President’s Management Letter

2009 – 2010
PART ONE

Institutional Priorities

Progress Report for 2008 – 2009

1. Submit Five-Year NEASC Interim Report

Implementation Strategy:

*CCRI will engage broad campus engagement in addressing the Standards outlined by the regional accrediting organization and in preparing a written report to be submitted in January 2009.*

Action Taken:

- In May 2008 the President appointed a committee with broad campus representation to prepare the Five-year NEASC Interim Report.
- The College addressed the three areas of special emphasis as outlined in the most recent NEASC Focus Visit of 2006. The three areas included:
  - Create a General Education Core Curriculum that is incorporated within all degree programs
  - Create a faculty evaluation system that is utilized consistently across the College
  - Create a college-wide governance system that clearly outlines the roles and responsibilities of committees.

Indicators:

- The NEASC Committee met monthly to prepare the final NEASC Report.
- The Committee included representation from CCRI's multiple campuses and departments.
- Created a General Education Core Curriculum, realigned degree programs to be in compliance with the General Education Core Curriculum
- Designed and approved a college-wide Governance System approved by a campus vote
- Implemented a consistent faculty evaluation process utilized by all campus department and programs.

Results:

- Submitted CCRI's Five-Year Interim Report to NEASC and to the RIBGHE in January 2009.
CCRI's Five-Year Report was approved and accepted by the NEASC Commission and was commended for successfully addressing the issues identified in the previous focus visit.

2. **Complete Strategic Planning Process**

   **Implementation Strategy:**

   *Complete the College’s Strategic Planning Process culminating in the College’s comprehensive Strategic Plan 2009-2012*

   **Action Taken:**

   - Throughout the year committees co-chaired by an administrator and a faculty member and comprised of representatives from all sectors of the college community met to discuss these four guiding questions
     
     What students will we teach?
     What will our students learn?
     What resources will we need?
     How will we measure success?

   - Executive Committee comprised of committee co-chairs, external constituents, and institutional leaders met regularly to review the process of the sub-committees and to assure the progress of the process

   - The draft plan was distributed to the entire college community for review and comment

   - Open forums were held on all campuses in an effort to promote the concepts of the plan and to receive feedback from all

   - The Executive Committee refined and revised the document based on feedback received and submitted the document to the RIBGHE who approved it on May 11, 2008

   **Indicators:**

   - Subcommittee meetings held
   - Executive Committee meetings held
   - Survey responses
   - Feedback from open forums

   **Results:**

   - Completed document approved by RIBGHE.

3. **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:**

- Additional members were added to the capital campaign steering committee which is composed of knowledgeable leaders in the state, faculty and administrators.
- In conjunction with the CCRI office of Institutional Advancement, the committee collected and used data to make informed decision and to evaluate resources that will improve the campus learning facilities.
- Prospects for the Library, Theater, Athletics, Allied Health and scholarship donors continue to be identified and cultivated.
- The CCRI Office of Alumni Affairs organized an “after hours” event for CCRI Alumni Employees, the Annual Golf Tournament and the 7th Society of the Knights’ Outstanding Alumni Awards ceremony. The Golf Tournament and the Society of the Knights events raised over $25,000 for Alumni Book Awards and for Alumni programming.
- The CCRI Foundation held its third annual Changing Lives Celebration in May 2009 to steward prospective donors and raise additional funds.
- The Foundation set-up an Ad-hoc Scholarship Committee to review all of the scholarships and the related policies and procedures.
- Researched the options for “on-line” giving companies and purchased a product from Raiser’s Edge, Net-Solutions.
- The Fall Classic Golf Tournament was held at the Warwick Country Club.

**Indicators:**

- Analysis of research.
- Compilation of prospects.
- Number of steering committee meetings/attendees.
- Increase in money raised
- Work completed on the Allied Health portion of the Capital Campaign and the pending opening of the renovated Dental Assisting Lab and the Knight Campus Library.

**Results:**

- As of July 2009, more than $3.2 million has been raised for the college’s capital campaign initiatives with the potential of an additional $1.4 million by the end of the year.
- A second search process will commence during fall 2009 for the hiring of a new dean of Institutional Advancement to lead the campaign.
• Better communications to promote Foundation Scholarships, Foundation and Alumni Events that will encourage more applications for scholarships and attendees for events.
• On-line giving will make it easier for donors to use their credit cards for gifts and to register for upcoming events.
• A ribbon cutting event will be planned for the Dental Assisting Lab and for the Knight Campus Library in the fall of 2009.
• CCRI received funding from a number of private foundations in FY 2009, including the Alletta Morris McBean, Van Beuren, and Champlin Foundations and Ocean State Charities Trust.
• Funding was also received from several federal and state agencies.

4. **Institutional Technology overhauls college print/copy functions.**

   **Implementation Strategy:**
   *Implement a college-wide print management system to all copying, scanning, faxing, file repositories as well as printing.*

   **Action Taken:**

   • Replacing all “old” copy machines with multi-function devices (MFD) designed to offer copying, network printing, scanning, scanning to email and fax functionality from a single print device.
   • Training and distributing of information to users concerning the MFDs and their various functions, including ”follow me” printing, scanning to email and printing through the network.
   • Creation of a web site for publicizing the mission, capabilities and possibilities for using the MFDs across the four campuses, including options for simplified downloading of print drivers for the various devices.
   • Introduction of “confidential” printing enabling users to print jobs to be held in queue until they are present for release and production.
   • Default settings for duplex printing as a standard to immediately reduce the number of pages printed for each specific application.
   • Creation of a database for monitoring ALL networked print devices across the four campuses gauging the amount of use, specific print resources needed and areas for consolidation of existing devices.
   • Support for scalability and increased functionality as supplemental phases of the project come into production including, but not limited to, the use of fax servers.
   • Monitoring and pro-active servicing of all print devices through a web-based management tool, sponsored by the Computing Lab staff and directed centrally through the Help Desk.
   • Implementation of a print rules and least cost routing software solution that will provide feedback to users of printers on campus to ensure the most cost-effective method of producing documents.
Ability to phase in the page printing quota system for students and guests limiting numbers of pages printed per user, incorporating various chargeback systems currently being evaluated.

**Indicators:**

- Number of pages printed across the four campuses.
- Number of users utilizing the MFDs for printing versus desktop printers.
- Number of printers reduced across the four campuses over the academic year.
- Utilization statistics concerning functions of the various MFDs.
- Mean time between failures on MFDs
- Volume on specific desktop printers in various centrally-located MFD areas.

**Results:**

- Number of pages printed on MFDs increasing in volume monthly
- Monitoring of desktop versus MFD utilization being collected
- More functions of the MFDs being used every month
- Number of users trained in the various functions of the MFDs increases monthly
- Mean time between failures has been reduced with “new” devices
- Average time for devices fixed is reduced since centrally handled through Help Desk

5. **Addressing the needs of adult learners.**

**Implementation Strategy:**

*To hold an Education Expo to connect displaced adult learners with programs to help them better position themselves to move back into the workplace and help others find training to gain new skills to advance in their current jobs.*

**Action Taken:**

- Conducted the Education Expo 2009 specifically targeted at adult learners.

**Indicators:**

- Provided an information sharing event for non-traditional students who have been away from the educational environment
- Offered external agency services that would assist adult learners regarding financial planning, job training awareness and career opportunities
- Conducted workshops for adult learners including where to begin, how to finance an education and academic advisement to be successful in the classroom
Results:

• Converted inquiries into application for the college
• One-third of Expo attendees applied for enrollment for fall 2009

6. “Green” Technology Training

Implementation Strategy:

Begin to develop and offer non-credit “green” / renewable energy career training both on-campus and on-line.

Action Taken:

• Building Analyst Training (BPI) was implemented at the request of National Grid. They provided CWCE with funding to purchase the curriculum and materials, as well as train one instructor.
• The Solar Voltaic Program was implemented from an RFP that CCRI was awarded from Department of Energy in 2006 in Quonset. After the closing of the facility, CWCE moved the panels and program to Warwick due to the high demand for the program.
• Other Green programs were developed with assistance from Norm Cook, CWCE instructor. Norm sits on the board of RI Green Build.
• Researched third party vendors offering “green” training programs in an on-line environment.
• Contracted with ProTrain, LLC to begin offering programs on-line.
• Added two program offering through and existing partnership with Gatlin Education Services (Cengage Learning).

Indicators:

• Number of programs offered
• Number of students registered

Results:

• Solar Voltaic was offered twice during the fiscal year; training 25 students.
• Building Analyst Training (BPI) was offered twice during the fiscal year; training 39 students.
• Offered 13 online programs in partnership with ProTrain, LLC in the fall of 2008.
• Expanded to 19 online offerings in spring 2009. (17 in partnership with ProTrain, LLC and 2 in partnership with Gatlin Education Services (Cengage Learning).
• Eleven students registered for online training programs.
PART ONE

System & BOG Priorities

Progress Report for 2008 – 2009

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. Support the work of PK-16 Council designed to recommend strategies to prepare more Rhode Islanders for college and the requirements of the modern workplace.

Actions taken:

- Provide assessment to RI Works participants as a tool to determine academic readiness and potential success in employment, skill training and post-secondary.

Indicators:

- A REACH Test Administrator (CCRI employee) is located at each DLT site and several DHS sites.

Results:

- Academic recommendations and counseling provided to individuals who score appropriately and indicate an interest in furthering their education at CCRI. 4.77% of tested RI Works participants enrolled at CCRI.

b. Play a leadership role in continuing the state’s efforts to improve the system of adult literacy education

Action Taken:

- Program administrators serve on various community boards and organizations, including Mayor’s Pathways to Opportunity Advisory Committee, Genesis Center and RIDE’s Practitioner’s Workgroup.

Indicators:

- Meeting attendance and participation
Results:

- Participated in establishment of a state wide credentialing system for adult educators
- Strengthened collaboration and referrals between CCRI and community-based organizations that serve adult learners.
- Provided information about expectations and abilities needed for success at CCRI.

c. Deliver presentations on preparing for college to middle and high school students, focusing particularly on low-income students throughout the state.

Action Taken:

- ETS has an established 18 year partnership with 11 target schools at Central Falls, East Providence, Providence and Woonsocket School districts. In collaboration with these schools:

Indicators:

- Established partnerships with 6 high schools and 5 middle schools
- Services provided to 6th to 12th graders in target schools

Results:

- Served 831 6th through 12th grade students in 2008 - 2009
- 98% of projects’ 12th graders graduated from high school
- 92% completed admissions and financial aid applications for college
- 93% of them will enroll in colleges throughout the country this fall.

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:

- Implemented a four-campus New Student Orientation Program.
- Offered new Study Skills Workshop series.
- Developed new remediation programs to increase scores on ACCUPLACER reading and arithmetic as well as scores on Test of Essential Academic Skills (TEAS)
- Implementation of the Student Athlete Academic Support Program (SAASP) in 2009
- Appoint Student Veteran representatives at each campus.
- Provide funding to the Veterans Clubs.
Student Support Services project has established clear and ambitious persistence, graduation and transfer objectives for low-income, first generation and students with disabilities.

**Indicators:**

- Orientation; Increased awareness of academic expectations and awareness of student support systems.
- Increased student participation in Study Skills programs.
- Increase scores on ACCUPLACER reading and arithmetic, TEAS.
- Grade and attendance checks for athletes
- Number of athlete tutorial sessions
- Appoint Student Veteran representatives at each campus.
- Provide funding to the Veterans Clubs.
- Persistence, graduate and transfer of SSS project participants is monitored regularly each semester and reported annually.
- Assistive technology identified and purchased
- Sign-in/sign-out attendance system at each campus
- Use of Pipeline and Banner to collect academic progress information.
- Use of the DHS EARR system for attendance and progress recording.

**Results:**

- More than 70% of participants in the pilot orientation reported a better understanding of college faculty expectations than they had before the orientation.
- Retention rates for pilot orientation participation still being collected.
- Participation rates in workshops up 44%.
- For Reading review participants, 100% increased their ACCUPLACER reading scores and 75% placed out of remedial reading courses.
- A Veterans Resource Center will be located at the Warwick and Lincoln Campuses. Newport County and Providence Campus will have an information area established.
- Created a student agency account and allocated funding at each of the four campuses for Student Veterans programs and activities.
- Persistence rate for Access program participants from Fall ’07 to Fall ’08 was 82.3%. Additionally, 36% of the 2005-2006 participants graduated with an associate’s degree and/or transferred within three years.
- Assistive technology was purchased and installed in student computer labs at each of the 4 campuses.
- Post-Secondary Graduation / transfer rate from Summer ’08 -Summer ’09 is 14.8%
- Skills Training Graduation rate from Summer ’08 – Summer ’09 is 64.2%
- Seventy-nine (79%) of 1st year Student-Athletes(Male-78%, Female-82%) met the academic requirements to maintain ‘Student-Athletes in Good Standing’ status
- Team GPA’s have increased an average of 5%, since program’s inception.
- Over sixty two percent (62.7%) of 2nd year Student-Athletes (Male-61.5%, Female-63.6%) transferred to 4 year schools or other training programs.
b. **Increase minority student enrollment and graduation rates through expanded recruitment, enrollment and retention strategies.**

**Action Taken:**

- Recruited and retained a high number and percentage of minority students (students with disabilities, diverse racial and ethnic populations and individuals for whom English is not their first language) through TRIO-funded programs.
- Participated in pilot new student orientation program addressing the needs of high risk populations including low-income students, first generation students and students with disabilities.
- Trained tutors to better support learning needs of students with disabilities.
- Established institution-wide ADA committee to address institutional barriers to accessibility.

**Indicators:**

- Number of minority students served by TRIO projects that are enrolled and retained at CCRI.
- Attendance at pilot orientation program
- Number of tutors trained
- ADA Committee Work Plan

**Results:**

- Access served 306 low-income, first generation and/or disabled students; 161 were racial and/or ethnic minorities.
- Served 1,016 students with disabilities at CCRI in 2008 – 2009.

c. **Improve rates of low-income student enrollment, persistence and graduation.**

**Action Taken:**

- Provided support services to first generation, low-income and/or disabled students.
- Conducted outreach activities at community based organizations, state agencies and GED centers throughout the state; recruited and served 4,567 adult Rhode Islanders, 66% are 25 years or older
• Prepared proposal for continued funding for TRIO Student Support Services project (summer/fall 2009).
• Provided support services such as CCRI, DHS and Community resources to referred and non-referred RIW participants
• Recruited RIW participants into CCRI
• Conducted 2 phone-a-thons to project participants, to determine students’ enrollment status, provide additional services and advocacy to improve their participation and retention in; and graduation from programs of higher education
• Exposed ETS participants, 6th to 12th graders, to various post secondary opportunities, thru college field trips to 10 colleges and universities throughout New England.

Indicators:

• Number of TRIO participants enrolled, persisting and completing program of study.
• Number of RIW participants enrolled at CCRI for Skill Training and/or Post-secondary
• Presence of Access, DSS, EOC and REACH at the CCRI EXPO and the New Student Orientations
• Successful funding of TRIO SSS project

Results:

• Retention rates for Access program participants was 82.3% for AY 07-08. Three year graduation and/or transfer rate was 36% for AY 07-08. AY 08-09 date to be reported in Oct ’09.
• RIW post-secondary enrollment rate increased from Fall ’08 to Spring ’09 by 22.5%. The Skills Training enrollment rate increased by 60%.
• 56% of RIEOC project participants without a high school diploma were referred to and enrolled in a GED program
• 86% of RIEOC participants were assisted in completing admissions and financial aid applications for programs of higher education
• 2,264 Rhode Island adults subsequently enrolled in higher education
• 93% of 12th graders served were subsequently assisted and enrolled in programs of post secondary education throughout the country. (RI ETS)

d. 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; increased the number of JAA Days to 5 per semester.
• Developed one new JAA Transition Plan (JAA major); additional plans in development.
• JAA was promoted at 34 separate events and both internally and externally.
• Developed a JAA website
• Worked with Communications and Marketing on new brochure and increased visibility in CCRI publications

**Indicators:**

• Number of students accepted to program.
• Number of students participating in JAA Days.
• Number of students who transition per year to RIC and URI.
• Number of students earning bachelor’s degrees through JAA

**Results:**

• More than 870 CCRI students have been accepted into the JAA program (+ 35% increase over 2007-2008 AY).
• Fifty-two students transitioned to URI and/or RIC during AY 2008-2009; the total that have transitioned is 78.
• Students are graduating with baccalaureate degrees at RIC and URI through JAA.
• Number of students attending JAA Days in 2008-2009 was 723 (+31% over 2007-2008 AY).

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

**Action Taken:**

• Developed resource/referral manual for counselors to assist in referring students to appropriate outside support services.
• In collaboration with English faculty, developed new ACCUPLACER screening process to more accurately identify ESL students.
• Provide licensed mental health counseling services on campus site.

**Indicators:**

• Improve counselor awareness of referral services throughout the State of Rhode Island
• Number of referral agency presentations to staff.
• Student response to new ACCUPLACER screening questions.
• Partnership with Providence Center/Ocean State Counseling

**Results:**

• Counselor Awareness: Evaluation in progress
• Doubled presentations of outside agencies to staff from 2 to 4 in the past year. Feedback from English Faculty indicated decrease in placement errors for ESL.
Providence Center/Ocean State counseling offered 1 days per week at three campus sites.

f. *Increase enrollment.*

**Action Taken:**

- Refocused the marketing campaign for enrollment.
- Conducted an Education Expo targeted at adult learners.
- Created new materials specifically targeting student veterans.

**Indicators:**

- Students registering in advance of the start of classes.
- Converting inquiries into enrollments.
- Preparing students to enter college and receive benefits.

**Results:**

- Enrollment and credit hours have increased with the early awareness marketing campaign.
- One-third of Expo attendees applied for enrollment.
- New student veterans’ website, pamphlet and certification process have enhanced services to the student veteran population.

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

**Implementation Strategies:**

*a. Enhanced marketing of specialized work/study programs for students.*

**Action Taken:**

- Promote internships and cooperative education for students.

**Indicators:**

- Develop a video to be streamed on the website.
- The number of classroom visits.
- Marketing and print materials developed.

**Results:**

- Increased visibility of the Internship and Cooperative Education Program.
- Increased the number of students using the Career Placement/Cooperative Education & Internship services.

b. **Promote job readiness of graduates with preparation in resume and cover letter writing and interviewing skills.**

**Action Taken:**

- The Office of Career Placement/Cooperative Education & Internships does outreach to students in classrooms, through workshops, newsletters and targeted e-mails.

**Indicators:**

- Number of classroom presentations and workshops offered.
- Total number of students served, 2009.

**Results:**

- Increased number of students trained with job readiness skills.

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

**Action Taken:**

- The Institute for Leadership expanded its soft skills offerings with the creation of two new training programs: Managing Multi-Generations in the Workplace and Hardwiring Leadership, Resiliency, and Change Mastery training.
- CWCE’s Workforce Training and Corporate Education (WTCE) increased the number of noncredit contract training offerings to include new programs in Mandarin Chinese Tutoring, GED Prep, Business Writing, OSHA Blood borne Pathogen Training, Digital Photography and Digital Music courses.
- WTCE continued to offer workplace language programs including Spanish, Spanish Level II and Portuguese to improve communication skills of employees in Rhode Island businesses.

**Indicators:**

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

**Results:**

- The Institute for Leadership Development new offerings were delivered to approximately 223 participants.

WTCE continued to assess the ability of bilingual employees at Women and Infants Hospital to determine if they are able to serve as interpreters.

WTCE assessed 18 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. The final decision is still pending at the state level.

New WTCE programs generated $11,535 in gross revenue. In the actual year, WTCE generated $161,618 in gross revenue from noncredit corporate training (excludes DOC Contract).

A total of 1207 employees at Electric Boat, Stepping UP, CPNRI, Trudeau Center, Child Inc., East Bay Community Action Program, Dorcas Place, Hope High, CVS, Project RIRAL, IBEW, Department of Corrections and Rhode Island Training School, and City of Pawtucket took credit courses offered through WTCE during this fiscal year.

Credit courses generated $306,700 in gross revenue (excludes DOC Contract).

Several new clients and contracts developed from increased visibility of training opportunities through marketing efforts.

d. **Collaboration with industry partnership organizations to provide workforce training.**

**Action Taken:**

- In partnership with the Society for Human Resource Management and the Holmes Corporation, the Institute for Leadership offered the SHRM Learning system to provide potential students the opportunity to prepare for the PHR and SPHR certification exams. The class is offered in the spring and fall semesters at the Liston Campus. The Institute for Leadership will offer the SHRM Essentials of Human Resource Management certificate program in the fall, 2009 semester. Both the SHRM Learning System and the Essentials of Human Resource Management certificate program have been approved for WIA funding.

- WTCE continued to work with Community Provider Network of Rhode Island (CPNRI) to modify and offer credit certificate program in developmental disabilities. This 18-credit course will enable the students to advance in the developmental disabilities field.

- The lead department worked with the Healthy Kids Collaborative to offer reduced fee lead supervisor contractor and lead worker training. This collaborative is made up of grantees (Child Lead Action Project, East Bay Community Action, West Bay Community Action, Tri Town Community Action, Thundermist Health Care and St. Joseph’s Hospital.
The division continued developing contextualized educational curriculum in the areas of long term health care and hospitality for the two cohorts of Newport Skills Alliance students during FY 2009.

CCRI posted the NSA coordinator position and hired an experienced job developer, Tom Costello to continue the work on Aquidneck Island with possible expansion to the East Bay and northern RI.

CCRI continued to convene NSA meetings for employer groups, long-term health care groups, hospitality partnership groups and other working groups throughout this fiscal year.

In close collaboration with TACO, a Bridge to College program was established for employees of the company.

In anticipation of its plant closure and the opportunity for Trade Assistance Funds for education a math and reading program was developed for employees.

In collaboration with NSA’s Hospitality ramp up program, Workplace Solutions provided the literacy and numeracy components along with computer training, resume writing and interviewing skills. Our Coordinator developed the contextualized curriculum.

In a sub-contracted collaboration with Quality Partners, provided instructors for a work-site GED Preparation program for CNA’s at 3 nursing homes.

**Indicators:**

- Number of SHRM class participants.
- Success of human resources professionals who completed the national exam.
- Enrollment in developmental disabilities program.
- Enrollment in lead training programs.
- Expanded awareness of Newport Skills Alliance including recognition at Governor’s Workforce Board Annual Meeting.
- Outcomes of student progress toward goals
- Assessment of student outcomes

**Results:**

- Twenty-one students completed the SHRM Learning System course.
- All participants that completed the national certification exam exceeded the national average pass rate.
- CPNRI sponsored 68 students in the fall and spring semesters at CCRI from the following agencies: Fogarty Center, CranstonArc, Olean Center, LaPlante, Perspectives, Bridges and Opportunity Unlimited. The majority of these developmental disabilities certificate courses were offered at CCRI and Trudeau Center.
- CWCE’s lead program was able to offer 32 students reduced fee programs so that they could get the training that they needed to get their lead licenses and get back to work in the environmental safety field.
- The first NSA cohort of 16 students began in December, 2008 with a focus on long-term health care. After the on-ramp program, 12 of these students migrated into a
CNA training class through the Aquidneck Island Adult Learning Center. To date, 5 have secured jobs in health care, 4 are seeking employment and 2 are pursuing higher education at CCRI.

- The second NSA cohort began in March, 2009 with 15 students. To date, 5 have been placed in hospitality related employment, 2 have secured other employment and 2 are pursuing higher education at CCRI.
- (TACO) 7 students took the Accuplacer; all students increased at least one level in CASAS reading scores; CASAS writing scores increased an average of 9 points.
- (TYTEX) 9 students at Tytex completed math and reading classes to prepare them for GED’s or post secondary training upon the closing of the facility.
- (NSA) Student assessments were completed and job placement for participants is being tracked.
- (Quality Partners) Student assessments were completed and analyzed. The program has undergone revisions for FY2010, reducing the nursing home sites to 2 and to focusing more on gaining basic skills in a pre-GED Preparation program.

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

**Action Taken:**

- In collaboration with the OIA and RIDE, CWCE was awarded the 3rd year of the RIDE Adult Education investment grant for our Transitions Pathways, Workplace Solutions and our partnership with Dorcas Place and Project RIRAL at $531,000, representing a 10% reduction that was made across all project awards.
- An additional grant of $34,000 for a new program, the Transitions to College Policy Advocate was provided to serve as a match for our existing Nellie Mae grant of $50,000, which will end on 12/31/09.
- 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, The Center for Workforce & Community Education submitted 41 programs and certificate programs for approval.

**Indicators:**

- Outcomes of grant proposals’ milestones
- Funding approval for WIA programs.
- Number of people enrolled in WIA courses.

**Results:**

- Surpassed the outcomes that were projected in our RIDE grant for FY 2009.
- Provided Fast Track to the GED classes in an accelerated format.
- All submitted programs were approved for WIA funding.
• Additional grants awarded: School Bus - $50,000; Motorcycle Program Enhancement - $63,711; Basic Skills Instruction - $26,500; DWI Program Enhancement - $47,783; and Federal Hill House - $85,000

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 2009, CWCE registered a total of 464 students in non-credit distance learning courses/programs.
   • Gross revenue for these programs totals approximately $75,033.

   b. *Provide public service programs for the residents of Rhode Island.*

   **Pharmacy Technician Program**

   **Action Taken:**

   • CWCE worked in collaboration with MXri Corp. to deliver a Certified Pharmacy Technician Program, which provides 155 of classroom and laboratory learning. Instructional topics include: Pharmacy Practice and Operation Settings, Prescription and Generic Drug, Basic Physiology, Drug Interactions, Basic Mathematical Concepts and Calculations used in a Pharmacy Setting and Understand Insurance Billing and Processing of Various Insurance Plans and Third Party Insurance Plan Claims.

   **Indicators:**

   • Number of times Pharmacy Technician Program offered.
   • Number served.
   • Completion and licensure test pass rate.
• Revenue generated.

Results:

• The Pharmacy Technician Training Program was offered three times during the 2009 fiscal year at the Warwick campus.
• A total of 64 individuals participated in the training programs.
• Of the 64 individuals that participated in the training program, 63 passed the program.
• Gross Revenue for the program was $189,685 and net revenue was $109,285.

CNA Program

Action Taken:

• The Center for Workforce and Community Education 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, resident’s rights, vital signs, CPR instruction, social services, basic rehabilitative services, personal care skills, and safety and emergency procedures.
• Contract naming CCRI as the sole provider of the State Certified Nursing Assistant Testing Program was renewed for an additional term, through Dec. 31, 2009.
• CWCE in partnership with Promissor/PearsonVue responded to the RI Department of Health’s RFP to provide the State Certified Nursing Assistant Testing Program.
• 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 twelve times during the 2009 fiscal year at the Lincoln and Warwick campus locations, Woonsocket Area Career and Technical Facility and the Davies Career and Technical High School.
• A total of 416 358 individuals participated in the training programs.
Since its inception in 1986, CCRI’s CNA program has trained approximately 450 individuals per year.

CWCE students demonstrated passing rates of 97 percent on the written component and 86 percent on the skills component of the State Certification Examination compared to state averages of 83.25 percent on the written and 63 percent of the skills component.

The CNA State Testing Program was offered 156 times between July 1, 2008, and June 30, 2009, at the Lincoln, Warwick and Newport campuses, testing 3,431 individuals generating $208,847 net revenue.

*Adult Skills Training*

**Action Taken:**

- CWCE 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.
- CWCE 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 105 individuals were served through this program.
- Since development of the articulation agreement with CCRI’s Administrative Office Technology Department in 2004, 17 program completers have entered additional programs of study.

*DLT Trade Program*

**Action Taken:**

- CWCE successfully maintained a contract with the Department of Labor & Training providing certified TRADE eligible remedial educational and GED prep services.
Services are provided at three netWORKri offices including Providence and Pawtucket. The total grant award to fund this program was $202,804.

- This program provides comprehensive education and remedial services to eligible program participants. Services include orientation, testing and assessment, adult basic education, remediation, and GED instruction and testing.

**Indicators:**

- Number of participants.

**Results:**

- To date, 511 individuals have been served during the current contract.

  *On-campus “Green” Programs*

**Action Taken:**

- CWCE continued to move toward offering sustainable and green energy programs. WTCE continued to offer its Solar Voltaic Technology Program at the Warwick Campus and also expanded to offer Building Performance Analyst Training.

**Indicators:**

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

**Results:**

- Number of registrations by program:
  - Solar Voltaic: 25
  - Building Analyst: 39
  - BPI Online Exam: 17
  - Total revenue: $40,570

  *Westerly Satellite Campus*

**Action Taken:**

- Westerly, we held open house on site (August 7), hosted by the president.
Indicators:

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

Results:

- Increased the number of offered classes from 16 to 24 in the fall of 2008 and 25 offered in spring 2009.
- 655 students enrolled
- Westerly Estimated Revenue, - $301,955

*Adult Literacy Programs*

Action Taken:

- The CCRI GED test centers are the largest sites in the state providing pre-testing for prospective GED candidates on 3 campuses including Spanish test takers. The official GED exams are provided at the Providence and Lincoln campus locations.
- The CCRI English as a Second Language Program is offered year round in 3 locations.

Indicators:

- Completion and certificates awarded
- Revenue generated
- Progressive levels of classroom opportunities available.
- Completion and certificates awarded.
- Revenue generated

Results:

- The Providence GED Test Center awarded a total of 524 GED’s in FY 2009; of those, 30 were awarded to Spanish test takers. The Lincoln GED Test Center awarded a total of 381 GED’s
- Revenue: $85,872
- Provided 6 progressive levels of ESL classes plus Conversational English classes in Providence, Lincoln and Davies High School.
- A total of 1221 students attended classes and XXXX (tbd) received certificates
- Revenue: $208,340
Additional Center for Workforce and Community Education programs

Action Taken:

- CWCE 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.
- CWCE 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.
- CWCE offered educational programming for apprentice electricians to meet the requirements of the Rhode Island Department of Labor and Training’s apprenticeship program for electricians.
- CWCE provided personal development programs that enrich the lives of residents in the areas of self-help, computer applications, dance and recreation.
- CWCE administered promotional exams for the Providence Police Department.
- CWCE 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.

Indicators:

- Number of classes offered.
- Number of registrants.
- Revenue produced.
- DWI - 2,025
- DDC - 448
- School Bus Recertification - 1,531
- School Bus Training - 286
- Police Testing - 427
- Basic Skills Instruction – 299
- Motorcycle Basic Rider Course - 2,968
- Motorcycle Advanced Rider Courses - 47
- Motorcycle Out of State Certs - 101
- Motorcycle Rider Coach Training Course - 11
- Davies Personal Development - 81
- CDL Exam - 1,614
- CDL Classes - 191
- Culinary - 27 (Including the grant with FHHA)
- Driver Ed - 7,769
- Driver Ed Out of State Certs - 2,570
- Electrical - 213
- Food Certification – 125
- Revenue was $1,853,461
PART TWO
Future Plans and Objectives for 2009 – 2010

Institutional Priorities

Goal #1:
Implement the College’s Strategic Plan

Progress Indicators:

- Creation of action strategies for AY 09/10
- Responsible individuals identified for each strategy listed
- Monitor progress toward completion of each action item
- Report progress toward achieving goals to the President & Executive Committee
- Continued and ongoing involvement of the college community in the planning progress
- Revised action items, as necessary

Intended Results:

- A strategic plan and planning process that is integrated into the fabric of college life and that guides the decision-making and budget allocation.

Goal #2:
Provide professional development opportunities that support faculty in their goals to enhance their teaching effectiveness

Progress indicators:

- Innovative Teaching Center (ITC) established at the Warwick campus that provide workshops for faculty that enhance instructional effectiveness and student success
- Creation of an ITC subcommittee that develop criteria and guiding principles for supporting Professional Learning Communities within the faculty
- Formative faculty evaluation process that includes a feedback loop to professional developmental opportunities

Intended results:

- Students will benefit from effective instruction and relevant classroom environments
Goal #3:  
*Implement a structured, comprehensive, flexible measurement process to support ongoing strategic planning initiatives and evaluation*

**Indicators:**

- Organizational performance indicators created
- Impact of CCRI performance on RI economy established
- Ongoing measurement processes to gauge performance against the strategic plan
- Organizational efficiency core indicators identified

**Intended Results:**

- The institution will incorporate data into its decision-making processes

Goal #4:  
*Develop a data-driven budget process that conforms to the college’s mission and strategic priorities.*

**Indicators:**

- systematic data benchmarks developed that inform budget allocation, program sustainability, new initiatives and institutional priorities.
- greater accountability at divisional departmental levels for all expenditures

**Intended results:**

- a more transparent and data-driven budget process
PART TWO

Future Plans and Objectives for 2009 – 2010

System and BOG Priorities

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

**CCRI Goal:**
*CCRI will integrate the college’s open admission policy with assessment and testing to match students with appropriate educational directions.*

**Indicators:**
- Pilot program to assess new acceptance criteria
- Increased success rates in developmental courses
- Continue to review existing articulation agreements for approval by institutions.

**Intended results:**
- CCRI’s students will be placed in courses commensurate with their skill level. This will build necessary academic skills, lead to greater classroom success, and ultimately lead to higher retention, graduation and transfer rates.

**CCRI Goal:**
*CCRI will strengthen its connection to Rhode Island’s high schools*

**Indicators:**
- Increased number of high school ACCUPLACER testing sessions
- Increase enrollment in dual enrollment programs by 4%
- Begin high school visits to RI charter schools and expand presence at college fairs

**Intended results:**
- By partnering with the RI high schools CCRI will have an opportunity to prepare high schools students for a rigorous college academic environment, encourage students to aspire to college degree completion, and expand pathways to career programs.

**CCRI Goal:**
*CCRI will expand services and support for students age 25 and older*
Indicators:

- Identify and publish short-term programs with employment potential for adult learners.
- Develop an acceptance process for adult learners

Intended results:

- CCRI will embrace the population of adults who are un/under-employed as a result of the current economic downturn by offering non-traditional age students specific testing/admissions protocols, improved scheduling and support services and additional night and weekend program options.

**BOG Priority #2:**

*Improve participation and graduation rates in higher education.*

**CCRI Goal:**

*CCRI will establish comprehensive marketing and recruitment strategies that promote academic programs and target specific demographic groups*

Indicators:

- Creation of a Marketing/Admissions/Advising Task Force
- Develop a marketing plan for underrepresented populations that includes credit and non-credit programs

Intended results:

- To better serve the underrepresented populations of Rhode Island by marketing specific academic programs and other educational opportunities.

**CCRI Goal:**

*CCRI will expand strategies for retaining students and enriching the student experience*

Indicators:

- Continue implementation of Early Warning Program by doubling participating faculty.
- Continue implementation of Rapid Review programs for developmental students by tripling student participation.
- Participation in the Foundations of Excellence© initiative to evaluate the first-year experience

Intended results:

- To use data to inform retention strategies, especially for the “at-risk” student, and will promote an inter-departmental approach to student retention.
BOG Priority #3:

*Produce a more competitive workforce through emphasis on quality education.*

**CCRI Goal:**

*CCRI will systematically monitor and assess its academic offerings as they relate to Rhode Island’s population and economic environment*

**Indicators:**

- Documentation of each programs’ impact on the economic environment
- Assessment of the currency of academic programs when compared to forecasting trends
- Detailed summary of how CCRI’s aspirational peers assess Academic Program Review
- Baseline measure of the current role of Advisory Boards at CCRI.

**Intended results:**

- Improved understanding of the economic, educational and occupational trends that impact both current and future CCRI students

**CCRI Goal:**

*Strengthen student learning through enhanced academic programs, effective pedagogy and ongoing assessment that informs and improves instruction*

**Indicators:**

- Learning maps created for each program that specifically links the program learning outcomes of the required courses
- Professional development workshops provided for faculty on writing student learning outcomes for all departmental and program courses
- A schedule for each department, program and division created that indicates a process and completion date for publishing all learning outcomes
- A baseline template created that states the foundational learning outcomes for CCRI’s “Four Abilities of an Educated Person”

**Intended results:**

- Learning outcomes and academic assessment will be ongoing and fully integrated into institutional procedures.
CCRI Goal:
*CCRI will create institutional strategies that match students with the appropriate learning environment*

Indicators:
- Specific “tracks” developed within General Studies that allows for targeted services and support
- An advisory committee established that researches and recommends new learning formats for students seeking to improve their math, reading, writing and general learning skills.
- Honors Track imbedded into the Liberal Arts (or General Studies) Program that include features that will attract the advanced student.
- A Master Schedule that is tied to program enrollment and student demographic information

Intended results:
- The academic program will accommodate students’ needs while making more effective and efficient use of faculty and facilities

**BOG Priority #4:**
*Promote economic development and social well-being through undergraduate education, public service and use of technology.*

CCRI Goal:
*CCRI will identify opportunities for generating additional revenues and resources.*

Indicators:
- Corporate partnerships and grant opportunities that are aligned with the College’s mission and strategic plan
- Increased Annual Giving
- Tuition rates, policies and collection procedures compared with neighboring/peer institutions

Intended Results:
- CCRI will maximize external funding and assure that tuition policies and collection procedures are effective (?)

CCRI Goal:
*CCRI will expand the use of technology, including distance learning, to support learning, provide degree options and deliver online support services*
Indicators:

- NEASC approval to offer online degree programs
- Increased number of distance learning courses offered
- A report that identifies existing degree programs with likely markets for completing online degrees
- Expanded use of instruction as an instructional option within traditional classroom settings
- Faculty training of enhanced learning through technology

Intended result:

- CCRI will have a more effective way to offer distance education and technology-related instruction to students.