

PRESIDENT'S MANAGEMENT LETTER

Institutional Priorities Progress Report for 2007 – 2008

1. Create and implement a governance system.

Implementation Strategy:

CCRI will publicize, seek approval of and begin implementation of a governance system consistent with the college's mission.

Action Taken:

- Published governance document on college Web site.
- Conducted online survey of college community regarding proposed model.
- Conducted two series of forums at all four campuses for open discussion and Q & A.
- Made governance presentation at CCRI Professional Development Day, Department Chair's Council and in the IT Department.
- Modified document based on input received from survey and forums.
- Submitted document to college community for ratification using an online balloting system.

Indicators:

- College community's participation.
- Faculty/staff feedback.
- Ratification of proposal.

Results:

- College community was made aware of the proposed governance model through Web site and notices distributed by the Department of Marketing and Communications.
- College community had input in final design of model.
- The final governance proposal was presented for ratification.
- The governance system was ratified.

2. Implement process to prepare for the five-year interim report to NEASC.

Implementation Strategy:

Create a task force to review and assess pertinent information for the NEASC report.

Action Taken:

- Identified constituents from across the college to review information that relates to the 11 NEASC standards.
- Created a timeline and goals for completion of the report.

- Reviewed previous NEASC reports.
- Reported progress made in all areas of special emphasis, specifically, strategic planning, governance, faculty evaluation, general education and assessment.
- Reviewed information regarding all NEASC standards.

Indicators:

- Regular meetings throughout the spring semester.
- Timeline for completion of the report.
- Identifying areas of special emphasis for the report.
- Review of all standards.

Results:

- Created a comprehensive approach to writing the NEASC report.
- Identified the areas of special emphasis that will provide the focus of the report.
- Established an opportunity to communicate to the entire college community the college's progress in the accreditation process.

3. Improve processes and enhance communication to improve student enrollment.

Implementation Strategy:

Maintain student enrollment at the same level as 2007 through June 2008.

Action Taken:

- Developed new materials to aid in recruitment and student awareness of programs at CCRI. (OES)
- Conducted recruitment visits to area high schools.(OES)
- Increased the number of information sessions offered at all CCRI campuses. (OES)
- Increased the number of on-site ACCUPLACER testing at high schools. (A&C)
- Increased the number of on-site ACCUPLACER testing and on-site registration to area businesses. (A&C)
- Added new information sessions that targeted specific academic programs and transfer population. (OES)
- Increased the number of freshman registration sessions to incoming students. (A&C)
- Revised format of freshman registration sessions to improve student awareness of academic responsibilities as well as degree/transfer requirements. (A&C)
- Piloted a proactive on-site application program. (A&C)
- Improved communication to applicants by acknowledging the receipt of the application. (OES)

- Initiated direct contact (phone calls and e-mails) to students who were “accepted, tested but not yet registered.” (A&C)
- Added a career and student mentoring program for “first-year” and “returning” students. (Student Success)
- Increased the number of students receiving tutoring and attending academic support workshops. (Student Success)
- Improved the promotion of Joint Admissions Agreement through better and more frequent communication to students, adult learners, high school students and guidance counselors. (JAA, A&C, OES)
- Improved advertising of OES information sessions through summer brochure. (M&C,OES)
- Fully automated the state grant process. (FA)

Indicators:

- Number of credit hours registered.
- Head count of registered students.
- Student satisfaction with advising services.
- Retention of students.

Results:

- Established highest number of registered credits hours in the history of the community college.
- Established the third-highest registered student head count in the history of the community college.
- Maintained over 90 percent rate of “very satisfied” and “satisfied” with students using advising services.
- Increased retention for full- and part-time students.
- Increased enrollment into the Joint Admissions Program.
- Students received information regarding state grant award prior to the start of school.

4. Implement strategic planning process to define the future direction of the college.

Implementation Strategy:

Implement a strategic planning process that systematically ensures that college priorities are pursued through action steps, designated responsibilities and linked with the institution’s budgeting system.

Action Taken:

- In December 2007, President Di Pasquale charged four subcommittees to begin the task of examining issues of student learning and student success.
- Through an analysis of needs and data, as well as a commitment to the college’s history, mission, goals and objectives, each committee will focus on one of the following priorities:

- Committee 1: What students will we teach? (Co-chairs: Ron Schertz, associate vice president for Student Services, and Ray Kilduff, professor of psychology)
- Committee 2: What will our students learn? (Co-chairs: Lela Morgan, vice president for Academic Affairs, and Jerry Hatfield, chair of the Human Services Department)
- Committee 3: What resources will we need? (Co-chairs: Bob Shea, vice president for business affairs, and Jack Renza, professor of business)
- Committee 4: How will we measure success? (Co-chairs: Bill LeBlanc, director of Institutional Research and Planning, and Jean Mullaney, professor of foreign languages and culture.)
- Volunteers for subcommittees were recruited and also sought through the President's Message in December 2007/January 2008 edition of Currents.
- Timetable established for subcommittees for this calendar year: January to March, questions identified; April to September, research completed; October to November, recommendations forwarded; December, campus discussions.

Indicators:

- College community participation in process.
- Number of meetings held.

Results:

- Committees were staffed with volunteers; 26 each in Committees 1 and 2; 15 in committee 3 and 13 in Committee 4.
- A Web page was developed on the president's site at www.ccri.edu/stratplan to share documents, committee membership, meeting times and locations and other information with committee members and the college community.
- While several of the committees further broke down into smaller groups that met separately, official committee meetings this fiscal year numbered four each for Committees 1 and 2; 11 for Committee 3; and eight for Committee 4.
- Dozens of members of the four subcommittees gathered on April 22 to report on their considerable progress. Each committee reported on its methodology, the kinds of questions it developed, the process for conducting research and future plans.
- Additional committee discussion will continue throughout the summer and fall of 2008, with another all-committee meeting to take place in late summer.
- Recommendations will be presented to college community in December for discussion and implementation in January 2009.

5. Expand the capital campaign fund-raising strategy and plan for a public launch.

Implementation Strategy:

CCRI will build momentum and plan for successful completion of its \$5.5 million capital campaign.

Action Taken:

- A steering committee composed of knowledgeable leaders in health care, faculty and administrators was established in 2006.
- In conjunction with the CCRI office of Institutional Advancement, the committee collected and used data to inform decision-making and evaluated resources that will improve student success and access to education.
- Five fund-raising initiatives were prioritized that focus on: allied health programs (\$1.5 million), scholarships (\$1 million), the theatre (\$1 million), athletics (\$1 million) and the Knight Campus library (\$.5 million).
- Prospects from the health care field and scholarship donors were identified and cultivated.
- After a series of brainstorming sessions, the campaign was tagged, “Imagine: The Campaign for Endless Possibilities” and a logo was developed.
- The CCRI Office of Alumni Affairs organized two “after hours” events for radiography and clinical laboratory technology program graduates during 2007-08 to engage alumni and inform them about the allied health segment of the campaign.
- The CCRI Foundation held its second annual Changing Lives Celebration in May 2008 to steward prospective donors and raise additional funds.

Indicators:

- Analysis of research.
- Compilation of prospects.
- Number of steering committee meetings/attendees.
- Money raised

Results:

- As of July 2008, more than \$1 million has been raised for the college’s allied health programs.
- A search process will begin during summer 2008 for the hiring of a new director of Institutional Advancement to lead the campaign.
- A communications plan to publicly announce the campaign and to promote it to internal and external audiences will be written to include: a Web site (already in the initial stages of development), an information packet, a strategy for stewardship of donors as well as strategies for media and advertising.
- A kick-off event will be planned to engage the public in the campaign and promote the value of a CCRI education to the Rhode Island community.

6. Better satisfy needs of college departments and improve communications with internal audiences within the college community and enhance image of college.

Implementation strategies:

A. Assess strengths and weaknesses in internal communication and improve relations with college departments.

Action Taken:

- Marketing and Communications staff conducted two separate internal online surveys – one for faculty and staff and one for students – to determine the most effective methods of communication.
- Marketing and Communications filled three vacancies during this fiscal year. To better serve college departments, or “clients,” all public relations officers now have several areas for which they serve as “account managers.”
- Under this method, each officer serves as the primary contact and liaison for clients, allowing the department to provide better internal customer service and allowing employees to develop an expertise in their respective areas.
- Marketing and Communications staff worked with Lifelong Learning on a rebranding effort, renaming the division the Center for Workforce and Community Education.
- In coordination with the Information Technology Department, the college Web site was redesigned for ease of use and up-to-date appearance.
- Marketing and Communications launched another technology-related venture, a Community College of Rhode Island page on the Facebook.com site to provide members with information, events and more.

Indicators:

- Results of faculty/staff and student survey.
- Number of students, faculty and staff signed up for Facebook site.
- Response to Web site redesign.
- Satisfaction among college departments about client-based service in Marketing and Communications.

Results:

- Of the 317 who responded to the faculty/staff survey, most indicated that college wide e-mails are the most valuable method of internal communication, with 85 percent ranking them “effective” or “highly effective”; 84 percent of respondents reported reading them always.
- Of the 83 students who responded, 43 percent said they saw a print ad or heard a radio ad for CCRI and 25 percent said that mailed materials influenced their decision to attend CCRI.
- PR officers’ respective clients know to call them for assistance, guidance and advice about promotions, brochures and more.

- PR officers are developing rapport and increasing their knowledge about their specific areas, becoming the go-to content authorities for their respective clients.
- The Web manager reports positive verbal and e-mail feedback about site redesign.
- Launched in late May, the Facebook page membership had grown to 70 by June 30 out of the approximate 7,400 members who have identified an affiliation with the college. The college's foray into new media such as this represents another way to keep in touch with members of the college community.

B. Review and assess communications pieces used to recruit students and to inform them about their responsibilities in the days and weeks following their admission.

Action taken:

- What began as a request in October to proofread letters mailed to prospective and accepted students became an extensive review process of all communications that leave the college from the time of inquiry for information to after students' acceptance.
- A committee of personnel from the Office of Enrollment Services, Advising and Counseling, Student Services and Marketing and Communications as well as two students was created and met frequently to review and revise communications as well as to determine what items of communication would be included in an acceptance packet.
- Simultaneously, meetings were under way with a goal toward creating a marketing piece – a viewbook – that could be distributed by OES personnel visiting high schools or participating in college fairs.
- Marketing and Communications created a two-sided color fact sheet that OES personnel could use during recruitment efforts.

Indicators:

- Student perception of revised communications.
- Reduction in printed materials distributed to prospective and incoming students.

Results:

- The number of communications pieces sent to newly admitted students was reduced and some pieces were eliminated, which will result in a reduction of mailing costs.
- Letters were deeply cut and edited after students on committee – one of whom was an ESL student – advised that they wouldn't read most of the content. The remaining letters were rewritten for clarity and to eliminate wordiness and, in some cases, condescension.
- Previously, personnel at recruitment events gave away college catalogs to prospective students. Use of the new color fact sheet at recruitment events

has provided a more effective way of communicating the college's programs and highlights and has reduced the number of catalogs, which are much more costly to produce and print, that are distributed at these events.

- After a nearly yearlong review process, the college's new viewbook was printed in July.

C. Building on the successful Inauguration Week in 2007, create a week of educational, fun and consensus-building activities open to internal and external audiences.

Action Taken:

- Starting in late 2007, a committee was established with the goal of replicating the outstanding visibility that the college received and the sense of community that was created as a result of the 2007 inauguration. This year's celebration was titled All College Week.
- A week of events was planned for March 16 to 22 and included the revival of the CCRI Hall of Fame and the induction of Sol Solomon and Charles Sullivan; a presentation on Abraham Lincoln by noted Lincoln scholar and R.I. Supreme Court Chief Justice Frank Williams; a day of community service at nonprofit agencies located near the college's four campuses; academic and professional development for faculty and staff, including a presentation by U.S. Sen. Jack Reed; a salute to cultural diversity and the arts; and a friendly athletic competition between teams of students, faculty and staff.
- Marketing and Communications staff created a Web site promoting the week's events and developed a communications plan to get the word out.

Indicators:

- Participation from students, faculty and staff.
- Participation by the public in events open to them.
- Effect of Community Service Day on surrounding community.
- Resulting media coverage.

Results:

- Some 400 people from the college community and the public attended the Hall of Fame induction in Newport; 135 members of the college community and public attended Chief Justice Frank Williams' presentation about Lincoln; nearly 200 students, staff and faculty members volunteered for Community Service Day; 130 members of the college community and the public attended the celebration of the arts; 540 faculty and staff participated in Professional Development Day; 300 attended Cultural Awareness Day; and 120 members of the college community participated in the Battle of the Athletes Day.
- Many students, faculty and staff commented positively to Marketing and Communications and the President's Office about the week's events.

- Number of Community Service Day sites was increased from five to seven and CCRI's volunteers donated more than 1,000 hours of service that day.
- Media coverage, focusing mostly on the second annual Community Service Day, appeared in the Providence Journal North section, the Newport Daily News (twice), Newport This Week, the Warwick Beacon and the Johnston Sun Rise. Channel 10 also covered our Battle of the Athletes Day.
- Success of week resulted in plan to make All College Week an annual occurrence.

D. Develop new publications and enhance others while planning events and advertising campaigns that draw public and media attention to the college and cast the college in a positive light.

Action Taken:

- New legislative newsletter "CCRI Reports" was produced and sent to House and Senate members in December in time for the start of the new session. The publication highlighted the JAA program, athletics, the capital campaign, legislators who have a CCRI connection, capital improvements and more.
- In August, CCRI sponsored the local premiere of the PBS documentary "Discounted Dreams: High Hopes and Harsh Realities at America's Community Colleges" at the Liston Campus, followed by a panel discussion featuring higher education officials, policy-makers and graduates relating the film to experiences at CCRI.
- On Jan. 17, Rhode Island PBS aired the "Discounted Dreams" documentary. President Ray Di Pasquale, Higher Education Commissioner Jack Warner, state Sen. Juan M. Pichardo, a CCRI graduate and a current student participated in a pre-taped half-hour discussion program that aired after the documentary.
- The college held its first-ever press breakfast for member newspapers of the Rhode Island Press Association on Jan. 11 at the Knight Campus. President Ray Di Pasquale presented a "state of the college" update on capital improvement items and budgetary issues.
- CCRI invited members of the public to attend several events during All College Week from March 16 to 22.
- The Green & White alumni publication was redesigned last fall to a proper tab-sized publication in color with a newsier look, moving to a five-column format instead of the more newsletter-like four-column layout.
- The college's existing ad campaign focusing on "Changing Lives" was refined and expanded to include the theme of "Change your mind. Change your life."
- The college's annual Affirmative Action report was reformatted and redesigned for easier reading and ease of updating in future years.
- More than 140 press releases were distributed to local and statewide media during this fiscal year.

Indicators:

- Response to new/redesigned publications.
- Response to PBS documentary.
- Public participation in All College Week events.
- Media coverage of college events.

Results:

- A crowd of more than 80 gathered for the local premiere of “Discounted Dreams” at the Liston Campus. Countless more Rhode Islanders viewed the film and panel discussion when it aired on Rhode Island PBS in January.
- The first-ever Press Association breakfast event attracted a dozen journalists from papers across the state to the Warwick campus and generated news stories in the Warwick Beacon and Providence Business News as well as a very favorable editorial in the Newport Daily News.
- The redesign of Green & White received great response both internally and from members of the community – some of whom noticed it for the first time and believed it was a new publication.
- Media coverage has increased dramatically over the last year, including events such as All College Week and commencement as well as stories about our faculty, students and programs, announcements, calendar items and a consistent presence in the At the Colleges feature in the Sunday Providence Journal.

**System and BOG Priorities
Progress Report for 2007 – 2008**

1. **Improve the preparation of Rhode Island’s residents to succeed in higher education through PreK-16/20 collaboration. (BOG Goal #1)**

Implementation strategies:

A. Increase high school articulation agreements throughout the Rhode Island school systems.

Action Taken:

- Worked collaboratively with the Warwick Area Career and Technical Center (WACTC) to establish agreements that promote increased enrollment for recent high school graduates to be admitted to the respective health science programs.
- Exeter Job Corps Academy was reviewed to determine the appropriate advanced standing credit award.
- Computer and networking curriculum was provided by several area career and technical centers.

Indicators:

- Outcome of advanced standing credit review.
- Number of articulation agreements.

Results:

- Created articulation agreements related to computer and networking technology with Chariho Area Career and Technical Center, Cranston Area Career and Technical Center, Met School, Warwick Area Career and Technical Center and Woonsocket Area Career and Technical Center.
- Established articulation agreements with the Exeter Job Corps Academy in the following areas: computer repair, finance and business, office administration, accounting services, medical office support and insurance claims processor.
- Articulation agreements were established with WACTC for nursing, sonography, clinical laboratory technology and respiratory therapy providing specific number of spaces set aside within the respective programs for the graduates of WACTC.
- Agreements documenting advanced standing credit award at Exeter Job Corps Academy were approved.

B. Develop and support new and innovative academic programs designed to meet the needs of the work force, transfer students and students in terminal degree programs.

Action Taken:

- Coordinated external advisory committee to review and make recommendations for refining newly developed associate degree in land surveying.
- Collaborated with the University of Rhode Island to encourage more inter-institutional infrastructure support such as sharing URI biotechnology lab located on its Downcity Campus.
- Formed an external advisory committee to review and make recommendations for the Computer Engineering Technology Program, which the Board of Governors staff targeted because of low enrollment.
- Discussed the potential to offer introductory courses for the various health science programs that meet the needs of CCRI's health science departments and Met School, WACTC and Exeter Job Corps Academy. Selected programs are continuing to determine the feasibility of offering the introductory courses on site for students enrolled at WACTC and Exeter.
- Offered a Summer Nursing Admission Program (SNAP) during the summer 2007 to stem the nursing shortage in Rhode Island. This initiative provided an opportunity for close to 100 additional students to be enrolled in an accelerated-pace program permitting consecutive progression from May 2007 through August 2008 to complete the nursing courses and be eligible to take the nursing licensure examination.
- Examined the Community Health Worker program and its departmental placement.
- Worked with Rhode Island Hospital and Women and Infants Hospital through the "Stepping-Up" Project to promote health science programs that have not reached capacity to employees and Providence-area residents who are interested in pursuing these programs as career options.
- Presented the opticianry program for review by the Curriculum Committee and forwarded to the president for approval.
- Developed strategies to respond to staff shortages in allied health, dental health and rehabilitative health services. Several efforts are under way through a variety of opportunities such as the Health Care Futures Advisory Committee, Stepping-Up Advisory participation, Welcome-Back participation at Dorcas Place, and participation with long-term care representatives and the adult education director relative to the creation of a Practical Nursing Program.

Indicators:

- Resolution of challenges in programs such as land surveying, computer engineering technology and community health worker.
- Partnerships with other organizations to ease the experience of CCRI students.

- Further development of partnerships in the allied health field.

Results:

- Developed strategy to deliver Land Surveying Practicum Course to program participants at CCRI. Equipment was donated by the Rhode Island Professional Association of Land Surveyors.
- CCRI offered Introductory Biotechnology Laboratory Skills at the DOWNCITY Campus during the spring 2008 semester.
- Students had access to full array of instrumentation essential to learning Good Laboratory Practices (GLP) and Good Manufacturing Practices (GMP).
- External Advisory Committee recommended closing existing Computer Engineering Technology Program and merging it with a slightly modified existing Electronics Technology Program. Board of Governors was sent required form to close the program.
- The SNAP program is in its final course requirement stage for the students enrolled in this initiative.
- The staff involved in the Stepping-Up Project from RI Hospital and Women and Infants are providing informational sessions, academic assessments offered by CCRI and joint remediation services to those selected to participate.
- Transferred the Community Health Worker program to the Human Services Department. The introductory course content is being reviewed and a potential date for offering the course is slated for spring 2009.
- Meetings have been established to continue the efforts identified relative to high schools offering the introductory courses for health science programs at their sites.
- By increasing the participation of representatives from CCRI on the various advisories, a coordinated effort has been established to promote focus and partnerships to offset the critical shortages within health care.
- The president approved the opticianry program and documents are being prepared to be forwarded to BOG for review and consideration for approval.

2. Improve participation and graduation rates in higher education. (BOG Goal #2)

Implementation Strategies:

A. Increase availability of academic support programs for students.

Action Taken:

- Created new Web site representing all College Opportunities and Support Programs (COSP) programs under COSP umbrella.
- COSP staff members actively participate on more than 14 institutional committees to heighten awareness of the needs of underserved and disadvantaged students at CCRI.

- Provided testing, college access, college preparation and completion support services to Rhode Islanders from middle school-age students to adults who are primarily low-income, first generation, underserved and underrepresented in post secondary education.
- Hired new academic support specialist.
- Reintroduced mentoring program for first-time and returning students.
- Increased reading support for developmental education students.

Indicators:

- TRIO retention rate.
- Participation in mentoring program.

Results:

- TRIO program retention rate is at 73 percent.
- Twenty-nine students were matched with a mentor.
- Seven students and full-time staff members trained in reading support.

B. Increase awareness and participation of students in the JAA program.

Action Taken:

- Coordinated JAA days for fall and spring semester at all four CCRI campuses.
- Explored expansion of JAA transition plans with URI and RIC.
- Promotion of JAA at 26 separate events and both internally and externally.

Indicators:

- Number of students accepted to program.
- Number of students who transfer per year to RIC and URI.

Results:

- More than 500 CCRI students have been accepted into the JAA program.
- Twenty-three students transferred to URI and/or RIC.
- Students are graduating with baccalaureate degrees at RIC.

C. Adapting advising services and programs to emphasize more one-on-one attention.

Action Taken:

- Adapted freshman registration session to allow greater one-on-one interaction with students.
- Increased the number of registration sessions to newly accepted students.
- Increased hours of walk-in advising services to students.
- Strengthened and expanded internal and external resources for personal and psychological counseling.

- Revised and strengthened the requirements of staff training for those who provide advising to student (interns, part- and full-time staff).
- Held staff meetings to review freshman registration processes.
- Realigned staff schedules.
- Filled vacancies with staff possessing established clinical counseling skills.

Indicators:

- Number of freshman registration sessions.
- Number of students serviced in advising/counseling.
- Result of counseling sessions.

Results:

- Provided more than 100 freshman registration sessions to newly accepted students.
- Provided advising and counseling services to more than 20,000 students.
- Increased number of external referrals for psychological consultation.

D. Increase enrollment.

Action Taken:

- Developed new materials to aid in recruitment and student awareness of programs at CCRI. (OES)
- Conducted recruitment visits to area high schools. (OES)
- Increased the number of information sessions offered at all CCRI campuses. (OES)
- Increased the number of freshman registration sessions offered to newly accepted students. (A&C)
- Increased the number of on-site ACCUPLACER testing at high schools. (A&C)
- Reviewed and assessed financial aid policies to increase student participation. (FA)
- Improved communication to applicants by acknowledging the receipt of the application. (OES)
- Initiated direct contact (phone calls and e-mails) to students who were “accepted, tested but not yet registered.” (A&C)
- Aggressively pursued students for completion of the FAFSA. (FA)

Indicators:

- Number of credit hours registered.
- Head count of registered students.
- Student satisfaction with advising services.
- Retention of students.
- Financial aid awards.

Results:

- Established highest number of registered credits hours in the history of the community college.
- Established the third-highest registered student head count in the history of the community college.
- Maintained over 90 percent rate of “very satisfied” and “satisfied” with students using advising services.
- Increased retention for full- and part-time students.
- Increased total financial aid awards by more than \$5 million over 2006-07.

3. Produce a more competitive work force through emphasis on quality education. (BOG Goal #3)

A. Improve and expand corporate training programs for residents of Rhode Island.

Action Taken:

- The Division for Lifelong Learning’s Institute for Leadership & Organizational Development generated a variety of soft skills training programs for both profit and nonprofit organizations. Instructional topics include: leadership, management, problem-solving, customer service, supervising others, team-building, coaching, train-the-trainer and communication. All training was offered at the Newport and Providence campuses and on site at a number of business locations.
- Lifelong Learning’s Workforce Training and Corporate Education (WTCE) increased the number of noncredit contract training offerings to include new programs in Workplace Relationship Skills, Visual Basic, Blueprint Reading, Measurement Training, Shop Mathematics, OSHA 10-Hour Construction Safety and First Aid/CPR.
- WTCE continued to offer workplace language programs including Spanish, Spanish Level II and Portuguese to improve communication skills of employees in Rhode Island businesses.
- WTCE created curriculum for assessing bilingual employees at Women and Infants Hospital to determine if they are able to serve as interpreters.
- WTCE continued to offer credit classes on site to RI’s businesses and industries. New credit classes included 42 courses offered at 13 different companies.
- The Division for Lifelong Learning, working with CCRI’s marketing team, created an additional marketing piece focused on business-related training programs. They were mailed to 750 companies statewide and staff followed up with telephone calls.

Indicators:

- Number of training program participants.
- Revenue generated.
- Development of new clients and contracts.

Results:

- The Institute for Leadership trained approximately 510 individuals and generated \$133,926 net revenue.
- WTCE provided noncredit contract training for 546 participants from the City of Providence, Concordia Fibers, Citizens Bank, Newport Housing Authority, IYRS, MH Stallman, Rhode Island Training School the Department of Corrections, Eaton Aerospace, Parkinson Technology, C&C Asbestos, Lifespan, Sovereign Bank, Herff Jones, Butler Hospital, Ocean State Job Lot, Department of Labor & Training, The Moore Co. and Child & Family Services.
- WTCE assessed 103 bilingual employees from Women and Infants Hospital and the RI Language Access Steering Committee has recommended that CCRI should be the assessment site for all area hospitals and health care centers.
- New WTCE programs generated \$35,600 in gross revenue. In the actual year, WTCE generated \$121,255 in gross revenue from noncredit corporate training.
- A total of 404 employees at EB, Stepping UP, CPNRI, Trudeau Center, Child Inc., East Bay Community Action Program, Dorcas Place, Project RIRAL, IBEW, Providence Head Start, Rhode Island Training and Taco took credit courses offered through WTCE during this fiscal year.
- Credit courses generated \$265,641 in gross revenue.
- Several new clients and contracts developed from increased visibility of training opportunities through marketing efforts.

B. Collaboration with industry partnership organizations to provide workforce training.

Action Taken:

- In partnership with the Society for Human Resource Management (SHRM) and the Holmes Corp., the Institute for Leadership continues to offer the SHRM Learning System to provide potential students the opportunity to prepare for the SPHR and PHR national certification exams. The class was offered in the spring and fall semesters at the Liston Campus.
- The division worked with Community Provider Network of Rhode Island (CPNRI) to develop and offer credit certificate program in developmental disabilities. This 18-credit course will enable the students to advance in the developmental disabilities field.
- The division continued to play a pivotal role in the organizational and curriculum development for the Newport Skills Alliance Project, an interagency training program focused on Aquidneck Island.
- CCRI evaluated and rated letters of intent and selected two applicants to fill the role of convener for the NSA project.
- CCRI hosted NSA meetings for employer groups, long-term health care groups, community leaders and working groups throughout the 2007-08 fiscal year.

Indicators:

- Number of SHRM class participants.
- Success of human resources professionals who completed the national exam.
- Enrollment in developmental disabilities program.
- Awareness of NSA project.

Results:

- Approximately 29 business professionals participated in the SHRM program.
- All participants that completed the national certification exam were successful for both the fall and spring semesters resulting in a 100 percent pass rate for the college.
- CPNRI sponsored 50 students in the fall and spring semesters at CCRI from the following agencies: Fogarty Center, CranstonArc, Olean Center, Homestead Group, Bridges and Opportunity Unlimited. The majority of these developmental disabilities certificate courses were offered at CCRI or Trudeau Center.
- Innovation Partners and S. Strachan Associates have worked through 2007-08 to raise awareness of the NSA project throughout the Aquidneck Island community.
- Recruitment activities will begin in summer '08 for approximately 40 unemployed or underemployed Aquidneck Island workers to be assessed for entry into the onramp program. CCRI will provide tutoring and skills support and some of the training components of the onramp program.

C. Secure external funding to improve/expand workforce development opportunities.

Action Taken:

- Division for Lifelong Learning worked with OIA and RIDE to develop and submit a Transitions to College grant proposal to Nellie Mae.
- Office of Adult Education worked collaboratively with Project RIRAL and Dorcas Place to submit a three-year investment proposal for adult education programs to RIDE.
- The Workforce Investment Act of 1998 (WIA) mandates local Workforce Investment Boards, in partnership with the Department of Labor and Training, qualify local training service providers' eligibility to receive WIA funds to train job seekers. Serving as the college's central point of contact for all WIA programs, Lifelong Learning submitted 27 programs and certificate programs for approval.

Indicators:

- Outcome of grant proposal.
- Funding approval for WIA programs.
- Number of people enrolled in WIA courses.

Results:

- Secured \$710,000 from RIDE for adult workforce development through Transitions to College programs, Workplace Literacy, GED Preparation classes and community-based developmental education services in a partnership grant with Dorcas Place and Project RIRAL Adult Education.
- Received \$50,000 for a Transitions to College grant award from Nellie Mae in partnership with RIDE, Project RIRAL and Dorcas Place.
- Increased geographical availability of Transition to College, developmental education and GED preparation services.
- All submitted programs were approved for WIA funding.
- A total of 26 individuals enrolled in CCRI WIA courses during this fiscal cycle.

D. Improve and expand course offerings for residents of Aquidneck Island.

Action Taken:

- The Division for Lifelong Learning diversified open enrollment opportunities at the Newport County Campus.

Indicators:

- Number of programs offered and individuals served at Newport County Campus.

Results:

- Programs served 272 students including 49 in SAT prep, 165 in driver education, six in culinary and 52 in the new Nurse Manager Boot Camp.

4. Promote economic development and social well being through undergraduate and graduate education, research, public service and technology use. (BOG Goal #4)

A. Promote a variety of online training programs to the general public that are accessible and affordable.

Action Taken:

- The Division for Lifelong Learning offered a variety of affordable online training programs to the general public and expanded availability of online offerings.

Indicators:

- Number of enrollees.
- Revenue generated.

Results:

- In FY 2008, the division registered a total of 520 students vs. 350 in FY 2007. There were 395 registrations in Ed2Go, 19 in Gatlin and 116 in the personal fitness online programs.
- FY 2008 has produced more online registrations than prior years. Gross revenue for these programs totals approximately \$102,475, double last year's total.

B. Provide public service programs for the residents of Rhode Island.

CNA Program

Action Taken:

- Lifelong Learning continues to deliver the Certified Nursing Assistant Program, which provides 88 hours of classroom and laboratory learning and 32 hours of clinical training in a nursing facility. Instructional topics include basic nursing skills, residents rights, vital signs, CPR instruction, social services, basic rehabilitative services, personal care skills, and safety and emergency procedures.
- The CNA program entered into agreement with the Newport Housing Authority and Newport Hospital to provide one cycle of CNA classes to their residents and students.
- Contract naming CCRI as the sole provider of the State Certified Nursing Assistant Testing Program was renewed for an additional term from Jan. 1, 2007, through Dec. 31, 2009.
- CCRI provided state certification testing throughout the state to graduates of all approved training facilities including CCRI, adult learning centers, nursing home facilities, community-based organizations and agencies and other privately-owned training sites.

Indicators:

- Number of times CNA Training Program offered.
- Number served.
- Completion and licensure test pass rate.
- Number of testing opportunities offered.
- Revenue generated.

Results:

- The CNA Training Program was offered nine times during the 2008 fiscal year at the Lincoln, Providence and Warwick campus locations, Woonsocket Area Career and Technical Facility and the Davies Career and Technical High School.
- A total of 315 individuals participated in the training programs.
- Since its inception in 1986, CCRI's CNA program has trained approximately 500 individuals per year, with passing rates of 98 percent on the written component and 88 percent on the skills component of the State Certification Examination.

- The CNA State Testing Program was offered 104 times between July 1, 2007, and June 30, 2008, at the Lincoln, Warwick and Newport campuses, testing 3,595 individuals generating \$117,584 net revenue.

Adult Skills Training

Action Taken:

- Lifelong Learning coordinated Adult Skills Training programs at CCRI, Davies Career and Technical High School and the Woonsocket Area Career and Technical Center to prepare participants for employment or further technical education that leads to careers in high growth industries and the high performance workplace. The total grant award to fund these programs was \$172,016.
- The division maintained an articulation agreement with the Office Technology Program, granting program completers qualification for six credits when enrolling in CCRI's Basic Office Skills or Office Administration certificate programs and 10 credits for those enrolling in the associate degree-granting Office Administration Program.

Indicators:

- Number of people served.
- Number who enter additional programs at CCRI.

Results:

- A total of 109 individuals were served through this program.
- Since development of the articulation agreement with CCRI's Administrative Office Technology Department in 2004, 13 program completers have entered additional programs of study.

DLT Trade Program

Action Taken:

- Lifelong Learning successfully maintained a contract with the Department of Labor & Training providing certified TRADE eligible remedial educational, GED prep and work readiness services. Services are provided at three netWORKri offices including Providence, Woonsocket and Pawtucket. The total grant award to fund this program was \$373,114.
- This program provides comprehensive education and work readiness services to eligible program participants. Services include orientation, testing and assessment, adult basic education, remediation, instruction and testing; low beginner, beginner, intermediate and advanced English as a second language; and job search/work readiness instruction.

Indicators:

- Number of participants.

Results:

- To date, 382 individuals have been served during the current contract.

Additional Division for Lifelong Learning programs

Action Taken:

- The division provided traffic safety education programs that meet the needs of Rhode Islanders seeking their first license, motorcycle rider endorsement, school bus driver certification and CDL truck driver license.
- The division provided educational programming for the DWI offender program and traffic safety violators to meet court-mandated requirements under Rhode Island General Law.
- Occupational skill training in culinary arts and food manager certification and recertification were offered to meet the needs of the Rhode Island food service industry.
- The division offered educational programming for apprentice electricians to meet the requirements of the Rhode Island Department of Labor and Training's apprenticeship program for electricians.
- The division provided personal development programs that enrich the lives of residents in the areas of self-help, computer applications, dance and recreation.
- The division administered promotional exams for the Providence Police Department.
- The division expanded for-credit educational opportunities at the Westerly Middle School satellite campus, increasing the number of nights when classes are offered from three to four. Solicited academic chairs for inclusion of additional classes.
- CCRI received the award to offer computer literacy courses, food handler, law clerk training, facility management, lead supervisor contractor training, work skills for life, first aid and CPR, customer service, building trades, introduction to construction technology and academic training classes.
- A 150-hour comprehensive Pharmacy Technician training program was created to replace Welding and Composite Technology.

Indicators:

- Number of classes offered.
- Number of registrants.
- Revenue produced.

Results:

- The division offered 14 academic 3-credit courses and four students graduated with associate degrees, 23 computer literacy classes, eight food managers courses, one food service concepts course, two introduction to construction trades classes, five OSHA 10-hour safety courses, one 150-hour welding program, one introduction to facility management course, one indoor air quality course and four law clerk training courses during the fiscal year.

- Number of registrations by program:

CDL	2,291
DWI	1,891
Culinary	12
DDC	520
Driver education	7,882
Driver education out of state	3,425
Electrical apprentice	179
Food certification/recertification	242
Motorcycle	3,024 (estimated)
School bus recertification	1,541
Davies personal development conf.	137
Police testing	82
Basic skills instruction program	248
Westerly	586
- Financial results (July 1, 2007 to June 30, 2008)

Total revenue	\$1,725,208
Total projected expenses	\$1,289,074
Total projected net revenue	\$436,134
Aggregate net revenue margin	25.28%