term that relate to future periods, less any lease incentives paid to, or on behalf of, the lessee at or before the commencement of the lease term. The deferred inflows related to leases are recognized as lease revenue in a systematic and rational manner over the lease term.

Amounts to be received under residual value guarantees that are not fixed in substance are recognized as a receivable and an inflow of resources if (a) a guarantee payment is required and (b) the amount can be reasonably estimated. Amounts received for the exercise price of a purchase option or penalty for lease termination are recognized as a receivable and an inflow of resources when those options are exercised.

The Community College has elected to recognize payments received for short-term leases with a lease term of 12 months or less as revenue as the payments are received. These leases are not included as lease receivables or deferred inflows on the statements of net position and fund financial statements.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the Community College has elected to use their incremental borrowing rate to calculate the present value of expected lease payments.

Right to Use Assets

Right to Use assets represent the College's control of the right to use an underlying asset for the lease or contract term, as specified in the contract, in an exchange or exchange-like transaction. Lease and SBITA assets are recognized at the commencement date based on the initial measurement of the lease or SBITA liability, plus any payments made to the lessor or SBITA vendor at or before the commencement of the term and certain direct costs. Lease and SBITA assets are amortized in a systematic and rational manner over the shorter of the term or the useful life of the underlying asset.

Lease and SBITA liabilities represent the College's obligation to make lease or SBITA payments arising from the lease or contract. Lease or SBITA liabilities are recognized at the commencement date based on the present value of expected payments over the term, less any incentives. Interest expense is recognized ratably over the contract term.

The term for leases and SBITA may reflect options to extend or terminate when it is reasonably certain that the College will exercise that option.

The individual contracts do not provide information about the discount rate implicit in the lease or SBITA. Therefore, the College has elected to use their incremental borrowing rate to calculate the present value of expected payments.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases and Contracts (Continued)

Right to Use Assets (Continued)

The College has elected to recognize payments received and made for short-term leases and SBITAs with a lease term of 12 months or less as revenue or expenses, respectively, as the payments are received. These leases and SBITAs are not included as lease receivables, right-to-use assets, lease or SBITA liabilities or deferred inflows on the statement of net position.

The College accounts for contracts containing both lease or SBITA and non-lease or non-SBITA components as separate contracts when possible. In cases where the contract does not provide separate price information for each component, and it is impractical to estimate the price of such components, the College treats the components as a single unit.

Inventories

Inventories are stated at the lower of cost (first-in, first-out retail inventory method) or market and consist of bookstore items. Inventory amounted to $157,689 at June 30, 2023.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at acquisition value as of date of donation. In accordance with the BOE's capitalization policy, all land is capitalized, regardless of value. Vehicles, equipment, computer software for internal use, and works of art and historical treasures with a unit cost of at least $5,000 are capitalized. Land Improvements, building, leasehold, and infrastructure improvements with a unit cost of $50,000 or more are capitalized.

Community College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 50 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Compensated Absences

Community College employees are granted vacation and sick leave in varying amounts. In the event of termination, an employee is paid for those accumulated vacation and sick days allowable in accordance with the applicable union contract or in the case of nonunion personnel, according to State or Community College policy.

Amounts of vested and accumulated vacation and sick leave are reported as compensated absences. Amounts are determined based upon the compensation rates in effect as of the statement of net position date.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Employees' Retirement System (ERS) and the additions to/deductions from ERS' fiduciary net position have been determined on the same basis as they are reported by ERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Post Employee Benefits Other than Pension (OPEB)

For purposes of measuring the net postemployment benefits other than pension obligations (OPEB) liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Employees' OPEB Cost-Sharing Plan (SEP) and the Board of Education Cost-Sharing OPEB Plan (BOEP) (collectively, the Plans), and the additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, the Plans recognize benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Health Insurance

The State offers various state paid health plans to each of its participating agencies. The premiums for these plans are divided among the agencies based upon their number of eligible employees. All employees share in health care costs. Employee contributions range from 15% to 25% of health care premiums for nonclassified and classified staff. Part-time employee contributions range from 20% to 35% of health care premiums. The costs are automatically deducted through the payroll system on a biweekly basis. The Community College pays the balance of the health care costs. Expenses incurred by the Community College to the State for 20223 health premiums were approximately $9,244,439. Employee contributions for 2023 were approximately $1,793,125.

Assessed Fringe Benefit Administrative Fund

In July 2000, the State established the Assessed Fringe Benefit Administrative Fund. The fund is used to make all payments relating to workers' compensation charges, unemployment compensation payments, and payments to employees for unused vacation and sick leave upon their termination from State service. The State funds this account by assessing a charge based on the biweekly payrolls of all State agencies. The weighted average fringe benefit assessment rate for 2023 for nonfaculty was 3.95% and 3.30% for faculty. The assessed fringe benefit cost was approximately $1,806,905 for fiscal year 2023.

Student Deposits and Unearned Revenue

Student deposits and advance payments received for tuition and fees related to certain summer programs and for the following academic year are reported as unearned revenue in the current year and as earned revenue in the following year.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Student Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are reflected as expenses.

Tax Status

The Community College is a component unit of the state of Rhode Island and Providence Plantations and is, therefore, generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, and determining the net pension liability and the net OPEB liability.

Risk Management

The Community College is exposed to various risks of loss related to general liability, property and casualty, workers' compensation, unemployment, and employee health insurance claims. Insurance is maintained for general liability with limits of $1 million per occurrence and $3 million in the aggregate with a $25,000 deductible as well as a $25 million umbrella. Coverage under the Medical Professional Liability Policy extends to employed health care providers, excluding physicians who have separate coverage. This policy does not apply to actions relating to federal/civil rights, eminent domain, and breach of contract. Such claims are insured under a separate policy, Educators Legal Liability, for wrongful acts with limits of $10 million per claim and $10 million for the annual aggregate with a $150,000 deductible. Crime coverage for Community College employees is carried with a limit of $10 million with a $100,000 deductible. Cyber insurance is covered up to $3,000,000 with a deductible of $50,000.

As an agency of the state of Rhode Island and Providence Plantations, the Community College participates in a group property program. In fiscal year 2023, buildings and contents were insured against fire, theft, and natural disaster with a limit of $200 million and a $200,000 deductible per occurrence.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Risk Management (Continued)

Included in this policy is boiler and machinery coverage with the same policy limit and deductible. A separate inland marine policy insures specifically listed high value property items such as computer equipment, valuable papers, fine arts, contractor's equipment, and miscellaneous property at various limits of insurance and deductibles.

All vehicles are owned by the State, which insures them for liability through an outside carrier. The policy is a loss retrospective program where premiums can be adjusted for claims incurred. Workers' compensation, unemployment, and employee health and life insurance claims are self-insured and managed by the State. The settlement amounts have not exceeded insurance coverage during the past three years.

NOTE 2 CASH, EQUIVALENTS, AND INVESTMENTS

The Community College's policy is in accordance with Chapter 35-10.1 of Rhode Island General Laws dealing with the Public Finance, which states that any depository institution holding public deposits shall insure or pledge eligible collateral equal to 100% of time deposits with maturities greater than 60 days. If any depository institution does not meet its minimum capital standards as prescribed by its federal regulator, they shall insure or pledge eligible collateral equal to 100% of all public deposits.

The Community College does not have a policy for custodial credit risk associated with deposits.

Bank balances covered by federal depository insurance corporation (FDIC) at June 30, 2023, approximated $35,454,000. In addition, approximately $9,177,000 at June 30, 2023, was collateralized with securities held by the pledging financial institution in the Community College's name. These balances reflect FDIC insurance and guarantee programs in effect at their respective periods.

Investments of the Foundation

Foundation investments are presented in the financial statements at fair value and are summarized as follows at June 30, 2023:

Equities	$	3,663,689
Fixed Income		1,753,136
RI Foundation Pooled Investments		250,836
Total Investments	$	5,667,661

NOTE 2 CASH, EQUIVALENTS, AND INVESTMENTS (CONTINUED)

Investments of the Foundation (Continued)

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. Please refer to the financial statements of the Foundation for more information.

NOTE 3 ACCOUNTS RECEIVABLE

Accounts receivable, which are anticipated to be collected within one year, include the following at June 30, 2023:

Student Accounts Receivable	$ 3,853,320
Grants Receivable	1,900,752
Other Receivables	450,260
Total	6,204,332
Less: Allowance for Doubtful Accounts	(655,492)
Total Accounts Receivable	$ 5,548,840

NOTE 4 CAPITAL ASSETS

Capital assets consist of the following at June 30, 2023:

	Estimated Lives (in Years)	Beginning Balance	Addition	Reclassification	Ending Balance
Capital Assets Not Depreciated:					
Construction in Progress	-	$ 4,769,235	$ 11,215,618	$ (1,157,578)	$ 14,827,275
Land	-	1,490,837	-	-	1,490,837
Total Not Depreciated		6,260,072	11,215,618	(1,157,578)	16,318,112
Capital Assets Depreciated/Amortized:					
Land Improvements	15	1,000,902	-	-	1,000,902
Buildings, Including Improvements	10 to 50	170,838,689	181,355	1,157,578	172,177,622
Furnishings and Equipment	5 to 15	26,998,430	748,687	-	27,747,117
Right of Use Asset - Equipment	5	-	25,371	-	25,371
Subscription Assets	3 to 10	1,326,264	-	-	1,326,264
Total Depreciated and Amortized		198,838,021	930,042	1,157,578	202,277,276
Total Capital Assets		205,098,093	12,145,660	-	218,595,388
Less: Accumulated Depreciation and Amortization:					
Land Improvements		283,562	66,727	-	350,289
Building, Including Improvements		101,752,050	6,913,524	-	108,665,574
Furnishings and Equipment		25,882,707	643,510	-	26,526,217
Right of Use Asset - Equipment		-	1,269	-	1,269
Subscription Assets		-	411,825	-	411,825
Total Accumulated Depreciation and Amortization		127,918,319	8,036,855	-	135,955,174
Capital Assets, Net		$ 77,179,774	$ 4,108,805	$ -	$ 82,640,214

NOTE 5 LONG-TERM LIABILITIES

Long-term liabilities consist of the following at June 30, 2023:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bonds Payable					
Revenue Bonds Payable	$ 613,428	$ -	$ 301,972	$ 311,456	$ 311,456
Premium on Bonds Payable	23,551	-	11,775	11,776	11,776
Total Bonds Payable	636,979	-	313,747	323,232	323,232
Other Long-Term Liabilities:					
Compensated Absences	4,322,793	-	64,208	4,258,585	3,585,975
Net Pension Liability	24,279,334	2,389,305	-	26,668,639	-
Net OPEB Liability	4,633,109	3,661,292	-	8,294,401	-
Total Long-Term Liabilities	$ 33,872,215	$ 6,050,597	$ 377,955	$ 39,544,857	$ 3,909,207

Bonds Payable

The following is a summary of the Community College's revenue bond payable at June 30, 2023:

Description	Amount
Rhode Island Health and Education Building Corporation Higher Education Facility Revenue Bonds, Series 2013 B. The bonds original amount issued was $2,995,995, carrying interest rates ranging from 2.0% to 3.0%. The bonds are due in varying annual installments ranging from approximately $240,312 to approximately $311,456, plus interest, through September 15, 2023.	$ 311,456

Principal and interest on bonds payable through maturity are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	$ 311,456	$ 4,672	$ 316,129
Total	$ 311,456	$ 4,672	$ 316,129

Interest expense on all debt for the year ended June 30, 2023, was $72,453. The amortization of bond premium is included with interest expense.

The state of Rhode Island has issued bonds for the development of certain Community College facilities. These bonds are not obligations of the Community College and, therefore, are not recorded as liabilities in the accompanying financial statements.

NOTE 6 PENSION

Plan Description

Certain employees of the Community College participate in a cost-sharing multiple-employer defined benefit plan, the Employees' Retirement System Plan (the ERS), administered by the Employees' Retirement System of the State of Rhode Island (the System). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits of the employees of any participating employer providing pension benefits through the plan, regardless of the status of the employers' payment of its pension obligation to the plan. The ERS provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The System issues a publicly available financial report that includes financial statements and required supplementary information for the plans. The report may be obtained at http://www.ersri.org.

Benefit Provisions

The level of benefits provided to participants is established by Chapter 36-10 of the General Laws, which is subject to amendment by the General Assembly. Member benefit provisions vary based on service credits accumulated at dates specified in various amendments to the General Laws outlining minimum retirement age, benefit accrual rates and maximum benefit provisions. In general, members accumulate service credits for each year of service subject to maximum benefit accruals of 80% or 75%. For those hired after June 30, 2012, the benefit accrual rate is 1% per year with a maximum benefit accrual of 40%. Members eligible to retire at September 30, 2009 may retire with 10 years of service at age 60 or after 28 years of service at any age. The retirement eligibility age increases proportionately for other members reflecting years of service and other factors until it aligns with the Social Security Normal Retirement Age, which applies to any member with less than five years of service as of July 1, 2012. Members are vested after five years of service.

The plan provides for survivor's benefits for service-connected death and certain lump sum death benefits. Joint and survivor benefit provision options are available to members.

Cost of living adjustments are provided but are currently suspended until the collective plans covering state employees and teachers reach a funded status of 80%. Until the plans reach an 80% funded status, interim cost of living adjustments are provided at four-year intervals.

The plan also provides nonservice-connected disability benefits after five years of service and service-connected disability benefits with no minimum service requirement.

NOTE 6 PENSION (CONTINUED)

Contributions

The funding policy, as set forth in the General Laws, Section 36-10-2, provides for actuarially determined periodic contributions to the plan. For fiscal 2022, Community College employees, with less than 20 years of service as of July 1, 2012, were required to contribute 3.75% of their annual covered salary. Employees with more than 20 years of service as of July 1, 2012, were required to contribute 11% of their annual covered salary. The Community College is required to contribute at an actuarially determined rate; the rate was 28.01% of annual covered payroll for the fiscal year ended June 30, 2023. The annual contribution for the fiscal year ended June 30, 2023 was $2,924,519.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2023, the Community College reported a liability of $26,668,639 for its proportionate share of the net pension liability related to its participation in ERS. The net pension liability was measured as of June 30, 2022, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2021, rolled forward to the June 30, 2022, measurement date. The Community College's proportion of the net pension liability was based on its share of contributions to the ERS for fiscal year 2022 relative to the total contributions of all participating employers for that fiscal year. At the June 30, 2022, measurement date, the Community College proportion was 1.35%, a decrease of 0.02% compared to prior year.

For the year ended June 30, 2023, the Community College recognized pension expense of $1,232,589.

At June 30, 2023, the Community College reported deferred outflows of resources and deferred inflows of resources related to pension from the following sources:

Deferred Outflow of Resources Related to Pension	
Contributions Made after the Measurement Date	$ 2,947,248
Differences Between Expected and Actual Experience	212,514
Changes in Plan Actuarial Assumptions	-
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	16,136
Total	$ 3,175,898
Deferred Inflows of Resources Related to Pension	
Differences Between Expected and Actual Experience	$ 11,241
Changes in Plan Actuarial Assumptions	314,615
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	1,021,042
Net Difference Between Projected and Actual Earnings on Pension Plan Investments	204,329
Total	$ 1,551,227

NOTE 6 PENSION (CONTINUED)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources (Continued)

Contributions of $2,947,248 are reported as deferred outflows of resources related to pensions resulting from the Community College's contributions in fiscal year 2023 subsequent to the measurement date and will be recognized as a reduction of the net pension liability determined in the subsequent period. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ending June 30,	Amount
2024	$ (585,051)
2025	(654,232)
2026	(742,534)
2027	662,131
2028	(2,891)
Total	$ (1,322,577)

Actuarial Methods and Assumptions

The total pension liability was determined using the following actuarial methods and assumptions, applied to all periods included in the measurement:

Actuarial Cost Method	Entry age actuarial cost methodology
Amortization Method	Level percent of payroll – closed
Inflation	2.50%
Salary Increases	3.25% to 6.25%
Investment Rate of Return	7.00%

Mortality – Variants of the PUB (10) Tables for Healthy and Disabled Retirees, projected with Scale Ultimate MP16.

The actuarial assumptions used in the June 30, 2021 valuation rolled forward to June 30, 2022 and the calculation of the total pension liability at June 30, 2022 were consistent with the results of an actuarial experience investigation study performed as of June 30, 2019 for the six year period ended June 30, 2019 as approved by the System's Board on May 22, 2020.

NOTE 6 PENSION (CONTINUED)

Actuarial Methods and Assumptions (Continued)

The long-term expected rate of return best-estimate on pension plan investments was determined by the actuary using a building-block method. The actuary started by calculating best-estimate future expected real rates of return (expected returns net of pension plan investment expense and inflation) for each major asset class, based on a collective summary of capital market expectations from 39 sources. These return assumptions are then weighted by the target asset allocation percentage, factoring in correlation effects, to develop the overall long-term expected rate of return best-estimate on an arithmetic basis.

The June 30, 2022, expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following table:

Asset Class	Target Asset Allocation	Long-Term Expected Arithmetic Real Rate of Return
GROWTH		
Global Equity:		
U.S. Equity	24.30 %	5.52 %
International Developed Equity	11.10	6.04
International Emerging Markets	4.60	7.83
Subtotal	40.00	
Private Growth:		
Private Equity	12.50	9.42
Non-Core Real Estate	2.50	4.80
Subtotal	15.00	
INCOME		
Equity Options	2.00	5.25
EMD (50/50 Blend)	2.00	1.82
Liquid Credit	3.00	2.95
Private Credit	2.00	2.95
Collateralized Loan Obligations (CLO)	3.00	2.95
Subtotal	12.00	
STABILITY		
Crisis Protection Class:		
Treasury Duration	5.00	(0.44)
Systematic Trend	5.00	3.33
Subtotal	10.00	
Inflation Protection:		
Core Real Estate	4.00	4.80
Private Infrastructure	4.00	5.65
Subtotal	8.00	
Volatility Protection:		
IG Corp Credit	3.25	1.18
Securitized Credit	3.25	1.18
Absolute Return	6.50	3.33
Cash	2.00	(0.44)
Subtotal	15.00	
Total	100.00 %	

NOTE 6 PENSION (CONTINUED)

Actuarial Methods and Assumptions (Continued)

These return assumptions are then weighted by the target asset allocation percentage, factoring in correlation effects, to develop the overall long-term expected rate of return best-estimate on an arithmetic basis.

Discount Rate

The discount rate used to measure the total pension liability was 7.0%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from the employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents the net pension liability calculated using the discount rate of 7.0% as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate.

1.00% Decrease (6.00)%	Current Discount Rate (7.00)%	1.00% Increase (8.00)%
$ 33,065,224	$ 26,668,639	$ 20,856,558

Pension Plan Fiduciary Net Position

As noted earlier, ERS issues a publicly available financial report that includes financial statements and required supplementary information for the plans. The report may be obtained at http://www.ersri.org. The report contains detailed information about the pension plan's fiduciary net position.

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS (OPEB)

Plan Description

Certain employees of the Community College participate in one of two OPEB plans: the State Employees' OPEB Cost-Sharing Plan (SEP) and the Board of Education Cost-Sharing OPEB Plan (BOEP) (collectively, the Plans). The Plans are cost-sharing multiple-employer defined benefit OPEB plans included within the Rhode Island State Employees' and Electing Teachers OPEB System (the OPEB System).

Under a cost sharing plan, OPEB obligations for employees of all employers are pooled and plan assets are available to pay the benefits of the employees of any participating employer providing OPEB benefits through the plan, regardless of the status of the employers' payment of its OPEB obligation to the plan. The Plans provide health care benefits to plan members.

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

Plan Description (Continued)

The OPEB System is administered by the OPEB Board and was authorized, created, and established under Chapter 36-12.1 of the RI General Laws. The OPEB Board was established under Chapter 36-12.1 as an independent board to hold and administer, in trust, the funds of the OPEB System. The four members of the OPEB Board are: the State Controller, the State Budget Officer, the State Personnel Administrator and the General Treasurer, or their designees.

The OPEB System issues a separate publicly available financial report that includes financial statements and required supplementary information for the plans. The reports may be obtained at http://www.oag.ri.gov/reports.html.

Membership and Benefit Provisions

The Plans within the OPEB System generally provide health care coverage to pre-Medicare eligible retirees and health reimbursement account contributions or Medicare supplement coverage for members who are Medicare eligible. Members may purchase coverage for spouses and dependents. Dental and vision coverage may be purchased by these groups with no state subsidy.

Members of the OPEB System must meet the eligibility and services requirements set forth in the RI General Laws or other governing documents. RIGL Sections 16-17.1-1 and 2, 36-10-2, 36-12.1, 36-12-2.2 and 36-12-4 govern the provisions of the OPEB System, and they may be amended in the future by action of the General Assembly.

Contributions

State Employees' OPEB Cost-Sharing Plan

The funding policy, as set forth in the General Laws and which may be amended at any time, provides for actuarially determined periodic contributions to the plans. The Community College is required to contribute at an actuarially determined rate; the rate was 4.48% of annual covered payroll for the fiscal year ended June 30, 2023. The annual contribution for the fiscal year ended June 30, 2023, was $470,921.

Active employees do not make contributions to the plan. Retired member contributions consist of the required retiree share of coverage based on the time of retirement and years of service.

Board of Education Cost-Sharing OPEB Plan

The funding policy, as set forth in the General Laws and which may be amended at any time, provides for actuarially determined periodic contributions to the plans. The Community College is required to contribute at an actuarially determined rate; the rate was 1.83% of annual covered payroll for the fiscal year ended June 30, 2023. The annual contribution for the fiscal year ended June 30, 2023, was $632,214.

Active employees contribute 0.9% of payroll to the OPEB plan. Retired employees have varying co-pay percentages ranging from 0% to 50% based on age and years of service at retirement.

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2023, the Community College reported a liability of $3,706,271 and $4,588,130 for its proportionate share of the net OPEB liabilities related to its participation in the SEP and BOEP, respectively. The net OPEB liabilities were measured as of June 30, 2022, the measurement date, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2021, rolled forward to the June 30, 2022, measurement date. The Community College's proportion of the net OPEB liabilities was based on its share of contributions to the Plans for fiscal year 2022 relative to the total contributions of all participating employers for that fiscal year. At the June 30, 2022, measurement date, the Community College's proportion was 1.35% and 24.93% for SEP and BOEP, a decrease of .02% and an increase of .48% respectively.

For the year ended June 30, 2023, the Community College recognized OPEB expense of $66,007 and $722,822 related to its participation in SEP and BOEP, respectively.

At June 30, 2023, the Community College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	SEP	BOEP	Total
Deferred Outflow of Resources Related to OPEB			
Contributions made Subsequent to Measurement Date	$ 470,921	$ 632,214	$ 1,103,135
Changes in Assumptions	90,423	604,382	694,805
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	48,571	228,495	277,066
Net difference Between Projected and Actual Earnings on OPEB Plan Investments	99,295	339,900	439,195
Differences Between Expected and Actual Experience	34,319	1,587,198	1,621,517
Total	$ 743,529	$3,392,189	$ 4,135,718
Deferred Inflows of Resources Related to OPEB			
Difference Between Expected and Actual Experience	$ 925,850	$ 2,472,905	$ 3,398,755
Changes in Assumptions	532,059	2,506,111	3,038,170
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	273,629	386,273	659,902
Total	$ 1,731,538	$ 5,365,289	$ 7,096,827

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

Contributions of $1,103,135 are reported as deferred outflows of resources related to OPEB resulting from the Community College's contributions in fiscal year 2023 subsequent to the measurement date, and will be recognized as a reduction of the net OPEB liability in the subsequent period. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30,	SEP	BOEP	Total
2024	$ (387,293)	$ (915,500)	$ (1,302,793)
2025	(368,362)	(792,210)	(1,160,572)
2026	(325,773)	(641,755)	(967,528)
2027	(122,748)	41,867	(80,881)
2028	(199,424)	(412,935)	(612,359)
Thereafter	(55,330)	115,219	59,887
Total	$ (1,458,930)	$ (2,605,314)	$ (4,064,246)

Actuarial Methods and Assumptions

The total OPEB liability was determined using the following significant actuarial assumptions for the Plans:

Actuarial Cost Method	Entry age normal – the individual entry age actuarial cost methodology
Amortization Method	Level percent of payroll – closed
Inflation	2.75%
Salary Increases	3.25% to 6.25%
Investment rate of return	5.00%
Health Care Cost Trend Rate	7.50% in fiscal year 2021 decreasing annually to 3.50% in fiscal year 2033 and later

Mortality rates for male plan members were based on the PUB-10 Median Table for General Healthy Retiree Males, loaded by 115%, projected with Scale Ultimate MP16. Mortality rates for female plan members were based on the PUB-10 Median Table for General Healthy Retiree Females, loaded by 111%, projected with Scale Ultimate MP16.

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

Actuarial Methods and Assumptions (Continued)

The long-term expected rate of return best-estimate on the Plans' investments was determined by the actuary using a building-block method. The actuary started by calculating best-estimate future expected real rates of return (expected returns net of OPEB plan investment expense and inflation) for each major asset class, based on a collective summary of capital market expectations from 39 nationally recognized investment consulting firms. The June 30, 2022, expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following table for the Plans:

Asset Class	Target Asset Allocation	Long-Term Expected Arithmetic Real Rate of Return
Domestic Equity	65 %	5.72 %
Fixed Income	35	1.73

These return assumptions are then weighted by the target asset allocation percentage, factoring in correlation effects, to develop the overall long-term expected rate of return best-estimate on an arithmetic basis.

Discount Rate

The discount rate used to measure the total OPEB liability was 5.0%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members, if any, will be made at the current contribution rate and that contributions from the employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the OPEB plans' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on the OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liabilities calculated using the discount rate of 5.0% as well as what the net OPEB liabilities would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate.

	1.0% Decrease (4.0% Discount Rate)	Current Discount Rate (5.0)%	1.0% Increase (6.0% Discount Rate)
SEP	$ 4,770,966	$ 3,706,271	$ 2,818,114
BOEP	7,394,438	4,588,130	2,271,972

NOTE 7 OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

Sensitivity of the Net OPEB Liability to Changes in the Health Care Cost Trend Rate

The following table presents the net OPEB liabilities calculated using the health care cost trend rate of 7.5% and gradually decreasing to an ultimate rate of 3.5%, as well what the Community College's net OPEB liabilities would be if it were calculated using a trend rate that is 1-percentage-point lower or 1- percentage-point higher than the current rate.

	1.0% Lower	Baseline	1.0% Higher
SEP	$ 2,589,281	$ 3,706,271	$ 5,103,284
BOEP	1,718,631	4,588,130	8,230,471

OPEB Plan Fiduciary Net Position

The OPEB System issues a separate publicly available financial report that includes financial statements and required supplementary information for the plans. The reports may be obtained at http://www.oag.ri.gov/reports.html. The reports contain detailed information about the Plans' fiduciary net position.

NOTE 8 RETIREMENT PLANS

State of Rhode Island Employees' Retirement System (ERS) Defined Contribution

Plan Description

Certain employees participating in the defined benefit plan (those with less than 20 years of service as of July 1, 2012), as described in Note 6, also participate in a defined contribution plan of the Employees' Retirement System as authorized by General Law Chapter 36-10.3. The defined contribution plan was established under IRS section 401(a) and is administered by TIAA-CREF. The Retirement Board is the plan administrator and plan trustee. The employees may choose among various investment options available to plan participants. The State Investment Commission is responsible for implementing the investment policy of the plan and selecting the investment options available to members.

Contributions

Certain employees (those with less than 20 years of service as of July 1, 2012) contribute 5% of their annual covered salary and employers contribute at the following percentages of annual covered salary for these employees based on their years of service as of July 1, 2012:

Years of Service as of July 1, 2012	Employer Contribution Rate
15 to 20 Years	1.50%
10 to 15 Years	1.25%
0 to 10 Years	1.00%

NOTE 8 RETIREMENT PLANS (CONTINUED)

State of Rhode Island Employees' Retirement System (ERS) Defined Contribution (Continued)

Contributions (Continued)

Employee contributions are immediately vested while employer contributions are vested after three years of contributory service. Contributions required under the plan by both the employee and employer are established by the General Laws of the State of Rhode Island, which are subject to amendment by the General Assembly.

The Community College contributed and recognized as pension expense $104,569 for the fiscal year ended June 30, 2023, equal to 100% of the required contributions for the fiscal year.

Plan Vesting and Contribution Forfeiture Provisions

The total amount contributed by the member, including associated investment gains and losses, shall immediately vest in the member's account and is nonforfeitable. The total amount contributed by the employer, including associated investment gains and losses, vests with the member and is nonforfeitable upon completion of three years of contributory service. Nonvested employer contributions are forfeited upon termination of employment. Such forfeitures can be used by employers to offset future remittances to the plan.

Retirement Benefits

Benefits may be paid to a member after severance from employment, death, plan termination, or upon a deemed severance from employment for participants performing qualified military service. At a minimum, retirement benefits must begin no later than April 1st of the calendar year following the year in which the member attains age 70½ or terminates employment, if later.

The System issues a publicly available financial report that includes financial statements and required supplementary information for plans administered by the system. The report may be obtained at http://www.ersri.org.

Rhode Island Board of Governors for Higher Education Alternate Retirement Plan

Plan Description

Certain employees of the Community College, (principally faculty and administrative personnel) are covered by individual annuity contracts under a defined contribution retirement plan, Alternate Retirement Plan, established by the Rhode Island Board of Education which is also responsible for amending it. Eligible employees who have reached the age of 30, and who have two years of service are required to participate in either the Teachers' Insurance and Annuity Association (TIAA), the Metropolitan Life Insurance Company or Variable Annuity Life Insurance Company retirement plan. The BOE establishes and amends contribution rates. Eligible employees must contribute at least 5% of their gross biweekly earnings. These contributions may be made on a pre-tax basis.

NOTE 8 RETIREMENT PLANS (CONTINUED)

Rhode Island Board of Governors for Higher Education Alternate Retirement Plan (Continued)

Funding Policy

The Community College contributes 9% of the employee's gross biweekly earnings. Total expenditures by the Community College for such 403(b) annuity contracts amounted to approximately $3,418,000 during fiscal 2023. The employee contribution amounted to approximately $1,899,000.

NOTE 9 RESTRICTED NET POSITION

The Community College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. At June 30, 2023, these funds are restricted for grant programs.

NOTE 10 OPERATING EXPENSES

The Community College's operating expenses, on a natural classification basis, are composed of the following at June 30, 2023:

Compensation and Benefits	$ 96,467,266
Supplies and Services	24,718,537
Depreciation and Amortization	8,036,855
Scholarships and Fellowships	14,274,769
Total	$ 143,497,427

NOTE 11 STATE APPROPRIATIONS

Direct Appropriations

Pursuant to Rhode Island General Law 16-59-9, the legislative enacted budget reflects the budget passed by the General Assembly and signed by the Governor, as well as any re-appropriations. The BOE reviews and approves the unrestricted and restricted budgets and makes recommendations to the Governor and General Assembly for revisions to the current year's budget and the ensuing year's budget for the entities it oversees. As part of the Community College's annual budget process for unrestricted and restricted funds, the General Assembly allocates specific amounts in the budget which are allocated for the following categories: (1) salaries and wages; (2) operating expenditures; and (3) outlays for personnel costs, utilities, repairs, capital, and student aid, as well as the overall budget allocation.

NOTE 11 STATE APPROPRIATIONS (CONTINUED)

State Capital Plan Funds

The Rhode Island Capital Plan Fund (RICAP) was modeled on a financial technique originating in the state of Delaware. In fiscal year 2023, the state reserved _% of its general revenues to fund a Budget Reserve Fund and Cash Stabilization Fund. Once the fund reaches a maximum threshold (5% of total fiscal year financial resources), the balance is transferred to the RICAP Fund. The RICAP Fund is used for capital expenditures and for debt reduction. The technique is a "pay-as-you-go" process that avoids increasing the State's debt burden. Higher education has received allocations through this program since fiscal 1995.

The Community College's State appropriations are composed of the following for the year ended June 30, 2023:

Direct Appropriations	$ 55,710,484
State-Contributed Capital and RICAP Funds	10,894,665
Total	$ 66,605,149

In accordance with each fiscal year's General Assembly Budget Article 1, notwithstanding the provisions of section 35-3-15 of the general laws, all unexpended or unencumbered balances as of year-end are hereby re-appropriated to the next fiscal year.

NOTE 12 LEASES AND CONTRACTS

Lease Receivables

The Community College, acting as lessor, leases roof space under a long-term, noncancelable lease agreement. The lease expires in 2031 and provides for two five-year renewal options. During the year ended June 30, 2023, the Community College recognized $33,424 and $15,391 in lease revenue and interest revenue, respectively, pursuant to these contracts.

Total future minimum lease payments for the lease revenue under lease agreements are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	$ 46,424	$ 16,904	$ 37,175
2025	50,107	14,217	38,285
2026	55,388	11,285	39,428
2027	61,055	8,041	40,605
2028	35,294	6,522	41,816
2029-2031	127,971	9,015	136,986
Total Minimum Lease Payments	$ 376,239	$ 65,984	$ 334,295

NOTE 12 LEASES AND CONTRACTS (CONTINUED)

SBITA Liability

The College has entered into SBITAs for the right-to-use software subscriptions under a long-term, noncancelable contract. The contract expire at various dates through fiscal year 2029 and provide for renewal options ranging from one to three years. Annual installment payments total between $7,276 and $191,136, plus an interest rate of 6.25%.

Total future minimum SBITA payments under contract are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	$ 513,916	$ 50,083	$ 563,999
2025	182,429	24,085	206,514
2026	25,554	5,199	30,753
2027	17,284	3,555	20,839
2028 and thereafter	37,970	3,706	41,676
Total Minimum Lease Payments	$ 777,153	$ 86,627	$ 863,780

Lease Liability

The College leases equipment under a long-term, non-cancelable lease agreement. The lease expires during fiscal year 2028 and does not currently provide for renewal options. Annual installment payments total $5,892, plus an interest at rate of 6.25%.

Total future minimum lease payments under lease agreements are as follows:

Year Ending June 30,	Principal	Interest	Total
2024	$ 4,506	$ 1,386	$ 5,892
2025	4,799	1,093	5,892
2026	5,108	784	5,892
2027	5,437	455	5,892
2028	4,306	113	4,419
Total Minimum Lease Payments	$ 24,156	$ 3,831	$ 27,987

NOTE 13 PASS-THROUGH LOANS

The Community College distributed approximately $7,038,000 during fiscal 2023 for student loans through the U.S. Department of Education federal direct lending program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

NOTE 14 CONTINGENCIES

Various lawsuits are pending or threatened against the Community College, which arose from the ordinary course of operations. Management is not aware of any pending or threatened litigation which would materially affect the College's financial position.

The Community College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the Community College. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the Community College.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (UNAUDITED)
EMPLOYEES' RETIREMENT SYSTEM
JUNE 30, 2023

Year Ended Measurement Date	June 30, 2023 June 30, 2022	June 30, 2022 June 30, 2021	June 30, 2021 June 30, 2020	June 30, 2020 June 30, 2019	June 30, 2019 June 30, 2018	June 30, 2018 June 30, 2017	June 30, 2017 June 30, 2016	June 30, 2016 June 30, 2015
Community College's Proportion of the Net Pension Liability	1.50%	1.37%	1.40%	1.40%	1.40%	1.44%	1.45%	1.46%
Community College's Proportionate Share of the Net Pension Liability	$ 26,668,639	$ 24,279,334	$ 31,745,813	$ 31,791,077	$ 31,484,850	$ 32,467,123	$ 30,765,991	$ 29,073,002
Community College's Covered Payroll (at Measurement Date)	$ 10,552,128	$ 10,585,641	$ 10,554,847	$ 10,082,823	$ 9,754,869	$ 9,981,160	$ 9,758,118	$ 9,780,334
Community College's Proportionate Share of the Net Pension Liability as a Percentage of its Covered Payroll	252.73%	229.36%	300.77%	315.30%	322.76%	325.28%	315.29%	297.26%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	59.60%	63.20%	52.60%	52.80%	52.53%	51.83%	51.88%	55.03%

Notes:
1. The amounts presented for each fiscal year were determined as of June 30 measurement date prior to the fiscal year-end.

2. This schedule is intended to show information for 10 years - additional years will be displayed as they become available.

See accompanying Notes to Pension Required Supplementary Information.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
SCHEDULE OF PENSION CONTRIBUTIONS (UNAUDITED)
EMPLOYEES RETIREMENT SYSTEM
JUNE 30, 2023

	2023	2022	2021	2020	2019	2018	2017	2016
Statutorily Required Contribution	$ 2,947,248	$ 2,965,068	$ 2,785,811	$ 2,785,105	$ 2,649,766	$ 2,426,036	$ 2,529,226	$ 2,306,819
Contributions in Relation to the Statutorily Required Contribution	(2,947,248)	(2,965,068)	(2,785,811)	(2,785,105)	(2,649,766)	(2,426,036)	(2,529,226)	(2,306,819)
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Community College's Covered Payroll	$ 10,552,128	$ 10,585,641	$ 10,115,508	$ 10,554,847	$ 10,082,823	$ 9,754,869	$ 9,981,160	$ 9,758,118
Contributions as a Percentage of Covered Payroll	28.01%	28.01%	27.54%	26.39%	26.28%	24.87%	25.34%	23.64%

Notes:

1. Employers participating in the State Employees' Retirement System are required by RI General Laws, Section 36-10-2, to contribute an actuarially determined contribution rate each year.

2. This schedule is intended to show information for 10 years - additional years will be displayed as they become available.

See accompanying Notes to Pension Required Supplementary Information.

NOTE 1 FACTORS AFFECTING TRENDS FOR AMOUNTS RELATED TO THE NET PENSION LIABILITY

Measurement Date – June 30, 2022

There were no changes in actuarial methods or assumptions reflected in the calculation of the net pension liability of the plan as of the June 30, 2022, measurement date compared to the June 30, 2021, measurement date.

Measurement Date – June 30, 2021

There were no changes in actuarial methods or assumptions reflected in the calculation of the net pension liability of the plan as of the June 30, 2021, measurement date compared to the June 30, 2020, measurement date.

Measurement Date – June 30, 2020

As part of the 2020 Actuarial Experience Study for the six-year period ending June 30, 2019, as approved by the System Board on May 22, 2020, certain assumptions were modified and reflected in the determination of net pension liability (asset) at the June 30, 2020, measurement date. The following summarizes the more significant changes in assumptions:

- Updated the underlying mortality tables from the RP-2014 set of tables to the public sector-based PUB (10) tables.
- Increased slightly the probabilities of turnover.
- Decreased slightly the probabilities of retirement.
- Modified slightly the probabilities of disability, including adding material incidence of disability for members in the age ranges that historically have been eligible to retire but under prospective provisions are not.

Measurement Date – June 30, 2019

There were no changes in actuarial methods or assumptions reflected in the calculation of the net pension liability as of the June 30, 2019, measurement date compared to the June 30, 2018, measurement date. Benefits were also unchanged between these measurement dates.

Measurement Date – June 30, 2018

There were no changes in benefits reflected in the calculation of the net pension liability as of the June 30, 2018, measurement date compared to the June 30, 2017, measurement date. Benefits were also unchanged between these measurement dates.

Measurement Date – June 30, 2017

There were no changes in actuarial methods or assumptions or benefits reflected in the calculation of the net pension liability as of the June 30, 2017, measurement date compared to the June 30, 2016, measurement date. Benefits were also unchanged between these measurement dates.

NOTE 1 FACTORS AFFECTING TRENDS FOR AMOUNTS RELATED TO THE NET PENSION LIABILITY (CONTINUED)

Measurement Date – June 30, 2016

There were no changes in actuarial methods or assumptions or benefits reflected in the calculation of the net pension liability as of the June 30, 2016, measurement date compared to the June 30, 2015, measurement date.

Measurement Date – June 30, 2015

There were no changes in actuarial methods or assumptions reflected in the calculation of the net pension liability as of the June 30, 2015, measurement date compared to the June 30, 2014, measurement date.

Benefit changes, which resulted from the settlement of the pension litigation and the subsequent enactment of those settlement provisions by the General Assembly, are reflected in the calculation of the net pension liability at the June 30, 2015, measurement date. Significant benefit changes are summarized below:

- Employees with more than 20 years of service at July 1, 2012, will increase their employee contribution rates to 11% for state employees and participate solely in the defined benefit plan effective July 1, 2015 – service credit accruals will increase from 1% to 2% per year.

- Members are eligible to retire upon the attainment of age 65 with 30 years of service, 64 with 31 years of service, 63 with 32 years of service, or 62 with 33 years of service. Members may retire earlier if their RI Retirement Security Act date is earlier or are eligible under a transition rule.

- The COLA formula was adjusted to 50% of the COLA is calculated by taking the previous 5-year average investment return, less the discount rate (5-year return – 7.5%, with a max of 4%) and 50% calculated using the previous year's CPI-U (max of 3%) for a total max COLA of 3.5%. The COLA is calculated on the first $25,855, effective, 01/01/2016, and indexed as of that date as well.

Other changes included providing interim cost of living increases at four- rather than five-year intervals, providing a one-time cost of living adjustment of 2% (applied to first $25,000), two $500 stipends, and minor adjustments.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
SCHEDULE OF PROPORTIONATE SHARE OF THE NET OPEB LIABILITY (UNAUDITED)
JUNE 30, 2023

State Employees' OPEB Cost-Sharing Plan

Year Ended Measurement Date	June 30, 2023 June 30, 2022	June 30, 2022 June 30, 2021	June 30, 2021 June 30, 2020	June 30, 2020 June 30, 2019	June 30, 2019 June 30, 2018
Community College's Proportion of the Net OPEB Liability	1.35%	1.37%	1.40%	1.41%	1.39%
Community College's Proportionate Share of the Net OPEB Liability	$ 3,706,271	$ 3,184,091	$ 5,045,861	$ 6,164,690	$ 7,090,193
Community College's Covered Payroll (at Measurement Date)	$ 10,511,629	$ 10,525,682	$ 10,597,850	$ 10,358,495	$ 9,838,763
Community College's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Payroll	35.26%	30.25%	47.61%	59.51%	72.06%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	55.09%	60.52%	42.51%	33.60%	26.25%

Board of Education OPEB Cost-Sharing Plan

Year Ended Measurement Date	June 30, 2023 June 30, 2022	June 30, 2022 June 30, 2021	June 30, 2021 June 30, 2020	June 30, 2020 June 30, 2019	June 30, 2019 June 30, 2018
Community College's Proportion of the Net OPEB Liability	24.93%	24.35%	24.59%	24.85%	24.64%
Community College's Proportionate Share of the Net OPEB Liability	$ 4,588,130	$ 1,449,018	$ 8,788,506	$ 9,230,356	$ 12,455,817
Community College's Covered Payroll (at Measurement Date)	$ 35,547,213	$ 33,343,371	$ 33,032,843	$ 31,915,252	$ 31,024,106
Community College's Proportionate Share of the Net OPEB Liability as a Percentage of its Covered Payroll	12.91%	4.35%	26.61%	28.92%	40.15%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	76.58%	91.42%	57.32%	51.60%	38.59%

Notes:

1. The amounts presented for each fiscal year were determined as of June 30 measurement date prior to the fiscal year-end.

2. This schedule is intended to show information for 10 years - additional years will be displayed as they become available.

See accompanying Notes to OPEB Required Supplementary Information.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island)
SCHEDULE OF OPEB CONTRIBUTIONS (UNAUDITED)
JUNE 30, 2023

State Employees' OPEB Cost-Sharing Plan

	2023	2022	2021	2020	2019
Statutorily Required Contribution	$ 470,921	$ 555,756	$ 563,149	$ 704,757	$ 619,438
Contributions in Relation to the Statutorily Required Contribution	(470,921)	(555,756)	(563,149)	(704,757)	(619,438)
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -
Community College's Covered Payroll	$ 10,511,629	$ 10,525,682	$ 10,257,723	$ 10,597,850	$ 10,358,495
Contributions as a Percentage of Covered Payroll	4.48%	5.28%	5.49%	6.65%	5.98%

Board of Education OPEB Cost-Sharing Plan

	2023	2022	2021	2020	2019
Statutorily Required Contribution	$ 632,214	$ 1,167,018	$ 972,569	$ 1,347,740	$ 1,391,505
Contributions in Relation to the Statutorily Required Contribution	(632,214)	(1,167,018)	(972,569)	(1,347,740)	(1,391,505)
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -
Community College's Covered Payroll	$ 35,547,213	$ 33,343,371	$ 33,193,481	$ 33,032,843	$ 31,915,252
Contributions as a Percentage of Covered Payroll	1.78%	3.50%	2.93%	4.08%	4.36%

Notes:

1. Employers participating in the State Employees' Retirement System are required by RI General Laws, Section 36-10-2, to contribute an actuarially determined contribution rate each year.

2. This schedule is intended to show information for 10 years - additional years will be displayed as they become available.

See accompanying Notes to OPEB Required Supplementary Information.

NOTE 1 FACTORS AFFECTING TRENDS FOR AMOUNTS RELATED TO THE NET OPEB LIABILITY

The actuarial methods and assumptions used to calculate the net OPEB liability of the participating employers are described in Note 7 to the financial statements. The following information is presented about factors that significantly affect trends in the amounts reported between years.

Measurement Date – June 30, 2022

Assumption changes included updated rates of mortality, retirement, withdrawal, disability and salary increases consistent with the Employees' Retirement System of Rhode Island, as applicable.

Measurement Date – June 30, 2021

Assumption changes included updated rates of mortality, retirement, withdrawal, disability, and salary increases consistent with the Employees' Retirement System of Rhode Island, as applicable.

Measurement Date – June 30, 2020

The "Cadillac tax," which was a tax provision from the federal Affordable Care Act (ACA), was repealed in December 2019. As a result, liability amounts previously included for the "Cadillac tax" within the development of the total OPEB liability has been removed as of the June 30, 2020, measurement date.

Measurement Date – June 30, 2019

The June 30, 2018, actuarial valuation rolled forward to the June 30, 2019, measurement date reflected a change in Excise Tax loan on pre-65 liabilities from 11.0% to 9.5%.

Measurement Date – June 30, 2018

There were no changes in actuarial methods and assumptions reflected in the calculation of the net OPEB liability as of the June 30, 2018, measurement date compared to the June 30, 2017, measurement date.

NOTE 1 FACTORS AFFECTING TRENDS FOR AMOUNTS RELATED TO THE NET OPEB LIABILITY (CONTINUED)

Measurement Date – June 30, 2017

Certain actuarial assumptions for the State Employees' OPEB Cost-Sharing Plan (SEP) and the Board of Education Cost-Sharing OPEB Plan (BOEP) (collectively referred to as the Plans) were updated to match the assumptions used for State Employees in the pension valuation for the Employees' Retirement System of Rhode Island (ERSRI) and the results of an actuarial experience investigation performed for ERSRI at June 30, 2016. Changes were made to the following assumptions:

- Merit and longevity portion of the salary increase assumption
- Rates of separation from active membership
- Rates of retirement
- Rates of disability
- The rate of wage inflation
- The mortality assumption
- The trend assumption
- Aging factors and health and inflation trends

The excise tax load on pre-65 liabilities was changed from 13.8% to 11.0%. The Patient Protection and Affordable Care Act includes an excise tax on high cost health plans beginning in 2022. The excise tax is 40% of costs above a threshold. The actual actuarial assumptions used in the most recent valuations assume that the Plans will be subject to the excise tax in 2022.

NOTE 2 ACTUARIALLY DETERMINED CONTRIBUTIONS

The annual required contributions for fiscal year 2023 were determined by actuarial valuations performed as of June 30, 2022, and rolled-forward to June 30, 2023.

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Education
Community College of Rhode Island
Providence, Rhode Island

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and its discretely presented component unit of Community College of Rhode Island (the Community College), a component unit of the State of Rhode Island, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated September 27, 2023. Our report includes a reference to other auditors who audited the financial statements of the Community College of Rhode Island Foundation, Inc., as described in our report on the Community College's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Community College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Cranston, Rhode Island
September 27, 2023

We'll get you there.

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Community College of Rhode Island
Rhode Island College
Rhode Island Division of Higher Education Assistance

June 30, 2023 Audit Presentation

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Agenda

Audit Process & Scope

Internal Control Communication

Governance Communication Letter

Next Steps

Emerging Issues

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Scope

Scope

- Audit of the financial statements for the year ended June 30, 2023

Applicable Financial Reporting framework

- U.S. generally accepted accounting principles (GAAP)

Applicable Auditing Standards

- U.S. generally accepted auditing standards (GAAS)
- Generally accepted government auditing standards (GAGAS)

Other Terms of Engagement

- Understand and test internal controls for the purposes of determining nature, timing, and extent of substantive audit procedures
- Required communications to governance

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Risk-Based Approach

Internal Controls and Information Technology	Revenue Recognition	Debt and Long-Term Liabilities	Federal Awards
New Accounting Standards	Unrecorded Liabilities	Operating Expenditures	Significant Estimates

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Financial Statement Audit Results

Financial statement audit opinions are unmodified

Supplementary Information

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Financial Statement Audit Results

No Material Weaknesses

Significant Deficiencies

Management Recommendations

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Financial Statement Audit Results

Significant Deficiency	Lease receivable not recorded in fiscal year 2022 (RIC)
Management Recommendations	Formal policy for estimating the allowance for uncollectable accounts (RIC)
	Review process for year end capital assets fluctuations (RIC)
	Reconciliation of internal due to/due from policy (RIC)
	Lacking integrated system for tracking capital assets (CCRI)

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Required Governance Communication

Overall

- Purpose is to provide an update on the audit since the planning meeting
- No changes in scope of audit
- GASB Statements 94 and 96

Estimates

- Various estimates presented in the financial statements
- We are comfortable with management's estimate

Difficulties

- No significant difficulties
- No disagreements encountered
- No other findings to report

Other

- No audit adjustments
- Passed audit adjustment for lease receivable (RIC)

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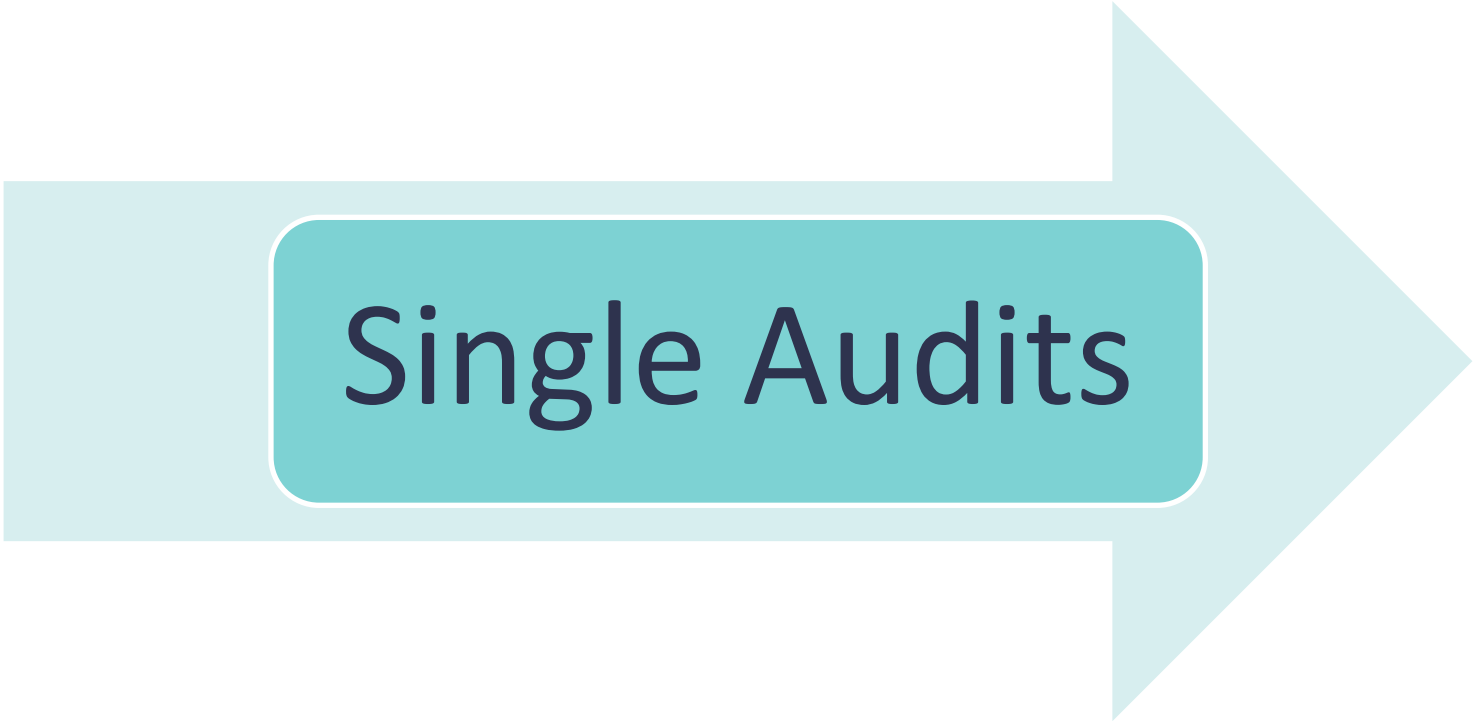
Next Steps



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Current Events in Higher Education

Enrollment pressures

Increasing costs – student experience

Cyber Security and technology costs

M & A Activity

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Emerging Issues – Significant Audit Changes

What Changed

- Auditing standards (SAS 143-145) were modernized for evolving business environment
- Effective for 2024 audits

New Requirements

- Enhanced risk assessment and understanding of estimates
- Deeper IT understanding; more inquiries; data requests and testing

Audit Impact

- More time evaluating controls; more use of IT specialists
- Potential for additional recommendations
- Greater impact on complex IT systems

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List of Supporting Documents Available by Standard

Standard One

CCRI Culture Guiding Principles Report
CCRI Guiding Principles
Examples of Departmental Mission Statements
Mission of the College
Mission Statement Approval Documentation
Mission Statement Survey Results
Strategic Plan 2018-21
Strategic Plan 2022-27

STANDARD TWO

Academic Master Plan 2022-27
Academic Master Plan Advisory Board and Compressed Term Workgroup Members
Advising Customer Satisfaction Survey 2019-2021
Annual Program Assessment Reports
Academic Program Reviews
Basic Needs Assessment Report
CCRI Key Performance Indicators
CCSSE 2023 Executive Summary of Results
Community and Social Resources Annual Report AY2021-2022
Continuing Student Survey – Spring 2019
Department Health Checks
Example of an Enrollment Plan – Spring 2024
External Accreditation Letters
Facilities Master Plan
Graduating Student Survey – Spring 2021
Graduating Student Survey – Spring 2023
IT Strategic Planning Document
Strategic Plan 2018-21
Strategic Plan 2022-27: A Community College in Action
Student Affairs Strategic Plan 2022-2027
Student Retention through Basic Needs Assistance Report 2023

STANDARD THREE

CCRI Educational Support Professional Association (ESPA) Contract
CCRI Faculty Association (CCRIFA) Collective Bargaining Agreement
CCRI Part-Time Faculty Association (PTFA) Contract
CCRI Professional Staff Association (CCRIPSA) Contract
Council on Postsecondary Education – All Policies

Council on Postsecondary Education and Committee Meetings and Minutes
Council on Postsecondary Education Bylaws
Council on Postsecondary Education Members
Employee Handbook
Faculty Handbook
Faculty Senate Assessment Survey – Fall 2023
Faculty Senate Committees and Committee Minutes
Faculty Senate Constitution and Bylaws
Faculty Senate Meeting Minutes
Office of the Postsecondary Commissioner Reports
Policy on the Evaluation of Presidents
Principal Administrator Job Descriptions
Staff Assembly Bylaws
Staff Assembly Committees and Committee Minutes
Staff Assembly Constitution
Staff Assembly Meeting Minutes

STANDARD FOUR

Academic Affairs Organizational Charts
Academic Integrity Policy
Academic Master Plan 2022-27
Academic Performance Solutions (APS) Dashboards Login
Academic Program Reviews
Academic Program Review Schedule 2024
Advisory Board Information
Analyzing Student Engagement in Blackboard Presentation
Annual Program Assessment Reports
Blackboard Assessment Tool Description
CCRI Grads Transfer Report – Spring 2023
CCRI Non-Grads Transfer Report – Spring 2023
CCRI Title III Annual Program Reports
CCSSE 2023 Executive Summary of Results
Co-req Compressed Course Analysis – Summer 2023
College Catalog
College Catalog Archives
Community College Survey of Student Engagement (CCSSE) 2023 Executive Summary of Results
Compressed Term Workgroup LibGuide
Continuing Students Survey – Spring 2019
Course Inventory Management (CIM) Course Login
Course Inventory Management (CIM) Program Login
Courses Approved for General Education Credits
Credit for Prior Learning Information
Credit for Prior Learning Policy
Credit for Prior Learning Student Feedback Survey 2022
Credit Hour Policy

Curriculum Review Committee Information
Curriculum Review Committee Meeting Minutes
Curriculum Review Committee Members
Definition of an Educated Person
Department Health Checks
Developmental Education Needs Research – Fall 2023
Developmental Math Analysis – January 2023
Developmental Math Emporium Evaluation – Fall 2018
Early College Opportunities
First-Time Students and Online Classes Analysis Executive Summary – Spring 2023
Intent to Graduate Process
General Education Assessment Pilot Results – Summer 2022
General Education Assessment Pilot Results AY 2021-2022
General Education Assessment Results by Department – AY 2022-2023
General Education Assessment Results – Executive Summary – Fall 2022
General Education Assessment Results – Fall 2022
General Education Assessment Results Executive Summary Presentation – AY 2022-2023
General Education Assessment Results Executive Summary – Spring 2023
General Education Core Curriculum Information
General Education Program Policy
General Studies Redesign Workgroup Report – Fall 2023
Grading Policies
HELP Course Assessment
Independent Study Form and Requirements
Intent to Graduate Information
Intent to Graduate Process
Joint Admissions Agreement (JAA) Information
New England Transfer Guarantee Fall 2022 Enrollment Report
New Program Proposal Form
Office of Opportunity and Outreach
Office of the Postsecondary Commissioner Reports
Online Learning Policy
Online v. Onsite Course Success – Fall 2022
OSCQR Online Course Review Scorecard
PATH 1010 (First Year Experience Seminar for General Studies) Grade Analysis
Policy on Academic Integrity
Policy on Satisfactory Academic Progress
Policy on Credit Hour Rule
RI Promise Enrollment and Outcomes Comparison – Fall 2023
RI Transfer Guarantee
Satisfactory Academic Progress Policy
Schedule of Academic Program Review and Specialized Accreditation
Survey of Exclusively Online Students – Fall 2022
Syllabi
Transfer Credit Evaluation Information

Work-Based Learning Experience Policy

STANDARD FIVE

#RealCollege Survey – Fall 2019
Academic Information and Policies
Academic Standards Policy
Admissions Information – How to Apply by Student Type
Admissions Policy Statements
Advising Calendars
Advising Customer Satisfaction Survey 2019-2021
Advising Department Checklist
Advising Syllabus – Fall 2022
Application for Admissions and Instructions
Athlete GPA Analysis – Spring 2022
Benefits Hub Information
CCRI Fall Enrollment Data Table – October 2023
CCSSE 2023 Executive Summary of Results
Community and Social Resources Annual Report 21-22
Continuing Students Survey – Spring 2019
Early College Opportunities
Equal Opportunity/Affirmative Action Policy
Example of an Enrollment Plan – Spring 2024
Example of Caseload Advising Enrollment Tracking Report
Example of Planning for Caseload Advising – Fall 2023
Example PATH 1010 First Year Experience Seminar Syllabus
Example Student Affairs Strategic Priorities Presentation – Fall 2023
Fall 2023 Census Update
FERPA Policy
Financial Aid Policies
Fresh Start Scholarship Information
Guided Pathways Information for Faculty
Guided Pathways Information for Students
Math Emporium Analysis – January 2023
Math Emporium Comparison – Fall 2018
Mental Health First Aid Flyer
Multiple Measures English Presentation – Spring 2018
Multiple Measures Math Presentation – Spring 2018
New Records Policies
New Student Enrollment Checklist
New Student Onboarding Steps
New Student Orientation
New Student Orientation Feedback Survey – Fall 2023
Office of Opportunity and Outreach
Performance-Based Health Sciences Admissions Information
QPR Gatekeeper Training 2022

Release of Transcripts Policy
Resources for Students Studying Online
Rhode Island Promise Information
RI Promise Enrollment and Outcomes Comparison – Fall 2023
Starfish Flag Descriptions
Starfish Flag Handout for Faculty
Starfish Information for Faculty
Starfish Information for Students
Student Affairs QPR Suicide Prevention and Mental Health First Aid Training Statistics
Student Handbook 2023-2024
Student Retention through Basic Needs Assistance Report 2023
TutorMe Analysis – Fall 2022
Westerly Education Center
Woonsocket Education Center

STANDARD SIX

About the Center for Teaching Excellence (CTE)
Academic Affairs Resources and Meeting Recordings
Academic Freedom Policy
Academic Master Plan 2022-27
Academic Performance Solutions (APS) Dashboards Login
ACUE Final Engagement Report
ACUE Modules and Descriptions
Caring Campus Faculty and Student Survey Results
Caring Campus IEBC Press Release
CCRI Biology Professor Explores Breakthrough Research
CCRI Faculty Association (CCRIFA) Collective Bargaining Agreement
CCRI Part-Time Faculty Association (PTFA) Contract
CCSSE 2023 Executive Summary of Results
CTE Annual Report 21-22
CTE Annual Report 22-23
CTE Faculty Fellow on SoTL
CTE Events – Fall 2023
CTE Knights Certificates
Documentation of Faculty/Student Role in Academic Integrity
Effective Practices for Teaching Online (EPTO) Syllabus
Equity Summit 2022 – Disaggregated Data Presentation
Evaluation Review Committee Minutes
Example Adjunct Faculty Job Description
Faculty CVs
Faculty Handbook
Faculty Line Request Worksheet
Faculty Senate Information
Howard Hampton Morgan Alliance for Graduate Education and the Professoriate (HHMS-AGEP) CCRI Partnership Presentation

Instructional Fair Posters
LibGuides – Faculty Development Resources
New Faculty Hiring Timeline – 2023-2024
New Faculty Onboarding Syllabus – Fall 2023
NISOD Award Recipients
Online Learning & Technology Annual PD Report 22-23
Online Learning & Technology Professional Development Resources
Online Learning Competency Distribution
Promotion and Tenure Information
RI-INBRE CCRI Faculty Fellowship Program
RI-INBRE CCRI Support 18-23
RI-INBRE Summer Undergraduate Research Fellowship Program
Teaching, Learning, Scholarship & Assessment (TLSA) Group Agendas

STANDARD SEVEN

About the Budget
Academic Technology Committee Minutes
Active Learning Classrooms at CCRI
Board of Education Personnel Policy Manual
Capital Improvement Plan (CIP) FY24-28 Submission
Capital Improvement Plan (CIP) FY24-28 Presentation to Council
Capital Improvement Plan (CIP) FY25-29 Submission
Caring Campus Quick Facts
CCRI Agency Financial Procedures 2023
CCRI Campus Inclusion Plan 2020
CCRI Code of Ethics
CCRI Employee Handbook
CCRI FY24 Budget Request
CCRI FY25 Budget – Fall 2023
CCRI FY25 Budget Request Transmittal Letter
CCRI Incident Response Plan 2023
CCRI Financial Statements
CCRI Foundation Financial Statements
CCSSE 2023 Executive Summary of Results
CCSSE Learning Commons Presentation – Fall 2023
CCSSE Library Presentation – Fall 2023
Champlin Foundation Grant Awards for Instructional Spaces, 2018-2023
Chart of Accounts Initiative
Classroom Technology Information
Comeback Scholarship Outcomes - 2021
Comparative Funding History Charts
Continuity of Operations Plan
Data Security Policy
Educated Person Outcomes
Emergency Response Guide

Example of a Finance Forum – Fall 2022
Example of FY24 Revised & New Expanded Strategic Priorities Budget Request Form
Example of LRCT 1010 Syllabus
Example of LRCT 1015 Syllabus
Facilities Master Plan
Faculty Handbook
Financial Summaries
Foundation Impact Report - 2023
Gift Policies Manual
HEERF SIP Funding Information
HyFlex Technology Information
Information Security Policy
IT Strategic Planning Document
JEDI-B Action Plan 2023-2025
Labor Contracts
LibGuide – Distance Learning for Faculty
LibGuide – Evaluating Information
LibGuide – Information Literacy
Library – Collection Development Policy
Library Databases
Library Information for Faculty
Library Statistics
New Staff Orientation and Onboarding (Manager's Guide)
Office of Organizational Development & DEI Information
Online Learning Training for Faculty
Online Learning Training for Students
Operations Committee Meeting Minutes
Performance Management Information
PolicyStat Login
Principal Administrator Job Descriptions
Privacy Policy
Professional Development Day 2023
Professional Development Day 2023 Feedback Survey Results
Remote Work Policy
Responsible Use of Information Technology Policy
Rhode Island Code of Ethics
RI Promise Policy Manual
Search Committee Training – Inclusive Interviewing and Unconscious Bias
Software Support Policy
State of RI Employee Handbook
Strategic Plan 2022-27
Technology and Data Committee Minutes
Technology Training for Staff
Wireless Network Policy

STANDARD EIGHT

Academic Program Reviews
Ad Hoc Assessment Committee (AHAC) Final Report
Advisory Board Information
Annual Program Assessment Reports
Assessment Posters from Spring Symposium 2023
Assessment Professional Development
Blackboard Assessment Tool Description
Blackboard Assessment Tool Information for Chairs
CCRI Alumni Outcomes Report 2002-2021
CCRI Alumni Outcomes Summary 2019-2020
CCRI Alumni Outcomes Summary 2020-2021
CCRI Grads Transfer Report – Spring 2023
CCRI Non-Grads Transfer Report – Spring 2023
CCSSE 2023 Executive Summary of Results
CCSSE Results Presentation
Continuing Students Survey – Spring 2019
Enrollment and Outcomes Presentation – Fall 2023
Example General Education Rubric Survey
Examples of Student Success Evaluation
General Education Assessment
Graduating Student Survey – Spring 2021
Graduating Student Survey – Spring 2023
HELP Course Assessment
Library Information Literacy Sessions
RI Promise Enrollment and Outcomes Comparison – November 2023
ZIP Code Analysis

STANDARD NINE

Academic Appeals Committee
Academic Freedom Statement
Academic Grievance Procedure
Accreditation and Specialized Accreditations
Admissions at CCRI
Admittance Email and Enrollment Checklist for a Degree-Seeking Student
Admittance Email and Enrollment Checklist for a Non-Degree-Seeking Student
Annual Security Report 2022
Available Types of Aid
Bathroom and Locker Room Usage Policy
Campus Locations, Directions, and Maps
Campus Police Policies
CCRI Campus Inclusion Plan 2020
CCRI Employee Handbook
CCRI ESPA Grievance Procedure 2021-2024

CCRI Fact Book
CCRI Faculty Association Grievance Procedure 2018-2021
CCRI Foundation Leadership
CCRI Library Information
CCRI Part-Time Faculty Association Grievance Policy 2022-2025
CCRI PSA Grievance Procedure 2022-2025
CCRI's Definition of an Educated Person
CCRI Search Committee Training - Inclusive Interviewing & Unconscious Bias
Certified Trainers Grievance Procedure 2015-2018
Cohort Loan Default Rates
College Catalog Archives
College Catalog for the Academic Year 2023-2024
Conflict of Interest & Nepotism Policy
Cost of Attendance for AY23-24
Contingency-Reinvestment Fund Policy
Council on Postsecondary Education – All Policies
Council on Postsecondary Education Bylaws
Council on Postsecondary Education Meeting Minutes
Degree Requirements by Program of Study
Directory of Faculty
Directory of Staff
Electronic List of Events with YouTube Links
Economic Value of CCRI AY19-20 Infographic
Ethics in the Workplace Policy
Example Communications
Example of Program Outcomes on Department Page - Business Administration
Example of Program Outcomes on Department Page – Communication and Film/Media
Example of Program Requirements – Chemical Engineering
Examples of Recruitment and Admissions Materials
Explanation of Fees –CCRI
Faculty and Staff Directory
Faculty Handbook
Faculty Senate Constitution and Bylaws
Family Educational Rights and Privacy Act
Financial Aid Code of Conduct
Financial Summaries
General Education Policy
Guiding Principles – Going the Distance for Our Students
IE Data Update Schedule
Implicit Bias Training Scenarios
Inclusion of Transgender Persons Policy
Intellectual Property Policy
Intent to Graduate Information
IRB Research Proposal Submission Policy
Learning Management System Course Shell Policy
Media Policy

Mission of the College
NECHE Accreditation
Non-Discrimination and Affirmative Action Statement
Password Reset Policy
Policy on Academic Integrity
President's Open Office Hours
Privacy Policy
Public Health Expectations Policy
Public Records Request Policy and Procedures
Purchase Card Policy
Release of Transcripts Policy
Refund Policies
Remote Work Policy
Resources for Students Learning Online
Responsible Use of Information Technology Policy
Reverse Transfer at CCRI
Rhode Island Transfer Guarantee
Staff Assembly Bylaws
Staff Assembly Constitution
Student Conduct Code
Student Email Accounts Policy
Student Grievance Procedures
Student Handbook
Student Services Dual Enrollment Orientation
Student Services & Resources
The Tutoring Center
The Writing Center
Transfer Articulation Agreements
Travel Policy
Verification of Enrollment Information for Faculty
Verification of Enrollment Policy
Withdrawal from the College – Repayment of Title IV Funds
World Wide Website Policy