

## PRESIDENT'S MANAGEMENT LETTER 2007 – 2008

### Institutional Priorities Progress Report for 2006 – 2007

#### 1. Implement series of communication and outreach initiatives to build morale and confidence within the college community.

##### Implementation Strategies:

Construct and implement a comprehensive plan to unify the college

##### Action Taken:

- Beginning in January 2006, the interim president, in consultation with key individuals throughout the college, created a communication and outreach plan to help resolve serious morale issues among the college community.
- The plan also included outreach to the larger outside community to include business and institutional leaders and community and political leaders.
- Implementing an “open door” policy, the program involved meeting regularly with every constituent group in the college and with many individuals as well.
- For the first time in the college’s history, the president’s office conducted a survey of faculty and staff to determine their impressions on areas of excellence, as well as areas needing improvement at the college.
- For the first time in the college’s history, a Web page was created for the President’s Office, which included an “Ask the President” feature that allowed students, employees and members of the community to get answers to their questions.
- A Budget and Resource Committee was created with the goal of opening up the entire budgeting process to the college community.
- Outside the college, the president began meeting regularly with key business leaders at their workplace.
- At the State House, the president began meeting one on one with the governor, lieutenant governor and leaders of the Rhode Island House of Representatives and Senate.
- Political leaders have been invited to visit and tour college facilities and to meet students, faculty and staff.

##### Indicators:

- Number of meetings held.
- Number of survey responses.
- Number of questions asked through “Ask the President.”
- Number of visits to the college campus.

## Results:

- Since January 2006, the lines of communication have been opened with scheduled monthly meetings with department chairs; individual faculty and staff; union heads; departments; and students.
- More than 200 faculty and staff members responded to the first President's Survey and shared their views on what they perceived to be the college's strengths.
- The top responses included: dedicated/excellent/caring faculty and staff; academic quality; affordability; accessibility and commitment to students/student-centered environment; and success of graduates.
- Survey responders also suggested the following presidential priorities: create a more responsive leadership team; build relationships and be approachable; improve communications; and improve morale, collegiality and stability.
- Since the "Ask the President" forum began in April 2006, more than 250 questions have been asked and answered.
- The Budget Resource Committee had a very active and productive first year and will be forwarding its formal report to the president in July 2007.
- Ten meetings have been held with key business leaders at the work site.
- Nearly 20 meetings have been held with legislative leaders, and the president has been invited to serve as an adviser to key political leaders.
- Site visits to the college have been made by U.S. Senators Jack Reed and Sheldon Whitehouse and Lieutenant Governor Elizabeth Roberts.
- The president has been invite to serve on a number of key educational and community boards.

## 2. Create a more responsive management team.

### Implementation Strategies:

*Assess management team and fill key positions*

### Action Taken:

- Created process to involve college community in the evaluation process.
- Rejuvenated the process to hire new HR director.
- With the departure of the vice president for Academic Affairs, named interim vice president.
- Renewed the process to hire a vice president for Business Affairs, a position that had been vacant for more than two years.
- Following the resignation of the vice president for Student Affairs, made organizational changes in the division.
- With the departure of the dean of Arts, Humanities and Social Sciences, created a plan to fill the position.

#### Indicators:

- College community participation in the hiring process.
- Number of hires.

#### Results:

- For key open positions, a plan was created to solicit college-wide participation at open forums, and submission of evaluation forms.
- Dozens of faculty and staff attended open forums and submitted evaluation forms for each candidate.
- One of the interim president's first management decisions involved the selection of a new HR director, Sheri Norton.
- Long time department chair and faculty member Lela Morgan was named interim vice president for Academic Affairs.
- Once the permanent president of the college was selected by the RI Board of Governors for Higher Education in July 2006, planning began to create a process for the hiring of a permanent vice president for Academic Affairs.
- The position of vice president for Business Affairs, unfilled for more than two years, was re-advertised and three candidates were interviewed by the college community.
- Robert Shea Jr. was named vice president for Business Affairs in April 2007.
- A search process resulted in three final candidates being interviewed for the position of vice president for Academic Affairs, and Lela Morgan was named to the position in May 2007.
- Following an organizational review, Ron Schertz was named to fill the newly created position of associate vice president for Student Services.
- The process to hire a new associate vice president of Enrollment Services began, but the search failed.
- Searches for the associate vice president of Enrollment Services and dean of Arts, Humanities and Social Sciences will get under way in the summer of 2007.

### **3. Improve processes and enhance communications to improve student enrollment.**

#### **Implementation Strategies:**

*Develop multi-faceted approach to increasing student enrollment*

#### Action Taken:

- Recruitment strategy was focused around visiting more high schools and college fairs throughout the state and nearby Massachusetts.
- During these visits, materials were distributed to students, counselors and parents.

- Also focused on providing vital information to prospective students during information sessions and campus tours.
- Also, providing up-to-date information to the Rhode Island guidance community.
- Held annual counselor breakfasts at Lincoln and Newport campuses to showcase our campuses to guidance counselors.
- Implemented “meet and greet” campaign at each campus during first week of class for fall and spring semesters.

**Indicators:**

- Number of visits made by the professional staff along with the number of visitors to on-campus events.

**Results:**

- Acceptances are on track to match last year’s total.
- Students have been able to register in a more efficient manner.
- Written communication with students has improved.

**4. Address budget deficit by initiating college-wide expense management program.**

**Implementation Strategies:**

*Introduce a program that is widely accepted by the college community*

**Action Taken:**

- Created process to increase student enrollments.
- The college elected to slow down the filling of vacancies, keeping many of them vacant for a significant period of time to ensure that the budget deficit would be eliminated.
- Because of executive level vacancies, the prioritization and restructuring of some departments was put on hold until these key positions were filled on a permanent basis to allow the new vice presidents greater flexibility in the hiring of appropriate staff.
- This also assisted in generating significant enough personnel savings that the college was able to release technology and academic capital equipment funding for the first time in several years to address some long-term issues.

**Indicators:**

- Meeting enrollment targets.
- Approval of mid-year financial review by the Board of Governors.

**Results:**

- Enrollment targets were met and surpassed, thus stabilizing revenues.
- Mid-year financial review approved by the RI Board of Governors in February 2007.

- The college ended fiscal year 2007 with expenditures balanced against revenues.

**5. Improve publications and communications to enhance the visibility of the college, internally and externally.**

**Implementation Strategies:**

Implement coordinated design and branding elements to college publications with a greater focus on message clarity

**Action Taken:**

- Created more “user-friendly” college catalog.
- Further refinement to new monthly college newspaper for internal and external audiences.
- Created new advertising campaign focused on “Changing Lives.”
- Hired additional staff with strong and diverse backgrounds in writing.

**Indicators:**

- Input from focus groups, department chairs and curriculum review committee.
- Responses from catalog evaluation forms.
- Comments from readers and submission of story ideas.
- Number of advertising placements.
- Peer recognition.
- Greater student enrollment.

**Results:**

- New college catalog was well received and process created for annual review.
- Refinements made to “Currents” newsletter.
- New advertising branding campaign well received by college community and utilized in major events and news coverage.
- Advertising campaign results in award recognition from the National Council for Marketing and Public Relations.
- Two additional staff members enhance writing capabilities of the department.

**6. Create and implement new employee orientation program.**

**Implementation Strategies:**

CCRI will develop a comprehensive orientation plan for new employees

**Action Taken:**

- HR staff researched and evaluated orientation best practices from the

Society of Human Resources Management (SHRM).

- An outline for a three-hour orientation program was designed, covering 40 different topics and including two interactive exercises.
- Discussions continue regarding the need to extend the length of the orientation for faculty to include information unique to academic affairs.

**Indicators:**

- Analysis of research.
- Compilation of data.
- Number of meetings/attendees.

**Results:**

- The first new Employee Orientation was held from 9 a.m. to noon on Feb.16, 2007, at the Knight Campus.
- 17 new employees responded affirmatively to the invitation to participate; eight declined the invitation (mostly faculty due to class conflicts).
- Feedback from attendees was very positive.
- Suggestions for improvement will be taken into consideration for the next session, including having the orientation on a Friday afternoon to better accommodate faculty schedules.
- The next orientation is scheduled for Friday, September 14, 2007; invitations will be extended to all employees hired since January 2007.

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

**Implementation Strategies:**

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

**Action Taken:**

- Over the summer of 2006, there were special retreats of academic and administrative units held to develop a strategic planning process that will set the stage for implementing the revised mission statement and establishing institutional priorities consistent with it.
- Key conclusions reached noted that planning process needs to be systematic, broad-based, interrelated and include a mechanism of regular self-evaluation in order to determine the effectiveness of planning and evaluation activities in an ongoing way.
- The bedrock of this planning involves the collection and use of data to inform decision-making, evaluate institutional effectiveness and improve student success.
- At the heart of strategic planning will be demonstrable student learning and measurable student success.

- Four core questions to be addressed include: What kinds of students will we teach? What will our students learn? What resources will we need to realize our aspirations and how will these resources be provided? How will we measure success?
- In light of the college priority to fill key positions within the organizational structure of the college, the strategic planning process was delayed until the summer of 2007.

**Indicators:**

- Results of 2006 summer planning retreat.
- Hiring of key management positions completed.
- End of 2006-2007 academic year.

**Results:**

- A focused strategic planning process will begin on July 18 that will address the four key questions raised.
- The discussion will center on the college's history, mission, goals and objectives, as well as community needs and careful data analysis.
- Additional discussion will continue throughout the fall of 2007 and be completed by the spring of 2008.
- Recommendations of the plan will be implemented in the fall of 2008.

**System and BOG Priorities  
Progress Report for 2006 – 2007**

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

**Implementation strategies:**

*1a. Collaborate with Newport, Providence, Warwick and West Warwick high school systems to provide Accuplacer testing*

**Action Taken:**

- Provide Accuplacer testing to sophomores and juniors to assist in readiness assessment.
- Provide on-site Accuplacer testing for students who have applied for admission to CCRI.
- Encourage students as early as the sophomore year to participate in academic advising.
- Develop program advisory committees to monitor progress and provide guidance unique to each discipline.

**Indicators:**

- High school counselors and principals requested on-site visits and Accuplacer testing to prepare students for entry into CCRI.
- Increased requests for Accuplacer testing from high school students in the Newport, Providence, Warwick and West Warwick school systems not previously identified.

**Results:**

- Increased requests from other high schools not previously identified for Accuplacer testing and advising services.
- Additional CCRI staff trained to provide advising and testing services to high schools.
- Advisory committees met periodically and provided guidance in the various disciplines.

*1b. Increase high school articulation agreements throughout the Rhode Island secondary school system*

**Actions Taken:**

- Increased high school articulation with the Met School.
- Expanded the 2+2 program at Westerly High School.
- Developed a collaboration with URI in support of the Central Falls High School initiative.
- Created articulation agreement with the Cranston Area Career and Technology Center related to Construction Technology.

- Drafted a Cisco agreement to include all high schools with a Cisco Academy.

#### Indicators:

- Increased number of Met School students attending CCRI.
- Increased the number of college-level courses available for the Westerly High School program.
- Continued discussions to define CCRI's role in the URI and Central Falls High School collaboration.
- Curriculum provided by the Cranston Area Career and Technology Center reviewed by CCRI to determine the appropriate advanced standing credit award.

#### Results:

- Created a half-time position funded by the Met School to support students in their transition to CCRI.
- Expanded math, writing and reading course sections to accommodate students requiring remediation.
- Expanded the variety of college-level courses at Westerly High School.
- In collaboration with URI, offered testing, assessment and remediation to Central Falls students.
- Approval of articulation agreement documenting advanced standing credit award.

*1c. 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:

- Worked with Rhode Island business community to create a land surveying program within the Engineering and Technology Department.
- Coordinated advisory committees to review program assessments for land surveying and human services programs.
- Collaborated with the Trudeau Center by CCRI's Human Services department to address developmental disabilities and social services programs.
- Continued discussion for the possibility to offer introductory courses for the various health science programs that meet both the needs of CCRI's health science departments and Met School, Warwick Area Career and Technical Center and the Exeter Job Corps Academy.
- Developed the SNAP (Summer Nursing Admission Program) program to assist in stemming the nursing shortage in Rhode Island.
- Faculty and staff participated in the Tech Collective and URI Biotechnology initiative.

- Coordinated with Rhode Island Hospital and Women and Infants Hospital to focus on under-enrolled health science programs at CCRI.
- Preliminary meetings established to explore the feasibility of expanding the emergency/disaster management program; and creating a Community Health Worker (CHW) program and optician program.
- Implement departmental needs assessment for the enhancement and development of new and innovative academic programs within the Engineering and Technology, Human Services and Biology Departments.
- Develop strategies to respond to staff shortages in allied health, dental health and rehabilitative health services.
- Determine through the established advisories and distribution of surveys, the feasibility of expanding the emergency/disaster certificate program to an associate degree, the creation of the Community Health Worker (CHW) certificate/degree and the optician associate degree program.

#### Indicators:

- Appointments made to advisory committee.
- Proposal for the Associate Degree in Applied Science in Land Surveying.
- Proposal for Certificate in DHS Developmental Disabilities and Social Services.
- Advisory committee meeting minutes for specific disciplines identified.
- Expand internal membership in biotechnology.
- Ongoing inquiries for the Summer Nursing Admission Program (SNAP).
- Meetings with the Hospital Association of Rhode Island's Health Partnership Council.
- Meetings with acute care, long-term care and other community health care facilities to address short- and long-term strategies to offset staff shortages in health care.
- Increased participation from the health science division's advisory committees.
- Established broader representation for the emergency/disaster management advisory committee.
- Established advisory committee to determine the feasibility of creating an optician associate degree.
- Continued review of HRSA documents and area colleges offering programs for CHW (Community Health Workers).

#### Results:

- A new land surveying program was developed and submitted for review and approval by the President, ASAC and BOG.
- Two new DHS Certificate (Development and Disabilities and Social Service) programs were designed and submitted for review and approval by the president.
- Advisory committees monitored progress and provided guidance unique to each discipline.

- Oversaw development and implementation of departmental needs assessments for the human services department.
- Increase enrollment and job prospect for graduates of biotechnology certificate program.
- Expanded the total number of nursing acceptances by 150 students.
- Increased the number of students in under-enrolled programs in the health sciences.
- Active involvement of the health care community in developing partnerships and collaboration with the health sciences division.
- Active engagement of the broader community in exploring the local, regional, and national opportunities for emergency management, CHW (Community Health Workers) and optician programs

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

**Implementation Strategies**

2a. Increase student awareness and participation in the JAA program

Action Taken:

- Increase JAA promotion to all CCRI current students and prospective students.
- Increase JAA awareness for all faculty, staff and students by enhancing the marketing strategy of the JAA.
- The coordinator of JAA is currently working with the IT staff on communications plans for the JAA.
- JAA training has been provided to all student affairs staff.

Indicators:

- Each campus holds at least one JAA Day per semester.
- JAA is promoted at orientation, student success classes and in the on-line orientation program.

Results:

- JAA Days have proved highly successful in attendance and JAA acceptances.
- More than 5,000 students per year receive information regarding JAA.
- To date, each campus has met with the coordinator of JAA for training, information and program requirements.

2b. Increase awareness for targeted student services

Action Taken:

- Increase awareness of student academic support services offered through the Student Success Centers and Advising and Counseling.

- Recruit and retain 300 first generation, low-income and/or disabled students into TRIO Student Support Services program (i.e. Access)

**Indicators:**

- Included all information in the online orientation program and in materials mailed to incoming and continuing students.
- Staff development workshops.
- Workshops for student awareness.
- Provide individualized, one-stop, comprehensive, direct support services for 300 Access participants.
- Monitor academic performance and progress of each Access participant three times per semester.
- Recruit, enroll and advise residents of Hope VI area in Newport via the Hope VI College Readiness Program sponsored by Bank of America.
- Apply for continued funding for TRIO Student Support Services project (summer 2008).
- Expand Disability Services for Students program to better serve more than 750 students with disabilities attending CCRI.

**Results:**

- A minimum of 5,000 new students have been notified of the academic support services offered at CCRI.
- Use of tutors and requests for tutoring services has increased yearly.
- Increased attendance at academic support workshops.
- Retention rates for Access students average 75 percent.

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

**Implementation Strategies:**

*3a. Improve and expand corporate training programs for residents of Rhode Island*

*Workplace Language Training*

**Action Taken:**

- Expanded workplace language programs, including Spanish Level II and Portuguese in the Workplace, to improve the communication skills of employees in RI workplaces.
- Created curriculum in ESL and Adult Basic Education in collaboration with Concordia Fibers for the textile industry grant funded through the Tech Collective.

**Indicators:**

- Number of programs offered, number of employees and employers served, and gross revenue.

- Number of programs offered and number of employees served.

**Results:**

- Nine employers and 223 students have been served, generating \$35,200 in gross revenue.
- Sixteen students were trained in ESL and 16 others in Adult Basic Education – Math. The RFP was renewed and an additional 29 people are now being trained.

*Contract Training (Credit)*

**Action Taken:**

- Continued to offer credit classes on-site to RI’s businesses and industries.

**Indicators:**

- Number of programs offered and number of employees and employers served, and gross revenue.

**Results:**

- Enrolled 729 students in 63 credit classes, generating approximately \$400,000 in gross revenue. Of these, 244 students, 25 classes and approximately \$128,000 in gross revenue, are attributed to the Division for Lifelong Learning’s contract with Electric Boat. Nine Electric Boat students earned their Associate degrees this year.

*Newport Skills Alliance Project*

**Action Taken:**

- CCRI’s Division for Lifelong Learning has undertaken a leadership role in the Newport Skills Alliance Project, which will be an interagency demonstration project, focusing on CCRI as the hub for a skill-building training program to serve the corporate community on Aquidneck Island.

**Indicators:**

- CCRI has hosted both design and executive steering committee meetings, distributed tasks to be accomplished, kept records and hired part-time personnel to design studies, collect data and design the program.

**Results:**

- Key business community leaders were invited to a June 14, 2007, overview discussion at CCRI’s Newport County Campus.
- A Convener for the NSA project will be hired after July 1, 2007, to align with the corporate community to design targeted curriculum and maintain close working relationships.

Expand visibility of the workforce training capacity of CCRI

Action Taken:

- In fiscal year 2007, the Division for Lifelong Learning created a corporate marketing brochure focusing on educational and training opportunities for businesses.

Indicators:

- Publications delivered to potential business clients and distributed at corporate events statewide.

Results:

- Additional potential businesses clients were made aware of the educational opportunities available for the work force through CCRI.

3b. Collaboration with industry partnership organizations to provide workforce training

Action Taken:

- Institutional Advancement and Lifelong Learning worked with the Tourism and Hospitality Industry Partnership to apply for an industry partnership grant.

Indicators:

- The Tourism and Hospitality group requested funding as part of the industry partnership grant to have CCRI deliver Workplace Spanish training.

Results:

- The Industry Partnership grant for Tourism and Hospitality was funded. CCRI was contacted and will be delivering Workplace Spanish training for businesses to educate employees to better communicate in the workplace.

3c. Collaboration with other agencies to provide professional development preparation

Teacher Assistant Training Program

Action Taken:

- Lifelong Learning partnered with the Department of Labor and Training and the Providence School Department to provide teacher assistant training to prepare potential employees for certification requirements.

Indicators:

- Number of programs offered and number of individuals served.

Results:

- The Teacher Assistant Training Program was offered to potential Providence School Department applicants nine times during fiscal year 2007 at the Warwick, Providence and Lincoln campuses. Approximately 100 students successfully completed training and were hired by the school department.
- Fifteen existing employees received preparation training for the ParaPro Assessment. These employees needed this final requirement in order to remain employed. These requirements are part of the No Child Left Behind Act and were enforced after the 2005-2006 school year.

Steel Fabrication

Action Taken:

- Collaborated with CAPCO Steel to provide steel fabrication training.

Indicators:

- Number of programs offered, number of individuals served and net revenue.

Results:

- Enrolled 22 students (three sessions) in steel fabrication training, earning \$12,169 in net revenue.

Composites

Action Taken:

- Collaborated with Goetz Boats to provide composites training.

Indicators:

- Number of programs offered and number of individuals served.

Results:

- Enrolled 31 students in four sessions in composites with a net revenue of \$12,082.

3d. Improve and expand course offerings for residents of Aquidneck Island

Action Taken:

- In fiscal year 2007, Lifelong Learning expanded the number of open enrollment offerings at the Newport County Campus.

Indicators:

- Number of programs offered, students served and gross income for open enrollment courses offered at the Newport County Campus.

Results:

- Programs have served 291 students, generating approximately \$51,000 in gross revenue.
- Programs delivered included driver education, SAT prep, and culinary.

3e. Secure external funding to improve/expand workforce development opportunities

Action Taken:

- Office of Institutional Advancement and Division for Lifelong Learning partnered with construction industry representatives to seek funding for workforce development grants.
- OIA worked with Lifelong Learning to secure funds from RI Department of Education for adult education workforce development and technical and vocational education development.

Indicators:

- Grants submitted and secured.

Results:

- Submitted request to U.S. Department of Labor for Community Based Job Training Grant, \$1,784,700 and Governor's Workforce Board Rhode Island, \$100,626. Awarded \$100,626. Rankings on USDOL proposal were very high and proposal will be resubmitted in July 2007.
- Results: Secured \$342,514 from RIDE for adult workforce development and \$411,248 for career and vocational education development.

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

**Implementation Strategy:**

4a. The Division for Lifelong Learning promoted a variety of online training programs to the general public that were accessible and affordable

Action Taken:

- The Division for Lifelong Learning expanded online, non-credit training programs as an alternative to traditional educational formats.

Indicators:

- Lifelong Learning offered 350 courses through Ed2Go and Gatlin Education. In fiscal year 2007, 370 students registered for 137 online courses.

Results:

- Fiscal year 2007 produced more online registrations than any prior year and the trend is growing. Gross revenue for these programs totals \$55,716 to date.

4b. CCRI created a transitional program for international students who need English remediation.

Action Taken:

- Joint agreement signed between the presidents of CCRI and Bryant University.

Indicators:

- Eight international students have been accepted by Bryant University who will participate in the program beginning in Fall 2007.

Results:

- Placement testing and registration of the international students will take place the week of Aug. 27, 2007. They will enroll for 9 credits at CCRI and 5 or 6 credits at Bryant University.

4c. Through the Division for Lifelong Learning, 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 to provide two cycles of CNA classes to its residents.
- CCRI is the sole provider of the State Certified Nursing Assistant Testing Program under a contract that began Jan. 1, 2006.
- This program allows CCRI to provide 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 programs offered and the number of students served.

#### Results:

- The CNA Training Program was offered 13 times during the 2006-2007 fiscal year at the Lincoln and Warwick campus locations, Woonsocket Area Career and Technical Facility and the Florence Gray Center in Newport. Completion of the program leads to state certification and/or licensure recognized by the Rhode Island Department of Health and qualification for six credits into CCRI's Renal Dialysis Technology Program. Since its inception in 1986, CCRI's CNA program has trained approximately 500 individuals per year, with passing rates of 100 percent on the written component and 93 percent on the skills component of the State Certification Examination.
- The CNA State Testing Program was offered 22 times between January 1, 2007 and May 30, 2007 at the Lincoln, Warwick and Newport campuses, testing 1458 individuals.

#### Transportation-Related Training

#### Action Taken:

- The Division for Lifelong Learning Community Education Office provided several public service education and training programs related to transportation. Participation results in licensure or certification for the participant in Driver Education, Motorcycle Safety Training and School Bus Driver Training.
- In response to a request from the Division of Motor Vehicles (DMV), Operator Control, the Division for Lifelong Learning provided driver retraining and assessment services for mandated programs such as DWI and Defensive Driving.
- As a major provider of traffic safety education in Rhode Island, the Community Education Office promotes conferences, workshops and seminars that result in increased awareness, professional development of staff and certification in new and innovative programs.

#### Indicators:

- The number of course offerings and the number of students served.

#### Results:

- Held 287 driver education classes serving 8,360 students, including 10 special education classes.
- The motorcycle safety program enrolled 3,456 students in the Beginner Rider Course.
- Received 367 referrals for enrollment into the school bus safety classes (new drivers). Fifteen classes were held and 239 students completed certification requirements.
- Scheduled 1,567 school bus drivers into the recertification program; 1,544 completed the training and 1,540 drivers received recertification in 15 recertification classes.

- Received 1,350 referrals for the DWI program; 1,307 were evaluated; 1,025 were referred to our classes; and 282 were referred for treatment in 40 DWI classes.
- Received 875 referrals for the Defensive Driving Course and 752 were reported to DMV as having completed their classroom requirement.
- Commercial Driver's License Skills Testing and Classes were held; 2,000 candidates were tested, and preparation classes were held for 358 students.
- As part of Lifelong Learning's Traffic Safety Education Programs, key staff attended the New England Traffic and Safety Education Association annual conference on November 10 and 11, 2006, in South Portland, Maine.

### *Incarcerated Adults*

#### Action Taken:

- The Community Education Office provided post-secondary education, vocational training and counseling services to the incarcerated adult populations at the state prisons and the federal detention center (Wyatt in Central Falls). Community Education collaborates with the Center for Interpersonal Violence in the Human Services Department to provide counseling sessions on an as-needed basis at the Wyatt facility.

#### Indicators:

- Number of students enrolled in credit and non-credit offerings.

#### Results:

- Three inmates were awarded Associate degrees.
- Enrolled 88 students in post-secondary courses.
- Enrolled 557 students in vocational courses.

### *Culinary Arts*

#### Action Taken:

- The Community Education Office provided a Culinary Arts Assistant Program designed to train entry-level employees for the Rhode Island hospitality and food service industries. In cooperation with major RI employers, including Rhode Island Hospital (Lifespan), the Newport Harbor Corp. and the Chefs' Association of Rhode Island, a curriculum was developed and approved for implementation.

#### Indicators:

- Number of programs offered and the number of students served.

#### Results:

- Community Education enrolled 26 students in the certificate program. Sixteen students have completed; seven are currently enrolled.

### Adult Skills Training

#### Action Taken:

- Adult Skills Training Programs at CCRI, Davies Career and Technical High School and the Woonsocket Area Career and Technical Facility were coordinated by Lifelong Learning 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 \$200,000.

#### Indicators:

- Number of students matriculating into credit-bearing courses.

#### Results:

- 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 ten credits for those enrolling in an associate degree office administration program.
- Since development of the articulation agreement with CCRI's Administrative Office Technology Department in 2004, eleven 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 five netWORKri offices including the Providence, Warren, West Warwick, Woonsocket and Pawtucket netWORKri centers. The total grant award to fund this program was \$350,548.

#### Indicators:

- Number of students served and number of offerings provided.

#### Results:

- This program provides comprehensive education and work readiness services to eligible program participants. Services include orientation, testing and assessment, adult basic education (ABE), remediation, GED instruction and testing. Low beginner, beginner, intermediate and advanced English as a Second Language (ESL), and job search/work readiness instruction. During the present contract, 402 individuals have been served.

### GED Testing & Preparation

#### Action Taken:

- CCRI hosts two of the state's ten GED testing sites (Providence and Lincoln campuses).
- CCRI provides GED preparation classes.

#### Indicators:

- Number of students served, number of students earning a GED diploma.

#### Results:

- In fiscal year 2007, approximately 834 individuals took one or more of the five GED tests and 390 individuals earned their GED diploma.
- Enrolled 205 students in GED preparation classes. Of these, 43 students successfully passed the five GED tests.

### Non-credit ESL

#### Action Taken:

- The Division for Lifelong Learning offered affordable, non-credit ESL course offerings at the Providence and Lincoln campuses as well as at Davies Career & Technical High School in Lincoln.

#### Indicators:

- The number of students served and the number of offerings.
- The number of employees served and the number of employers served.

#### Results:

- A total of 1,308 adults were served in 59 classes, including six levels of ESL, along with conversational and writing classes.
- One hundred and fifty-five employees were served at work site programs.
- ESL was delivered at Tiffany, Teknicote, Job Lot, EFD, Bio-Detek and BMS Plastics.
- Skills improvement in math and English were delivered to TACO employees and written communication skills were offered at the Providence Providence YMCA.

### Electrical Apprenticeship Program

#### Action Taken:

- The Division for Lifelong Learning offered a 144-hour electrical apprentice educational program designed to assist apprentices in meeting the requirements of the state electrical apprenticeship program.

#### Indicators:

- The number of students served.

Results:

- Enrolled 172 students in the 144-hour electrical apprentice educational program.

Reading & Math Skills

Action Taken:

- The Division for Lifelong Learning offered skill-building classes (reading and math) for students who did not meet the minimum requirements for post-secondary academic or vocational training programs.

Indicators:

- The number of students served.

Results:

- Participants who completed these skill-building classes could successfully access post-secondary academic or vocational training programs.
- A total of 26 students have documented a goal of post-secondary training and of those, 16 students have been placed in post secondary programs at CCRI.
- CCRI is piloting new adult education standards, “Standards in Action.”

Sergeants Promotional Exam

Action Taken:

- The Sergeants Promotional exam was administered for the Providence Police Department.

Indicators:

- The number of students served.

Results:

- The exam was administered to 53 candidates for the Providence Police Department.

4d. Secure external funding to improve curriculum, scholarship support, and academic support resources

Action taken:

- Grant funding from government and private foundation sources to support academic excellence.

Indicators:

- Grants sought and secured.

Results:

- Secured \$30,000 from John Clarke Trust funding for scholarships at Newport County Campus; \$101,700 from Champlin Foundations for a language lab at the Liston Campus; \$38,790 from NSF for curriculum development in physics; and \$95,000 for the Aletta Morris McBean Charitable Trust for an electronic classroom in the Learning Resource Center at the Newport County Campus.