



CCRI COMMUNITY COLLEGE OF RHODE ISLAND



Warwick



Newport



Lincoln



Providence

Community College of Rhode Island

NECHE
2019 INTERIM
FIFTH-YEAR
REPORT

January 15, 2019



COMMUNITY
COLLEGE

OF RHODE ISLAND

Knight Campus
400 East Avenue
Warwick, RI

Flanagan Campus
1762 Louisquisset Pike
Lincoln, RI

Liston Campus
One Hilton Street
Providence, RI

Newport County Campus
One John H. Chafee Boulevard
Newport, RI

Submitted to the New England Commission of Higher Education

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INTRODUCTION

The Community College of Rhode Island is pleased to submit a five-year interim report to the New England Commission on Higher Education in response to the Commission's December 2, 2014 and July 11, 2017 letters following the college's 2014 self-study report and 2016 progress report on assessing student learning outcomes for continuous improvement, respectively. Preparation of this interim report was guided by the leadership of Vice President for Academic Affairs, Dr. Rosemary Costigan, and the Director of Institutional Research and Assessment, Rajiv Malhotra who co-chaired the 2018 NECHE Effectiveness team.

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Rajiv Malhotra, Director of Institutional Research and Assessment

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Maya Geraldo, Executive Assistant to Vice President for Academic Affairs
Deborah Zielinski, Assistant to the President
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INSTITUTIONAL OVERVIEW

The Community College of Rhode Island (CCRI) is a public, open enrollment institution with a total student population of nearly 15,000. The institution offers 33 associate degrees programs with 43 concentration options as well as 42 certificate programs to prepare students for skilled jobs in southeastern New England and/or for transfer into baccalaureate degree programs. As the only community college in the state, CCRI serves as the gateway to higher education and workforce training for thousands of Rhode Islanders via four distinct campuses located in different parts of the state.

The Knight Campus in Warwick, centrally located in the middle of the state and easily accessible via Interstate 95, is the largest and oldest of the institution's four campuses. The college administrative team is housed at the Knight Campus. The Flanagan Campus in Lincoln, located in the northeastern part of the state, is the second largest campus. The Newport County Campus opened in 2005 across from an active U.S. Naval Base and is the newest and smallest of the campuses. The Liston Campus in Providence is the second smallest campus and is located in the heart of the capital city. Most of the college's academic programs are offered at each campus, while the Flanagan Campus offers the majority of the programs in health sciences.

During the fall 2018 semester, 14,539 students attended the college, representing a FTE of 9,513. Students enroll, sometimes concurrently, in courses at multiple campuses and online. The Knight Campus had 6,952 unduplicated headcount, Flanagan Campus had 4,636, Liston Campus had 2,760, Newport Campus had 1,085 and 2,636 students took a distance learning course. A little more than half of the students enrolled at the college were under the age of 24 (62%). Sixty percent attend part-time and 40% full-time. The total minority population was 40%; and 58% of the student population were women. The majority of students were from Rhode Island (96%). Although there have been changes in enrollment, student demographics have been consistent over the past five years.

The college's Division of Academic Affairs is comprised of four academic divisions, three of which are responsible for the college's associate degree and certificate programs. The divisions are as follows: Health and Rehabilitative Services (HARS); Business, Science, Technology, and Math; Arts, Humanities, and Social Sciences; and Learning Resources. The Office of the Dean of Learning Resources supports the work of faculty and student learning in these areas by providing library services and credit-bearing, skills development courses for undergraduates.

RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

In its letter of December 2, 2014, the Commission on Institutions of Higher Education specified that CCRI give emphasis to its success in each of the three areas below. To not disrupt the flow of the Reflective Essay on Educational Effectiveness, the college provides its response to a comprehensive approach to assessment and use of results for improvement in the Reflective Essay on Educational Effectiveness. The institution's responses to the other two areas are listed below.

1. *Addressing ADA compliance issues identified in the College's Master Plan, with attention to considerations regarding space and staffing to meet the needs of students who require special accommodations.*
2. *Evaluating the impact of changes in Rhode Island's governance of public higher education on the College.*
3. *Continuing to implement a comprehensive approach to the assessment of student learning and using the results for improvement.*

AREA OF EMPHASIS 1 RESPONSE: ADA COMPLIANCE

During the past four years, the college has made significant enhancements to improve access for and success of students with disabilities. To increase the amount of support available to students with disabilities, one part-time and three full-time campus coordinators were added to the Disability Services for Students department staff. There are full-time coordinators at the Knight, Flanagan, and Liston campuses to provide intake services, coordinate accommodations requests, and provide informal, but crucial advisement to students navigating their academic and social experiences at the college. A part-time coordinator serves in this role for credit-carrying students at the Newport County Campus, along with a part-time staff member to address accommodation needs of students taking non-credit courses. Additional instructional staff have been hired this academic year to provide proctoring services for evening classes. The full-time director of disability services for students has a small caseload of students to afford time to coordinate the overall services, awareness, and assessment efforts of the department.

Following the 2014 self-study, the college conducted an ADA assessment of the physical structure of all four campuses. As a result, the college also invested in capital improvements to increase accessibility, primarily on the Knight and Flanagan campuses. Examples include the following: The relocation of Flanagan Disability Services for Students to provide a larger testing area and increased office space; the renovation of the large three-section Flanagan Campus lecture hall, which includes significant investments to ensure ADA compliance (\$324,553); the installation of hand railings throughout the Knight (\$1,283,000) and Flanagan campuses (\$572,750); new call buttons for the Knight Campus elevators (\$8,000); and the installation of push-button doors for the Knight Campus connecting vestibules (\$157,815). The college is in the preliminary phase of developing plans to rebuild the main entry ramp to the Knight Campus to comply with ADA standards.

In spring 2018, CCRI becomes one of the first colleges to implement the Ally tool within Blackboard Learn. This tool alerts faculty to accessibility concerns for uploaded documents and provides detailed guidance to address issues. It also creates alternative formats for students, including .epub, .html, electronic Braille, and audio formats. This alone raises the overall accessibility of the college's online materials by 6% since implementation. The Center for Instruction & Technology and Academic Affairs co-presented several workshops demonstrating the tool and discussing the shared institutional responsibility for accessibility. Up-to-date instructional documentation is provided for faculty to help improve the accessibility of any document. Additional focus on access to assistive technologies have led to purchasing a site license for Kurzweil 3000 for any student to access independently of Disability Services for Students. Academic computer labs have stations equipped with assistive software and a kit with assistive hardware. The students staffing those spaces can provide support. The CCRI website is built using a content management system with a built-in accessibility checker. Regular reviews of pages are conducted with reports going to page managers to alert them to accessibility concerns.

To provide a better and more efficient experience for students, the Disability Services for Students department purchased the Symplicity Accommodate software. This software will provide a comprehensive, accessible and efficient system for storing student data and providing services for students. Students and faculty will utilize an electronic records system which will improve the timeliness and accuracy of the administration of accommodations.

The Disabilities Services for Students department has resurrected a semester-long learning community course for faculty and staff called A-TASC FORCE (Accessibility Training Awareness and Sensitivity Course Focusing on Resources and Cultural Education). The learning objective for the course is to create a better understanding of the needs of students with disabilities, ways to serve them and to develop an appreciation for these students' contributions to college diversity. Faculty and staff members work both independently in online modules and at in-person seminars to design programs and curricula that are more inclusive and accessible. Topics include online accessibility, the nature of disabilities, learning differences, and Universal Design. The program uses a cohort model so real-life experiences and challenges can be shared among participants. Practical solutions are developed and shared, but improving awareness and understanding are the core of the outcomes. In the fall of 2018, the fifth cohort of this learning community began. Thirty-two faculty and staff members have completed this course since the course restart in fall 2016.

AREA OF EMPHASIS 2 RESPONSE: IMPACT OF STATE GOVERNANCE ON PUBLIC HIGHER EDUCATION

Through legislative amendments to Rhode Island General Laws, the college's governing board, the Board of Governors for Higher Education, ceased to exist on January 1, 2013 and a new governing board, the Rhode Island Board of Education (BOE), was established. The BOE had supervisory responsibility over elementary and secondary education as well as public higher education within the state. In July 2014, the former BOE was replaced with a new entity of the same name. The new BOE consists of the membership of two councils, the Council on Elementary

and Secondary Education (CESE) and the Council on Postsecondary Education (CPE), and has a coordinating role as it relates to higher education.

The CPE was granted the powers and responsibilities previously held by the Board of Governors for Higher Education, placing the council on the same level as its predecessor oversight committee. Main functions of the CPE include, but are not limited to the power to hire and dismiss college presidents of the three public higher education institutions, approve the appointment of vice presidents, and approve collective bargaining agreements for all unionized higher education employees. The reorganized governing board has provided more clarity, improved oversight, and increased collaboration between the college and the board than had previously existed under the former structure.

The CPE meets each month, except in August. Agendas are provided well in advance and include reports by the BOE chairperson, CPE, and all three public college presidents. All meetings are open to the public and subject to the state's public meetings laws. In addition, each president updates the chair of the CPE on important matters on an as-needed basis. The committee has been supportive of the college's mission, leadership, and strategic plan.

The Council for Postsecondary Education provides an annual review of the president, which begins with a management letter from the president. CCRI President Meghan Hughes was recently re-appointed for a three-year term, with six months remaining on her first term. The day-to-day administration of the colleges and universities is vested in the respective president of each institution. Issues such as approving tuition and fees and/or matters involving property, labor negotiations, awarding of tenure, and new programs that are outside of the approved role and scope of the institutions are approved by the CPE.

In April 2017, Brenda Dann-Messier, Ed.D. was appointed Interim Commissioner of Postsecondary Education. Following a nation-wide search for a permanent commissioner, Dr. Dann-Messier was confirmed as Commissioner of Postsecondary Education in August 2017. In addition to the appointment of a new commissioner for higher education, long-time Chair William Foulkes resigned his position due to family commitments and his relocation to another state. Mr. Foulkes was a strong supporter of the college and its leadership team. Due to the stability of the committee, a transition plan was mobilized with ease. Mr. Timothy Delguidice was appointed Chair in June 2018 and has continued the leadership style and support of his predecessor. As part of the transition plan, all new CPE members have been invited to the college in order to become familiar with its operations, mission and strategic goals. This strategy has proven beneficial both for members of the CPE and the college community.

With the arrival of a new CPE chairperson and a new commissioner, there have been some organizational changes to the Office of Postsecondary Commissioner that are intended to facilitate better communication, organization, and policy for the system. Last May, Dr. Paula Szulc was appointed Associate Commissioner for Student Success-Chief Outcomes Officer. Dr. Szulc works closely with the leadership teams at all three state colleges, and also works as a liaison to the K-

12 system. This design has dramatically improved connections between the K-12 system and higher education.

In 2016, the Rhode Island General Assembly approved legislation that required the higher education institutions to develop a funding formula that relied on outcomes-based funding (OBF). When that legislation was approved, CCRI President Hughes convened a committee of faculty and staff to develop the metrics by which the performance of the college would be measured. CCRI's OBF metrics reflect the college's student-centered success plan that includes goals for completion and focus on graduating students in high-demand, high-wage degrees and certificates in order to obtain quality jobs and/or transfer successfully and complete a bachelor's degree. The metrics serve as key performance indicators for our strategic plan. In preparing for the FY '19 budget, it became clear that creating a connection between a funding formula, performance metrics, and the realities of the state budget process would be challenging. Last year, the college requested an additional \$3.4M in its budget submission to the CPE. During the budget considerations, the CPE, in an effort to begin to implement a funding formula and create a baseline, reduced each institution's budget request with a commitment to additional regular funding in the following years in order to eventually bring funding levels to FY '09 levels (the year higher education budgets were greatly reduced due to the Great Recession). The resulting submission of the budget to the governor included only an additional \$2.3M for CCRI and funding reduction was not tied to performance indicators.

Subsequently, CCRI's budget increase in the governor's budget for CCRI was further reduced to \$1M. The Rhode Island General Assembly approved this modest increase in June 2018. The unpredictability of this budgeting process has led to a discussion with the governor's office about restructuring the process. This discussion is in its nascent stages.

AREA OF EMPHASIS 3 RESPONSE: ASSESSMENT OF STUDENT LEARNING AND IMPROVING QUALITY

Please see the Reflective Essay on Educational Effectiveness for a response to this area of special emphasis.

STANDARD ONE: MISSION AND PURPOSES

Since CCRI completed its decennial self-study in 2014, significant leadership changes have taken place at the college. In February 2016, Dr. Meghan Hughes became the fifth president in the college's history. President Hughes highlighted a student-centered agenda that would include access, retention, completion, transfer, or quality employment upon graduation. With these goals in mind, President Hughes facilitated the development of a new three-year strategic plan that incorporated input from all sectors of the college.

As a first step in the process of developing the strategic plan beginning in March 2017, facilitated listening and learning sessions were conducted with the college community. These sessions included a review of the college mission statement. Feedback from the forums supported the appropriateness and satisfaction with the current mission statement, which is as follows:

“...our primary mission is to offer recent high school graduates and returning adults the opportunity to acquire the knowledge and skills necessary for intellectual, professional, and personal growth through an array of academic, career, and lifelong learning programs. We meet the wide-ranging educational needs of our diverse student population, building on our rich tradition of excellence in teaching and our dedication to all students with the ability and motivation to succeed. We set high academic standards necessary for transfer and career success, champion diversity, respond to community needs, and contribute to our state's economic development and the region's workforce.”

As a result of the strategic planning process, the college created a new strategic plan anchored around three key goals that are reflective of the college mission. The three goals are listed below:

GOAL 1: Enhance Student Success and Completion

GOAL 2: Expand Partnerships and Programs

GOAL 3: Strengthen Institutional Effectiveness

As the college develops strategies to accomplish its goals, the college mission is forefront. Decisions made by the college are based on the relevance to the mission and the goals of the strategic plan. Recent work in the area of transfer has highlighted CCRI's mission as it relates to those of the other Rhode Island public institutions of higher education. In addition, our focus on faculty development supports our commitment to excellence in teaching (standard 6) and high academic standards (standard 4). The college plans to survey the community over the next year as to the continued applicability of the mission.

STANDARD TWO: PLANNING AND EVALUATION

PLANNING

New internal and external realities have required CCRI to build upon the successes of the 2013-16 Strategic Plan and fast track the development of a new planning process, set in the context of the Rhode Island Council on Postsecondary Education's priorities.

The 2018-21 Strategic Plan is a blueprint providing both flexible and realistic short- and long-term strategic directions and tactics for CCRI. This plan strives to reflect the financial position and viability outcomes identified over a yearlong inclusive planning process. Paulien & Associates, a higher education planning firm, was commissioned to facilitate broad participation and a practical and data-informed approach to planning and goal setting in a time of economic and demographic challenges.

The planning process was inclusive and transparent as represented by faculty, staff, and student participation in six open forums, engagement of a 30+ member Strategic Planning Committee and 20+ member Faculty Advisory Committee, and active participation of our Foundation Board, alumni, and business representatives. The President's Council, a body representing all professional employees and the Council on Postsecondary Education, Rhode Island's legal entity for public higher education, unanimously endorsed the 2018-21 Strategic Plan in January of 2018.

The result is the college's 2018-21 Strategic Plan that guides CCRI in actualizing its mission and vision and informs staffing, budget, technology, and enrollment goals. The CCRI community is regularly updated on goal progress and planning adaptations through the President's Council Reports, a dedicated planning website, and semester opening and town hall meetings. The operationalization of the strategic goals and plan monitoring is integrated into day-to-day operations, employee performance evaluations, and academic and administrative departmental reports. The Strategic Metrics dashboard supports the assessment of the plan's goals and our early results are promising.

CCRI has hired the nationally regarded architecture and planning firm of Goody Clancy to help facilitate college-wide discussions and assist the college in creating a formal facilities Master Plan that aligns with our new strategic plan. Throughout 2018, the Goody Clancy team engaged in conversations with students, faculty, and staff at each CCRI campus and hosted monthly meetings with a newly created Facilities Master Planning Task Force. Working collaboratively, CCRI has prioritized an examination of the physical Student Services operations at our Knight Campus in Warwick and will advance that work in 2019. Other areas of focus include updating our classrooms to improve learning outcomes and streamlining our auxiliary services.

EVALUATION

While CCRI has moved forward on its strategic planning, the ongoing assessment and evaluation of academic and student programs has also been strengthened. The position of Director of Academic Program Review and Accreditation was created and filled in July of 2018. The mechanisms and methods for periodically and systematically evaluating college academic programs and assessing student learning include an updated Academic Program Review process for non-externally accredited programs, a new online Annual Academic Program Report, and the self-study process which is required of all externally accredited programs at CCRI (refer to the Reflective Essay for details). Additionally, over the last year, CCRI has retooled the Office of Institutional Research and Assessment with the hiring of a new Director in March of 2018. The office intentionally grounds all research initiatives and reports in a student-focused perspective. The office has a renewed emphasis on decision support and counsel in responding to essential questions from the Senior Leadership Team. The office compiled most of the statistical information reported in the Data First Forms and assisted in the analysis and interpretation of the data.

CCRI is currently embarking on a resource allocation initiative that will balance cost efficiency and academic quality to avoid imbalances in resources across academic units. In July 2018, CCRI joined the National Community College Cost and Productivity Project to guide academic planning and assessment with benchmarking information about instructional costs, instructor workloads, and faculty requirements. As this information becomes available, it will be used to inform academic staffing plans, program improvements, and requirements for new programs. Also, CCRI has linked all performance-based funding metrics to the new strategic plan to help monitor progress in advancing student success and institutional effectiveness. These metrics are front and center in the day-to-day work to dramatically increase the number of students graduating from the college.

The college is pleased to report that in just two academic years, it has achieved its highest 3-year graduation rate (19%) in nearly 20 years. The college also awarded more college credentials (2,133) last year than in the last two decades. The initial progress made with our student success initiatives, which include Multiple Measures Course Placements, an English Accelerated Learning Program, the Math Curriculum Redesign, and the Master Schedule, is reflected in CCRI's performance-based funding results (see tables below). CCRI continues to be committed to quickly adopting evidence-based practices such as Guided Pathways, Starfish Student Success solution, and Signal Vine two-way texting platform that will enable CCRI to better serve students and our state.

Category 1: Graduation and Completion

Metric	5-year Average*	2017-18 Actual	2020-21 Target
% first-time, full-time cohort graduating in 2 years	4%	6%	14%
% first-time, full-time cohort graduating in 3 years	15%	19%	29%
% first-time, part-time cohort earning 12+ credits first year	44%	46%	55%

*Baseline statistics are calculated using the five previous student cohorts.

Category 2: Workforce Development

Metrics	5-year Average*	2017-18 Actual	2020-21 Target
Total certificates and associate degrees awarded	1,984	2,133	2,809
% high-demand, high-wage certificates awarded	98%	96%	98%
% high-demand, high-wage associate degrees awarded	54%	56%	59%

*Baseline statistics are calculated using the five previous student cohorts.

Category 3: Mission-specific

Metrics	5-year Average*	2017-18 Actual	2020-21 Target
% of transfer-out students earning certificate or associate degree before transfer	22%	27%	34%
% of cohort completing gateway college-level math with C or better in first year	13%	18%	24%
% of cohort completing gateway college-level English with C or better in first year	29%	43%	41%

*Baseline statistics are calculated using the five previous student cohorts.

In the table below, the performance-based funding metrics outcomes show incremental improvements across all graduation and completion metrics for low-income students (i.e., Pell) and students of color. Core to institutional strategy is fostering a student-centered culture with equity at the center of all work. A culture taskforce is working to strengthen hiring processes and tools, engage the college community in its efforts, and develop a set of guiding principles that promote a positive working environment. Furthermore, the college recognizes that one of the ways to support our students is by bringing more diversity to our faculty and staff. CCRI is engaged in a continuous data inquiry process that promotes reflection and ongoing monitoring of success gaps to ensure equity practices are embedded in all student success activities.

Category 1 Equity: Graduation and Completion

Metrics		5-year Average*	2017-18 Actual	2020-21 Target
% first-time, full-time cohort graduating in 2 years	Pell	3%	4%	13%
	Students of color	2%	2%	11%
% first-time, full-time cohort graduating in 3 years	Pell	12%	15%	23%
	Students of color	8%	14%	22%
% first-time, part-time cohort earning 12+ credits in the first year	Pell	46%	52%	58%
	Students of color	45%	50%	57%

In the spring of 2018, CCRI launched its first comprehensive student experience survey designed to gather feedback from continuing students on their academic, co-curricular, administrative, and overall experiences at CCRI. The Senior Leadership Team along with other institution leaders are reviewing their respective survey question and results, addressing areas where there can be improvement.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Since President Hughes took office in 2016, she has assembled a new Senior Leadership Team. The new team was formed systematically as President Hughes discovered the resources needed to increase student success in significant and measurable ways. The leadership team is organized as follows:

- Vice President for Academic Affairs
- Vice President of Finance and Strategy
- Vice President for Student Affairs/Chief Outcomes Officer
- Vice President of Workforce Partnerships
- Associate Vice President for Administration
- Associate Vice President for Institutional Equity and Human Resources
- Associate Vice President for Institutional Advancement
- Executive Director of Strategic Initiatives

Each new team member brings a wealth of experience, with many having worked at other colleges and universities, non-profits and businesses. The Senior Leadership Team meets weekly to set direction for the college's major initiatives, to build and review budgets, and to be briefed on the status of major capital projects. They also meet for a half day or full day retreat quarterly.

The team has made some structural and personnel changes to meet the needs of faculty and staff. For example, in response to concerns expressed by faculty and staff that the administration of academics and student affairs had become centralized at our campus in Warwick, the college relocated the Associate Vice President for Student Affairs and two academic deans to the Flanagan and Liston campuses to provide daily leadership and strengthen communication among our campuses. To provide a clearer understanding of the college's commitment to employment and training, the Center for Workforce and Community Education (CWCE) became the Division of Workforce Partnerships. With an emphasis on establishing employer partnerships, the division will focus on creating demand-driven workforce programs in addition to continuing many of the instrumental programs and services previously offered.

The college has reinvigorated its internal governance. When President Hughes began her tenure, many of the governance committees were sparsely populated and rarely met. After two and a half years, the governance committees are populated and operational. Amendments that placed two student representatives as well as the president of our faculty union (or designee) on each committee were approved by the college community. In addition, the Chairs' Council, a working group comprised of all department chairs and academic administration, was voted into the governance structure. The Governance Exploratory Committee was also populated and charged with exploring and potentially making recommendations for a different governance structure or updates to the existing structure.

The college governing board structure is described in the "special emphasis" section of this document. The college is grateful the CPE understands the mission of CCRI in comparison to our

sister public institutions. Since CCRI is an open access college, this deep understanding from the governing board is critical to the college's success in achieving its mission. An example of this understanding is exemplified in the CPE's support for the RI Promise program which, when passed by the Rhode Island Legislature in 2017, made CCRI tuition-free for first-time, full-time Rhode Island high school graduates. With the grade point average requirements for eligibility in this program, along with an increased amount of student support, the college expects to see significant increases in its two-year and three-year graduation rates.

STANDARD FOUR: THE ACADEMIC PROGRAM

Area of Special Emphasis (Notification Letter from CIHE): In its letter of December 2, 2014, the Commission specified that in the interim fifth-year report *the College give emphasis to its success in continuing to implement a comprehensive approach to the assessment of student learning and using the results for improvement*. This area of special emphasis is addressed throughout *the Reflective Essay on Educational Effectiveness*.

To enhance students' likelihood of timely graduation and program completion, CCRI has provided greater flexibility for earning credits and completing required coursework in associate degree and certificate programs. It continues to support faculty in developing accelerated course offerings and strives to institutionalize a 12-month, year-round academic calendar. CCRI expanded the number of course offerings in the summer of 2018 by 24% and increased summer enrollment by 9% compared to 2017. In January 2019, the college is scheduled to launch a Winter Session, its first in over 20 years.

UNDERGRADUATE DEGREE PROGRAMS

The Major or Concentration – Updates

The changes and additions to the college's academic divisions since the last NECHE self-study were in response to identified community and institutional needs and data driven departmental outcomes, are described and summarized below by division.

Division of Business, Science, Technology, and Math (BSTM)

As noted in the last Self-Study, CCRI was approved by NECHE in 2009 to offer online degree programs as a complement to the online courses it has offered for nearly 20 years, with over 250 online courses being offered each term currently. In the spring of 2019, the college will launch its first fully online program – an Associates in Business Administration with a concentration in General Business. The new online delivery format will formally become a part of the accreditation process when the existing Business Administration degree submits its Quality Assurance Report to the Accreditation Council for Business Schools and Programs (ACBSP) in the fall of 2019.

Other changes and additions within BSTM include the following: The Computer and Networking Technology degree and its concentrations were moved from the Department of Engineering and Technology to the Department of Computer Studies & Information Processing; a merger was completed between the Department of Business Administration and the Department of Administrative Office Technology, forming the Department of Business and Professional Studies; and the Department of Mathematics joined the Division in 2018. Advanced Manufacturing Technology and Cybersecurity associated degree programs were added to BSTM as were three certificates – Advanced Manufacturing Machining, Manufacturing Automation and Quality, and Manufacturing Design and Rapid Prototyping.

Division of Health and Rehabilitative Sciences (HARS)

The Department of Nursing submitted a substantive change report to the Accreditation Commission for Education in Nursing (ACEN) to add an LPN to RN option within the associate degree in Nursing. A Health Care Interpreter certificate was created as was a Public Health Dental Hygienist certificate for practicing dental hygienists to address a newly enacted Rhode Island state law. A Computerized Tomography Imaging certificate was developed in anticipation of new requirements by the states of Rhode Island and Massachusetts for CT technicians.

Division of Arts, Humanities, and Social Sciences (AHSS)

The Department of English added a Communication and Film/Media Arts associate degree and a New Media Communication certificate to its curriculum, while the Department of Human Services added a certificate in Gerontology.

Guided Pathways

Guided Pathways has been identified as a best practice for assisting students with the earlier selection of majors and keeping them on track to graduation. In the spring of 2017, the college engaged the consulting services of the National Center for Inquiry and Improvement, led by Dr. Robert Johnstone, and initiated the first of six visits to the college in order to facilitate the development and implementation of a Guided Pathways model for CCRI. A full-time program director was appointed to lead the pathways initiative and coordinate associated supports from across all divisions of the college. This model reflects a similar design utilized by the University of Rhode Island, which provides a foundation for improved transfer between the institutions.

In the fall of 2018, incoming students were provided the opportunity to choose a pathway from one of seven academic and career paths:

1. Arts and Humanities
2. Business, Economics, and Data Analytics
3. Communication, Media, and Film
4. Education, Government, and Human Services
5. Environment and Sustainability
6. Health and Health Administration
7. Science, Technology, Engineering, and Mathematics

A comprehensive website was launched, providing students with overviews of each path and enabling them to explore sequences, employment prospects, program listings, and links to transfer agreements and labor statistics. Faculty, advising, admissions, and student services are now using this information to serve students. Program maps were developed by faculty groups during the 2017-18 academic year. This process provided an opportunity to confirm the currency of each program's curriculum and ensure accuracy in publications.

ASSURING ACADEMIC QUALITY

Academic Oversight and Shared Governance

CCRI maintains administrative oversight for the academic elements of all courses through the Offices of the Vice President for Academic Affairs and Vice President for Student Affairs and Chief Outcomes Officer, working closely with shared governance committees, including the Academic Quality Assessment Committee, the Academic Advisory Committee, and the Distance Learning Committee.

To adequately address the demands for evidence-based decision-making, improve program quality, and build a comprehensive approach to the assessment of student learning, the college recently created and filled new positions in Academic Affairs. The division is led by the vice president and is supported by a newly hired associate vice president (2018). In 2016, a Director of Dual and Concurrent Enrollment and CTE Initiatives was hired. In 2018, assistant dean positions were created to support academic initiatives: Assistant Dean of Nursing; Assistant Dean of Business, Science, Technology, and Math; and Assistant Dean of Arts, Humanities, and Social Sciences. To further support a data-driven decision-making environment, the Office of Institutional Research was reorganized in 2017 with a new Director of Institutional Research and Assessment and the addition of a research analyst. These positions have enabled the office to generate daily tracking information on student enrollment, create performance reports related to barrier courses, and implement Qualtrics survey software to obtain student, staff, and faculty feedback.

In 2018, the college added the position of Director of Academic Program Review and Accreditation. This position assists with the implementation of automated assessment software, course assessment templates, and designing improvements to the academic program review process. Additionally, the college recognized that with the expansion of online learning, there was a need for a director who could also support instructional design needs, provide quality improvement strategies for measurement of outcomes, and improve the overall quality of course delivery. In August of 2017, a Director of Instructional Technology and Online Learning was added to the staff in the Office of Academic Affairs as was another full-time instructional design position in the fall of 2018.

Curriculum Review Committee (CRC)

All proposals for new programs and courses are submitted to the college's Curriculum Review Committee for approval prior to becoming a formal part of the curriculum. The committee is comprised of representatives from faculty and academic administration. Proposals approved by the committee are subsequently presented to the Vice President for Academic Affairs and the president for final review and approval, and ultimately submitted to the Rhode Island Board of Education.

Since 2014, the Curriculum Review Committee has approved the curriculum proposals for three new associate degree programs, six new certificate programs, 68 new courses, and 10 experimental

courses as well as revisions to 34 degree programs, 12 certificates, and approximately 225 existing courses. Of the revisions made to programs and certificates, 72% were considered substantive as they required changes to either program credits or content, while 38% of the changes to courses involved substantive changes to either course content or learning outcomes. Additionally, one degree and one certificate program were suspended. The results of the CRC’s work since 2014 is summarized in the following tables:

Curriculum Revisions (2014-2018)

Type of Proposal	Degrees	Cert.	Courses
New Proposals	3	6	68*
Revisions	34	12	225

Percentage of Substantive Revisions

Revision to:	Substantive%
Programs/Certificates	72%
Courses	38%

Note: Figures reflect proposals presented and approved during Curriculum Review Committee meetings from 2/14/14 to 10/19/2018.

*Ten of these courses were approved as experimental courses.

General Education Committee

In the fall of 2011, members of the General Education Committee (GEC) worked to define what it means to be an “educated person” in terms of four abilities that all CCRI graduates should possess as educated women and men: effective communication; critical thinking; quantitative, mathematical, and scientific reasoning; and social interaction. Presently, the General Education Committee has a tangential relationship to the curriculum proposal process, which is largely relegated to the Curriculum Review Committee. However, the General Education Committee is proposing changes for greater involvement in those processes for assuring academic quality.

Quality of the Academic Programs

Fourteen of the college’s associate degree programs and concentrations, one certificate program, and the Practical Nursing diploma are accredited by external agencies, while the remaining 19 academic programs and concentrations are scheduled for review by the Academic Quality Assessment Committee through the Academic Program Review (APR). In 2017, CCRI shifted some of its most important outcomes assessment and accreditation related activities from the current five-year APR cycle to an annual cycle or the Annual Academic Program Report. Thus, academic programs can respond more quickly to programmatic shortcomings identified by their outcomes assessment findings as well as weaknesses identified through the assessment process overall. For spring 2019, the online AAPR platform will add enhancements to improve its efforts for “assessing student learning outcomes and using the results for improvement.” The Reflective Essay describes these processes in detail.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

Credit Hours

The Community College of Rhode Island’s awarding of course credit is consistent with the Commission’s Policy on Credits and Degrees, and is overseen by the institution’s administration and faculty through the curriculum review process. Credit toward graduation is not awarded for developmental or pre-college level coursework. The college’s Course Credit Policy is publicly accessible in its online catalog.

Academic Honesty

The catalog has a statement on plagiarism and the student handbook defines and outlines consequences for offenses. Faculty are required to include an academic integrity statement in each syllabus referencing the handbook and are encouraged to add additional information appropriate to their course, discipline, and modality. The Office of the Vice President for Student Affairs and Chief Outcomes Officer facilitates a process for reporting concerns about academic dishonesty and pursuing additional discipline outside the confines of the course.

Additional institutional support for faculty in preventing or detecting academic dishonesty includes technical resources in Blackboard Learn (SafeAssign, Respondus LockDown Browser, and Respondus Monitor— available as of fall 2018) and professional development. For example, the online teaching practice course, required for all faculty interested in teaching online, includes pedagogical strategies for reducing motivation for academic dishonesty and opportunities for academic dishonesty within the course.

Distance Education

CCRI confirms that the student who registers for an online course or program is the same student who participates in and completes the program by issuing unique usernames and passwords to access course materials. Faculty are encouraged to implement various methods to ensure the integrity of online testing using technical (delay release of score until availability period ends, prohibit copying and/or printing; randomizing test questions and/or responses, limiting time, forcing completion in one sitting) and teaching (multiple points of assessment, variety of assessment, personalized/authentic assignments) strategies. CCRI introduced remote, automated proctoring (Respondus Monitor) through Blackboard Learn in the fall of 2018. Monitor allows for identity validation, environment checking and video recording of test taking in addition to the LockDown browser features.

Transfer Credit

To improve transfer among the three state colleges the office of the postsecondary commissioner, in collaboration with representatives from each school, modified the existing transfer policy for the state. The policy was approved by the CPE in June 2017. Specifically, the policy supports the transfer of credit by examination and following established guidelines for extra-institutional credit. In addition, students graduating with an AA, AFA or AS and a 2.4 GPA will be guaranteed admission in to University of Rhode Island and Rhode Island College automatically. Programs with secondary admission processes may require higher GPA standards and benchmarked courses. The updated policy includes a commitment that CCRI transfer students will be treated as native students in the receiving institution and should not be required to repeat coursework. Students who graduate with the Associate of Arts, Associate of Fine Arts and Associate of Science degrees that are designated as transfer degrees will earn sixty (60) credits that transfer and apply to a baccalaureate degree program, thereby, enabling them to transfer with junior status. The policy directs that the five top transferring majors have seamless pathways developed.

Each year all three schools meet to review program and course articulation agreements. As the largest feeder school to both URI and RIC, it is appropriate that CCRI lead the way in ensuring transferability and applicability of credits on behalf of our students. Nursing, in 2015, formed the Nursing Education Partnership with the University of Rhode Island's College of Nursing where CCRI associate degree graduates are automatically accepted into the RN-BSN online completion program. To date, more than 120 CCRI graduates have completed their BSN through this alliance.

Concurrent Enrollment

The purpose of CCRI's concurrent enrollment courses, offered through the STEM Connect Program, are to improve the transition between secondary and postsecondary education, provide the opportunity to encourage college-level learning for career and technical education students, and to increase interest in the fields of science, technology, engineering, and math. This corresponds with the educational objectives of the college to provide affordable access to higher education throughout the state. By using the same student rating of instruction, textbook, and learning outcomes under the direction of a faculty mentor and program director, these courses maintain the same academic standards as those offered on campus. High school instructors teaching concurrent enrollment courses receive professional development opportunities through auditing college-level classes and the annual availability of professional development workshops. Students in concurrent enrollment classes have access to CCRI academic resources, including the library, tutoring, student success workshops, career planning, and disability services. Faculty and students receive sufficient support for instructional and other needs.

Also, the college retains responsibility for the design, content, and delivery of its concurrent enrollment courses. Following an update in the state's Dual Enrollment regulations in 2018, CCRI is planning to expand the academic oversight of concurrent enrollment courses through annual observation visits by faculty mentors.

Alternative Modalities and Concentrated Time Periods

CCRI expects the knowledge, understanding, and skills acquired by students in courses offered through alternative modalities (e.g., classroom vs. online) or abbreviated or concentrated time periods will be equivalent to those acquired in traditionally delivered courses. The college works to ensure that equivalency is achieved by providing instructional design support throughout the course development process and by comparing student performance for alternative modalities and time periods. For example, the academic performance of students in alternatively delivered courses can be compared, as can the performance of students in post-requisite courses, based on the delivery method employed in their prerequisites (e.g., fall vs. summer term).

STANDARD FIVE: STUDENTS

The Division of Student Affairs encompasses programs and services related to advising/counseling, student support, and enrollment management. To focus on student outcomes, in 2016 President Hughes created the position of Vice President of Student Affairs and Chief Outcomes Officer. This position has increased the division's ability to obtain and utilize data to determine the effectiveness of student and academic services as they relate to student completion.

Information about student services is available to all students through various print and digital media, including online orientation. While use of printed material is declining, all services are well-represented on the web as are student rights and responsibilities, grievance procedures, and appeals processes. Additionally, there is an increasing focus on data review and analysis to inform student outreach initiatives, including a structured use of targeted social media, e-mails, and texting to communicate with students. All new students have access to an online orientation module that highlights student services, expectations, and opportunities at the community college. The Division of Student Affairs offers a robust programming agenda across all four campuses throughout the academic year. In the academic year 2017-18, over 317 events, activities, or trips for students were held.

As college enrollment numbers continue to decline nationally, in large part due to decreasing unemployment rates and the shifting of U.S demographics, CCRI is experiencing an enrollment downtrend that aligns with the national landscape. In the fall of 2018, the overall student enrollment at CCRI was 14,539; 91% were seeking associate degrees, while 4% were pursuing certificates and 5% were non-matriculated. While enrollment has declined overall by 1,656 students or 10% since 2015, the number of full-time students has increased by 19%, largely due to the implementation of the Rhode Island Promise Scholarship in fall 2017. The number of students enrolling in online courses has increased even more dramatically. From fall 2014 to fall 2018, online course enrollment increased from 406 to 934 students, or by 130%. Nonetheless, there are net enrollment declines of 8% and 11% in associate degree and certificate programs, respectively, since 2015.

Fall Enrollments from 2011 through 2018

Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
17,893	17,884	17,699	17,553	16,195	15,101	14,758	14,539

In July of 2017, the General Assembly created the RI Promise Scholarship, which allows recent Rhode Island high school graduates to enroll in an associate degree at CCRI tuition-free. The program resulted in a 43% increase in the number of first-time, full-time students enrolled in the fall 2017 term and a 47% increase in fall 2018. Retention has been positively impacted, as 62% of our Promise students returned in fall 2018, which aligns with national tuition-free program goals. Completion timelines will be positively affected, as students earning 30 college-level credits in their first year achieved a 22% rate, compared with the previous 6% rate, representing nearly double the national average.

With the filling of the Dean of Enrollment Management position in the summer of 2018 after years of vacancy, new leadership is evaluating the efficacy of the college's systems. To determine and address processes that need to be implemented or modified, identified in ongoing gap analysis, a strategic enrollment management team consisting of staff leadership from both Divisions of Academic and Student Affairs was formed in October 2018. In addition to the focus on increasing enrollment of recent high school graduates, recruitment and onboarding adult student population efforts are underway. The Office of Enrollment Services is actively engaging in targeted outreach to inform students of their progress toward degree completion, as well as informing students who may be eligible for reverse transfer, to increase enrollment as well as degree completion.

In April 2015, the Board of Education adopted regulations that provide all qualified Rhode Island high school students access to college level coursework while still in high school. Through the Governor's Prepare RI Dual Enrollment Fund, dual enrollment has increased from 357 students (dual/concurrent combined) in fall 2015 to 462 students in fall 2017 and to 510 in fall 2018. A collaborative relationship between the high schools, the Divisions of Student Affairs and Academic Affairs assures high school students are receiving the support necessary to be successful in college-level coursework.

Academic support services are provided primarily by the Student Success Centers in centralized centers and embedded tutors in classrooms and labs. The centers offer peer and para-professional tutoring (in most subjects), test preparation, study skills, and academic coaching. The Writing Centers assist students in developing strong writing skills and are present on the three largest campuses.

The Office of Advising and Counseling offers short-term personal counseling to all enrolled students on all four campuses. For online learning students who are unable to come to a campus location, the Office of Advising and Counseling is available to assist students through the referral process for personal counseling. Since 2015, the college increased resources for hiring additional full-time advisors. By the end of fall 2018, there was a total of 29 full-time advisors, the highest number in the history of the college. This represents a 69% increase in advising staff over the last three years.

In the fall 2017 semester, CCRI launched the Promise Plus initiative, piloting caseload-based intrusive advising. Nearly 2,000 students have participated in this program since, which pairs entering low-income, first-year students with an assigned advisor. The Promise Plus advisors provide their students with a small group orientation before classes begin and meet with students regularly throughout the year to develop educational plans, address any challenges and ensure that students stay on track to reaching their goals. Given the success seen with this initial pilot, CCRI will be exploring how it can continue to scale this program to serve additional students, particularly mission-specific populations. To facilitate increased communication between faculty, tutors, counselors and advisors in service to students who may require interventions, CCRI will be implementing the Starfish analytics intervention management platform in 2019. Through Starfish,

data and information about student experiences throughout the college will be collected and shared with faculty and staff to varying degrees.

CCRI has implemented several ongoing initiatives that refine and focus institutional commitment to equal opportunity and success among its increasingly diverse student population. Progress made toward building a more inclusive community is evident by revised hiring guidelines resulting in a 28% increase in minority faculty and staff. The implementation of an employee culture assessment, the creation of new professional development programs for faculty and staff, and a new strategic plan articulate a commitment to fostering a culture that promotes transparency, collaboration, respect, and accountability. Beginning in the 2018-19 academic year, CCRI will implement a social services support program to provide on-campus support for students qualifying for public benefits to assist them in connecting to social service providers and mitigate the impact of homelessness, food insecurity, and poverty.

Additionally, the college has built data systems that incentivize the identification of equity gaps in student achievement, persistence, and completion. These reports substantiate the need for additional financial, personal, and academic supports for students. They have stimulated new creativity and stronger commitment to ensure easier, meaningful access to higher education. This includes new financial incentives to support full-time enrollment, the provision of assigned advisors to individual students, expanded career services, and a redesigned new student orientation.

In 2018, the Office of Institutional Research and Assessment launched a student satisfaction survey for continuing students as well as an incoming student survey to assess self-perceptions of college readiness. The Division of Student Affairs has a designated staff member who regularly collaborates with the Office of Institutional Research and Assessment to analyze and disseminate data throughout the Division of Student Affairs in support of the college strategic plan with the goal of improving student outcomes.

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

FACULTY AND ACADEMIC STAFF

CCRI supports its strategic initiatives through intentional and thoughtful investment in its faculty and academic staff. This includes hiring full-time faculty and advisors, expanding opportunities for professional development, and investing in systems and structures to support implementation of strategic initiatives. The college offered an early retirement package in March 2017, resulting in 27 full-time faculty vacancies. Within six months, 83% of open faculty positions were filled. The following year (2018), the State of RI offered a similar early retirement package and an additional 15 faculty retired from the college. As a result of these two early retirement initiatives, the college has more than 25 newly hired faculty members across all departments. CCRI currently employs 303 full-time and 550 part-time faculty. The percentage of courses taught by full-time faculty has climbed steadily from 49% in 2014 to 58% in 2017 and has allowed the college to maintain consistently low student-faculty ratios of 17:1.

Both full- and part-time faculty participate in collective bargaining agreements. The full-time contract defines terms of employment and practices for hiring, evaluation, compensation, promotion, tenure, workload, and grievances. The full-time faculty agreement expired in 2018 and is currently under negotiation. The part-time faculty agreement, established subsequent to the 2014 self-study and re-negotiated and approved in October 2018, covers the same areas and additionally outlines a definition of seniority that directly informs department chair assignment of courses.

New faculty orientation was expanded in 2017 to provide new faculty with a year-long/ongoing orientation that included events designed to enhance teaching and learning and create a sense of community for the incoming faculty. The schedule was revised for the fall 2018 orientation to improve the intake experience. At the same time, the college established a new faculty orientation task force, comprised of faculty and administrators, to evaluate and revise the program, including planning for a complementary online component, in time for summer 2019 hiring. A new faculty handbook, released in fall 2018, brings together policies, procedures, and resources that support faculty work.

There has been an institutional commitment to investing in staff supporting students and faculty. The Division of Academic Affairs has hired a Director of Instructional Technology and Online Learning, a director of academic program review and accreditation, an associate vice president of academic affairs, and an additional instructional designer over the past year. These new resources make it possible for CCRI to place increased attention on several major initiatives in support of teaching and learning.

TEACHING AND LEARNING

The college is committed to providing faculty with professional development opportunities to support their work in the classroom and with students. As set forth in the college 2018-2021

Strategic Plan, the Division of Academic Affairs is developing and implementing a faculty professional development program that focuses on best practices related to student engagement and active learning.

In addition to supporting full-time faculty with opportunities for travel and sabbatical/study leaves, the college provides professional development for all faculty through the Center for Innovative Teaching, Learning, and Assessment (CITLA). This faculty-focused initiative offers a wide variety of support for faculty, including workshops facilitated by regional/national experts, book clubs, brown bag presentations, and roundtable discussions. In addition, CITLA provides resources on the topic of teaching and learning through a robust web site with links to national teaching resources, a carefully curated collection of over 200 books on teaching and learning, and subscriptions to the Chronicle of Higher Education, The Teaching Professor, and online learning newsletters from Magna Publications. In addition, CITLA is part of a statewide consortium of Centers for Teaching & Learning that annually host a premier professional development workshop with a nationally recognized speaker/facilitator. In 2018, CCRI offered its first summer faculty institute focused on thoughtful course design, and has partnered with Association of College and University Educators (ACUE) to engage a cohort of 29 faculty for an Effective Teaching Practices course. These new offerings have focused on evidence-based effective practices, thoughtful reflection on course approaches, and building communities of faculty.

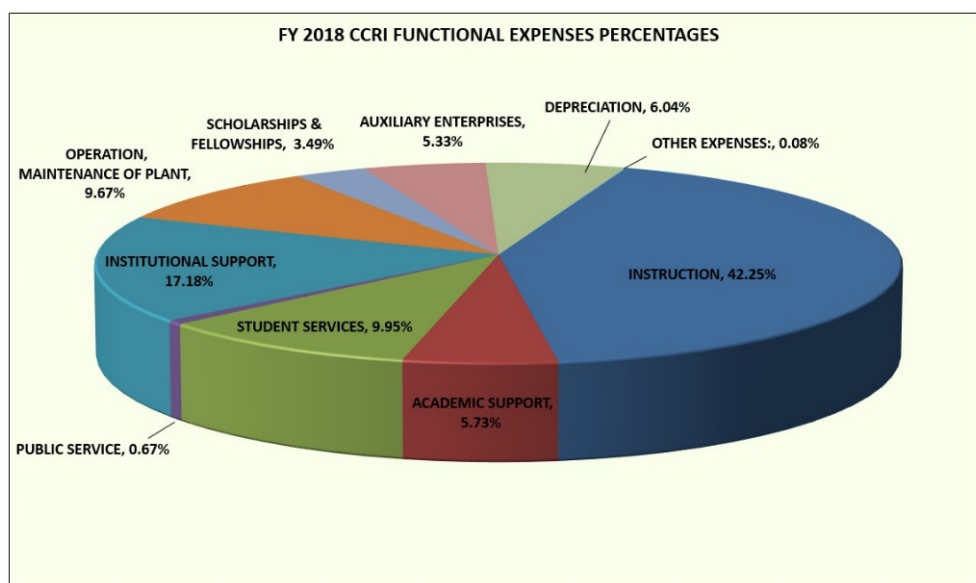
The effectiveness of instruction, advising, and academic support was included in the 2018 surveys of graduating and continuing students. Continuing students reported that CCRI faculty provide high-quality instruction (91% agree or strongly agree) and relevant (89%) and useful (89%) coursework, that they had at least one professor who made them excited about learning (96%), felt their professors care about them as people (90%), and that faculty provided personal attention (83%) and guidance (84%). Graduating students responded that overwhelmingly CCRI helped them achieve their educational goals (98% agree or strongly agree), are satisfied with their education (97%) and would choose CCRI again (96%). Graduates transferring to a four-year institution felt confident heading into their program (89%) and in their skills in the four core abilities of an “educated person.”

STANDARD SEVEN: INSTITUTIONAL RESOURCES

CCRI is committed to providing appropriate institutional resources to accomplish its mission. One of the major strategic planning goals identified in the college’s strategic plan addresses the need to revitalize the college’s institutional resources. Since the 2014 NECHE site visit, CCRI has engaged in successful efforts to continue providing appropriate resources and effectively manage resource capacity.

FINANCIAL RESOURCES

CCRI is subject to an annual audit by a certified independent financial auditing firm. The 2018 report from O’Connor and Drew stated “the net position of the Community College of Rhode Island as of June 30, 2018, and the changes in net position, and its cash flows for the year that ended are in accordance with accounting principles generally accepted in the United States of America”. As depicted below from data in the FY18 audit, 58% of all funds expended were in direct support of instruction, academic support and student services.



Additionally, state appropriated support of the college’s total unrestricted budget for the last several years has been fairly consistent:

Source (in millions)	FY2017	FY2018	FY2019	FY2020
State Appropriation (exclusive of GO Debt)	\$48.9	\$49.7	\$51.0	\$53.4
College Revenues	\$54.4	\$58.6	\$60.0	\$62.5
Total Unrestricted (exclusive of GO Debt)	\$103.3	\$108.3	\$111.0	\$115.9
State Proportion of Unrestricted	47.3%	45.9%	45.9%	46.0%

CCRI implemented an 8% increase in tuition and fees in FY16 and a 7% increase in FY18. There was no increase in the FY19 budget. The Board of Education approved a 3% increase in tuition

and fees for FY20. The Council on Postsecondary Education has formed a sub-committee with Rhode Island's three public institutions of higher education to generate a five-year tuition and fee policy proposal.

During a period when there are declines in the number of high school graduates as well as part-time adult enrollments due to the positive job market in Rhode Island, CCRI was fortunate to welcome the first class of RI Promise students in the fall of 2017. This state-funded initiative provides a more consistent and substantial enrollment base for generating college revenues.

The Five-Year Capital Improvement Plan (CIP) was endorsed by the Council on Postsecondary Education in July 2018 and forwarded to the RI State Budget Office for review. There are opportunities for the college to obtain funds from two major alternative state sources: the Rhode Island Capital Plan fund (RICAP) and Information Technology Investment Fund (ITIF). In FY19 CCRI has identified \$7.8M in funding dedicated to facility deferred maintenance and technology initiatives; the bulk of these monies has been awarded by the state in the form of RICAP funding. The largest project currently underway is the renewal of the Warwick megastructure. For the period of FY20 through FY24, the college has requested additional funding totaling \$68.8M to address deferred maintenance requirements at our Lincoln and Providence locations as well as a technology commitment of over \$15M to update cabling and communication systems on our four campuses.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

Library and Information Resources

The library budget has remained stable, as have library collections. Access to library and information resources, services, and facilities remains stable in terms of hours open. The addition of the online reference service LibChat expands access to reference librarians during open hours. Three of the four campus libraries now loan iPads, laptops, and tablets, providing additional access to information and technology resources. Due to space considerations, Newport County has only laptops. The purchase of the iPads and laptops in spring 2018 was in response to the growing demand by students to have access to more flexible use of computers in the library. The iPads are also used in support of the Open Educational Resource textbook project, allowing the open resource texts to be loaded on the devices. In addition, students can access a variety of very useful apps (e.g., Essential Anatomy, Pocket Anatomy, Essential Skeleton 4) available only on iPads (and related tablet devices).

The library and college have increased their focus on information literacy efforts. The college-wide "Sources and Evidence" initiative, participation in the Multistate Collaborative, and the inclusion of information literacy in department course learning outcomes all serve to make information literacy an important part of the college curriculum. Information literacy is now one of the required learning outcomes in the current draft revision of the college's definition of the "educated person." The library continues to develop a comprehensive information literacy plan, which includes goals, learning outcomes, and a plan for assessment. Librarians reach out to and

collaborate with academic departments, thus expanding information literacy throughout the college. Online LibGuides are now available for general use, for specific topics, for specific assignments, and for online learning faculty. The library subscription to the ProQuest Research Companion database has been instrumental in furthering information literacy efforts.

Physical Resources

Since the self-study, the college has spent millions of dollars on renovations to buildings and classrooms to improve the teaching and learning space for faculty and students. In addition to the projects discussed in the Area of Emphasis section of this document, renovations have been made to the art studio as well as lab space in biology, chemistry, dental hygiene and manufacturing to accommodate new technology and provide the optimal teaching environment. Common lighting and signage upgrades have also taken place along with the renovation of the Knight Campus Dining Commons and Great Hall (open multi-purpose space in the heart of the building). As discussed previously, the college is working on developing master and capital improvement plans.

Institutional Technology

Since the 2014 self-study, the college moved its learning management system to the cloud with Blackboard Learn SaaS. Recent data center improvements and increased cloud utilization require robust, reliable network infrastructure and internet access. The college has extended the meshed network described therein to include redundant 10GB connections to the state data center with the primary internet connection at the Knight Campus and the secondary internet connection at the state data center.

To ensure integrity and security of data, the college has embarked on a program of cybersecurity improvements. Actions to date have included the following: Establishment of a committee tasked with overseeing cybersecurity (2014); cybersecurity insurance to protect college resources in the event of a security incident (2015); performance of a security assessment based on the NIST Cybersecurity Framework for Higher Education (2017); the hiring of a director of operations, information security (2017); and a contract with a third-party vendor to develop and implement plans based on the relevant cybersecurity assessment categories (e.g., security awareness training, data flow mapping and protection plans, security testing plans, etc.) (2018).

To support increased demand for wireless access from college community members, a major upgrade of wireless infrastructure was completed in 2016 on all four campuses. This upgrade increased wireless coverage and density and upgraded to 802.11ac. The virtual desktops described in the 2014 NECHE report have been complemented by new systems to better manage all PC and Mac desktops. New Cisco WebEx site licensing provides communication and collaboration tools to allow all faculty, staff and students to communicate and collaborate both synchronously and asynchronously. Cisco Spark units installed in major conference and meeting rooms foster effective communications among campuses via videoconferencing and collaborative meetings. The IT Help Desk has been further enhanced since the 2014 report with increased staffing levels, increased staff training, and experimentation in extending support hours to accommodate students and faculty engaged in evening and online courses.

HUMAN RESOURCES

CCRI recruits and hires highly qualified and committed faculty, staff and administrators, all of which are integral to institutional success. Within the last two years, the college established the position of and hired a new Associate Vice President of Institutional Equity and Human Resources, with the intention of improving hiring practices, increasing faculty and staff diversity, and centralizing policies related to equity and Title IX adherence. The college has identified new employee onboarding as an area for improvement and has recently refined its onboarding procedures for new employees. Since July 2018, all newly hired employees on the biweekly state payroll meet individually with a human resources representative who provides an in-depth orientation covering benefits, contracts, employment practices, and important policies. Post hiring, CCRI ensures multiple opportunities are available for professional development for administrators, faculty, and staff. CCRI offers a variety of options, including tuition-free credit courses at any of the three RI public colleges, the RI Higher Education Training Consortium, Lynda.com online training, the college management and leadership programs, the State of RI Educational Incentive Credit Program, and several others listed on the college website and regularly communicated to the college community.

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

The Community College of Rhode Island holds itself to high ethical standards and strives to be transparent to all its constituents through comprehensive, up-to date, and easily accessible information to all academic, administrative, and student policies and procedures. Academic honesty and academic freedom are addressed in student and faculty handbooks, respectively. College policy and labor agreements assure students, faculty, and staff the right to fairness and due process in grievances and disciplinary actions.

The college utilizes multiple channels to communicate with internal and external constituencies. Social media and the college website have recently become primary methods of communication. Faculty and staff at the college recognize that responsible parties need to assess their websites as they are the method of communicating information to internal and external constituencies. Departments and divisions (Institutional Equity, Campus Security, Guided Pathways, Workforce Partnerships, etc.) have begun to revise their webpages to increase clarity, accessibility, and transparency. Since the 2014 self-study, the college has developed a comprehensive college policy manual in the form of a “portal” webpage utilized to store the majority of college policies. Other policies are located throughout the college’s website and can be found on the web pages related to the subject(s) the policy address.

As part of the SWOT analysis conducted during the development of the strategic plan, employees provided honest and meaningful feedback on workplace culture, identifying positive aspects of working at CCRI as well as concerns. The feedback was integrated into the strategic plan through Goal 3A: Foster a culture that promotes transparency, collaboration, respect, and accountability. One of the first projects in response to goal 3A is the CCRI Culture Initiative. This initiative included a series of workshops and focus groups where employees brainstormed and envisioned the CCRI culture they wanted to see and experience. To date, nearly 200 employees have participated in these workshops and focus groups. From these workshops, employees from across college divisions formed a Culture Task Force. The Culture Task Force has carried forward this work and developed not only the draft operating principles, but also institutional values and an employee climate survey to assess employee engagement and satisfaction. The results of the survey will be key performance indicators for goal 3 of the strategic plan. The college has selected the PACE survey, created and administered by the National Initiative for Leadership and Institutional Effectiveness at North Carolina State University. The PACE survey is developed in a higher education context and looks at four elements of effectiveness: institutional structure, supervisory relationships, teamwork, and student focus. The survey was administered during the latter part of the fall semester and the results will be reported to CCRI leadership by February 2019, and then shared with the college community. The college plans to administer the survey again in three years in order to measure growth and progress.

To increase communication about college activities, the president holds “town hall” presentations at least once a semester in which the executive leadership team presents information on topics and

initiatives that affect the college community. “Coffee with the President” socials provide an opportunity for faculty and staff to talk with the president and with colleagues. To further increase communication across the college, the president has a President’s Council that meets every other month. The President’s Council is comprised of director level and above managers along with representatives from each collective bargaining unit. The purpose of these meeting is to review college policy, approve recommendation from governance committees, share information, and plan for the future. Open forums and focus groups are brought together often to gain feedback on college-wide initiatives. During the fall of 2018, the vice president of academic affairs began distributing an electronic newsletter to full and part-time faculty informing them of new initiatives, best practices, updates from the academic divisions, etc.

The college will continue to work on increasing ease of access to important information for all constituencies. The 2018-2019 College Catalog was placed online through an internal process and the college is looking to purchase catalog software that will integrate with the website and Banner. Additionally, the college will continue to make changes to the website to assure ease of its navigation as well as to ensure the website is functional for internal and external constituencies.

REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS

Area of Special Emphasis (Notification Letter from CIHE): In its letter of December 2, 2014, the Commission specified that in the interim fifth-year report *the College give emphasis to its success in continuing to implement a comprehensive approach to the assessment of student learning and using the results for improvement*. To not disrupt the flow of the Reflective Essay on Educational Effectiveness below, the specific actions taken regarding this area of special emphasis are embedded within this essay and identified with an area of special emphasis designation (*).

The Reflective Essay describes what CCRI has done since its last site visit in 2014 to assess student learning at the institutional, program, and course levels and how it has used the results to improve its programs and enhance student learning. More importantly, this essay clearly and specifically details its next steps in continuing to build a comprehensive approach to assessment. The narrative includes not only descriptions, appraisals, and projections associated with quantitative and qualitative based assessment results, but a comprehensive examination of the college's underlying assessment culture and the critically important processes that help to ensure its educational effectiveness.

Strengthening the Culture of Assessment

The Community College of Rhode Island recognizes the importance of building and strengthening its culture of assessment within all academic programs and across campuses in order to move its assessment and quality improvement practices forward. Toward this end, CCRI conducted a search in March, 2018 for its first Director of Academic Program Review and Accreditation to lead the “development, implementation, and administration of the college’s accreditation and academic program review processes.” In late June, the position was filled by a candidate with more than five years of direct program assessment and accreditation experience, and more than 20 years of classroom teaching and assessment experience as a faculty member.

The hiring of the director coincides with CCRI’s preparation of its interim fifth-year report for NECHE. By participating in this process, the director has been afforded an opportunity to closely examine, discuss, and appraise the current state of assessment at the college and to make recommendations for enhancing the culture of assessment and strengthening its current practices. Based on this review, and in collaboration with stakeholders from across the institution (e.g., faculty, department chairs, program directors, divisional deans), the director has begun to co-develop and institute processes in support of CCRI’s efforts to promote a sustainable culture of assessment and improve the quality of its academic programs and overall educational effectiveness. These processes are described throughout this Reflective Essay as newly implemented initiatives and adopted projections.

Training, Selection, and Onboarding: Two of the most direct ways to strengthen a culture of assessment include (1) supporting faculty who are directly involved in the assessment of student learning with opportunities for professional development and periodic training, and (2) giving careful consideration to the assessment experiences of new and prospective hires during the

selection and onboarding processes. For example, the current position postings and interview processes for the Dean of Health and Rehabilitative Sciences and Dean of Arts, Humanities, and Social Sciences include identifying candidates with the experience, ability, and willingness to support assessment initiatives at CCRI. Similarly, the search for full-time faculty will involve consideration of each candidate's receptivity to support the assessment of course, program, and institutional level outcomes. Once hired, all new full-time faculty will be provided with an opportunity to work one-on-one or in small groups with the Director of Academic Program Review and Accreditation on their specific course related assessment questions and challenges (e.g., aligning assessments with existing course outcomes) as they prepare for their first term at CCRI.

WHAT AND HOW STUDENTS ARE LEARNING – PROCESSES

Institutions of higher education in general, and the Community College of Rhode Island specifically, depend on the design and implementation of effective processes for understanding what and how students are learning in their programs, courses, and at an institutional level. This section of the reflective essay provides a brief description of the processes currently and formerly instituted for developing this understanding. More importantly, it includes recent and projected enhancements to these processes, based on appraisals of their effectiveness, for improving the institution's understanding of student learning. CCRI expects that by strengthening these process, it will be better situated to articulate what and how students are learning as a result of receiving a CCRI education.

External Accreditations and Academic Program Reviews and Reports

The primary approaches for periodically and systematically evaluating the college's academic programs, assessing student learning, and improving academic offerings include the college's Academic Program Review for non-externally accredited programs, a new online Annual Academic Program Report, and the self-study process which is required of all externally accredited programs at CCRI. Each of these methods is described here.

External Accreditations and Designation: The Community College of Rhode Island currently offers 33 associate degree programs with 43 concentrations, and 42 additional programs which confer certificates and a diploma. Of these programs, several are periodically reviewed by specialized accrediting agencies including 14 of the associate degree programs with eight concentrations, one certificate program, and the Practical Nursing (diploma) program. Currently, all the college's externally accredited programs are accredited by their respective agencies. Additionally, in 2018, CCRI was designated as a National Center of Academic Excellence in Cyber Defense Two-Year Education (CAE2Y) by the National Security Agency for development of its Cybersecurity program.

Academic Program Review: In the late 1990s, five-year Academic Program Reviews were instituted by the college. Similar to the self-studies prepared by externally accredited programs, these reviews constitute a multi-faceted examination of the academic program and its effectiveness in promoting student learning, particularly for those that are non-externally accredited. Once

completed, the APR is forwarded to the Academic Quality Assessment Committee for feedback. The current review encompasses the following dimensions of the academic program:

Section I: Mission and Target Population – Mission, Community Needs, Target Populations and Underrepresented Groups, Program Recruitment Efforts.

Section II: Curriculum and Outcomes – Course, Program, and Institutional Outcomes; Curriculum Mappings; Measures of Student Success; and Advisory Committee Feedback.

Section III: Assessment of Learning and Program Outcomes – Assessment Process and Measures, Appraisals and Projections; Assessment Plan and Schedule; and Outcomes Assessment Data-Evidence: Appraisals and Projections.

Section IV: Instructional Support – Program Staffing, Professional Development, Support Services, Program Facilities, Program Budget, and Capital and Fiscal Planning.

While the purpose of the five-year Academic Program Review is to help ensure the quality of the college's academic programs, the following areas for improvement have been identified with the current APR process:

- Given the relatively short length of time to complete two-year associate degrees and the longer five-year interval for conducting reviews, the response of programs to identified concerns is not as timely as desired.
- Most of the non-externally accredited associate degree programs lack a plan and schedule for the assessment of program outcomes which has resulted in an unsystematic gathering of outcomes data and a paucity of outcomes-based programmatic improvements.
- Although a schedule of APRs has been in existence for some time, and includes all the associate degree programs, oversight to ensure timely completion of the APRs has been marginally effective: Some of the scheduled APRs were not submitted, others were submitted past their due dates, and others were submitted without a formal review by their respective divisional dean.
- The quality of the APRs submitted by department chairs and program directors can be enhanced by providing them with ongoing, periodic training and support for assessing program outcomes and developing appraisals and projections.
- The department chairs and program directors would benefit from employing more efficient approaches to collecting, summarizing, reporting, and appraising their assessment data. Currently, academic programs are using a variety of inefficient methods to manage these process (e.g., on paper, Excel).

Based on this appraisal of the Academic Program Review, the following improvements are being instituted to address these findings:

Responsiveness to Assessment Identified Concerns: In order to respond more quickly to student learning outcomes deficiencies identified through the Academic Program Review, CCRI has shifted some of its most important outcomes assessment activities from the current five-year cycle to an annual cycle via the Annual Academic Program Report (AAPR). For example, instead of developing, identifying, and discussing the “major curriculum changes that have occurred as a

result of assessment activities” every five years, these changes will now be emphasized annually in accordance with the assessment plans and schedules articulated in the AAPR (described below). Additionally, moving to an annual assessment cycle will enable the college to respond more quickly to unanticipated shortcomings, such as the appropriateness of assessments or metrics, the quality of appraisals and projections, or the implementation of the process itself.

Assessment Plans and Schedules: The Annual Academic Program Review described in the next section requires department chairs and program directors to establish and follow a plan and schedule for assessing program outcomes. In doing so, programs will systematically and periodically gather, summarize, and appraise their assessment results, and develop projections (i.e., Progressive Refinement Plans) to enhance student acquisition of program outcomes. Doing so will help the college to ensure the quality of its academic programs and its educational effectiveness.

Timely Submission of APRs: To help improve the rate of timely submissions of Academic Program Reviews, the following changes are being instituted:

- The academic deans will have greater responsibility and accountability for overseeing the completion and review of the APRs.
- Academic programmatic funding requests will be tied to assessment results and their appraisals through the Academic Program Review process (every five years) and/or the Annual Academic Program Report process (every year).
- Annual delivery of Academic Program Review based workshops will be developed and provided by the Director of Academic Program Review and Accreditation for those department chairs and program directors with scheduled APRs during the academic year.

Enhancing the Quality of the APRs: The Director of Academic Program Review and Accreditation has found from working at institutions with maturing assessment programs that faculty and others with assessment responsibilities benefit from assistance with various aspects of their course, program, and institutional level assessment efforts. Consequently, workshops and training modules are being developed to support these stakeholders with their work in these areas: the development of outcomes, alignment of outcomes with instructional and assessment activities, summarizing and appraising assessment results, developing and managing assessment-based projections, and using the Academic Program Review and Annual Academic Program Report processes to improve student learning.

Adoption of an Online Assessment Platform: The Academic Quality Assessment Committee and other members of the Division of Academic Affairs initiated a review of online assessment tools (i.e., Watermark, Motivis Learning) in the fall of 2018 in support of the college’s strategic plan: *Identify a “technology-based system to capture and analyze assessment data to inform continuous improvement of teaching practices.”* Such a tool will support faculty in collecting, summarizing, and using their assessment results to improve their programs. Similar presentations are being scheduled throughout this academic year with other technology-based assessment system providers (e.g., Brightspace, Blackboard Outcomes, ExamSoft).

Annual Academic Program Report*: During the 2016-2017 academic year, CCRI partnered with Stonewall Solutions in developing an online Annual Academic Program Report platform (AAPR) to support the academic program review and accreditation efforts, particularly “assessing student learning outcomes and using the results to make improvements.” In fall 2017, the system was launched, requiring each program to enter and annually update its assessment related information including the program’s mission and program learning outcomes, course mappings, and assessment measures. In its first year of operation, approximately 50% of the college’s associate degree granting programs began using the AAPR system.

Based on AAPR users’ experiences and feedback, and other stakeholders’ needs, upgrades were proposed and adopted for the 2018-2019 academic year to enhance and promote the assessment, appraisal, and projections process, and align the college’s academic quality improvement efforts with programmatic and institutional accreditation standards. These upgrades include embedding NECHE E-Series items within the platform:

- Articulating where program learning outcomes are published.
- Identifying data sources and other evidence that are used to determine whether graduates have achieved program learning outcomes.
- Describing how and by whom the assessment data are interpreted.
- Describing the changes that have been made based on appraisals of the results.
- Specifying the specialized accreditations for relevant programs.
- Providing the dates of the most recent and next program reviews and self-studies.
- Listing key issues and key performance indicators as required by program accreditors.

Perhaps the most important AAPR enhancements related to learning outcomes assessment require department chairs and program directors to now:

- Articulate a plan and schedule for assessing each program outcome during the next three years, including when data are to be collected, summarized, and appraised.
- Provide appraisals for those program learning outcomes assessed in a current year.
- Develop Progressive Refinement Plans (PRPs) to improve student performance on those program learning outcomes that warrant it.

As academic programs gather program outcomes assessment data, they will provide, within the Annual Academic Program Report platform, their:

- Assessment results, appraisals, and Progressive Refinement Plans.
- Externally accredited program information (Relevant Programs Only).
- Measures of student success: appraisals and Progressive Refinement Plans.
- Programmatic changes and improvements to date based on assessment results and measures of student success.

Based on an appraisal of the Annual Academic Program Report process, the following improvements are being instituted to enhance the process:

Institutional Research Generated Rates: Longitudinal program related rates (e.g., retention, graduation, transfer rates) will be provided annually by the Office of Institutional Research and Assessment for review by department chairs and program directors beginning in the 2019-2020 academic year. Based on their appraisals of these measures, as well as those based on licensure and job placement rates, department chairs and program directors are to provide Progressive Refinement Plans relative to findings that are judged to be unsatisfactory.

Common Assessment Foundation: The associate degree programs will have the following assessment related information entered into the Annual Academic Program Report system by the end of the 2018-2019 academic year:

- Mission with program and concentration student learning outcomes.
- Publication of student learning outcomes (e.g., URLs).
- Mappings of student learning outcomes to the curriculum.
- Assessments, plan, and schedule.

WHAT AND HOW STUDENTS ARE LEARNING – OUTCOMES

Although the college's programs are at various stages of maturity regarding the development and implementation of assessment practices, and using results for improvement, the externally accredited programs' accreditors generally require robust assessment plans and licensure exams to demonstrate what students learn in their respective programs. The non-externally accredited programs, however, have been less effective in demonstrating an understanding of what and how students are learning. Consequently, the changes to the Academic Program Review and Annual Academic Program Report processes described previously are intended to enhance this understanding in the non-externally accredited programs. At the institutional and course levels, there is a need for similar approaches to better inform the college's understanding of what students are learning through their broader CCRI educational experience. The appraisals and projections pertaining to the assessment of program, institutional, and course outcomes are provided below.

Assessment of Student Learning – Program Outcomes*

CCRI's academic programs use a variety of quantitative and qualitative methods as well as direct and indirect measures for assessing student acquisition of program outcomes. These methods include, but are not limited to, licensure exams, industry certification exams, case studies, interviews, professional presentations and papers, musical performances, theatrical auditions and technical productions, career related projects, software development plans, surveys (e.g., graduating seniors, alumni, employers), portfolios, clinical simulations and performance evaluations, and external perspectives (e.g., juries, advisory boards, external program accreditors). Currently, some of the academic programs have been using program assessment feedback and outcomes assessment results in demonstrable ways to improve program quality and student learning. More notable examples include the Departments of Business Administration, Computer Studies and Information Processing, Dental Hygiene, and Nursing.

Business Administration: The Associate in Science degree program in the Department of Business Administration, and its concentrations, are nationally accredited by the Accreditation Council for Business Schools and Programs. Through its accreditation, the department uses the visiting team's feedback for making programmatic improvements. Similarly, the department relies on faculty and advisory board input for enhancing program quality and improving student performance. Based on this collective feedback as well as program outcomes assessment results, the department revised its standardized final exams and assignments in the accounting concentration to effectively align the program with the student learning outcomes. Additionally, a common textbook for the Accounting I and II courses was adopted as were new textbooks for personal finance and investments.

Computer Studies and Information Processing: In addition to students' performance on program-based assignments, the computer studies chairperson noted that:

"we make changes to our programs based on changes to the technologies we teach, the impact of changing articulation agreements and from Advisory Board feedback. When these changes impact courses, we adjust the course learning outcomes accordingly. When these changes occur at the concentration and/or degree level, they are vetted through the curriculum process and documented with a curriculum change request."

In spring 2015, for instance, a programming concepts course was added to the curriculum to help ensure that (1) the students on each of the project teams in the capstone course were similarly well prepared with "an appropriate background in algorithmic and logical thinking," and (2) each of the teams would progress at a comparable pace. Additionally, the former 1-credit MS Windows course was increased to 3-credits to address the additional learning outcomes that accompanied changes and upgrades to the new MS Windows platform.

Dental Hygiene: As a component of its reaccreditation process, the Dental Hygiene and Assisting programs underwent their periodic site visit from the Commission on Dental Accreditation (CODA) in fall 2018. During the exit session, the chair of the visiting team provided the program with a complimentary review while citing no recommendations and no suggestions for improvement. The positive feedback and success of the visit are largely attributable to the effectiveness of the course and program level assessment protocols which the department instituted for quality improvement purposes. For example, in response to lower than desired performance by students in the application of sealants, a sealant-application clinical experience was developed in partnership with the St. Joseph's Pediatric and Family Dental Center. As a result, the graduates from the classes of 2016, 2017, and 2018 had hands-on experience with the application of sealants on children and adolescents. Across all three graduating classes, a total of 511 sealants were applied to the teeth of 133 young patients.

Nursing: The Accreditation Commission for Education in Nursing (ACEN) nationally accredits the Department of Nursing Associate Degree and Practical Nursing Programs. Based on decreasing NCLEX-RN pass rates and feedback from the 2011 accreditation visiting team citing the difficulty

with measuring the outcomes of the integrated AD and PN programs, a major curriculum revision was developed and initiated in fall 2016. These revisions included adding a three-day NCLEX review class to the curriculum and mastery level quizzes on identified program concepts in all courses. Additionally, expectations were elevated for student performance on the course embedded HESI exams (a correlate of NCLEX exam performance) by increasing the weight of these exams in calculating students' final course grades.

In May of 2018, the first cohort of students to complete the revised RN curriculum graduated, with 119 of them taking the NCLEX-RN exam in recent months, and 93% of all examinees passing the exam. This rate is 10% higher than the pass rates for the three prior cohorts combined. Additionally, the Nursing Advisory Board feedback and workforce research findings prompted the substantive change to a stand-alone PN program which was implemented in fall 2017.

Assessment of Program Outcomes Overall: While learning outcomes have been articulated for the associate degree programs, the assessment of these outcomes in the non-externally accredited programs is neither systematic nor pervasive. While a few of these programs formally assess student acquisition of some program outcomes via a senior capstone experience, others do not, and none of these programs periodically assess all articulated program outcomes according to a clear plan and schedule. Consequently, there is an unsystematic gathering of outcomes data by non-externally accredited programs, a corresponding paucity of documented outcomes-based programmatic improvements, and an inadequate understanding of what students have learned through their programs. These shortcomings are manifested in the heterogeneity and disparate quality of responses by programs to the forms for Making Assessment More Explicit (E-Series Forms). Recent improvements to the Academic Program Review and Annual Academic Program Report processes are intended to address these deficiencies.

General Studies: Unlike the other associate degree programs, the General Studies program has not been reviewed through the APR process given the challenges with formally assessing program outcomes in a degree that permits students to select nearly half of their coursework from any of the college's instructional departments. Recognizing that a large number of students graduate with a degree in General Studies, the Division of Academic Affairs is working to re-conceptualize the degree so that it will facilitate the assessment of program outcomes while maintaining flexibility for students to pursue their academic and career interests. The introduction of Guided Pathways is intended to assist in reducing the number of General Studies degrees, as well as provide a mechanism for more comprehensive assessment of student learning outcomes.

Assessment of Student Learning – Course Outcomes*

Since its last decennial review, CCRI has made considerable progress in its assessment efforts at the course level, particularly in the context of developmental education which was an area of concern identified in the 2014 Self-Study. Three of the approaches used to assess student learning and use the results for improvement are described here:

Multiple-Measures: Research conducted by the MDRC – a nonprofit, nonpartisan education and social policy research organization – suggests that 29% of the college students placing into developmental English courses would have successfully completed college-level English coursework instead. Similarly, their findings suggest that 18% of the college students placing into developmental math courses would have successfully completed college-level math coursework had they been allowed to enroll. Given these findings, CCRI implemented a multiple measures approach to placement into gateway (college-level) English and math courses in fall 2016, for high school graduates and those earning a HSED (High School Equivalency Diploma). Historically, students were placed into a gateway course if they exceeded the cutoff score on a single placement test. With the new multiple measures approach, students initially placed into a developmental course based on the placement test score alone were instead enrolled in the gateway course if they exceeded the criteria on one of three alternative measures: their SATs, ACTs, or completion of high school with a GPA of 2.80 or higher and four years of relevant high school coursework (i.e., English, math).

Since implementing the pilot, 81% of the 1,100 CCRI students enrolled in a gateway English course passed with a minimum grade of ‘C,’ compared to 76% of the students placing into the same course based solely on their placement test score. Of the 389 CCRI students enrolled in a gateway math course, 52% passed with a minimum grade of ‘C,’ compared to 45% of the students placing into the same course based solely on their placement test score.

English – Accelerated Learning Program (ALP): Recent estimates by CCRI’s Office of Institutional Research and Assessment indicate that approximately 51% of first-time college students place into developmental writing coursework at CCRI. Additionally, from the fall of 2006 through the fall of 2013, nearly 4,000 students placed into ENGL 1005, the prerequisite to the first-year, college-level composition course (ENGL 1010) required of all associate degree programs. Of these students, only 53% successfully completed ENGL 1010 because a considerable percentage never made it beyond the prerequisite. In the fall of 2014, the English department instituted a one-semester, six-credit *Accelerated Learning Program (ALP)* to try and address this unwelcome outcome.

Through ALP, groups of 12 students with placements into ENGL 1005 are concurrently enrolled in a paired section of ENGL 1010, with 12 additional students placing directly into this higher-level course. Both sections of the paired courses are taught by a common instructor. This approach provides a common college-level writing experience for ALP students during their first semester in college and helps to eliminate the stigma that can be associated with a developmental course level placement. Additionally, concurrent enrollment in ENGL 1005 provides ALP students with the supplemental support they need to successfully acquire the college level writing outcomes in the composition course. Based on data gathered in the ALP from the fall of 2014 through the spring of 2017, the program has achieved its desired outcome: Of the 1,281 students participating in ALP, 79% successfully completed ENGL 1005 as well as ENGL 1010, compared to only 53% in the prior two course, two semester sequence.

Barrier Course Analysis: In the spring of 2018, the Office of Institutional Research and Assessment (OIRA) identified Barrier Courses for each department – those courses with high enrollments and low pass rates (HELP courses). Additionally, a HELP percentage was calculated for each department which represented the proportion of all courses in a department that were Barrier Courses. With the dissemination of these results, the divisional deans and department chairs have been asked to review and appraise the findings with their faculty and identify strategies for improving the success rates of students in the barrier courses. Examples of how these findings have been used in this capacity are presented here:

Math Curriculum Redesign: During the 2017-2018 academic year, the Department of Mathematics Curriculum Redesign Committee developed and instituted some curricular initiatives to improve student academic performance, expedite and create clearer pathways to graduation and transfer, and improve student retention and persistence. Driven, in part, by the Barrier Course Analysis which identified several of the developmental math courses as those with high enrollments and low pass rates, these initiatives included:

- reforming the developmental mathematics curriculum and replacing the math lab delivery method with a self-paced, individualized, competency based Developmental Mathematics Emporium that utilizes online, adaptive artificial intelligence (ALEKS);
- adding a full-time coordinator to oversee the implementation and management of the Emporium including the standardization of developmental course outcomes and hiring of Emporium faculty;
- embedding co-requisites or ‘support sections’ in gateway college level math courses to assist those students who would benefit from additional one-on-one, small group, or whole class instruction;
- collaborating with all department chairs and program directors at CCRI to identify more career and transfer appropriate mathematics courses for their students, and clearly articulating ‘Math Pathways’ based on students’ academic and career aspirations;
- aligning current CCRI math courses with those at URI and RIC and offering newly developed math courses to enhance transfer to these institutions.

Biology – Anatomy and Physiology: Currently, students wishing to enter programs in Nursing, Dental Hygiene, and Allied Health are required to successfully complete a two-course sequence, *BIOL 1010: Human Anatomy* and *BIOL 1020: Human Physiology*. Historically, the pass rate in BIOL 1010 is only 59%. In an effort to improve this rate, the Biology department made fundamental changes to the curriculum and re-conceptualized this two-course sequence. Beginning in the fall of 2019, students seeking acceptance into these programs will take Anatomy and Physiology I and II instead, a change based on the success of this model at other institutions.

Some of the other departments taking steps to improve student course performance include the following:

- *Art*: Increasing the number of full-time faculty teaching HELP courses and developing a mentoring program for new faculty teaching these courses, providing students with open studio hours and access to specialized hardware and software outside of class time

- *Business*: Changing texts in two courses; adding online components and resources including placing lectures on line
- *English*: Hiring a full-time business and technical writing faculty member to teach business writing
- *World Languages and Cultures*: Recruiting successful World Language students as peer tutors and mentors
- *Physics*: Providing students with 20 hours of student tutoring sessions per week, with instructor access during most of these hours in addition to six faculty office hours; adopting additional assessment options to better prepare students for exams

These initiatives for assessing student learning have been valuable for identifying courses where student success needs to be improved, and have resulted in course, program, and department level improvements that enhance learning. However, these initiatives are focused on indirect measures of student learning – student success measures such as course passing and completion rates – rather than on the more direct measures of student learning that are obtained from aligning assessments with student course outcomes. As noted below, the college will continue to embrace these indirect approaches to course level assessment but will begin to more directly assess student acquisition of these outcomes. In doing so, it will gain a better understanding of what students are learning in courses within and outside of their academic programs.

Multiple-Measures Placement for Alternative Cohorts: African American and Latino students are more likely to place into developmental courses than their peers from other racial and ethnic backgrounds. Consequently, beginning in 2019-2020, similar subgroup analyses for pass rates will be conducted based on race and ethnicity as well as other factors: gender, Pell grant and first-generation status. Furthermore, additional outcomes will be examined for students placed using multiple measure versus those placed solely on their placement test score: performance in post-gateway courses, credit accumulation, and rates of retention, graduation, and transfer.

Emporium Assessment: An evaluation of the effectiveness of the Developmental Mathematics Emporium will be initiated at the end of the current academic year once student performance data is available. The evaluation will focus on a comparison of success measures for those students involved with the Emporium and those involved with the prior developmental math model. Among other measures, the groups will be compared with respect to the students' developmental course grades, subsequent grades in Gateway courses, and the percentages of students successfully completing their developmental coursework.

Standard Barrier Course Analyses: In 2018-2019, Barrier Course Analyses will be reproduced and become a standard component of the Annual Academic Program Report process, whereby department chairs will be apprised of HELP courses in their departments and asked to develop Progressive Refinement Plans (i.e., projections) to improve students' success in these courses.

Assessment of Student Learning – Institutional Outcomes*

In the fall of 2011, members of the General Education Committee worked to define what it means to be an “educated person” in terms of the four abilities that all CCRI graduates should possess as educated women and men: Effective communication; critical thinking; quantitative, mathematical and scientific reasoning; and social interaction.

In 2014-2015, to assess graduates’ acquisition of these abilities, CCRI joined 69 two-year and four-year institutions from nine other states in the pilot year of the *Multi-State Collaborative Project to Advance Learning Outcomes Assessment*. CCRI’s goal in participating in the project was to complement our understanding of student learning from alumni surveys, standardized test scores, and rates of retention, graduation, and job placement, with reliable, valid, and direct measures of student learning as demonstrated through authentic student work evaluated with common rubrics. Also, the project would inform the college’s quality improvement efforts by benchmarking student learning on common outcomes and providing comparisons with that of students from prior CCRI cohorts as well as those at other two- and four-year institutions.

During the pilot year, CCRI collected a sample of 85 student assignments associated with effective communication and a sample of 121 student assignments associated with quantitative, mathematical, and scientific reasoning for submission to the consortium for evaluation. The students’ artifacts were externally rated by trained faculty from other institutions using the AAC&U’s VALUE rubrics, more specifically those for written communication and quantitative literacy. In both samples, students were enrolled in the last 15 credits of their academic programs at CCRI; consequently, the assessment results were considered to be informative regarding student acquisition of these two abilities.

In the fall of 2015, CCRI’s pilot study findings were compared with the aggregate findings from the other 21 two-year institutions in the consortium, producing some welcome feedback: CCRI students’ performance relative to their peers at the other institutions on written communication and quantitative literacy were very similar. Nonetheless, areas of improvement were identified for both abilities based on the college’s specific results. In the fall of 2016, for example, CCRI targeted the written communication outcome for improvement, particularly the sources of evidence dimension from the corresponding VALUE rubric which was identified from assessment data as most in need of attention. The institutional initiative for improving student written communication during the 2016-2017 academic year included: Training faculty to use the Written Communication VALUE rubric and aligning writing assignments with the rubric, (2) identifying one or more courses in each department for improving student writing and implementing techniques and strategies to do so, and (3) publicly sharing effective practices for improving student performance on this outcome at the CCRI Spring Symposium. During the 2017-2018 academic year, CCRI used a similar approach and targeted the quantitative literacy outcome for improvement, specifically the assumptions dimension from the corresponding VALUE rubric, which was identified as an area needing improvement. Currently, CCRI is reviewing the fall 2018 assessment data and results related to three abilities of its “educated person” – critical thinking, written communication, and

quantitative literacy. These results were provided by the consortium for student work submitted during the prior academic year.

In fall 2018, the General Education Committee presented an updated version of the “educated person,” whereby the four abilities remained intact but the requisite skills that comprise them were re-conceptualized and aligned with several of the VALUE Rubrics and their corresponding fundamental criteria. Consequently, the revised definition of the “educated person” makes it possible for faculty from across the college to assess students’ four abilities through courses offered within the traditional domains of knowledge: arts and humanities, the sciences and mathematics, and the social sciences.

In addition to the direct measures discussed above, the Office of Institutional Research and Assessment administered the 2018 Graduating Student Exit Survey in May of 2018. Approximately 35% of the 1,736 graduating students completed the survey with response rates by campus ranging from a low of 32% at Flanagan to a high of 48% at Liston. The results from the survey indicate that a large majority of CCRI graduates “strongly agree” or “agree” they acquired the requisite skills that comprise each of the four abilities that define a CCRI “educated person.” While these self-report measures are likely to be inflated and of little diagnostic value, a closer examination of the percentages of students who “strongly agree” suggest that students are most confident with the effective communication skills they acquired than with those skills associated with the other abilities, particularly quantitative, mathematical and scientific reasoning. While these data have some value for informing subsequent changes to the general education and program-based curricula, they accentuate the need for direct measures of student learning outcomes at the program and institutional levels.

Percentages of Students Reporting they Possess the Four Abilities

Four Abilities of Educated Person	Strongly Agree or Agree	Strongly Agree
Effective Communication	99.1%	73.8%
Critical Thinking	99.1%	68.2%
Quantitative, Mathematical and Scientific Reasoning	93.3%	48.1%
Social Interaction	98.1%	63.2%

The college’s involvement in the Multi-State Collaborative Project these past several years was possible because of grant funding offered through the collaborative. While the assessment findings provide faculty and other stakeholders with direct measures on student acquisition of the educated person’s abilities, it is not a sustainable, annual practice without external funding to cover the costs of participation. Currently, it costs \$6,000 per year to have one institutional outcome assessed through the consortium or AAC&U’s VALUE Institute, or \$10,000 to assess student performance on two outcomes. Consequently, CCRI will identify an alternative, sustainable approach to the periodic assessment of these institutional outcomes.

STUDENT SUCCESS AND ACHIEVEMENT

As noted previously, CCRI welcomed 1,577 new full-time high school graduates as its inaugural cohort of Rhode Island Promise Scholars in fall 2017. A year later, the College was pleased to learn that 62% of these students returned for the fall of 2018. This rate mirrors the mean one-year retention rate of community college students nationally and exceeds the 58% rate for students participating in the first year of Tennessee Promise – a nationally renowned program that was the first to offer two-years of community college free to high school graduates. Additionally, CCRI experienced a threefold increase in the number of students on track to graduate in two years despite enrollments that have been disproportionately comprised of part-time students. Furthermore, RI Promise is having a positive impact on equity in student enrollment as there has been a 54% increase among RI Promise students who are Pell Grant eligible and a 62% increase in students of color. In the fall of 2018, CCRI enrolled its second cohort of 2,338 Rhode Island Promise students.

One-Year Retention Rates and Three-Year Graduation Rates

The college's one-year retention rates for full-time, first-time associate degree seeking students has fluctuated between 63% and 69% for the five most recent entering cohorts. Unlike the one-year retention rates, however, the college's three-year graduation rates for the five most recent cohorts have steadily increased from a low of 11% for the fall 2011 cohort to a high of 19% for the fall 2015 cohort.

Based on recent persistence statistics provided by the Office of Institutional Research and Assessment, the college anticipates higher rates of retention and graduation in the years ahead for the following reason: While 62% of the retained students from the fall 2016 cohort returned as full-time students a year later, more than 76% of the retained students from the fall 2017 cohort are currently enrolled. Additionally, the percentage of students from the fall 2017 cohort earning 30 credits or more is 22%, or nearly twice the national average among community colleges, and nearly four times the percentage of students earning at least 30 credits from the fall 2016 cohort (6%). Based on these and other findings, the graduation rate for the fall 2016 cohort is projected to be 23%, and 29% for the fall 2017 first-time, full-time entering student cohort.

Retention Rates for Full-Time, First-Time Associate Degree Students (One-Year)

Student Cohort	FA13-14	FA14-15	FA15-16	FA16-17	FA17-18	FA18-19*
Associate Degree	65%	63%	69%	65%	66%	69%

*Projected

Graduation Rates for Full-Time, First-Time Associate Degree Students (3-Year Rate)

Student Cohort	FA11-SU14	FA12-SU15	FA13-SU16	FA14-SU17	FA15-SU18	FA16-SU19*
Associate Degree	11%	14%	17%	18%	19%	23%

*Projected

The data presented below demonstrate that the three-year graduation rates for equity-based populations is lower than that of the overall student population. However, as illustrated in Standard

Two, the college is encouraged to know that two-year and three-year graduation rates for low-income (Pell) students and students of color have improved and are projected to continue to improve given current trends and the student initiatives specifically designed to promote the persistence of students belonging to these cohorts.

Comparison Graduation Rates for First-Time Full-Time Equity-Based Populations (3-Year Rate)

Associate Degree Cohort	FA12-SU15	FA13- SU16	FA14- SU17	FA15-SU18
All Students	14%	17%	18%	19%
White	+3%	+3%	+4%	+1%
Black or African American	-10%	-10%	-14%	-8%
Hispanic or Latino	-6%	-8%	-9%	-6%
Pell Grant Eligible	-3%	-2%	-4%	-4%

National Licensure Exams Passage Rates

Eleven of the college’s associate degree programs require graduates to successfully complete their respective national licensure examinations as do two certificate programs and one diploma-granting program. In all, 17 different licensure exams are administered to CCRI’s graduates annually. The pass rate across all graduates of all programs for the past four reporting periods (since the 2014-15 academic year) is 92.6%, ranging from a low of 79% for one of the programs to a high of 100% on seven of the exams (see Data First Forms for specific program licensure pass rates data). It is worth noting that the pass rate on the Nursing NCLEX exam for the most recent full cohort of RNs prior to substantive curriculum revisions in the Nursing program is 83% compared to the current rate of 93% for recent graduates of the new curriculum.

Licensure Passage Rates and Numbers of Test Takers

	Student Cohorts – Calendar Years				
	AY 14-15	AY 15-16	AY 16-17	AY 17-18	All 4 Cohorts
Licensure Passage Rates	99.6%	92.0%	89.6%	88.7%	92.6%
Numbers of Test Takers	546	514	539	512	2,111

Each of the programs with licensure examination requirements will continue to monitor their passage rates through the Annual Academic Program Review process and provide appraisals of those rates with accompanying Progressive Refinement Plans should rates begin to decline.

WHAT STUDENTS GAIN FROM THEIR EDUCATION

Employment Rates

Employment rates for students within each academic division are provided below for graduating classes of 2013, 2014, 2015, and 2018. (Data were not gathered for the classes of 2016 and 2017 due to various personnel changes within CCRI at that time.) As can be seen in the employment rates across divisions and across programs within the same division, some programs have considerably better employment rates than others, with the highest employment rates, on average,

belonging to students in the Division of Health and Rehabilitative Sciences. For example, the employment rates for programs in Health and Rehabilitative Sciences are, on average, 11 percentage points and 30 percentage points higher than the rates for programs in the other two divisions, while the employment rates within Health and Rehabilitative Sciences alone range from 50% to 90% across 16 associate degree, certificate, and diploma granting programs. Employment data for each academic program can be found in the Data First Forms.

Employment Rates by Division and Range of Academic Program Rates within Divisions

Division Programs	2013	2014	2015	2018	All Four Cohorts	Programs Range of Rates
Arts, Humanities, Social Sciences	42%	42%	46%	36%	43%	37% - 64%
Business, Science, Technology, Math	68%	59%	65%	45%	62%	17% - 89%
Health and Rehabilitative Sciences*	79%	72%	74%	49%	73%	50% - 90%
All Associate Degree Programs*	57%	54%	57%	41%	55%	17% - 90%

*Employment rates for four certificate programs and one diploma-granting program from Health and Rehabilitative Sciences are included in the *Programs Range of Rates*.

The decline in employment rates from 2015 to 2018 is largely attributable to a shift in data collection methodologies. Previously, employment data were gathered on students four to five months following graduation. The employment data for the 2018 student cohort, however, were gathered prior to graduation through the administration of a graduating student exit survey. Beginning in May of 2019, the Office of Institutional Research and Assessment will administer surveys of graduates one-year-out and three-years-out to complement the information currently obtained on graduating students. These follow-up surveys will allow the college to compare its employment rates to those at other institutions using this more common methodology, and develop actionable objectives for each program.

Beginning in 2019-2020, department chairs and program directors will review their longitudinal student achievement and success data annually, including employment rates, as part of the Annual Academic Program Report process. If the data indicate that rates are disproportionately low, then progressive refinement plans will be developed for enhancing employment rates and other measures of student success. At the institutional level, an appraisal of employment rates and other measures of student achievement and success will be undertaken by the Institutional Effectiveness Committee as it works to identify factors that may be negatively impacting student success.

Additional Education

When asked on the 2018 Graduating Student Exit Survey for their “plans after graduation,” 38% of the graduates “confirmed transfer to a four-year college or university,” and of those indicating they were transferring, 89% were “very confident” or “confident” about entering the transfer program. Additionally, 98% of all respondents indicated they “strongly agree” or “agree” that CCRI helped them achieve their educational goals, while 90% reported that CCRI helped them achieve their career goals.

As a complement to these survey data, the Office of Institutional Research and Assessment will begin tracking the numbers and percentages of graduates admitted to, attending, and graduating from four-year colleges and universities as reported through the National Student Clearinghouse. This initiative will begin in earnest at the end of the current 2018-2019 academic year and will include graduating cohorts of 2016, 2017, 2018, and 2019.

INSTITUTIONAL PLANS

ENHANCE STUDENT SUCCESS

The Community College of Rhode Island believes in its students. For the next three to five years, the college will focus on increasing certificate and degree program completion rates by at least 31% with the goal of CCRI having the highest degree completion in New England. Many strategies are in place in all areas of the college to help our students reach their and our goals.

The college will expand on success with the work in Guided Pathways, developmental education, prior learning assessment, accelerated pathways etc. A new system for onboarding students and a new orientation program will set the stage for student success. Implementation of several technologies will provide data needed to enhance the college's ability to create student focused course schedules, provide just in time support services, and assessment data leading to continuous improvement of teaching practices. Professional development opportunities for faculty and staff will be increased to provide those serving students with the latest strategies to meet the diverse educational needs of students.

ASSESSMENT OF STUDENT OUTCOMES AND CONTINUOUS IMPROVEMENT

A primary focus of the college's educational effectiveness initiatives will be on the assessment of program learning outcomes which, to date, has been rather sporadic and unfruitful in producing outcomes-based programmatic improvements. The implementation of and enhancements to the Annual Academic Program Report will provide programs with a periodic schedule of assessment for their program outcomes and promote the use of data for making such improvements. In the academic year ahead, the Academic Quality Assessment Committee with other stakeholders will review a variety of online assessment platforms that assist department chairs and program directors in the collection, summarization, and use of assessment results for improving student learning. Additionally, when the Community College of Rhode Island submits its self-study for the decennial review in 2024, it will include an update on the reconceptualization of the General Studies program, including an assessment plan and results, and learning outcomes-based changes and improvements to the program.

To enhance the current Academic Program Review process, the Academic Quality Assessment Committee will work with department chairs, program directors, and divisional deans to improve the quality of the Academic Program Reviews and the rate of timely submissions. Divisional deans will have greater accountability for completion of the APRs, and requests for resources will be based on those needs identified in and supported by the APR. For non-externally accredited programs, the APR will take on an import similar to the self-study which is prepared by the college's externally accredited programs. The Office of Academic Program Review and Accreditation will develop and deliver workshops to support department chairs and program directors in preparing their APRs.

While the college will continue to use indirect measures for assessing student learning (e.g., course pass rates), it will shift its focus and emphasize the use of direct methods for assessing student acquisition of course learning outcomes. The periodic assessment of course learning outcomes across all programs and departments will be implemented in an ongoing systematic way according to a well-articulated plan. Similarly, the college will develop and implement a sustainable, periodic plan for the assessment of general education outcomes so it can demonstrate that CCRI graduates possess the four abilities of the “educated person.”

EXPAND PARTNERSHIPS AND PROGRAMS

The college will continue to develop robust partnerships and programs that align with educational institutions, employer needs and community organizations. Through an increased capacity to secure, analyze and utilize data, the college will be positioned to better understand student needs and approaches to serve them. The college will engage students through technology, surveys and focus groups to determine their academic interests, career goals and non-academic needs. The college will continue to assess programs through multiple lenses with the cornerstone being labor market demand. Programs will provide students with the skills needed to secure employment upon graduation whether they enter the job market directly or through transfer to baccalaureate granting institutions.

The Division of Workforce Partnerships and the Division of Academic Affairs will increase the number of partnerships with industry and business leaders to ensure that the college is developing credit and non-credit programs that meet the employment needs of the state. The college will continue to provide flexible programming and methods for students to gain alternative credentials. Partnerships with area high schools will continue to grow as the college works to ensure high school students are college ready.

CCRI will continue its role in the providing economic development in the state. Through partnership with community organizations, the college will provide educational opportunities to disenfranchised college age and adult students. The college will work with local government to assure that funding and policies support the college’s mission.

STRENGTHENING INSTITUTIONAL EFFECTIVENESS

The college will improve institutional effectiveness by developing a strong organizational culture, investing in professional development and improving system operations. Changing the college’s culture will take time and has already begun through a college-wide initiative as discussed in Standard Nine. Including faculty and staff in the development of policy, procedure and process will promote transparency, collaboration, respect and accountability. The college’s new strategic plan will help faculty and staff develop clear, measurable goals to support the attainment of the college’s key performance indicators.

Providing employees with the tools they need to complete their work will be a priority for the college. This work has begun through the development of a new onboarding process that continues to be assessed as it is developed. Employees at the college are valued and the college will provide professional development opportunities that rewards performance and encourages faculty and staff to develop and expand their skills. Individuals will develop their own plans for professional development concurrently with the college offering organizational wide offerings.

The college will continue to increase its ability to strengthen communications (both internal and external) through effective use of new technologies. A system for regularly reviewing technology along with college operations will be developed and implemented to improve institutional efficiency and effectiveness. To operationalize the strategic plan, a budget process will be developed and utilized to assure that departments and divisions have the resources they need to implement their strategic objectives.

APPENDICIES

Appendix A – Affirmation of Compliance

Appendix B – Most Recent Financial Statements

Appendix C – Auditors’ Management Letter

Appendix D – Interim Report Forms

Appendix E – Making Assessment More Explicit (E-Series) Forms



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://www.ccri.edu/catalog/current/acad.html#crse-cred
Print Publications	2018-2019 College Catalog (Online)
Self-study/Interim Report Page Reference	Interim Report p. 20

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://www.ccri.edu/catalog/current/transfer.html
Print Publications	2018-2019 College Catalog (Online)
Self-study/Interim Report Page Reference	Interim Report p. 21

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://www.ccri.edu/advising/new_students/student_handbook/handbook.html
Print Publications	Student Handbook
Self-study/Interim Report Page Reference	Interim Report p. 23

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Unique usernames and passwords are issued to students to access Blackboard and can only be reset through in-person identification or use of an online tool tied to their account. In Fall 2018, Respondus Monitor – a video recording add-on to faculty LockDown Browser, was implemented. Respondus Monitor is an enterprise license that does not
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	add additional costs to the students.
Self-study/Interim Report Page Reference	Interim Report p. 21

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	NA
Print Publications	NA
Self-study Page Reference	NA

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



Chief Executive Officer: _____

Date: January 11, 2019

**COMMUNITY COLLEGE OF
RHODE ISLAND**
(a Component Unit of the State of Rhode Island and
Providence Plantations)

FINANCIAL STATEMENTS

JUNE 30, 2018

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Financial Statements

June 30, 2018

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INDEPENDENT AUDITORS' REPORT

The Board of Education
State of Rhode Island and Providence Plantations
Providence, Rhode Island

Report on the Financial Statements

We have audited the accompanying financial statements of the Community College of Rhode Island (a component unit of the State of Rhode Island and Providence Plantations) (the "Community College") which comprise the statement of net position as of June 30, 2018, and the related statements of revenues and expenses, changes in net position and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the Community College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the Community College of Rhode Island Foundation, Inc. (the "Foundation") as of June 30, 2018 as discussed in Note 1. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the net position of the Community College of Rhode Island as of June 30, 2018, and the changes in net position, and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 2 to the financial statements, GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, is effective for fiscal 2018 and required the Community College to restate the beginning net position at July 1, 2017 to recognize its proportionate share of the net postemployment benefits other than pension obligations determined for the State Employees' OPEB Cost-Sharing Plan and the Board of Education Cost-Sharing OPEB Plan. Our opinion is not modified with respect to that matter.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 4-18, the schedule of proportionate share of the net pension liability on page 56, the schedule of pension contributions on page 57, the notes to the pension required supplementary information on pages 58-59, the schedule of proportionate share of the net OPEB liability on page 60, the schedule of OPEB contributions on page 61, and the notes to the OPEB required supplementary information on page 62 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the Community College's basic financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis, and it is not a required part of the financial statements. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2018 on our consideration of the Community College of Rhode Island's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Community College of Rhode Island's internal control over financial reporting and compliance.

O'Connell and Duen, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

September 30, 2018

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited)

June 30, 2018

Introduction

The following management discussion and analysis (MD&A) provides management's view of the financial position of the Community College of Rhode Island (the "Community College") as of June 30, 2018 and the results of operations for the year then ended, with selected comparative information for the year ended June 30, 2017. The purpose of the MD&A is to assist readers in understanding the accompanying financial statements by providing an objective and understandable analysis of the Community College's financial activities based on currently known facts, decisions, and conditions. This analysis has been prepared by management, which is responsible for the completeness and fairness of the information contained therein. The MD&A consists of highly summarized information, and should be read in conjunction with the Community College's financial statements and notes thereto, which follow this section.

The Community College is New England's largest public, two-year college with an average enrollment of 14,162 full and part-time for-credit students in the 2018 academic year. The mission of the Community College is to provide all Rhode Island residents with open access to postsecondary education. It is also open to out-of-state students.

The Community College offers a variety of academic programs that award associate's degrees or prepare students for transfer to four-year colleges or universities. In addition, technical career programs are offered primarily to equip students with the skills needed to obtain employment in Rhode Island businesses, industries, and service agencies. It also develops educational and training programs for local businesses and industries to further the state's economic development objectives.

The Community College offers extensive community programming as well. It opens its facilities for public use, sponsors programs on issues of public concern, and offers workshops and seminars for businesses, for government agencies and for individuals seeking to improve their skills or enhance their lives.

Community College courses are offered in a variety of locations across the state. The Knight Campus in Warwick, the Flanagan Campus in Lincoln, the Liston Campus in Providence, and the Newport Campus are the main campuses of the Community College. Classes are also offered at satellite facilities in Providence and Westerly.

COMMUNITY COLLEGE OF RHODE ISLAND

(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Introduction - Continued

The Rhode Island Junior College system was established by an act of the Rhode Island General Assembly in 1960. In 1980, the Rhode Island Board of Regents for Education approved a change in the name of the Community College from Rhode Island Junior College to the Community College of Rhode Island to reflect the true mission of the institution. The Board of Governors for Higher Education (the "Board of Governors") became the governing body for the Community College in 1981.

In June 2012, the Rhode Island General Assembly approved a reorganization of the entire Rhode Island system of public education. The Rhode Island General Assembly established the Rhode Island Board of Education (the "BOE") effective January 1, 2013, to oversee the elementary, secondary, and postsecondary education for the state. In June 2014, the Rhode Island General Assembly approved the reorganization of the entire Rhode Island system of public education.

The legislation enlarged the BOE to seventeen (17) members in order for the Board to populate two Councils: Council for Elementary and Secondary Education and the Council for Post-Secondary Education (the "Councils"). Each of the two Councils will be responsible for the significant portion of the governance and regulation per RIGL 16-60-1 and 16-60-4 for Elementary/Secondary and per RIGL 16-59-1 and 16-59-4 for Post-Secondary.

The mission of the BOE is to provide long-range planning and coordination and evaluation of policies and programs for the public education systems of the state and specifically:

- To develop and adopt educational, financial and operational goals for the education systems of the state that represent achievable benchmarks for a 10-year and 20-year time to be implemented by the two Councils and the commissioners.
- To ensure that the education systems of the state are aligned with the projected opportunities in workforce development and economic development and that the education systems are preparing students to participate in the future workforce of Rhode Island.
- To coordinate programs and courses of study and promote collaboration between and among pre-kindergarten through higher education institutions and agencies.
- To present strategic budget and finance recommendations to the council on elementary and secondary education and council on postsecondary education that are aligned with the long-range goals adopted by the board.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Financial Highlights

The Community College's financial position remained strong as of June 30, 2018. Net position increased by \$1.5 million over the prior year.

At June 30, 2018, the Community College's assets of \$107.4 million and deferred outflows of \$9.6 million exceeded its liabilities of \$71.9 million and deferred inflows of \$3.5 million by \$41.6 million, an increase over the prior year of \$1.5 million. At June 30, 2017, the Community College's assets of \$106.4 million and deferred outflows of \$6.3 million exceeded its liabilities of \$71.3 million and deferred inflows of \$1.3 million by \$40.1 million. The resulting net position is summarized into the following categories for the fiscal years ended June 30:

	Net Position	
	(in millions \$)	
	<u>2018</u>	<u>(Restated) 2017</u>
Net investment in capital assets	\$ 81.8	\$ 79.1
Restricted - expendable	0.1	0.0
Unrestricted	<u>(40.3)</u>	<u>(39.0)</u>
Total net position	<u>\$ 41.6</u>	<u>\$ 40.1</u>

The restricted expendable may be expended only for the purposes authorized by the donor or grantor.

Fiscal year 2018 operating revenues before net investment return increased by 3% or \$2.4 million. Operating expenses increased by 4% or \$5 million.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

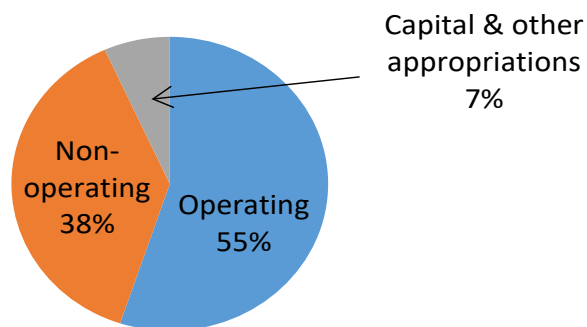
Management’s Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Financial Highlights - Continued

The following chart provides a graphical breakdown of total revenues by category for the fiscal year ending June 30, 2018:

CCRI Revenues
Fiscal Year Ended June 30, 2018



Cash flow continued to be adequate for operations with an operating cash balance of \$13.1 million at June 30, 2018, a decrease of \$1.7 million from June 30, 2017. Prior year cash flow was also adequate for operations with an operating cash balance of \$14.8 million at June 30, 2017.

Overview of the Financial Statements

The financial statements focus on the Community College as a whole, rather than upon individual funds or activities and have two primary components: 1) the financial statements and 2) the notes to the financial statements.

The Community College of Rhode Island Foundation (the “Foundation”) is a legally separate tax exempt component unit of the Community College of Rhode Island. The Foundation acts primarily as a fundraising organization to supplement the resources that are available to the Community College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the Community College.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Overview of the Financial Statements - Continued

Although the Community College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the Community College by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the Community College, the Foundation is considered a component unit of the Community College and is discretely presented in the Community College's financial statements. Management's Discussion and Analysis is required to focus on the Community College, not its component unit.

The Financial Statements

The financial statements are designed to provide readers with a broad overview of the Community College's finances and are comprised of three basic statements. These statements present financial information in a form similar to that used by private institutions of higher education and corporations.

The *Statement of Net Position* presents information on all of the Community College's assets, deferred outflows, liabilities and deferred inflows, with the difference being reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Community College is improving or deteriorating. Other factors are also relevant to assessing the Community College's overall financial health. These include the trend, quality, and retention and size of student enrollments; diversification of revenue streams; management of costs; and condition of facilities.

The *Statement of Revenues, Expenses and Changes in Net Position* shows how the Community College's net position changed during the most recent fiscal year. This statement reports total operating revenues and expenses, non-operating revenues and expenses, and capital additions and deletions. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows only in future fiscal periods (e.g. the payment for accrued compensated absences, or the receipt of amounts due from students and others for services rendered).

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

The Financial Statements - Continued

The *Statement of Cash Flows* is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services).

The financial statements can be found on pages 19 to 22 of this report.

The Community College reports its operations as a business type activity using the economic resource measurement focus and full accrual basis of accounting. As a component unit of the State of Rhode Island and Providence Plantations, the results of the Community College's operations, its net position and cash flows are also summarized in the State's Comprehensive Annual Financial Report.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. They also provide information regarding both the accounting policies and procedures the Community College has adopted, as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements can be found on pages 23 to 55 of this report.

Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of the Community College's financial position. In the case of the Community College, assets and deferred outflows exceeded liabilities and deferred inflows by \$41.6 million at the close of fiscal year 2018, an increase of \$1.5 million over fiscal 2017. Assets and deferred outflows exceeded liabilities and deferred inflows by \$40.1 million at the close of fiscal year 2017. Details are shown in the chart below in millions:

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Financial Analysis - Continued

Condensed Statement of Net Position
(\$ in millions)

	(Restated)	
	2018	2017
Assets:		
Current assets	\$ 21.6	\$ 22.2
Noncurrent assets	85.8	84.2
Total assets	107.4	106.4
Deferred outflows of Resources:		
Deferred outflows	9.6	6.3
Total Deferred outflows	9.6	6.3
Liabilities:		
Current liabilities	15.0	14.3
Noncurrent liabilities	56.9	57.0
Total liabilities	71.9	71.3
Deferred Inflows of Resources:		
Deferred Inflows	3.5	1.3
Total Deferred Inflows	3.5	1.3
Net Position:		
Net investment in capital assets	81.8	79.1
Restricted, expendable	0.1	0.0
Unrestricted	(40.3)	(39.0)
Total net position	\$ 41.6	\$ 40.1

The largest portion of the Community College's net position, \$81.8 million, reflects its investment in capital assets (such as land, buildings, machinery, and equipment), less any related outstanding debt used to acquire those assets. The Community College uses these capital assets to provide services to students, faculty and administration. Consequently, these assets are not available for future spending.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Financial Analysis - Continued

Although the Community College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the debt noted above, which is reflected in the Community College's financial statements, the State of Rhode Island regularly provides financing for certain capital projects through the issuance of general obligation bonds and appropriations from the Rhode Island Capital Fund. Borrowings by the State from these funds are not reflected in these financial statements. Additional financing for certain capital projects is provided by the issuance of revenue bonds by the Rhode Island Health and Educational Building Corporation, a quasi-public state agency. The Community College does not have a separate bond rating. All revenue bonds must be approved by and arranged through the Rhode Island Board of Education. Revenue bond related indebtedness is reported on the Community College's financial statements. BOE bonds issued for the Community College are rated between Aa3 and A1 by Moody's. Net pension liability of \$32.5 million, net OPEB liability of \$21.1 million, compensated absences of \$4.1 million, due to State of Rhode Island of \$2.25 million and bonds of \$1.8 million are the Community College's largest liabilities.

During fiscal year 2018, the Community College implemented GASB 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions ("OPEB")*. This standard improves the reporting of OPEB liabilities and expenses shown on the financial statements. The total amount of OPEB benefits that have been earned by current and previous employees are reflected on the statement of net position in the noncurrent liabilities. The Community College's restated net position decreased by \$20.2 million from the previously reported amounts.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Financial Analysis - Continued

Condensed Statements of Revenues and Expenses

Years Ended June 30, 2018 and 2017

(\$ in millions)

	2018	2017
Operating revenues:		
Tuition and fees, net	\$ 27.5	\$ 25.2
Scholarships, grants, and contracts	34.1	33.2
Auxiliary enterprises	7.0	7.5
Other	3.5	3.7
Total operating revenues	72.1	69.6
Operating expenses:		
Salaries and benefits	93.8	91.5
Supplies and services	23.9	20.8
Scholarships, grants, and contracts	3.6	4.2
Depreciation and amortization	7.9	7.6
Total operating expenses	129.2	124.1
Net operating loss	(57.1)	(54.5)
Nonoperating revenues (expenses):		
State and other appropriations	49.7	48.9
Net investment income	0.1	0.1
Other nonoperating expenses, net	0.0	(0.1)
Net nonoperating revenues	49.8	48.9
Decrease in net position before capital contributions	(7.3)	(5.6)
Capital appropriations	8.8	3.8
Increase (Decrease) in net position	\$ 1.5	\$ (1.8)

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Financial Analysis - Continued

Operating Revenues

Total operating revenues for fiscal year 2018 were \$72.1 million, an increase of \$2.5 million from the prior fiscal year. Total operating revenues for fiscal year 2017 were \$69.6 million. The most significant sources of operating revenue for the Community College are tuition and fees, grants and contracts, and auxiliary services. Significant changes in operating revenue resulted from:

- Federal, state, and private grant and contract activity increased \$0.9 million in fiscal year 2018 and decreased by \$2.4 million in fiscal year 2017. The increase in 2018 is due to an increase in grant activity.

Operating Expenses

Operating expenses in fiscal year 2018 totaled \$129.2 million, an increase of \$5.1 million from fiscal year 2017. Of this total, \$75.3 million or 58% was used for instruction, academic and student support in 2018 (\$72.5 million or 58% in 2017). Depreciation expense totaled \$7.9 million in fiscal year 2018 and \$7.6 million in fiscal year 2017.

Non-Operating Revenues

Total non-operating revenues for fiscal year 2018 were \$49.8 million, including the state appropriation of \$49.7 million. Total non-operating revenues for fiscal year 2017 were \$48.9 million, including the state appropriation of \$48.9 million. This was an increase in total non-operating revenues of \$.9 million from the prior year. Due to the nature of public higher education, institutions incur a loss from operations. State appropriations to the Community College, reported as non-operating revenue, are the primary resource for offsetting the loss from operations.

Other

Capital appropriations and gifts of \$8.8 million in fiscal year 2018 (\$3.8 million in fiscal year 2017) represent general obligation funds spent by the state of Rhode Island to construct or acquire capital assets utilized by the Community College, and capital gifts from the Foundation.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Capital Asset and Debt Administration

Capital Plan

The Rhode Island Board of Education submits a running five fiscal year Capital Improvement Plan (C.I.P.) to the General Assembly and State Executive Branch each year in conjunction with the State's capital planning process. This plan includes proposed capital asset protection projects for the Community College. The FY 2020-2024 capital request for the Community College approved by the Council in July 2018 totals \$68.8 million and includes requested funding for both long-term projects in progress that are funded and new capital projects being submitted for planning, support and funding. This plan forms the basis for discussions on funding the various projects from all available funding sources such as RICAP as well as college or grant monies. During fiscal year 2018, the Community College expended \$7.8 million on plant-related projects funded by allocations from the annual RICAP fund, the Warwick Renewal RICAP fund, Warwick lab renovation RICAP funding, RICAP funding from the Governor's Commission on Disabilities and the Auxiliary Revenue Reserve fund. These are typical sources of funding for Community College capital project funding as well as unrestricted funds. The execution of the Community College's capital improvement plan is contingent upon approval by and sufficient funding from the State. The FY18 final budget enacted by the General Assembly in June of 2018 reduced FY18 funding for the Warwick Renewal by \$3.6M, however, these funds are restored over the subsequent three fiscal years in concert with the actual project expenditures. For FY19 the state budget passed by the General Assembly conceptually supports funding a total \$39.6 million in capital projects for the fiscal year period of FY19 through FY23.

Capital Assets

At June 30, 2018 and 2017, the Community College had \$85.9 million and \$84.1 million invested in capital assets, net of accumulated depreciation of \$96.4 million and \$88.5 million, respectively. These represent an increase of \$1.8 million and \$1.5 million, respectively, from the prior year. Depreciation charges totaled \$7.9 million during fiscal year 2018 and \$7.6 million during fiscal year 2017. Legal title to all land and real estate assets is vested in the Rhode Island Board of Education.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Capital Asset and Debt Administration - Continued

Capital Assets - Continued

A summary of the capital asset balances is displayed below:

	2018	2017
Land and improvements	\$ 2.1	\$ 1.6
Buildings and improvements	74.5	67.9
Construction in progress	4.2	8.9
Furniture, fixtures, and equipment	5.1	5.7
Total	\$ 85.9	\$ 84.1

Debt

At June 30, 2018 and 2017, the Community College had \$4.1 million and \$5.0 million in debt outstanding.

	2018	2017
Due to State of Rhode Island	\$ 2.3	\$ 3.0
Bonds payable	1.8	2.0
Total	\$ 4.1	\$ 5.0

Debt repayments were \$0.9 million during both fiscal years ending June 30, 2018 and 2017.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Debt - Continued

The Community College has no independent bonding authority. All revenue bonds must be approved by and arranged through the BOE. Revenue bond related indebtedness is reported on the Community College's financial statements. BOE bonds issued for the Community College are rated between Aa3 and A1 by Moody's. General obligation bond related indebtedness is reflected on the financial statements of the State of Rhode Island. More detailed information about the Community College's long-term liabilities is presented in Note 6 to the financial statements.

Cash received from operations consists primarily of student tuition and fees and sponsored program grants and contracts. Significant sources of cash provided by noncapital financing activities, as defined by GASB, include State appropriations used to fund operating activities.

Economic Factors That Will Affect the Future

The seasonally adjusted unemployment rate for the State of Rhode Island, from which the Community College primarily draws students, decreased from 4.4% in June of 2017 to 4.3% in June of 2018, according to the U. S. Bureau of Labor Statistics. This compares to a 4.3% seasonally adjusted unemployment rate nationally in June of 2017 decreasing to 4.0% in June of 2018. Historically, in times of economic growth, public colleges/universities have experienced decreases in their enrollments. The Community College cannot predict the extent to which enrollment may vary in the current environment.

The Rhode Island Promise Scholarship is a new initiative introduced by the State of Rhode Island for the Fall of 2017. It has had an immediate impact of mitigating declining enrollment and increasing the population of full-time students at CCRI. The longer term impact on enrollment and tuition will depend on continued funding of the scholarship and the level of persistence demonstrated by the students who take advantage of the program. The Community College has focused resources on making these and all students successful, including increasing advising and tutoring over the past year. With the second Rhode Island Promise cohort beginning in the Fall 2018, the Community College expects to see continued growth in the first-time, full-time straight from high school population.

The Community College operates in a unionized environment. In fiscal year 2018, the Community College distributed contractually agreed to wage increases of 3% to the faculty association, the part-time faculty association, and the Professional Staff Association (CCRIPSA). In fiscal year 2019, contracts with these unions will be up for renewal. The Community College seeks to negotiate with these unions to enter into future labor contracts.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Economic Factors That Will Affect the Future - Continued

As with many state governments, Rhode Island struggles with allocating limited resources across diverse state funded agencies and mandates. State appropriation support to the College has declined from 53% of the total unrestricted budget in 2008 to 46% in 2018. To some extent, these dollars have been made up through student tuition and fees, especially with the introduction of the RI Promise program, thus increasing financial dependence on enrollment. The college was able to implement an increase in tuition and fees in FY18 by 7%, eliminating pre-enrollment placement and application fees in favor of a larger registration fee. The BOE and state government did not endorse a tuition or fee increase for CCRI in FY19. At year-end, the FY18 Enacted Budget included a \$0.7 million state appropriation increase over FY17. The Enacted budget was reduced by a net \$226K reflecting savings from the Governor's retirement incentive program for certain classified state employees and the increase negotiated in classified salaries. The Council and the Commissioner of Higher Education are actively working with the three institutions on policy and planning measures around performance funding tied to performance metrics as well as multi-year forecasting of future tuition increases and state funding requirements.

The BOE is organized into two councils – one for Elementary and Secondary Education and one for Post-Secondary Education permitting each council to focus more specifically on pertinent agendas and policies but still reporting to the full Board for coordination of RI's public education agenda. A new chair of the Postsecondary Council was recently appointed and he is extremely engaged in improving the budget and capital development processes and communications between the institutions as state agencies and state government as well as providing a transparent process for council consideration of the fiscal needs of CCRI, RIC and URI.

The Community College remains competitive economically for in-state students (96% of the total students) but is becoming less competitive for out-of-state students. Tuition and mandatory fees for residents in fiscal year 2018 were \$4,564 and ranked sixth among the Community College's ten-institution regional peer group. Nonresident tuition and mandatory fees were \$12,156 and ranked the Community College second highest in its regional peer group.

The Community College's average enrollment in fiscal year 2018 decreased by 462 (3.2%) over the prior year's average enrollment. Future Community College enrollments may be affected by a number of factors, including any material increase in tuition, other mandatory charges and any material decrease in State appropriations as well as the condition of the state and national economies.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2018

Fiscal Planning

The Community College will continue to control expenses in accordance with available resources and established priorities. The Business and Finance team actively inform the administration of the Community College's current fiscal picture, offer options and considerations for revenue and expenditure changes, and plan in a fiscally prudent and long-term manner.

Information Systems

The Community College of Rhode Island utilizes the Ellucian Resource Management ("ERP") system. The key Banner modules deployed include: Student Information System ("SIS"), Human Capital Management ("HCM"), and Finance and Financial Aid. Banner is deployed in over 1,400 higher education institutions in 40 countries. Over the next year, the college will be migrating from version 8 to version 9 of Banner to maintain currency and access added features and functionality. The college's applications portfolio includes additional systems that integrate with the Banner ERP and support the college's teaching and learning mission.

Request for Information

This financial report is designed to provide a general overview of the Community College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Controller, Community College of Rhode Island, 400 East Avenue, Warwick, RI 02886.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Statement of Net Position

June 30, 2018

	<u>Primary</u> <u>Government</u>	<u>Component Unit</u> <u>Foundation</u>
	<u>College</u>	<u>Foundation</u>
Assets and Deferred Outflow of Resources		
Current Assets:		
Cash and equivalents (Note 3)	\$ 13,093,870	\$ 1,275,737
Net funds on deposit with State	2,123,354	-
Accounts receivable, net (Note 4)	5,346,779	6,635
Inventory and other assets	1,058,469	-
Pledges receivable	<u>-</u>	<u>62,325</u>
Total Current Assets	<u>21,622,472</u>	<u>1,344,697</u>
Noncurrent Assets:		
Pledges receivable	-	139,470
Investments	-	4,034,195
Capital assets, net of accumulated depreciation (Note 5)	<u>85,853,709</u>	<u>-</u>
Total Noncurrent Assets	<u>85,853,709</u>	<u>4,173,665</u>
Total Assets	<u>107,476,181</u>	<u>5,518,362</u>
Deferred Outflow of Resources:		
Deferred outflows of resources related to Pension (Note 7)	5,892,267	-
Deferred outflows of resources related to OPEB (Note 8)	<u>3,680,429</u>	<u>-</u>
Total Deferred Outflows of Resources	<u>9,572,696</u>	<u>-</u>
Liabilities, Deferred Inflows of Resources and Net Position		
Current Liabilities:		
Accounts payable and accrued liabilities	6,132,873	394,430
Student deposits and unearned revenues	2,849,815	-
Funds held for others	1,164,840	-
Compensated absences (Note 6)	3,875,722	-
Current portion of due to State of Rhode Island (Note 6)	725,000	-
Current portion of bonds payable (Note 6)	<u>282,126</u>	<u>-</u>
Total Current Liabilities	<u>15,030,376</u>	<u>394,430</u>
Noncurrent Liabilities:		
Compensated absences (Note 6)	264,790	-
Due to State of Rhode Island (Note 6)	1,525,000	-
Bonds payable (Note 6)	1,526,048	-
Net pension liability (Note 7)	32,467,123	-
Net OPEB liability (Note 8)	21,148,543	-
Annuity payable	<u>-</u>	<u>3,439</u>
Total Noncurrent Liabilities	<u>56,931,504</u>	<u>3,439</u>
Total Liabilities	<u>71,961,880</u>	<u>397,869</u>
Deferred Inflows of Resources:		
Deferred inflows of resources related to Pension (Note 7)	1,139,916	-
Deferred inflows of resources related to OPEB (Note 8)	<u>2,341,047</u>	<u>-</u>
Total Deferred Inflows of Resources	<u>3,480,963</u>	<u>-</u>
Net Position:		
Net investment in capital assets	81,795,535	-
Restricted - expendable (Note 10)	104,557	2,323,787
Permanently restricted	-	2,490,187
Unrestricted	<u>(40,294,058)</u>	<u>306,519</u>
Total Net Position	<u>\$ 41,606,034</u>	<u>\$ 5,120,493</u>

See accompanying notes to the financial statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Statement of Revenues and Expenses

For the Year Ended June 30, 2018

	Primary <u>Government</u>	Component <u>Unit</u>
	<u>College</u>	<u>Foundation</u>
Operating Revenues:		
Tuition and fees	\$ 54,732,192	\$ -
Less scholarship allowances	<u>(27,283,293)</u>	<u>-</u>
Net Student Fees	<u>27,448,899</u>	<u>-</u>
Federal, state, local, and private grants and contracts	34,104,845	-
Auxiliary enterprises	7,045,692	-
Sales and services of educational activity	3,471,365	-
Other	<u>-</u>	<u>233,846</u>
Total Operating Revenues	<u>72,070,801</u>	<u>233,846</u>
Operating Expenses (Note 12):		
Instruction	54,908,704	-
Academic support	7,450,275	-
Student services	12,930,121	-
Scholarships and fellowships	3,586,672	441,997
Public service	867,327	-
Operation and maintenance of plant	12,559,610	-
Institutional support	22,135,747	184,282
Depreciation	7,852,287	-
Auxiliary enterprises	6,930,260	-
Other	<u>-</u>	<u>98,957</u>
Total Operating Expenses	<u>129,221,003</u>	<u>725,236</u>
Net Operating Loss	<u>(57,150,202)</u>	<u>(491,390)</u>
Nonoperating Revenues (Expenses):		
State appropriations (Note 13)	49,709,247	-
Gifts	102,330	1,292,743
Investment income, net of expenses	135,979	367,724
Interest expense	<u>(141,800)</u>	<u>-</u>
Net Nonoperating Revenues	<u>49,805,756</u>	<u>1,660,467</u>
Increase (Decrease) in Net Position Before Capital Appropriations	<u>(7,344,446)</u>	<u>1,169,077</u>
Capital appropriations (Note 13)	8,370,333	-
Capital gifts from Foundation	<u>439,576</u>	<u>(439,576)</u>
Total Capital Contributions (Expenses)	<u>8,809,909</u>	<u>(439,576)</u>
Total Increase in Net Position	<u>\$ 1,465,463</u>	<u>\$ 729,501</u>

See accompanying notes to the financial statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Statement of Changes in Net Position

For the Year Ended June 30, 2018

	<u>Primary Government</u>				
	<u>Net Investment in Capital Assets</u>	<u>Restricted Expendable</u>		<u>Unrestricted</u>	<u>Total</u>
Balance at June 30, 2017, as previously reported	\$ 79,111,406	\$ 58,705		\$ (18,835,661)	\$ 60,334,450
Prior period adjustment - implementation of a newly effective accounting standard (Note 2)	-	-		(20,193,879)	(20,193,879)
Balance at June 30, 2017, as restated	\$ 79,111,406	\$ 58,705		\$ (39,029,540)	\$ 40,140,571
Changes in net position	2,684,129	45,852		(1,264,518)	1,465,463
Balance at June 30, 2018	\$ 81,795,535	\$ 104,557		\$ (40,294,058)	\$ 41,606,034

	<u>Component Unit</u>				
	<u>Net Investment in Capital Assets</u>	<u>Restricted Expendable</u>	<u>Restricted Nonexpendable</u>	<u>Unrestricted</u>	<u>Total</u>
Balance at June 30, 2017	\$ -	\$ 1,577,768	\$ 2,455,818	\$ 357,406	\$ 4,390,992
Changes in net position	-	746,019	34,369	(50,887)	729,501
Balance at June 30, 2018	\$ -	\$ 2,323,787	\$ 2,490,187	\$ 306,519	\$ 5,120,493

See accompanying notes to the financial statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Statement of Cash Flows

For the Year Ended June 30, 2018

Cash Flows from Operating Activities:	
Tuition and fees	\$ 27,396,379
Federal, state, local, and private grants and contracts	33,998,371
Payments to suppliers	(25,738,012)
Payments to employees	(91,560,445)
Payments for scholarships, fellowships and sponsored programs	(3,546,374)
Auxiliary enterprises	7,166,226
Sales and service of educational activities	<u>2,557,772</u>
Net Cash Applied to Operating Activities	<u>(49,726,083)</u>
Cash Flows from Non Capital Financing Activities:	
State appropriations	49,709,247
Funds held for others	(40,528)
Gifts from Foundation	<u>102,330</u>
Net Cash Provided by Non Capital Financing Activities	<u>49,771,049</u>
Cash Flows from Capital and Related Financing Activities:	
Capital appropriations	8,370,333
Purchases of capital assets	(9,557,195)
Principal paid on capital debt	(967,446)
Interest paid on capital debt	(141,800)
Capital gifts from Foundation	<u>439,576</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(1,856,532)</u>
Cash Flows from Investing Activity:	
Interest on investments	<u>135,979</u>
Net Decrease in Cash and Equivalents	(1,675,587)
Cash and Equivalents, Beginning of Year	<u>14,769,457</u>
Cash and Equivalents, End of Year	\$ 13,093,870
Reconciliation of Net Operating Loss to	
Net Cash Applied to Operating Activities:	
Net operating loss	\$ (57,150,202)
Adjustments to reconcile net operating loss to net cash applied to operating activities:	
Depreciation	7,852,287
Amortization of bond premium	(11,775)
Recovery of bad debts	(69,488)
Net pension activity	388,368
Net OPEB activity	(384,718)
Changes in assets and liabilities:	
Net funds on deposit with State	(98,895)
Accounts receivable	(871,229)
Inventory and other assets	(49,310)
Accounts payable and accrued liabilities	605,847
Student deposits and unearned revenues	439
Compensated absences	<u>62,593</u>
Net Cash Applied to Operating Activities	\$ (49,726,083)

See accompanying notes to the financial statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies**

Organization

The Community College of Rhode Island (the "Community College") is New England's largest public, two year college offering an array of academic degree and transfer programs, occupational programs, and educational and training programs for local businesses and industries. The Community College is supported by the State of Rhode Island (the "State"), and is part of the State's system of public higher education. The Community College, a component unit of the State of Rhode Island and Providence Plantations, is governed by the Rhode Island Board of Education ("BOE") (successor of the Board of Higher Education effective January 1, 2013) a body politic and corporate established under Chapter 97 of Title 16 of the General Laws of Rhode Island. The BOE consists of public members appointed by the Governor.

The Rhode Island Office of the Postsecondary Commissioner, which operates under the direction of the Commissioner of Postsecondary Education, is the administrative and research arm of the BOE. The BOE is not a department of state government but an independent public corporation vested with the responsibility of providing oversight for the system of public education in Rhode Island. This public higher education system consists of three entities: the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island. Articulation agreements exist between the schools for student transfer within this system.

The Rhode Island General Assembly established the BOE effective January 1, 2013, to oversee the elementary, secondary and postsecondary education for the state. In June 2014, the Rhode Island General Assembly approved the reorganization of the entire Rhode Island system of public education.

The legislation enlarged the BOE to seventeen (17) members in order for the BOE to populate two Councils: Council for Elementary and Secondary Education and the Council for Post-Secondary Education (the "Councils"). Each of the two Councils will be responsible for the significant portion of the governance and regulation per RIGL 16-60-1 and 16-60-4 for Elementary/Secondary and per RIGL 16-59-1 and 16-59-4 for Post-Secondary.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Organization - Continued

The mission of the BOE is to provide long-range planning and coordination and evaluation of policies and programs for the public education systems of the State and specifically:

- To develop and adopt educational, financial and operational goals for the education systems of the State that represent achievable benchmarks for a 10-year and 20-year time frame to be implemented by the two Councils and the commissioners.
- To ensure that the education systems of the State are aligned with the projected opportunities in workforce development and economic development and that the education systems are preparing students to participate in the future workforce of Rhode Island.
- To coordinate programs and courses of study and promote collaboration between and among pre-kindergarten through higher education institutions and agencies.
- To present strategic budget and finance recommendations to the council on elementary and secondary education and the council on postsecondary education that are aligned with the long-range goals adopted by the board.

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board ("GASB"). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The Community College has determined that it functions as a Business Type Activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation - Continued

The Community College's policies for defining operating activities in the statement of revenues and expenses are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the Community College's operating and capital appropriations from the State of Rhode Island, net investment income, gifts, and interest expense.

The accompanying statement of revenues and expenses demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

Community College of Rhode Island Foundation

The Community College of Rhode Island Foundation (the "Foundation") is a legally separate tax-exempt component unit of the Community College. The Foundation acts primarily as a fundraising organization to supplement the resources that are available to the Community College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the Community College. All activity relating to the Community College of Rhode Island Alumni Association is included on the books and records of the Foundation. Although the Community College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the Community College by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the Community College, the Foundation is considered a component unit of the Community College and is discretely presented in the Community College's financial statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Community College of Rhode Island Foundation - Continued

During the year ended June 30, 2018, the Foundation made total gifts to the Community College of \$439,576 for capital purposes. The Foundation is a private nonprofit organization that reports in accordance with standards of the Financial Accounting Standards Board (“FASB”), including ASC 958-205, *Presentation of Financial Statements for Not-for-Profit Entities*, and ASC 958-605, *Revenue Recognition for Not-for-Profit Entities*. Accordingly, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation’s financial information in the Community College’s financial reporting entity for these differences.

A complete copy of the financial statements for the Foundation can be obtained from the Office of Institutional Advancement, Community College of Rhode Island, 400 East Avenue, Warwick, RI 02886.

Net Position

Resources are classified for accounting purposes into the following three net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation, accounts payable, accrued liabilities and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted - expendable: Net position whose use is subject to externally imposed conditions that can be fulfilled by specific actions of the Community College or by the passage of time.

Unrestricted: All other categories of net position. Unrestricted net position may be designated by the Community College.

The Community College has adopted a policy of using restricted – expendable funds, when available, prior to unrestricted funds.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Cash and Equivalents

The Community College considers all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Accounts receivable are periodically evaluated for collectability based on past history with students. Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks in the receivables portfolio, the estimated value of underlying collateral, and current economic conditions.

Inventories

Inventories are stated at the lower of cost (first-in, first-out retail inventory method) or market and consist of bookstore items. Inventory amounted to \$836,177 at June 30, 2018.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at fair value as of date of donation. In accordance with the BOE's capitalization policy, all land is capitalized, regardless of value. Vehicles, equipment, computer software for internal use, and works of art and historical treasures with a unit cost of at least \$5,000 are capitalized. Land Improvements, building, leasehold and infrastructure improvements with a unit cost of \$50,000 or more are capitalized. Interest costs on debt related to capital assets is capitalized during the construction period and then depreciated over the life of the project. However, the Community College has not incurred such interest costs. Community College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 50 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Compensated Absences and Salary Reduction Plan

Community College employees are granted vacation and sick leave in varying amounts. In the event of termination, an employee is paid for those accumulated vacation and sick days allowable in accordance with the applicable union contract or in the case of non-union personnel, according to State or Community College policy.

Amounts of vested and accumulated vacation and sick leave are reported as compensated absences. Amounts are determined based upon the compensation rates in effect as of the statement of net position date.

Amounts related to Salary Reduction Plans adopted during fiscal years 1991, 1992 and 1993 can be distributed in the form of paid leave, payment at the time of separation from the Community College or to an employee's estate.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Employees' Retirement System ("ERS") and the additions to/deductions from ERS' fiduciary net position have been determined on the same basis as they are reported by ERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Post Employment Benefits

For purposes of measuring the net postemployment benefits other than pension obligations ("OPEB") liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the State Employees' OPEB Cost-Sharing Plan ("SEP") and the Board of Education Cost-Sharing OPEB Plan ("BOEP") (collectively the "Plans"), and the additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, the Plans recognize benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Health Insurance

The State offers one state paid health plan to each of its participating agencies. The premiums for these plans are divided among the agencies based upon their number of eligible employees. All employees share in health care costs. Employee contributions range from 15-25% of health care premiums for non-classified and classified staff. Part-time employee contributions range from 20-35% of healthcare premiums. The costs are automatically deducted through the payroll system on a biweekly basis. The Community College pays the balance of the healthcare costs. Expenses incurred by the Community College to the State for 2018 health premiums were approximately \$9,354,000. Employee contributions for 2018 were approximately \$1,953,000.

Assessed Fringe Benefit Administrative Fund

In July 2000, the State established the Assessed Fringe Benefit Administrative Fund. The fund is used to make all payments relating to workers' compensation charges, unemployment compensation payments, and payments to employees for unused vacation and sick leave upon their termination from State service. The State funds this account by assessing a charge based on the biweekly payrolls of all State agencies. The weighted average fringe benefit assessment rate for 2018 for non-faculty was 4.2% and 3.48% for faculty. The assessed fringe benefit cost was approximately \$1,875,000 for fiscal year 2018.

Student Deposits and Unearned Revenue

Student deposits and advance payments received for tuition and fees related to certain summer programs and for the following academic year are reported as unearned revenue in the current year and as earned revenue in the following year.

Student Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are reflected as expenses.

Funds Held for Others

The Community College holds funds for student and other organizations affiliated with the Community College. These funds are pooled with the Community College's funds and net returns are allocated to the Community College organizations' asset balances.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Tax Status

The Community College is a component unit of the State of Rhode Island and Providence Plantations and is, therefore, generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, and determining the net pension liability and the net OPEB liability.

Risk Management

The Community College is exposed to various risks of loss related to general liability, property and casualty, workers' compensation, unemployment, and employee health insurance claims. Insurance is maintained for general liability with limits of \$1 million per occurrence and \$3 million in the aggregate with a \$25,000 deductible as well as a \$25 million umbrella. Coverage under the Medical Professional Liability Policy extends to employed health care providers, excluding physicians who have separate coverage. This policy does not apply to actions relating to federal/civil rights, eminent domain, and breach of contract. Such claims are insured under a separate policy, Educators Legal Liability, for wrongful acts with limits of \$4 million per claim and \$4 million for the annual aggregate with a \$150,000 deductible. Crime coverage for Community College employees is carried with a limit of \$25 million with a deductible ranging from \$75,000 to \$150,000.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Risk Management – Continued

As an agency of the State of Rhode Island and Providence Plantations, the Community College participates in a group property program. In fiscal year 2018, buildings and contents were insured against fire, theft, and natural disaster with a limit of \$200 million and a \$100,000 deductible per occurrence.

Included in this policy is boiler and machinery coverage with the same policy limit and deductible. A separate inland marine policy insures specifically listed high value property items such as computer equipment, valuable papers, fine arts, contractor's equipment, and miscellaneous property at various limits of insurance and deductibles.

All vehicles are owned by the State, which insures them for liability through an outside carrier. The policy is a loss retrospective program where premiums can be adjusted for claims incurred. Workers' compensation, unemployment, and employee health and life insurance claims are self-insured and managed by the State. The settlement amounts have not exceeded insurance coverage during the past three years.

New Governmental Accounting Pronouncements

GASB Statement 83 – *Certain Asset Retirement Obligations* (“AROs”) is effective for periods beginning after June 15, 2018. An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs and requires that recognition occur when the liability is both incurred and reasonably estimable. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Pension and other employee benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be combined and shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not completed its review of the requirements of this standard and its applicability.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 1 - **Summary of Significant Accounting Policies – Continued**

New Governmental Accounting Pronouncements – Continued

GASB Statement 87 – Leases is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 88 – Certain Disclosures Related to Debt, Including Direct Borrowings and Placements is effective for years beginning after June 15, 2018. Implementation of this standard will require additional disclosures in the notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 89 – Accounting for Interest Costs Incurred before the End of a Construction Period is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 2 - **Implementation of Newly Effective Accounting Standard**

As a result of implementing GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, the Community College has restated net position in the statement of net position by \$20,193,879 as of June 30, 2017. The prior period restatement of net position reflect the recognition of a net OPEB liability as of June 30, 2018, as required by the application of GASB 75.

	As previously <u>Reported</u>	<u>Restated</u>
As of June 30, 2017:		
Deferred outflows of		
resources related to OPEB	\$ -	\$ 1,634,415
Net OPEB liability	\$ -	\$ 21,828,294
Unrestricted net position	\$(18,835,661)	\$(39,029,540)

Note 3 - **Cash, Equivalents and Investments**

The Community College's policy is in accordance with RIGL Chapter 35-10.1 regarding depository institutions holding deposits of the State, its agencies or governmental subdivisions of the State, which indicates that they shall at a minimum, insure or pledge eligible collateral equal to one hundred percent of time deposits with maturities greater than 60 days. Any of these institutions which do not meet minimum capital standards prescribed by federal regulations shall insure or pledge eligible collateral equal to one hundred percent of deposits, regardless of maturity.

The Community College does not have a policy for custodial credit risk associated with deposits.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 3 - **Cash, Equivalents and Investments – Continued**

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are:

- a) Uncollateralized,
- b) Collateralized with securities held by pledging financial institution; or
- c) Collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor government's name.

Bank balances covered by federal depository insurance ("FDIC") at June 30, 2018 approximated \$9,358,000. In addition, approximately \$5,730,000 at June 30, 2018 was collateralized with securities held by the pledging financial institution in the Community College's name. These balances reflect FDIC insurance and guarantee programs in effect at their respective periods.

Investments of the Foundation

Foundation investments are presented in the financial statements at fair value and are summarized as follows at June 30, 2018:

Equities	\$ 2,617,552
Fixed income	1,214,518
Pooled investments	<u>202,125</u>
Total Investments	<u>\$ 4,034,195</u>

Promulgations of the Financial Accounting Standards Board have established a framework for measuring fair value of the investments, which provides a hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. Please refer to the financial statements of the Foundation for more information.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 4 - **Accounts Receivable**

Accounts receivable, which are anticipated to be collected within one year, include the following at June 30, 2018:

Student accounts receivable	\$ 2,704,837
Grants receivable	625,858
Other receivables	<u>3,314,485</u>
	6,645,180
Less: allowance for doubtful accounts	<u>(1,298,401)</u>
	<u>\$ 5,346,779</u>

Note 5 - **Capital Assets**

Capital assets consist of the following at June 30, 2018:

	Estimated lives (in years)	Beginning Balance	Additions	Reclassification	Ending Balance
Capital assets not depreciated:					
Land	—	\$ 1,490,837	\$ -	\$ -	\$ 1,490,837
Construction in progress	—	<u>8,980,044</u>	<u>3,120,291</u>	<u>(7,883,378)</u>	<u>4,216,957</u>
Total not depreciated		<u>10,470,881</u>	<u>3,120,291</u>	<u>(7,883,378)</u>	<u>5,707,794</u>
Capital assets depreciated:					
Land improvements	15	72,057	249,383	284,725	\$ 606,165
Buildings, including improvements	10-50	138,864,644	4,478,289	7,598,653	150,941,586
Furnishings and equipment	5-15	<u>23,300,604</u>	<u>1,709,232</u>	-	<u>25,009,836</u>
Total depreciated		<u>162,237,305</u>	<u>6,436,904</u>	<u>7,883,378</u>	<u>176,557,587</u>
Total capital assets		<u>172,708,186</u>	<u>9,557,195</u>	-	<u>182,265,381</u>
Less: accumulated depreciation:					
Land improvements		7,206	22,607	-	29,813
Building, including improvements		70,973,309	5,447,239	-	76,420,548
Furnishings and equipment		<u>17,578,870</u>	<u>2,382,441</u>	-	<u>19,961,311</u>
Total accumulated depreciation		<u>88,559,385</u>	<u>7,852,287</u>	-	<u>96,411,672</u>
Capital Assets, Net		<u>\$ 84,148,801</u>	<u>\$ 1,704,908</u>	<u>\$ -</u>	<u>\$ 85,853,709</u>

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 6 - **Long-Term Liabilities**

Long-term liabilities consist of the following at June 30, 2018:

	<u>(Restated) Beginning Balances</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balances</u>	<u>Current Portion</u>
Bonds payable:					
Revenue bonds payable	\$ 1,999,965	\$ -	\$ 262,446	\$ 1,737,519	\$ 270,351
Premium on bonds payable	<u>82,430</u>	<u>-</u>	<u>11,775</u>	<u>70,655</u>	<u>11,775</u>
Total bonds payable	<u>2,082,395</u>	<u>-</u>	<u>274,221</u>	<u>1,808,174</u>	<u>282,126</u>
Other long-term liabilities:					
Due to State of Rhode Island	2,955,000	-	705,000	2,250,000	725,000
Compensated absences	4,077,919	62,593	-	4,140,512	3,875,722
Net pension liability	30,765,991	1,701,132	-	32,467,123	-
Net OPEB liability	<u>21,828,294</u>	<u>-</u>	<u>679,751</u>	<u>21,148,543</u>	<u>-</u>
Total long-term liabilities	<u>\$ 61,709,599</u>	<u>\$ 1,763,725</u>	<u>\$ 1,658,972</u>	<u>\$ 61,814,352</u>	<u>\$ 4,882,848</u>

Revenue Bonds Payable

The following is a summary of the Community College's long-term debt for the year ended June 30, 2018:

Revenue bonds payable:

Rhode Island Health and Educational Building
 Corporation Educational and General Revenue
 Refunding Issue, Series 2013B. Original Amount
 of debt issued - \$2,995,995, 2% to 3% due
 semiannually through 2024.

\$ 1,737,519

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 6 - **Long-Term Liabilities - Continued**

Revenue Bonds Payable - Continued

Principal and interest on revenue bonds payable for the next five years and in subsequent five year periods are as follows:

Years Ending <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 270,351	\$ 45,983	\$ 316,334
2020	278,256	38,798	317,054
2021	282,999	31,422	314,421
2022	292,485	22,790	315,275
2023	301,971	13,873	315,844
2024	<u>311,457</u>	<u>4,672</u>	<u>316,129</u>
Totals	<u>\$ 1,737,519</u>	<u>\$ 157,538</u>	<u>\$ 1,895,057</u>

Due to State of Rhode Island

The following is a summary of the Community College's Due to State of Rhode Island for the year ended June 30, 2018:

Due to State of Rhode Island:

Certificates of participation ("COP") energy

Conservation bonds due to the State of

Rhode Island. Original amount of debt issued

\$6,560,000, 2% to 4% due annually through 2021.

\$ 2,250,000

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 6 - **Long-Term Liabilities - Continued**

Due to State of Rhode Island - Continued

Annual principal and interest on Due to State of Rhode Island through maturity are as follows:

Years Ending			
<u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 725,000	\$ 78,875	\$ 803,875
2020	750,000	55,313	805,313
2021	<u>775,000</u>	<u>29,062</u>	<u>804,062</u>
Totals	<u>\$ 2,250,000</u>	<u>\$ 163,250</u>	<u>\$ 2,413,250</u>

Interest expense on all debt for the year ended June 30, 2018 was \$165,350. The amortization of bond premium is included with interest expense.

The COP energy conservation bonds were issued by the State of Rhode Island. It is anticipated that the estimated energy and other utility savings generated by improvements funded by the bond proceeds will exceed total debt costs.

The State of Rhode Island has issued bonds for the development of certain Community College facilities. These bonds are not obligations of the Community College and, therefore, are not recorded as liabilities in the accompanying financial statements.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 7 - **Pension**

Plan Description

Certain employees of the Community College participate in a cost-sharing multiple-employer defined benefit plan, the Employees' Retirement System Plan (the "ERS"), administered by the Employees' Retirement System of the State of Rhode Island (the "System"). Under a cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits of the employees of any participating employer providing pension benefits through the plan, regardless of the status of the employers' payment of its pension obligation to the plan. The ERS provides retirement and disability benefits and death benefits to plan members and beneficiaries.

The System issues a publicly available financial report that includes financial statements and required supplementary information for the plans. The report may be obtained at <http://www.ersri.org>.

Benefit Provisions

The level of benefits provided to participants is established by Chapter 36-10 of the General Laws, which is subject to amendment by the General Assembly. Member benefit provisions vary based on service credits accumulated at dates specified in various amendments to the General Laws outlining minimum retirement age, benefit accrual rates and maximum benefit provisions. In general, members accumulate service credits for each year of service subject to maximum benefit accruals of 80% or 75%. For those hired after June 30, 2012, the benefit accrual rate is 1% per year with a maximum benefit accrual of 40%. Members eligible to retire at September 30, 2009 may retire with 10 years of service at age 60 or after 28 years of service at any age. The retirement eligibility age increases proportionately for other members reflecting years of service and other factors until it aligns with the Social Security Normal Retirement Age, which applies to any member with less than 5 years of service as of July 1, 2012. Members are vested after 5 years of service.

The ERS provides for survivor's benefits for service-connected death and certain lump sum death benefits. Joint and survivor benefit provision options are available to members.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 7 - **Pension – Continued**

Benefit Provisions – Continued

Cost of living adjustments are provided but are currently suspended until the collective plans covering state employees and teachers reach a funded status of 80%. Until the plans reach an 80% funded status, interim cost of living adjustments are provided at four-year intervals.

The ERS also provides nonservice-connected disability benefits after five years of service and service-connected disability benefits with no minimum service requirement.

Contributions

The funding policy, as set forth in the General Laws, Section 36-10-2, provides for actuarially determined periodic contributions to the plan. For fiscal 2017, Community College employees, with less than 20 years of service as of July 1, 2015, were required to contribute 3.75% of their annual covered salary. Employees with more than 20 years of service as of July 1, 2015 were required to contribute 11% of their annual covered salary. The Community College is required to contribute at an actuarially determined rate; the rate was 24.87% of annual covered payroll for the fiscal year ended June 30, 2018. The Community College contributed \$2,426,036, \$2,529,226 and \$2,306,819 for the fiscal years ended June 30, 2018, 2017 and 2016, respectively, equal to 100% of the required contributions for each year.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources

At June 30, 2018 the Community College reported a liability of \$32,467,123 for its proportionate share of the net pension liability related to its participation in ERS. The net pension liability was measured as of June 30, 2017, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016 rolled forward to June 30, 2017. The Community College's proportion of the net pension liability was based on its share of contributions to the ERS for fiscal year 2017 relative to the total contributions of all participating employers for that fiscal year. At June 30, 2017, the Community College proportion was 1.44%.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Financial Statements - Continued

June 30, 2018

Note 7 - **Pension – Continued**

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and
Deferred Inflows of Resources - Continued*

For the year ended June 30, 2018 the Community College of Rhode Island recognized pension expense of \$2,814,403. At June 30, 2018 the Community College reported deferred outflows of resources and deferred inflows of resources related to pension from the following sources:

Deferred Outflow of Resources Related to Pension

Net difference between projected and actual earnings on pension plan investments	\$ 729,576
Changes in assumptions	2,736,655
Contributions made subsequent to measurement date	<u>2,426,036</u>
	<u>\$ 5,892,267</u>

Deferred Inflows of Resources Related to Pension

Difference between expected and actual experience	\$ 662,297
Changes in assumptions	88,255
Changes in proportion and differences between employer contributions and proportionate share of contributions	<u>389,364</u>
	<u>\$ 1,139,916</u>

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 7 - **Pension – Continued**

Contributions of \$2,426,036 are reported as deferred outflows of resources related to pensions resulting from the Community College’s contributions in fiscal year 2018 subsequent to the measurement date, and will be recognized as a reduction of the net pension liability at the June 30, 2018 measurement date. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as an increase in annual pension expense as follows:

Years Ended <u>June 30,</u>	
2019	\$ 342,340
2020	873,347
2021	671,178
2022	331,773
2023	<u>107,677</u>
	<u>\$ 2,326,315</u>

Actuarial Assumptions

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.50%
Salary increases	3.25% to 6.25%
Investment rate of return	7.00%

Mortality rates were based on:

- Male employees, RP-2014 Combined Healthy for Males with Blue Collar adjustments, projected with Scale Ultimate MP16.
- Female employees, RP-2014 Combined Healthy for Females, projected with Scale Ultimate MP16.

The actuarial assumptions used in the June 30, 2016 valuations rolled forward to June 30, 2017 and the calculation of the total pension liability at June 30, 2017 were consistent with the results of an actuarial experience study performed as of June 30, 2016.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 7 - **Pension – Continued**

Actuarial Assumptions - Continued

The long-term expected rate of return best-estimate on pension plan investments was determined by the actuary using a building-block method. The actuary started by calculating best-estimate future expected real rates of return (expected returns net of pension plan investment expense and inflation) for each major asset class, based on a collective summary of capital market expectations from 35 sources. The June 30, 2017 expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following table:

<u>Asset Class</u>	<u>Long-Term Target Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global Equity		
U.S. Equity	20.60%	6.85%
International Developed Equity	15.90%	6.71%
International Emerging Markets	3.50%	8.91%
Private Growth		
Private Equity	11.30%	9.62%
Non-Core RE	2.20%	5.17%
OPP Private Credit	1.50%	9.62%
Income		
High Yield Infrastructure	1.00%	4.26%
REITS	1.00%	5.17%
Liquid Credit	2.80%	4.26%
Private Credit	3.20%	4.26%
Crisis Protection Class		
Treasury Duration	4.00%	0.83%
Systematic Trend	4.00%	3.81%
Inflation Protection		
Core Real Estate	3.60%	5.17%
Private Infrastructure	2.40%	5.57%
TIPs	1.00%	1.72%
Natural Resources	1.00%	3.98%
Volatility Protection		
IG Fixed Income	11.50%	2.12%
Absolute Return	6.50%	3.81%
Cash	3.00%	0.83%

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 7 - **Pension – Continued**

Actuarial Assumptions - Continued

These return assumptions are then weighted by the target asset allocation percentage, factoring in correlation effects, to develop the overall long-term expected rate of return best-estimate on an arithmetic basis.

Discount Rate

The discount rate used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from the employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Net Pension Liability (Asset) to Changes in the Discount Rate

The following presents the net pension liability (asset) calculated using the discount rate of 7.0 percent as well as what the net pension liability (asset) would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate.

1.00% Decrease (6.00%)	Current Discount Rate (7.00%)	1.00% Increase (8.00%)
\$ 40,429,774	\$ 32,467,123	\$ 26,536,152

Pension Plan Fiduciary Net Position

As noted earlier, ERS issues a publicly available financial report that includes financial statements and required supplementary information for the plans. The report may be obtained at <http://www.ersri.org>. The report contains detailed information about the pension plan’s fiduciary net position.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 8 - **Other Post-Employment Benefits (OPEB)**

Plan Description

Certain employees of the Community College participate in one of two OPEB plans: the State Employees' OPEB Cost-Sharing Plan ("SEP") and the Board of Education Cost-Sharing OPEB Plan ("BOEP") (collectively the "Plans"). The Plans are cost-sharing multiple-employer defined benefit OPEB plans included within the Rhode Island State Employees' and Electing Teachers OPEB System (the "OPEB System").

Under a cost sharing plan, OPEB obligations for employees of all employers are pooled and plan assets are available to pay the benefits of the employees of any participating employer providing OPEB benefits through the plan, regardless of the status of the employers' payment of its OPEB obligation to the plan. The Plans provide health care benefits to plan members.

The OPEB System is administered by the OPEB Board and was authorized, created, and established under Chapter 36-12.1 of the RI General Laws. The OPEB Board was established under Chapter 36-12.1 as an independent board to hold and administer, in trust, the funds of the OPEB System. The four members of the OPEB Board are: the State Controller, the State Budget Officer, the State Personnel Administrator and the General Treasurer, or their designees.

The OPEB System issues a separate publicly available financial report that includes financial statements and required supplementary information for each plan. The reports may be obtained at <http://www.oag.ri.gov/reports.html>.

Membership and Benefit Provisions

The Plans within the OPEB System generally provide healthcare coverage to pre-Medicare eligible retirees and health reimbursement account contributions or Medicare supplement coverage for members who are Medicare eligible. Members may purchase coverage for spouses and dependents. Dental and vision coverage may be purchased by these groups with no state subsidy.

Members of the OPEB System must meet the eligibility and services requirements set forth in the RI General Laws or other governing documents. RIGL Sections 16-17.1-1 and 2, 36-10-2, 36-12.1, 36-12-2.2 and 36-12-4 govern the provisions of the OPEB System, and they may be amended in the future by action of the General Assembly.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 8 - **Other Post-Employment Benefits (OPEB) - Continued**

Contributions

State Employees' OPEB Cost-Sharing Plan

The funding policy, as set forth in the General Laws and which may be amended at any time, provides for actuarially determined periodic contributions to the plans. The Community College is required to contribute at an actuarially determined rate; the rate was 5.98% of annual covered payroll for the fiscal year ended June 30, 2018. The Community College contributed \$588,358, \$613,936 and \$585,867 for the fiscal years ended June 30, 2018, 2017 and 2016, respectively, equal to 100% of the required contributions for each year.

Active employees do not make contributions to the plan. Retired member contributions consist of the required retiree share of coverage based on the time of retirement and years of service.

Board of Education Cost-Sharing OPEB Plan

The funding policy, as set forth in the General Laws and which may be amended at any time, provides for actuarially determined periodic contributions to the plans. The Community College is required to contribute at an actuarially determined rate; the rate was 4.36% of annual covered payroll for the fiscal year ended June 30, 2018. The Community College contributed \$1,352,651, \$1,020,479 and \$957,664 for the fiscal years ended June 30, 2018, 2017 and 2016, respectively, equal to 100% of the required contributions for each year.

Active employees contribute 0.9% of payroll to the OPEB plan. Retired employees have varying co-pay percentages ranging from 0% to 50% based on age and years of service at retirement.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 8 - **Other Post-Employment Benefits (OPEB) - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2018, the Community College reported a liability of \$7,462,946 and \$13,685,597 for its proportionate share of the net OPEB liability related to its participation in the SEP and BOEP, respectively. The net OPEB liability was measured as of June 30, 2017, the measurement date, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of June 30, 2017 for the Plans. The Community College's proportion of the net OPEB liability was based on its share of contributions to the Plans for fiscal year 2017 relative to the total contributions of all participating employers for that fiscal year. At June 30, 2017, the Community College's proportion was 1.44% and 26.09% for SEP and BOEP, respectively.

For the year ended June 30, 2018, the Community College recognized OPEB expense of \$556,174 and \$1,000,117 related to its participation in SEP and BOEP, respectively. At June 30, 2018, the Community College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>SEP</u>	<u>BOEP</u>	<u>Total</u>
<u>Deferred Outflow of Resources Related to OPEB</u>			
Changes in assumptions	\$ 447,767	\$ 1,291,653	\$ 1,739,420
Contributions made subsequent to measurement date	<u>588,358</u>	<u>1,352,651</u>	<u>1,941,009</u>
	<u>\$ 1,036,125</u>	<u>\$ 2,644,304</u>	<u>\$ 3,680,429</u>
<u>Deferred Inflows of Resources Related to OPEB</u>			
Difference between expected and actual experience	\$ 389,101	\$ 1,599,189	\$ 1,988,290
Net difference between projected and actual earnings on OPEB plan investments	<u>91,464</u>	<u>261,293</u>	<u>352,757</u>
	<u>\$ 480,565</u>	<u>\$ 1,860,482</u>	<u>\$ 2,341,047</u>

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 8 - **Other Post-Employment Benefits (OPEB) - Continued**

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB - Continued

Contributions of \$1,941,009 are reported as deferred outflows of resources related to OPEB resulting from the Community College's contributions in fiscal year 2018 subsequent to the measurement date, and will be recognized as a reduction of the net OPEB liability determined at the June 30, 2018 measurement date. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized as an increase (decrease) in OPEB expense as follows:

Years Ended			
<u>June 30,</u>	<u>SEP</u>	<u>BOEP</u>	<u>Total</u>
2019	\$ (13,651)	\$ (116,015)	\$ (129,666)
2020	(13,651)	(116,015)	(129,666)
2021	(13,651)	(116,015)	(129,666)
2022	(13,651)	(116,015)	(129,666)
2023	9,215	(50,692)	(41,477)
Thereafter	<u>12,591</u>	<u>(54,077)</u>	<u>(41,486)</u>
	<u>\$ (32,798)</u>	<u>\$ (568,829)</u>	<u>\$ (601,627)</u>

Actuarial Assumptions

The total OPEB liability was determined using the following significant actuarial assumptions for the Plans:

Inflation	2.75%
Salary increases	3.00% to 6.00%
Investment rate of return	5.00%
Health care cost trend rate	9.00% in fiscal year 2018 decreasing annually to 3.5% in fiscal year 2031 and later

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 8 - **Other Post-Employment Benefits (OPEB) - Continued**

Actuarial Assumptions – Continued

The long-term expected rate of return best-estimate on the Plans' investments was determined by the actuary using a building-block method. The actuary started by calculating best-estimate future expected real rates of return (expected returns net of OPEB plan investment expense and inflation) for each major asset class, based on a collective summary of capital market expectations from 8 nationally recognized investment consulting firms. The June 30, 2017 expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following table for the Plans:

<u>Asset Class</u>	<u>Long-Term Target Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Domestic Equity	65%	5.58%
Fixed Income	35%	0.52%

These return assumptions are then weighted by the target asset allocation percentage, factoring in correlation effects, to develop the overall long-term expected rate of return best-estimate on an arithmetic basis.

Discount Rate

The discount rate used to measure the total OPEB liability was 5% for the Plans. The projection of cash flows used to determine the discount rate assumed that contributions from plan members, if any, will be made at the current contribution rate and that contributions from the employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the Plans' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on the Plans' investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 8 - **Other Post-Employment Benefits (OPEB) - Continued**

Sensitivity of the net OPEB liability to changes in the discount rate

The following presents the net OPEB liability calculated using the discount rate of 5 percent as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate.

	1% Decrease 4.0% Discount Rate	5.0% Discount Rate	1% Increase 6.0% Discount Rate
SEP	\$ 8,708,269	\$ 7,462,946	\$ 6,426,034
BOEP	\$ 16,775,184	\$ 13,685,597	\$ 11,149,124

Sensitivity of the net OPEB liability to changes in the health care cost trend rate

The following table presents the net OPEB liability calculated using the healthcare cost trend rate of 9.0 percent and gradually decreasing to an ultimate rate of 3.5%, as well as what the Community College's net OPEB liability would be if it were calculated using a trend rate that is 1-percentage point lower or 1-percentage point higher than the current rate.

	1% Lower	Baseline	1% Higher
SEP	\$ 6,280,592	\$ 7,462,946	\$ 8,932,322
BOEP	\$ 10,814,624	\$ 13,685,597	\$ 17,315,657

OPEB Plan Fiduciary Net Position

The OPEB System issues a separate publicly available financial report that includes financial statements and required supplementary information for each plan. The reports may be obtained at <http://www.oag.ri.gov/reports.html>. The reports contain detailed information about the Plans' fiduciary net position.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 9 - **Other Retirement Plans**

State of Rhode Island Employees' Retirement System ("ERS") Defined Contribution:

Plan Description

Certain employees participating in the defined benefit plan (those with less than 20 years of service as of July 1, 2015), as described in Note 6, also participate in a defined contribution plan of the Employees' Retirement System as authorized by General Law Chapter 36-10.3. The defined contribution plan was established under IRS section 401(a) and is administered by TIAA-CREF. The Retirement Board is the plan administrator and plan trustee. The employees may choose among various investment options available to plan participants. The State Investment Commission is responsible for implementing the investment policy of the plan and selecting the investment options available to members.

Contributions

Certain employees (those with less than 20 years of service as of July 1, 2015) contribute 5% of their annual covered salary and employers contribute at the following percentages of annual covered salary for these employees based on their years of service as of July 1, 2015:

Years of Service	Employer
<u>As of 7/1/2015</u>	<u>Contribution Rate</u>
15 - 20 Years	1.50%
10 - 15 Years	1.25%
0 - 10 Years	1.00%

Employee contributions are immediately vested while employer contributions are vested after three years of contributory service. Contributions required under the plan by both the employee and employer are established by the General Laws of the State of Rhode Island, which are subject to amendment by the General Assembly.

The Community College contributed and recognized as pension expense \$90,639 and \$89,582 for the fiscal years ended June 30, 2018 and 2017, respectively, equal to 100% of the required contributions for these years.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 9 - **Other Retirement Plans – Continued**

Plan Vesting and Contribution Forfeiture Provisions

The total amount contributed by the member, including associated investment gains and losses, shall immediately vest in the member's account and is non-forfeitable. The total amount contributed by the employer, including associated investment gains and losses, vests with the member and is non-forfeitable upon completion of three years of contributory service. Non-vested employer contributions are forfeited upon termination of employment. Such forfeitures can be used by employers to offset future remittances to the plan.

Retirement Benefits

Benefits may be paid to a member after severance from employment, death, plan termination, or upon a deemed severance from employment for participants performing qualified military service. At a minimum, retirement benefits must begin no later than April 1 of the calendar year following the year in which the member attains age 70½ or terminates employment, if later.

The ERS issues a publicly available financial report that includes financial statements and required supplementary information for plans administered by the system. The report may be obtained at <http://www.ersri.gov>.

Rhode Island Board of Governors for Higher Education Alternate Retirement Plan:

Plan Description

Certain employees of the Community College, (principally faculty and administrative personnel) are covered by individual annuity contracts under a defined contribution retirement plan, Alternate Retirement Plan, established by the Rhode Island Board of Education which is also responsible for amending it. Eligible employees who have reached the age of 30, and who have two (2) years of service are required to participate in either the Teachers' Insurance and Annuity Association (TIAA), the Metropolitan Life Insurance Company or Variable Annuity Life Insurance Company retirement plan. The BOE establishes and amends contribution rates. Eligible employees must contribute at least 5% of their gross biweekly earnings. These contributions may be made on a pre-tax basis.

Funding Policy

The Community College contributes 9% of the employee's gross biweekly earnings. Total expenditures by the Community College for such 403(b) annuity contracts amounted to approximately \$2,978,000 during 2018. The employee contribution amounted to approximately \$1,655,000.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 10 - **Restricted Net Position**

The Community College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. At June 30, 2018, these funds are restricted for grant programs.

Note 11 - **Contingencies**

Various lawsuits are pending or threatened against the Community College, which arose from the ordinary course of operations. In the opinion of management, no litigation is now pending or threatened, which would materially affect the Community College's financial position.

The Community College receives significant financial assistance from federal and state agencies in the form of grants. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the Community College. In the opinion of management, such adjustments, if any, are not expected to materially affect the financial condition of the Community College.

Note 12 - **Operating Expenses**

The Community College's operating expenses, on a natural classification basis, are composed of the following at June 30, 2018:

Compensation and benefits	\$ 93,771,750
Supplies and services	24,010,294
Depreciation	7,852,287
Scholarships and fellowships	<u>3,586,672</u>
	<u>\$ 129,221,003</u>

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 13 - **State Appropriations**

Direct Appropriations

Pursuant to Rhode Island General Law 16-59-9, the legislative enacted budget reflects the budget passed by the General Assembly and signed by the Governor, as well as any re-appropriations. The BOE reviews and approves the unrestricted and restricted budgets and makes recommendations to the Governor and General Assembly for revisions to the current year's budget and the ensuing year's budget for the entities it oversees. As part of the Community College's annual budget process for unrestricted and restricted funds, the General Assembly allocates specific amounts in the budget which are allocated for the following categories: (1) salaries and wages; (2) operating expenditures; and (3) outlays for personnel costs, utilities, repairs, capital, and student aid, as well as the overall budget allocation.

State Capital Plan Funds

The Rhode Island Capital Plan Fund ("RICAP") was modeled on a financial technique originating in the State of Delaware. In fiscal year 2018, the State reserved 3% of its general revenues to fund a Budget Reserve Fund and Cash Stabilization Fund. Once the fund reaches a maximum threshold (5% of total fiscal year financial resources), the balance is transferred to the RICAP Fund. The RICAP Fund is used for capital expenditures and for debt reduction. The technique is a "pay-as-you-go" process that avoids increasing the State's debt burden. Higher education has received allocations through this program since fiscal 1995.

The Community College's State appropriations are composed of the following for the year ended June 30, 2018:

Direct appropriations	\$ 49,709,247
State contributed capital and RICAP funds	7,870,333
Office of Higher Education	<u>500,000</u>
	<u>\$ 58,079,580</u>

In accordance with each fiscal year's General Assembly Budget Article 1, notwithstanding the provisions of Chapter 35-3-15 of the general laws, all unexpended or unencumbered balances as of year-end are re-appropriated to the next fiscal year. The Office of Higher Education appropriation related to the Community College's computer software (Banner) project for the fiscal year ended June 30, 2018.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Financial Statements - Continued

June 30, 2018

Note 14 - **Pass-Through Loans**

The Community College distributed approximately \$12,467,000 during fiscal 2018, for student loans through the U.S. Department of Education federal direct lending program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Schedule of the Community College's Proportionate Share of the Net Pension Liability (Unaudited)

Employees' Retirement System

Year ended	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Measurement date	June 30, 2017	June 30, 2016	June 30, 2015	June 30, 2014
Valuation date	June 30, 2016	June 30, 2015	June 30, 2014	June 30, 2013
Community College's proportion of the net pension liability	1.44%	1.45%	1.46%	1.47%
Community College's proportionate share of the net pension liability	\$ 32,467,123	\$ 30,765,991	\$ 29,073,002	\$ 26,224,040
Community College's covered-employee payroll	\$ 9,981,160	\$ 9,758,118	\$ 9,780,334	\$ 9,619,971
Community College's proportionate share of the net pension liability as a percentage of its covered-employee payroll	325.28%	315.29%	297.26%	272.60%
Plan fiduciary net position as a percentage of the total pension liability	51.83%	51.88%	55.03%	58.58%

Notes:

The amounts presented for each fiscal year were determined as of June 30 measurement date prior to the fiscal year-end.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

COMMUNITY COLLEGE OF RHODE ISLAND
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Schedule of the Community College's Contributions (Unaudited)

Employees' Retirement System

For the Years Ended June 30,

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 2,426,036	\$ 2,529,226	\$ 2,306,819	\$ 2,281,752
Contributions in relation to the statutorily required contribution	<u>(2,426,036)</u>	<u>(2,529,226)</u>	<u>(2,306,819)</u>	<u>(2,281,752)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Community College's covered-employee payroll	\$ 9,754,869	\$ 9,981,160	\$ 9,758,118	\$ 9,780,334
Contributions as a percentage of covered-employee payroll	24.87%	25.34%	23.64%	23.33%

Notes:

Employers participating in the State Employees' Retirement System are required by RI General Laws, Section 36-10-2, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2014 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Pension Required Supplementary Information (Unaudited)

Pension Schedules

Note 1 - **Factors Affecting Trends for Amounts Related to the Net Pension Liability**

Measurement Date - June 30, 2017

There were no changes in benefits reflected in the calculation of the net pension liability as of the June 30, 2017 measurement date compared to the June 30, 2016 measurement date. The following is a listing of actuarial methods or assumptions for the following measurement dates:

<u>Measurement Date</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Investment rate of return	7.00%	7.50%
Projected salary increases	3.25% - 6.25%	3.50% - 6.50%
Inflation rate	2.50%	2.75%
Mortality rates - males	Male employees - RP-2014 Combined Healthy for Males with Blue Collar adjustments, projected with Scale Ultimate MP16	Male employees - 115% of RP-2000 Combined Healthy for Males with White Collar adjustments, projected with Scale AA from 2000
Mortality rates - females	Male employees - RP-2014 Combined Healthy for Females, projected with Scale Ultimate MP16	Female employees - 95% of RP-2000 Combined Healthy for Females with White Collar adjustments, projected with Scale AA from 2000

COMMUNITY COLLEGE OF RHODE ISLAND
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Notes to the Pension Required Supplementary Information (Unaudited) - Continued

Pension Schedules

Note 1 - **Factors Affecting Trends for Amounts Related to the Net Pension Liability - Continued**

Measurement Date - June 30, 2016

There were no changes in actuarial methods or assumptions or benefits reflected in the calculation of the net pension liability as of the June 30, 2016 measurement date compared to the June 30, 2015 measurement date. Benefits were also unchanged between these measurement dates.

Measurement Date - June 30, 2015

There were no changes in actuarial methods or assumptions reflected in the calculation of the net pension liability as of the June 30, 2015 measurement date compared to the June 30, 2014 measurement date.

Benefit changes, which resulted from the settlement of the pension litigation and the subsequent enactment of those settlement provisions by the General Assembly, are reflected in the calculation of the net pension liability at the June 30, 2015 measurement date. Significant benefit changes are summarized below:

- Employees with more than 20 years of service at July 1, 2012 will increase their employee contribution rates to 11% for state employees and participate solely in the defined benefit plan effective July 1, 2015 – service credit accruals will increase from 1% to 2% per year.
- Members are eligible to retire upon the attainment of: age 65 with 30 years of service, 64 with 31 years of service, 63 with 32 years of service or 62 with 33 years of service. Members may retire earlier if their RI Retirement Security Act date is earlier or are eligible under a transition rule.
- The COLA formula was adjusted to 50% of the COLA is calculated by taking the previous 5-year average investment return, less the discount rate (5 year return – 7.5%, with a max of 4%) and 50% calculated using the previous year's CPI-U (max of 3%) for a total max COLA of 3.5%. The COLA is calculated on the first \$25,855, effective, 01/01/2016, and indexed as of that date as well.
- Other changes included providing interim cost of living increases at four rather than five year intervals, providing a one-time cost of living adjustment of 2% (applied to first \$25,000), two \$500 stipends, and minor adjustments.

COMMUNITY COLLEGE OF RHODE ISLAND
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Schedule of the Community College's Proportionate Share of the Net OPEB Liability (Unaudited)

State Employees' OPEB Cost-Sharing Plan

Year ended		June 30, 2018
Measurement date		June 30, 2017
Valuation date		June 30, 2016
Community College's proportion of the net OPEB liability		1.44%
Community College's proportionate share of the net OPEB liability	\$	7,462,946
Community College's covered-employee payroll	\$	10,283,685
Community College's proportionate share of the net OPEB liability as a percentage of its covered-employee payroll		72.57%
Plan fiduciary net position as a percentage of the total OPEB liability		22.38%

Board of Education OPEB Cost-Sharing Plan

Year ended		June 30, 2018
Measurement date		June 30, 2017
Valuation date		June 30, 2016
Community College's proportion of the net OPEB liability		26.09%
Community College's proportionate share of the net OPEB liability	\$	13,685,597
Community College's covered-employee payroll	\$	32,812,830
Community College's proportionate share of the net OPEB liability as a percentage of its covered-employee payroll		41.71%
Plan fiduciary net position as a percentage of the total OPEB liability		32.05%

Notes:

The amounts presented for each fiscal year were determined as of June 30 measurement date prior to the fiscal year-end.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Schedule of the Community College's Contributions (Unaudited)

For the Years Ended June 30,

State Employees' OPEB Cost-Sharing Plan

	2018
Statutorily determined contribution	\$ 588,358
Contributions in relation to the statutorily determined contribution	(588,358)
Contribution deficiency (excess)	\$ -
Community College's covered-employee payroll	\$ 9,838,763
Contributions as a percentage of covered-employee payroll	5.98%

Board of Education OPEB Cost-Sharing Plan

	2018
Statutorily determined contribution	\$ 1,352,651
Contributions in relation to the statutorily determined contribution	(1,352,651)
Contribution deficiency (excess)	\$ -
Community College's covered-employee payroll	\$ 31,024,106
Contributions as a percentage of covered-employee payroll	4.36%

Notes:

Employers participating in the State Employees' Retirement System are required by RI General Laws, Section 36-10-2, to contribute an actuarially determined contribution rate each year.

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the OPEB Required Supplemental Information (Unaudited)

OPEB Schedules

Note 1 - **Factors Affecting Trends for Amounts Related to the Net OPEB Liability**

The actuarial methods and assumptions used to calculate the net OPEB liability of the participating employers are described in Note 8 to the financial statements. The following information is presented about factors that significantly affect trends in the amounts reported between years.

Measurement Date - June 30, 2017

Certain actuarial assumptions for the State Employees' OPEB Cost-Sharing Plan ("SEP") and the Board of Education Cost-Sharing OPEB Plan ("BOEP") (collectively referred to as the "Plans") were updated to match the assumptions used for State Employees in the pension valuation for the Employees' Retirement System of Rhode Island ("ERSRI") and the results of an actuarial experience investigation performed for ERSRI at June 30, 2016. Changes were made to the following assumptions:

- Merit and longevity portion of the salary increase assumption
- Rates of separation from active membership
- Rates of retirement
- Rates of disability
- The rate of wage inflation
- The mortality assumption
- The trend assumption
- Aging factors and health and inflation trends

The excise tax load on pre-65 liabilities was changed from 13.8% to 11.0%. The Patient Protection and Affordable Care Act includes an excise tax on high cost health plans beginning in 2022. The excise tax is 40% of costs above a threshold. The actual actuarial assumptions used in the most recent valuations assume that the Plans will be subject to the excise tax in 2022.

Note 2 - **Actuarially Determined Contributions**

The annual required contributions for fiscal year 2017 were determined based on the June 30, 2013 valuation of the Plans.

SUPPLEMENTARY INFORMATION

Community College of Rhode Island
(a Component Unit of the State of Rhode Island and Providence Plantations)

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2018

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Federal Expenditures	Passed Through to Subrecipients
STUDENT FINANCIAL ASSISTANCE CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Federal Supplemental Educational Opportunity Grant	84.007	N/A	N/A	\$ 452,181	\$ -
Federal Work-Study Program	84.033	N/A	N/A	479,953	-
Federal Pell Administrative Allowance	84.063	N/A	N/A	40,860	-
Federal Pell Grant Program	84.063	N/A	N/A	24,583,978	-
Federal Direct Student Loans	84.268	N/A	N/A	12,466,683	-
Total Student Financial Assistance Cluster				<u>38,023,655</u>	<u>-</u>
TRIO CLUSTER					
U.S. Department of Education:					
Direct Awards:					
TRIO - Student Support Services	84.042	N/A	N/A	529,798	-
TRIO - Talent Search	84.044	N/A	N/A	479,555	-
TRIO - Education Opportunity Center	84.066	N/A	N/A	710,215	-
Total TRIO Cluster				<u>1,719,568</u>	<u>-</u>
RESEARCH AND DEVELOPMENT CLUSTER					
National Science Foundation:					
Pass-through Awards:					
Improving Geoscience Education	47.050	University of Rhode Island	N/A	6,744	-
Total Research and Development Cluster				<u>6,744</u>	<u>-</u>
TANF CLUSTER					
U.S. Department of Health and Human Services:					
Pass-through Awards:					
Temporary Assistance for Needy Families	93.558	Rhode Island Department of Human Services	N/A	427,573	-

Community College of Rhode Island
(a Component Unit of the State of Rhode Island and Providence Plantations)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2018

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Federal Expenditures	Passed Through to Subrecipients
NON-CLUSTER					
U.S. Department of Labor:					
Direct Awards:					
Trade Adjustment Assistance Community College and Career Training	17.282	N/A	N/A	47,317	-
U.S. Department of Education:					
Pass-through Awards:					
Adult Skills Training	84.048A	Rhode Island Department of Education	N/A	111,720	-
Perkins STEM Plus	84.048	Rhode Island Department of Education	N/A	267,360	-
Adult Education	84.002	Rhode Island Department of Education	N/A	1,449	-
Subtotal - Pass-through Awards				380,529	-
U.S. Department of Health and Human Services:					
Pass-through Awards:					
Child Care and Development Grant	93.575	Rhode Island Department of Human Services	N/A	327,457	-
Total Non-Cluster				755,303	-
Total Federal Funds				\$ 40,932,843	\$ -

COMMUNITY COLLEGE OF RHODE ISLAND
(a Component Unit of the State of Rhode Island and Providence Plantations)

Notes to the Schedule of Expenditures of Federal Awards

Year Ended June 30, 2018

Note 1 – **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the “SEFA”) includes the federal award activity of Community College of Rhode Island (the “Community College”) under programs of the Federal Government for the year ended June 30, 2018. The information on the SEFA is prepared in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the SEFA presents only a selected portion of the operations of the Community College, it is not intended to and does not present the financial position, changes in net position or cash flows of the Community College.

Note 2 – **Summary of Significant Accounting Policies**

Expenditures reported on the SEFA are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance.

Note 3 – **Determination of Major Programs**

The determination of major Federal financial assistance programs was based on the overall level of expenditures for all Federal programs for the State of Rhode Island, of which the Community College of Rhode Island is a component Unit. As such, the determination of major programs is made at the State level, where it was determined that none of the Community College's federal programs were major programs during the State fiscal year ended June 30, 2018.

Note 4 – **Indirect Cost Rate**

The Community College has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 5 – **Federal Direct Student Loans**

The Community College disbursed \$12,466,683 of loans under the Federal Direct Student Loans program, which include Stafford Subsidized and Unsubsidized Loans and Parent Plus Loans. The Community College is only responsible for the performance of certain administrative duties and, accordingly, there are no significant continuing compliance requirements and these loans are not included in the Community College's financial statements.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
*GOVERNMENT AUDITING STANDARDS***



**Independent Auditors' Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance with *Government Auditing Standards***

The Board of Education of
State of Rhode Island and Providence Plantations
Providence, Rhode Island

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Community College of Rhode Island (the "Community College"), which comprise the statement of net position as of June 30, 2018, the related statements of revenues and expenses, changes in net position, cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated September 30, 2018. Our report includes a reference to other auditors who audited the financial statements of the Community College of Rhode Island Foundation, Inc., as described in our report on Community College of Rhode Island's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Community College's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Community College's internal control. Accordingly, we do not express an opinion on the effectiveness of the Community College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Community College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

O'Connor and Duen, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

September 30, 2018



INDEPENDENT AUDITORS' REPORT

The Board of Education
State of Rhode Island and Providence Plantations
Providence, Rhode Island

Report on the Financial Statements

We have audited the accompanying financial statements of the Community College of Rhode Island (a component unit of the State of Rhode Island and Providence Plantations) (the "Community College") which comprise the statement of net position as of June 30, 2018, and the related statements of revenues and expenses, changes in net position and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the Community College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the Community College of Rhode Island Foundation, Inc. (the "Foundation") as of June 30, 2018 as discussed in Note 1. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the net position of the Community College of Rhode Island as of June 30, 2018, and the changes in net position, and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 2 to the financial statements, GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, is effective for fiscal 2018 and required the Community College to restate the beginning net position at July 1, 2017 to recognize its proportionate share of the net postemployment benefits other than pension obligations determined for the State Employees' OPEB Cost-Sharing Plan and the Board of Education Cost-Sharing OPEB Plan. Our opinion is not modified with respect to that matter.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 4-18, the schedule of proportionate share of the net pension liability on page 56, the schedule of pension contributions on page 57, the notes to the pension required supplementary information on pages 58-59, the schedule of proportionate share of the net OPEB liability on page 60, the schedule of OPEB contributions on page 61, and the notes to the OPEB required supplementary information on page 62 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the Community College's basic financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis, and it is not a required part of the financial statements. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2018 on our consideration of the Community College of Rhode Island's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Community College of Rhode Island's internal control over financial reporting and compliance.

O'Connell and Duen, P.C.

**Certified Public Accountants
Braintree, Massachusetts**

September 30, 2018

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	<input type="checkbox"/>		
Most Recent Year	<input type="checkbox"/>	2018	Yes Unqualified
1 Year Prior		2017	Yes Unqualified
2 Years Prior		2016	Yes Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year		2019
Next Year		2020

Contact Person:



Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	 https://www.ccri.edu/about/mission.html	 August, 2006, and amended in 2010

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans	?	?	?
Immediately prior Strategic Plan	2013	2013-2016	https://www.ccri.edu/stratplan/pdfs/Strategic-Plan-Rev20March2014a.pdf
Current Strategic Plan	2018	2018-2021	https://www.ccri.edu/stratplan/
Next Strategic Plan			

Other institution-wide plans*	Year completed	Effective Dates	Website location
Master plan	Spring 2019	TBD	Master Plan to be finalized in Spring 2019. https://www.ccri.edu/avpa/GC_Open%20Forums.pdf
Academic plan	Spring 2019	2019-2022	Academic Affairs Strategic Planning process was initiated in fall 2018 based on recent adoption of the new 2018-2021 CCRI Strategic Plan. AA SP to be completed in Spring 2019.
Financial plan	TBD	TBD	A Financial Plan will be developed based on the new 2018-2021 CCRI Strategic Plan. The newly hired VP for Finance and Strategy (Spring '19) will lead this effort.
Technology plan	Spring 2019	TBD	A Technology Plan is being developed based on the new 2018-2021 CCRI Strategic Plan. The newly hired Chief Information Officer (Summer '18) will complete this project by June 2019.
Enrollment plan	TBD	TBD	An Enrollment Management Plan will be developed based on the new 2018-2021 CCRI Strategic Plan. The newly hired Dean of Enrollment Management (Summer '18) will lead this effort.
Development plan	TBD	TBD	A Development Plan will be developed based on the new 2018-2021 CCRI Strategic Plan. The newly hired Assoc. VP for Institutional Advancement and College Relations (Summer '18) will lead this effort.

Plans for major units (e.g., departments, library)*			
?			

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	?
Program review schedule (e.g., every 5 years)	https://www.ccri.edu/dean-as/programreview/
	https://www.ccri.edu/dean-as/programreview/

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

Please attach to this form:

1) A copy of the institution's organization chart(s).

<https://www.ccri.edu/hr/handbook/102Gov.html>

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

Name of the sponsoring entity

Rhode Island Department of Education

Website location of documentation of relationship

<http://ride.ri.gov/BoardofEducation/Overview.aspx>

Governing Board

By-laws

Website location

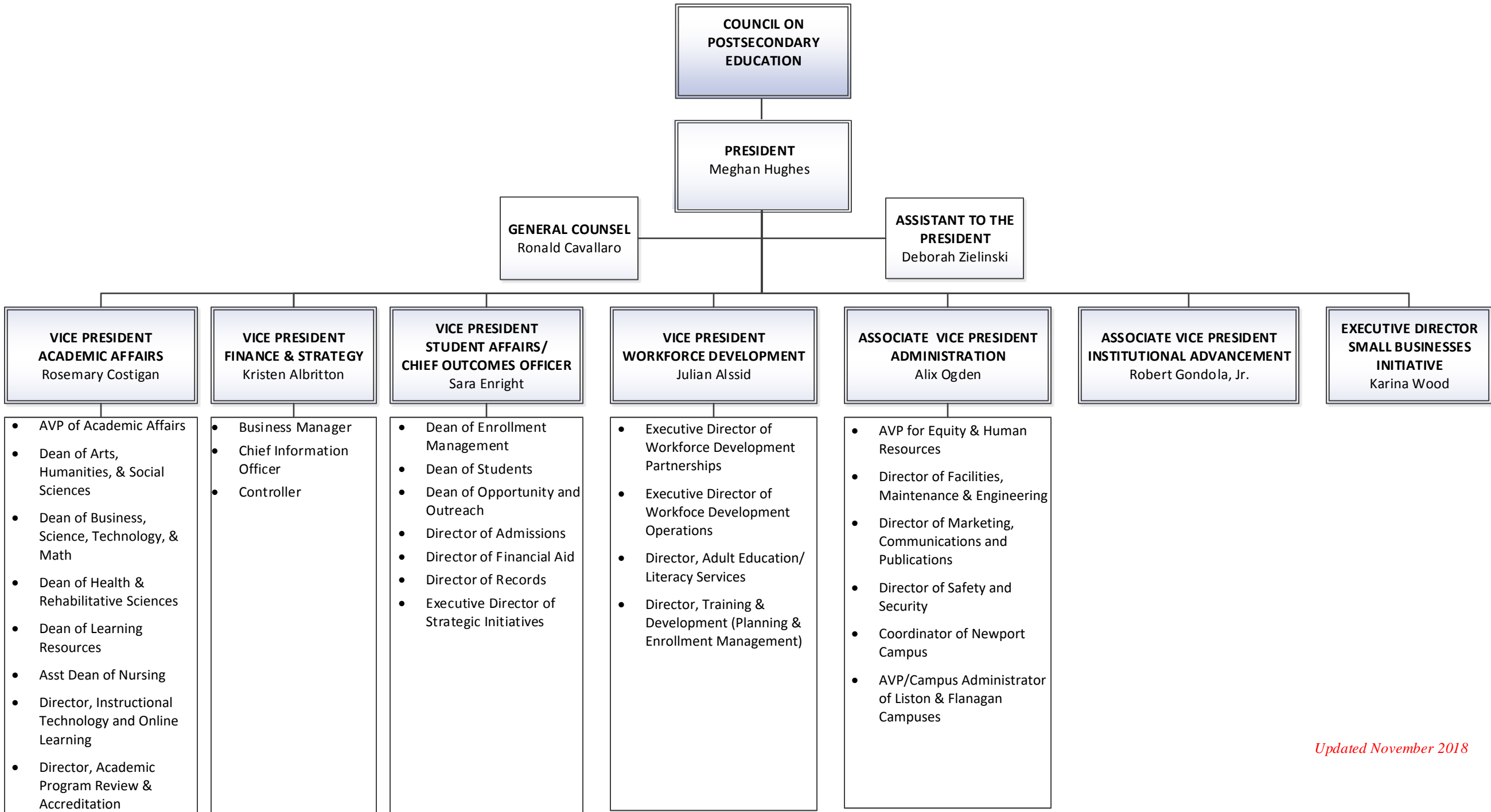
https://www.riopc.edu/static/photos/2016/03/11/Bylaws_CPE_approved.pdf

Board members' names and affiliations

<http://ride.ri.gov/BoardofEducation/BoardMembers.aspx>

Please enter any explanatory notes in the box below











COMMUNITY COLLEGE OF RHODE ISLAND ORGANIZATIONAL CHART




Standard 3: Organization and Governance (Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (Fall 2016)	1 year prior (Fall 2017)	Current year (Fall 2018)
 Main campus (Knight Campus)	Warwick, RI	1972	6,321	6,208	6,148
 Other principal campuses (Flanagan Campus)	Lincoln, RI	1974	4,365	3,956	3,823
 Other principal campuses (Liston Campus)	Providence, RI	1990	2,233	2,394	2,047
 Other principal campuses (Newport Campus)	Newport, RI	2005	1,130	1,009	903
 Branch campuses					
 Other instructional locations (Westerly)	Westerly, RI	2003	81	74	53
 Other instructional locations (Off-Campus)			50	52	131
 Other instructional locations (Training & Development)	Cranston, RI		207	264	337
 Branch campuses (overseas)					
 Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (Fall 2016)	1 year prior (Fall 2017)	Current year (Fall 2018)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	1	Fall 2018			0 FA'18 20 SP'19
 Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs			422	451	506
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

Knight Campus is our main campus, Flanagan, Liston, and Newport are "other principal campuses". We have "other locations" like the westerly satellite location in which students can take some courses, Off-campus in which our high school concurrent students take courses at their school and Training and Development in which a degree can be obtained through courses taught at the Rhode Island Department of Corrections.

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

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates	Professional doctorates	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Knight Campus FT (Main)	2,671							2,671
Knight Campus PT (Main)	2,935							2,935
Flanagan Campus FT (Other PC)	1,675							1,675
Flanagan Campus PT (Other PC)	2,016							2,016
Liston Campus FT (Other PC)	496							496
Liston Campus PT (Other PC)	1,251							1,251
Newport Campus FT (Other PC)	361							361
Newport Campus PT (Other PC)	493							493
Branch campuses FT								0
Branch campuses PT								0
Westerly FT (Other Location)	15							15
Westerly PT (Other Location)	29							29
Off-Campus FT (Other Location)	45							45
Off-Campus PT (Other Location)	25							25
Training & Development FT (Other Location)								0
Training & Development PT (Other Location)	317							317
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT	264							264
Distance education PT	670							670
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	13,263	0	0	0	0	0	0	13,263
Total FTE	8,106.00							8,106.00
Enter FTE definition:	1/3 Part Time + All Full Time							
Degrees Awarded, Most Recent Year	1,944							1,944

Please enter any explanatory notes in the box below

All Enrollment figures are from the Fall of 2018. Degrees Awarded are 2017/18 degrees/certificates and are the most current. Knight Campus is our main campus, Flanagan, Liston, and Newport are "other principal campuses". We have "other locations" like the westerly satellite location in which students can take some courses, Off-campus in which our high school concurrent students take courses at their school and Training and Development in which a degree can be obtained through courses taught at the Rhode Island Department of Corrections.

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

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Knight Campus FT (Main)	57	68		125	2,671	2,796
Knight Campus PT (Main)	218	199		417	2,935	3,352
Flanagan Campus FT (Other PC)	33	41		74	1,675	1,749
Flanagan Campus PT (Other PC)	54	72		126	2,016	2,142
Liston Campus FT (Other PC)	8	8		16	496	512
Liston Campus PT (Other PC)	88	196		284	1,251	1,535
Newport Campus FT (Other PC)	2	8		10	361	371
Newport Campus PT (Other PC)	4	35		39	493	532
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Westerly FT (Other Location)	0	0		0	15	15
Westerly PT (Other Location)	0	9		9	29	38
Off-Campus FT (Other Location)	0	0		0	45	45
Off-Campus PT (Other Location)	0	61		61	25	86
Training & Development FT (Other Location)	0	0		0	0	0
Training & Development PT (Other Location)	9	11		20	317	337
Overseas Locations FT				0	0	0
Overseas Locations PT				0	0	0
Distance education FT	3	1		4	264	268
Distance education PT	42	49		91	670	761
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total	518	758	0	1,276	13,263	14,539
Total FTE	241.00	343.00		584	8,106.00	8,690.00
Enter FTE definition:	1/3 Part Time + All Full Time	1/3 Part Time + All Full Time				
Year	303					

Please enter any explanatory notes in the box below

All Enrollment figures are from the Fall of 2018. Degrees Awarded are 2017/18 degrees/certificates and are the most current. Knight Campus is our main campus, Flanagan, Liston, and Newport are "other principal campuses". We have "other locations" like the westerly satellite location in which students can take some courses, Off-campus in which our high school concurrent students take courses at thier school and Training and Development in which a degree can be obtained through courses taught at the Rhode Island Department of Corrections

**Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Certificate	579	566	598	518	518
Associate	14367	13783	13414	13263	13263
Baccalaureate					
Total Undergraduate	14,946	14,349	14,012	13,781	13,781

**Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2)	(Fall 2)	(Fall 2)	(Fall 2)	(Fall 2)
Master's					
Doctorate					
First Professional					
Other					
Total Graduate	0	0	0	0	0

**Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)
Undergraduate	130065	122073	127687	133769	133769
Graduate					
Total	130,065	122,073	127,687	133,769	133,769

**Standard 4: The Academic Program
(Information Literacy sessions)**

Main campus					
Sessions embedded in a class					
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

All non-degree enrollments/credit hours are not included.

Standard 5: Students
(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Goal (specify year) (FY 2019)
Freshmen - Undergraduate					
Completed Applications	7,504	5,948	5,871	6,545	6,545
Applications Accepted	7,327	5,877	5,806	6,485	6,485
Applicants Enrolled	3,771	3,130	2,813	3,142	3,142
% Accepted of Applied	97.6%	98.8%	98.9%	99.1%	99.1%
% Enrolled of Accepted	51.5%	53.3%	48.4%	48.5%	48.5%
Percent Change Year over Year					
Completed Applications	na	-20.7%	-1.3%	11.5%	0.0%
Applications Accepted	na	-19.8%	-1.2%	11.7%	0.0%
Applicants Enrolled	na	-17.0%	-10.1%	11.7%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	535	431	469	498	498
Applications Accepted	533	430	457	492	492
Applications Enrolled	361	291	304	308	308
% Accepted of Applied	99.6%	99.8%	97.4%	98.8%	98.8%
% Enrolled of Accepted	67.7%	67.7%	66.5%	62.6%	62.6%
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students (Enrollment, Fall Term)

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

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Goal (specify year) (Fall 2019)
UNDERGRADUATE	?					
First Year Full-Time Headcount	?	3,518	3,210	3,688	4,237	4,237
Part-Time Headcount	?	6,671	6,351	5,800	5,064	5,064
Total Headcount		10,189	9,561	9,488	9,301	9,301
Total FTE	?	5,742	5,327	5,621	5,925	5,925
Second Year Full-Time Headcount		1,218	1,123	1,270	1,393	1,393
Part-Time Headcount		3,848	3,664	3,255	3,125	3,125
Total Headcount		5,066	4,787	4,525	4,518	4,518
Total FTE		2,501	2,344	2,355	2,435	2,435
Third Year Full-Time Headcount						
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
Fourth Year Full-Time Headcount						
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
Unclassified Full-Time Headcount	?	100	108	142	126	126
Part-Time Headcount		840	645	603	594	594
Total Headcount		940	753	745	720	720
Total FTE		380	323	343	324	324
Total Undergraduate Students						
Full-Time Headcount		4,836	4,441	5,100	5,756	5,756
Part-Time Headcount		11,359	10,660	9,658	8,783	8,783
Total Headcount		16,195	15,101	14,758	14,539	14,539
Total FTE		8,623	7,994	8,319	8,684	8,684
% Change FTE Undergraduate		na	-7.3%	4.1%	4.4%	0.0%
GRADUATE	?					
Full-Time Headcount	?					
Part-Time Headcount	?					
Total Headcount		0	0	0	0	0
Total FTE	?					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		16,195	15,101	14,758	14,539	14,539
Grand Total FTE		8,623	7,994	8,319	8,684	8,684
% Change Grand Total FTE		na	-7.3%	4.1%	4.4%	0.0%

Please enter any explanatory notes in the box below

FTE = Full time + 1/3 Part time
 Credits <30 = First Year
 Credits ≥30 = Second Year

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

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

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

--

? **Three-year Cohort Default Rate**
 ? **Three-year Loan repayment rate
(from College Scorecard)**

(FY 2013)	(FY 2014)	(FY 2015)
13.8%	16.5%	12.8%
		50%

? **Student Financial Aid**

Total Federal Aid
 Grants
 Loans
 Work Study
 Total State Aid
 Total Institutional Aid
 Grants
 Loans
 Total Private Aid
 Grants
 Loans

3 Years (2014-15)	2 Years (2015-16)	Most (2016-17)	Current (2017-18)	Goal (2018-19)
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\$44,845,825	\$39,913,182	\$37,935,355	\$37,817,114	37,817,114
\$28,044,354	\$25,233,089	\$23,314,547	\$25,210,865	25,210,865
\$16,801,471	\$14,680,093	\$14,620,808	\$12,606,249	12,606,249
\$497,027	\$495,074	\$429,712	\$445,176	445,176
\$2,224,828	\$3,690,346	\$3,626,190	\$6,532,905	6,532,905
\$1,268,561	\$1,430,113	\$1,920,541	\$2,330,408	2,330,408
\$1,153,207	\$1,280,026	\$1,761,962	\$1,845,889	1,845,889
				0
\$379,794	\$456,510	\$493,916	\$514,568	514,568
				0
\$379,794	\$456,510	\$493,916	\$514,568	514,568

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates

39%	40%	40%	35%	35%

Graduates

First professional students

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates

\$10,069	\$10,976	\$10,812	\$11,099	11,099

Graduates

First professional students

Average amount of debt for students leaving the institution without a degree

Undergraduates

\$5,482	\$5,915	\$6,198	\$6,311	6,311

Graduate Students

First professional students

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language

English (reading, writing, communication skills)

Math

Other

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
English as a Second/Other Language	2%	1%	2%	3%	3%
English (reading, writing, communication skills)	18%	17%	18%	21%	21%
Math	23%	23%	24%	25%	25%
Other					

Please enter any explanatory notes in the box below

First year = Less than 30 Cumulative Credits

--

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
Fall 2015	Fall 2016	Fall 2017	Fall 2018

? Number of Faculty by category

Full-time	324	313	303	300
Part-time	-	-	-	-
Adjunct	496	505	549	588
Clinical	-	-	-	-
Research	-	-	-	-
Visiting	14	16	13	32
Other; specify below:	-	-	-	-
Total	834	834	865	920

Percentage of Courses taught by full-time faculty

51%	55%	58%	54%
-----	-----	-----	-----

? Number of Faculty by rank, if applicable

Professor	130	132	107	110
Associate	76	78	76	69
Assistant	117	102	119	119
Instructor	1	1	1	2
Other; specify below:	-	-	-	-
Total	324	313	303	300

? Number of Academic Staff by category

Librarians	13	13	13	13
Advisors	20	24	29	25
Instructional Designers	-	-	1	2
Other; specify below:	-	-	-	-
Part-time Advisors	38	19	19	30
Total	71	56	62	70

Please enter any explanatory notes in the box below

Instructional Designers (ID) listed here are part of the Academic Affairs staff. There are 2 Instructional Technologists in IT. Librarians have faculty status.

**Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

3 Years Prior 2015		2 Years Prior 2016		1 Years Prior 2017		Current Year 2018	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	0	-	0	-	0	-	0	-
Associate	0	-	0	-	0	-	0	-
Assistant	8	-	8	-	25	-	16	-
Instructor	0	-	0	-	0	-	0	-
No rank	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total	8	0	8	0	25	0	16	0

Number of Faculty in Tenured Positions

Professor	130	-	132	-	107	-	110	-
Associate	76	-	78	-	76	-	69	-
Assistant	38	-	32	-	34	-	32	-
Instructor	-	-	-	-	-	-	-	-
No rank	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total	244	0	242	0	217	0	211	0

Number of Faculty Departing

Professor	2	-	2	-	0	-	0	-
Associate	0	-	1	-	0	-	0	-
Assistant	0	-	6	-	3	-	0	-
Instructor	0	-	0	-	0	-	0	-
No rank	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total	2	0	9	0	3	0	0	0

Number of Faculty Retiring

Professor	6	-	7	-	21	-	9	-
Associate	1	-	0	-	3	-	0	-
Assistant	3	-	0	-	3	-	0	-
Instructor	-	-	-	-	-	-	-	-
No rank	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total	10	0	7	0	27	0	9	0

Please enter any explanatory notes in the box below

Retirement package offered Spring 2017 and 2018. The drop in tenured faculty from 2016 to 2017 is reflective of the first retirement package. The increase in hiring in the same year indicates that those position are being refilled.

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

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	Fall 2014			Fall 2015			Fall 2016			Fall 2017		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	318	560	878	324	496	820	313	506	819	303	550	853
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians			0			0			0			0
Library Technicians			0			0			0			0
staff			0			0			0			0
Student and Academic Affairs			0			0			0			0
Management Occupations	54		54	58		58	60		60	60		60
Operations	79	5	84	121	4	125	128	4	132	126	2	128
Computer, Engineering and Science	63		63	25		25	23		23	23		23
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	36		36	4		4	5		5	4		4
Technical	1		1	1		1	1		1	1		1
Service Occupations	45		45	47		47	52		52	52		52
Occupations	2		2			0			0			0
Support	115	2	117	139	2	141	146	2	148	141	2	143
Construction, Maintenance	23		23	20		20	22		22	21		21
Material Moving	6		6			0			0			0

Total	742	567	1,309	739	502	1,241	750	512	1,262	731	554	1,285
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Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (6/30)		2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent (FY 2018)	Percent Change	
					2 yrs-1 yr prior	1 yr-most
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$20,714	\$15,698	\$14,370	-24.2%	-8.5%
?	Cash held by State Treasurer	\$206	\$2,024	\$2,123	882.5%	4.9%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$4,210	\$4,406	\$5,353	4.7%	21.5%
?	Contributions Receivable, Net	\$16	\$53	\$202	231.3%	281.1%
?	Inventory and Prepaid Expenses	\$1,075	\$1,009	\$1,058	-6.1%	4.9%
?	Long-Term Investments	\$3,170	\$3,578	\$4,034	12.9%	12.7%
?	Loans to Students				-	-
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$80,176	\$84,149	\$85,854	5.0%	2.0%
?	Other Assets				-	-
	Total Assets	\$112,030	\$110,917	\$112,994	-1.0%	1.9%
	Deferred Outflows of Resources	\$2,307	\$4,725	\$9,573	104.8%	102.6%
	Total Assets and Deferred Outflows of Resources	\$114,337	\$115,642	\$122,567	1.1%	6.0%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$8,917	\$9,767	\$10,668	9.5%	9.2%
?	Deferred revenue & refundable advances	\$2,433	\$2,849	\$2,849	17.1%	0.0%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations	\$10	\$6	\$3	-40.0%	-50.0%
?	Amounts held on behalf of others	\$1,309	\$1,205	\$1,165	-7.9%	-3.3%
?	Long-term liabilities	\$5,984	\$5,037	\$4,059	-15.8%	-19.4%
?	Refundable government advances				-	-
?	Other long-term liabilities -Net Pension Liability	\$29,073	\$30,766	\$53,616	5.8%	74.3%
	Total Liabilities	\$47,726	\$49,630	\$72,360	4.0%	45.8%
	Deferred Inflows of Resources	\$705	\$1,286	\$3,481		
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$62,131	\$60,276	\$41,501	-3.0%	-31.1%
?	Foundation	354	\$357	\$307	0.8%	-14.0%
	Total	\$62,485	\$60,633	\$41,808	-3.0%	-31.0%
	Temporarily restricted net assets					
	Institutional	\$30	\$59	\$104	96.7%	76.3%
?	Foundation	\$1,187	\$1,578	\$2,324	32.9%	47.3%
	Total	\$1,217	\$1,637	\$2,428	34.5%	48.3%
	Permanently restricted net assets					
	Institutional				-	-
?	Foundation	\$2,204	\$2,456	\$2,490	11.4%	1.4%
	Total	\$2,204	\$2,456	\$2,490	11.4%	1.4%
	Total Net Assets	\$65,906	\$64,726	\$46,726	-1.8%	-27.8%
	TOTAL LIABILITIES and NET ASSETS and Deferred Inflows of Resources	\$114,337	\$115,642	\$122,567	1.1%	6.0%

Please enter any explanatory notes in the box below

Statements include CCRI's portion of the State's pension liability and the related deferred outflows and deferred inflows as required to be reported by GASB 68 "Accounting and Financial Reporting for Pensions".

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

Fiscal Year ends - month& day: (6 /30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY2017)	Current Year (FY2018)	Next Year Forward (FY2019)	
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$51,698	\$52,100	\$50,166	\$54,732	\$54,014
?	Room and board					
?	Less: Financial aid	-\$25,124	-\$27,414	-\$25,003	-\$27,283	-\$27,283
	Net student fees	\$26,574	\$24,686	\$25,163	\$27,449	\$26,731
?	Government grants and contracts	\$34,476	\$35,595	\$33,179	\$34,105	\$34,556
?	Private gifts, grants and contracts					
?	Other auxiliary enterprises	\$8,681	\$7,714	\$7,539	\$7,046	\$7,262
	Endowment income used in operations					
?	Other revenue (specify): Sales and services of educational activity	\$4,332	\$3,820	\$3,745	\$3,471	\$4,665
	Other revenue (specify): CCRI Foundation	\$182	\$194	\$255	\$234	\$127
	Net assets released from restrictions					
	Total Operating Revenues	\$74,245	\$72,009	\$69,881	\$72,305	\$73,341
OPERATING EXPENSES (in 000s)						
?	Instruction	\$51,021	\$51,984	\$53,138	\$54,910	\$56,440
?	Research					
?	Public Service	\$1,016	\$1,170	\$1,038	\$867	\$770
?	Academic Support	\$7,725	\$7,821	\$7,220	\$7,450	\$9,216
?	Student Services	\$11,404	\$12,201	\$12,114	\$12,930	\$13,956
?	Institutional Support	\$19,193	\$19,618	\$20,312	\$22,136	\$23,543
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$10,395	\$10,091	\$11,089	\$12,560	\$10,910
?	Scholarships and fellowships (cash refunded by public institution)	\$5,627	\$3,635	\$4,353	\$3,587	\$3,969
?	Auxiliary enterprises	\$8,355	\$7,661	\$7,511	\$6,930	\$7,262
?	Depreciation (if not allocated)	\$5,991	\$6,989	\$7,665	\$7,852	\$7,850
?	Other expenses (specify): CCRI Foundation	\$158	\$102	\$200	\$725	\$127
	Other expenses (specify):					
	Total operating expenditures	\$120,885	\$121,272	\$124,640	\$129,947	\$134,043
	Change in net assets from operations	-\$46,640	-\$49,263	-\$54,759	-\$57,642	-\$60,702
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$45,543	\$47,722	\$48,936	\$49,709	\$52,979
?	Investment return	\$339	\$51	\$522	\$136	\$85
?	Interest expense (public institutions)	-\$239	-\$211	-\$172	-\$142	\$0
	Gifts, bequests and contributions not used in operations	\$152	\$479	\$465	\$102	\$0
?	Other (specify):					
	Other (specify):					
	Other (specify):					
	Net non-operating revenues	\$45,795	\$48,041	\$49,751	\$49,805	\$53,064
	Income before other revenues, expenses, gains, or losses	-\$845	-\$1,222	-\$5,008	-\$7,837	-\$7,638
?	Capital appropriations (public institutions)	\$4,434	\$3,359	\$3,828	\$8,370	\$7,720
?	Other (specify): Capital Gifts from Foundation				\$440	\$127
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$3,589	\$2,137	-\$1,180	\$973	\$209

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6 / 30)		3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
	Long-term Debt					
	Beginning balance	\$7,879	\$6,896	\$5,984	\$5,038	\$4,059
	Additions					
	Reductions	(\$983)	(\$912)	(\$946)	(\$979)	(\$1,007)
	Ending balance	\$6,896	\$5,984	\$5,038	\$4,059	\$3,052
	Interest paid during fiscal year	\$248	\$223	\$189	\$154	\$125
	Current Portion	\$912	\$946	\$979	\$1,007	\$1,040
	Bond Rating	see below				
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	63.72	61.43	59.60	62.07	62.96
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.11	0.10	0.13	0.10	0.07
	Debt to Assets Ratio Long-term Debt / Total Assets	0.07	0.06	0.05	0.04	0.03

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

Rhode Island Health and Educational Building Corporation Educational and General Revenue Refunding Issues, Series 2013B. Original amount of debt issued \$2,995,995, 2% to 3% due semiannually through 2024. Certificates of participation ("COP") energy conservation bonds due to the State of Rhode Island. Original amount of debt issued \$6,560,000, 2% to 4% annually through 2021. Bond rating: CCRI does not have a separate bond rating. All revenue bonds must be approved by and arranged through the Rhode Island Board of Education. Revenue bonds issued for the Community College are rated between Aa3 and A1 by Moody's.

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

CCRI does not have any lines of credit.

Future borrowing plans (please describe).

There are no future borrowing plans at this time.

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS (6/30)		3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY2017)	Current Year (FY2018)	Next Year Forward (FY2019)
NET ASSETS						
	Net assets beginning of year	\$60,180	\$63,769	\$65,906	\$40,140	
	Total increase/decrease in net assets	\$3,589	\$2,137	(\$1,180)	\$1,466	
	Net assets end of year	\$63,769	\$65,906	\$64,726	\$41,606	\$0
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$39,588	\$36,220	\$36,447	\$37,966	
	Federal, state and private grants	\$34,476	\$35,595	\$33,179	\$34,105	
	Restricted funds	\$182	\$194	\$256	\$234	
	Total	\$74,246	\$72,009	\$69,882	\$72,305	\$0
	% Discount of tuition and fees					
?	% Unrestricted discount					
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:						

Please enter any explanatory notes in the box below

FY18 in accordance with GASB 75 CCRI restated net position to reflect the recognition of a net OPEB liability as of June 30, 2018 resulting in a prior period adjustment of (\$20.1M)

**Standard 7: Institutional Resources
(Liquidity)**

Fiscal Year ends - month & day: (6/30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$20,491	\$18,265	\$20,216	\$14,769	
Cash Flow from Operating Activities	(\$41,881)	(\$38,756)	(\$45,909)	(\$49,726)	
Cash Flow from Investing Activities	\$111	\$107	\$108	\$136	
Cash Flow from Financing Activities	\$39,544	\$40,600	\$42,379	\$47,915	
Cash and Cash Equivalents end of year	\$18,265	\$20,216	\$16,794	\$13,094	\$0

LIQUIDITY RATIOS					
Current Assets	\$24,210	\$25,473	\$22,209	\$21,622	
Current Liabilities	\$11,786	\$13,358	\$14,282	\$15,030	
Current Ratio	2.05	1.91	1.56	1.44	0.00
Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)]/ 365	53.09	60.39	43.42	36.99	

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

Note: Beginning cash in 2018 was restated by 2.0M due to a reclassification of cash held by State Treasurer to net funds on deposit with State. The reclassification was a policy change implemented by the State of Rhode Island Department of Administration

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

No

Please enter any explanatory notes in the box below.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
IPEDS <u>Retention</u> Data	Fall 2014-15	Fall 2015-16	Fall 20116-17	Fall 2017-18	Fall 2018-19
Associate degree students	63%	69%	65%	66%	66%
Bachelors degree students					
? IPEDS <u>Graduation</u> Data (150% of time)	Cohort 2012	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016
Associate degree students	14%	17%	18%	19%	23%
Bachelors degree students					
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students	Cohort 2007-08	Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2011-12
Awarded a degree within six years	20%	22%	21%		
Awarded a degree within eight years	22%	23%	24%		
Not awarded within eight years but still enrolled	4%	4%	3%		
First-time, part-time students					
Awarded a degree within six years	9%	10%	9%		
Awarded a degree within eight years	13%	12%	12%		
Not awarded within eight years but still enrolled	3%	5%	4%		
Non-first-time, full-time students					
Awarded a degree within six years	27%	30%	24%		
Awarded a degree within eight years	31%	32%	25%		
Not awarded within eight years but still enrolled	3%	2%	2%		
Non-first-time, part-time students					
Awarded a degree within six years	17%	20%	21%		
Awarded a degree within eight years	20%	22%	22%		
Not awarded within eight years but still enrolled	4%	3%	2%		
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 American Indian or Alaskan Native	17%	33%	0%	50%	14%
2 Asian	13%	12%	12%	16%	17%
3 Black or African American	4%	7%	4%	11%	12%
4 Hispanic or Latino	8%	9%	9%	13%	13%
5 Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%
6 White	17%	20%	22%	20%	28%
7 Female	13%	18%	19%	19%	19%
8 Male	15%	15%	17%	19%	19%
9 Pell	11%	15%	14%	15%	19%
10 Non-Pell	18%	19%	23%	23%	23%

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution			28%	24%
Not graduated, still enrolled at original institution			6%	11%
Degree from a different institution			20%	3%
Transferred to a different institution			23%	17%
Not graduated, never transferred, no longer enrolled			23%	45%
First-time, Part-time Students				
Degree from original institution			14%	7%
Not graduated, still enrolled at original institution			7%	15%
Degree from a different institution			4%	2%
Transferred to a different institution			8%	9%
Not graduated, never transferred, no longer enrolled			67%	67%
Non-first-time, Full-time Students				
Degree from original institution			26%	28%
Not graduated, still enrolled at original institution			4%	4%
Degree from a different institution			23%	11%
Transferred to a different institution			13%	30%
Not graduated, never transferred, no longer enrolled			34%	26%
Non-first-time, Part-time Students				
Degree from original institution			16%	13%
Not graduated, still enrolled at original institution			4%	7%
Degree from a different institution			13%	15%
Transferred to a different institution			14%	23%
Not graduated, never transferred, no longer enrolled			52%	43%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	Prior (FY 2)	Prior (FY2)	Prior (FY 2)	Current Year (FY 2)	Forward (goal) (FY 2)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
2					
3					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	Each category is mutually exclusive. Degree from CCRI, still enrolled at CCRI (Fall 2018), degree from another institution, still enrolled at other institution (2018), none of the above.
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**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
		FY 2015		FY 2016		FY 2017		FY 2018	
?	State Licensure Examination Passage Rates								
	Name of exam	took exam	# who passed	took exam	# who passed	# who took exam	# who passed	took exam	# who passed
1									
2									
?	National Licensure Passage Rates								
	Name of exam	took exam	# who passed	took exam	# who passed	# who took exam	# who passed	took exam	# who passed
1	ADNU: NCLEX-RN (Nursing)	269	269	246	212	292	249	282	233
2	LPNU: NCLEX-PN (Nursing)	32	32	26	24	24	19	13	12
3	PTA NPAT (Physical Therapy)	15	15	18	18	22	22	17	15
4	OTA NBCOT (Occupational Therapy)	22	22	18	18	14	14	17	17
5	TMC MBLEx (Massage)	9	9	5	5	10	3	9	9
6	OPTI ABO (Opticianry)	4	4	5	5	4	3	1	1
7	DHNBE (Dental)	20	20	23	23	19	19	20	19
8	NERB-CSCE EXAM (Dental)	20	20	23	23	19	19	20	20
9	ADEX (Dental)	20	20	23	23	19	19	20	20
10	CERT-GC EXAM (Dental)	20	20	15	15	14	14	17	17
11	CERT-ICE (Dental)	21	21	17	17	16	16	17	17
12	CERT-RHS (Dental)	21	21	17	17	16	16	17	17
13	ARDMS (Diag. Med. Sonography)	14	14	20	19	19	19	16	13
14	ASCP BOC (Histotechnician)	7	7	5	4	5	5	6	4
15	ASCP BOC (Med. Lab. Tech)	12	12	14	14	8	8	8	8
16	ARRT (Radiography)	28	26	24	23	23	23	21	21
17	NRBC (Respiratory Therapy)	12	12	15	13	15	15	11	11

? Job Placement Rates

		(Class of 2013)			(Class of 2014)			(Class of 2015)			(Class of 2018)		
Major/time period	*	# of grads	# grads responding	# with jobs	# of grads	# grads responding	# with jobs	# of grads	# grads responding	# with jobs	# of grads	# grads responding	# with jobs
1	Administrative Office Technology	84	63	39	64	54	35	55	41	31	68	11	6
2	Biotechnology	14	8	6	15	12	6	7	6	2	8	1	0
3	Business Administration	200	159	102	179	145	91	173	130	92	235	55	24
4	Chemical Technology	14	14	13	9	8	6	8	8	3	7	2	1
5	Clinical Laboratory Technology	14	10	9	12	7	7	14	10	9	10	2	1
6	Computer and Networking Tech	14	13	10	16	14	12	13	9	5	18	4	2
7	Computer Studies	42	34	26	58	41	17	51	35	18	48	17	9
8	Criminal Justice and Legal Studies	141	119	83	134	109	70	128	96	60	120	27	12
9	Cybersecurity										3	2	2
10	Dental Assisting	19	12	9	18	18	8	22	20	11	17	6	3
11	Dental Hygiene	32	27	24	22	15	13	20	16	14	20	4	3
12	Engineering	11	7	1	16	15	3	11	10	2	11	3	0
13	Engineering and Technology	50	42	33	48	40	25	32	26	20	14		
14	Fine Arts	39	24	13	37	25	9	28	19	6	28	12	6
15	Fire Science, Emergency Mgt, Homeland Security	16	14	10	35	28	25	20	18	9	33	10	7
16	Health Care Interpreter	9	8	3	13	12	8	14	12	5	7	2	1
17	Histotechnician	6	5	5	8	6	6	4	3	1	7	3	1
18	Human Services	94	69	42	89	68	40	108	98	69	103	39	18
19	Liberal Arts and General Studies	856	675	238	793	629	231	790	621	248	1,022	257	86
20	New Media Communication										10	1	0
21	Nursing (Associate)	262	220	175	250	196	150	266	197	153	168	62	34
22	Nursing (Licensed Practical)	29	25	17	43	39	19	47	37	24	20	1	0
23	Occupational Therapy Assistant	18	15	12	21	17	14	16	13	12	17	3	0
24	Opticianry	8	4	3	2	2	1	1	1	1	4	1	1
25	Phlebotomy	25	21	15	22	22	9	26	21	14	26	7	2
26	Physical Therapist Assistant	21	16	15	23	20	19	18	17	10	18	10	4
27	Radiography, Diag Med Sonography and Magnetic Resonance Imaging	45	35	27	51	43	27	52	43	35	53	10	3
28	Renal Dialysis	6	5	4	1	1	1	12	9	7	5	2	1
29	Respiratory Therapy	14	10	8	18	14	10	14	12	11	13	9	3
30	Science	4	3	1	2	2	0	4	3	0	8	2	0
31	Technical Studies	4	3	3	4	3	2	1	1	1	6	2	2
32	Therapeutic Massage	10	9	7	8	5	5	8	8	7	11	1	1

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

? Completion Rates

1					
2					
3					
4					
5					

? Placement Rates

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Due to the transition of the Institutional Research office we did not conduct the job placement survey for the class of 2016 or 2017.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	2014-15	2015-16	2016-17	2017-18	2018-19
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	63%	68%	69%	64%	64%
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates (Knight Campus)	71%	72%	72%	72%	72%
Course completion rates (Flanagan Campus)	71%	72%	72%	71%	71%
Course completion rates (Liston Campus)	71%	70%	71%	72%	72%
Course completion rates (Newport Campus)	75%	77%	78%	76%	76%
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1	We do not calculate retention or completion by site because our campuses are located so close together. Students take courses at multiple sites.				
2	Course Completion = C or Better (Includes P)				

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2018	https://www.ccri.edu/acadaffairs/faculty/academichonesty.html	Academic Affairs
Intellectual property rights	2008	http://www.ccri.edu/copyright/ippolicy.html	R.I Board of Governors for Higher Education
Conflict of interest	1981	http://www.ribghe.org/conflict%20of%20interest1.pdf	R.I. Board of Governors for Higher Education
Privacy rights	2018	https://www.ccri.edu/it/webservices/about/policies/privacy_policy.html	Institutional Technology
Fairness for students	2018	https://www.ccri.edu/advising/new_students/student_handbook/Student%20Handbook%2018-19.pdf#search=student%20rights	Student Affairs
Fairness for faculty	2015	https://www.ccri.edu/hr/contracts/CCRIFA_2015-2018.pdf#search=faculty%20rights	CCRIFA
Fairness for staff			
Academic freedom	2018	https://www.ccri.edu/acadaffairs/faculty/academicfreedom.html	CCRIFA
Research			
Title IX	2018	https://www.ccri.edu/equity/titleIX/	Human Resources
Other; specify			
Annual Security Report	2017	https://drive.google.com/drive/folders/1QcYDsYcaCB8WhWhviVzT2UVDkeM9z_U	Campus Police

Non-discrimination policies

Recruitment and admissions	2018	https://www.ccri.edu/catalog/current/admissions.html#Requirements	Admissions
Employment	2018	http://www.ccri.edu/policies/hr/index.html	Human Resources
Evaluation		http://www.ccri.edu/hr/handbook/213PerfEv.html	Human Resources
Disciplinary action	2018	https://www.ccri.edu/campuspolice/clery/report/disciplinary-action.html	Campus Police
Advancement			
Other; specify			
Affirmative Action Plan	2017	https://www.ccri.edu/aao/pdfs/AAPlan.pdf	Human Resources

Resolution of grievances

Students	2018	https://www.ccri.edu/advising/new_students/student_handbook/academic#grievance_procedure	Student Affairs
Faculty	2015	http://www.ccri.edu/hr/contracts/CCRIFA_2015-2018.pdf	CCRIFA
Adjunct Faculty		https://www.ccri.edu/hr/contracts/Adjunct_MOA_2.pdf	Academic Affairs
Staff		https://www.ccri.edu/hr/contracts/CCRIPSA_Contract.pdf#search=staff%20grievance	CCRIPSA
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee
FERPA	July 18	https://www.ccri.edu/catalog/current/ferpa.html	Registrar

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.ccri.edu/hr/persforms/Public_Records_Request.pdf
Notice of availability of publications and of audited financial statement or fair summary	https://www.ccri.edu/businessaffairs/businessoffice/
Processes for admissions	#Requirements
Processes for employment	https://jobs.ccri.edu/
Processes for grading	https://www.ccri.edu/catalog/current/acad.html#grading
Processes for assessment	https://www.ccri.edu/advising/new_students/student_handbook/general.html#assessment
Processes for student discipline	https://www.ccri.edu/advising/new_students/student_handbook/conduct#article_IV
Processes for consideration of complaints and appeals	https://www.ccri.edu/hr/handbook/pdfs/BOG_DiscriminationPolicy.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in

Statement/Promise	Website location and/or publication where valid documentation can be found
Gainful employment	https://www.ccri.edu/policies/

Date of last review of:	
Print publications	6/1/2018, Ongoing
Digital publications	June 18, Ongoing

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	https://www.ccri.edu/catalog/current/
Obligations and responsibilities of students and the institution	https://www.ccri.edu/advising/new_students/student_handbook/handbook.html
Information on admission and attendance	https://www.ccri.edu/catalog/current/admissions.html
Institutional mission and objectives	https://www.ccri.edu/about/mission.html
Expected educational outcomes	https://www.ccri.edu/gened/stmnt.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.ccri.edu/about/general.html
Requirements, procedures and policies re: admissions	https://www.ccri.edu/oes/academicretention.html
Requirements, procedures and policies re: transfer credit	https://www.ccri.edu/advising/transfer_information/
A list of institutions with which the institution has an articulation agreement	https://www.ccri.edu/oes/records/transfers/traagree.html
Student fees, charges and refund policies	https://www.ccri.edu/bursar/tuitionfees/
Rules and regulations for student conduct	https://www.ccri.edu/advising/new_students/student_handbook/handbook.html#student_conduct_code
Procedures for student appeals and complaints	https://www.ccri.edu/doss/deansda/committees/index.html
Other information re: attending or withdrawing from the institution	https://www.ccri.edu/doss/deansda/withdrawal.html
Academic programs	https://www.ccri.edu/programs/
Courses currently offered	https://www.ccri.edu/availablecourses.html
Other available educational opportunities	https://www.ccri.edu/workforce/workforce/index.html
Other academic policies and procedures	https://www.ccri.edu/oes/academicretention.html
Requirements for degrees and other forms of academic recognition	https://www.ccri.edu/oes/admissions/heal/index.html
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.ccri.edu/catalog/current/faculty.html
Names and positions of administrative officers	https://www.ccri.edu/president/execstaff.html
Names, principal affiliations of governing board members	https://www.riopc.edu/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.ccri.edu/catalog/current/programs/index.html
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.ccri.edu/ira/enrollment.html
Description of the campus setting	https://www.ccri.edu/about/campuses.html
Availability of academic and other support services	https://www.ccri.edu/advising/
Range of co-curricular and non-academic opportunities available to students	https://www.ccri.edu/osl/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.ccri.edu/advising/
Institutional goals for students' education	https://www.ccri.edu/gened/stmnt.html
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.ccri.edu/ira/retention/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.ccri.edu/catalog/current/tuition_and_fees.html
Expected amount of student debt upon graduation and loan payment rates	https://www.ccri.edu/oes/fa/studentloaninformation.html#program_descriptions
Statement about accreditation	https://www.ccri.edu/catalog/current/accredit.html

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
General Education	<p>General Education Core Curriculum: https://www.ccri.edu/gened/gened_core.html</p> <p>General Education Requirements – Example (Computer Programming): https://www.ccri.edu/catalog/current/programs/COMI/cprd.html</p> <p>Educated Person: https://www.ccri.edu/gened/educatedpersonpage.html</p>	<p>General Education Currently, General Education at CCRI is comprised of the (1) General Education Core, which is “a minimum of 20 Credits distributed over the three domains of knowledge” – Humanities, Mathematics and Sciences, and Social Sciences, and (2) CCRI’s Definition of an Educated Person. In the associate degree programs, writing and mathematics courses are included in the General Education requirements for graduation. To date, the College’s approach to determine if graduates have achieved stated outcomes in gateway (college-level) writing and mathematics courses has been to appraise students’ overall academic performance in these courses (i.e., course grades). As discussed in the Reflective Essay on Educational Effectiveness (and outlined here in column 4), major changes have been made to the placement of students into these courses and their developmental prerequisites, as well as to the English and math curricula.</p> <p>CCRI’s Educated Person Beginning in 2014-2015, CCRI joined the <i>Multi-State Collaborative Project to Advance Learning Outcomes Assessment</i> to determine if graduates have achieved stated outcomes</p>	<p><u>General Education</u> Department Chairs and faculty review students’ course performance data, provided annually by the Office of Institutional Research and Assessment, to identify courses with high enrollments and low pass rates.</p> <p><u>Educated Person</u> Members of Academic Affairs, Department Chairs, program faculty review the Results from the VALUE Institute annually.</p>	<p>General Education Requirements (See Reflective Essay)</p> <ul style="list-style-type: none"> Implemented a Multiple Measures Approach for placing students into gateway (college-level) English and math courses or their prerequisites. Developed and implemented the English Accelerated Learning Program (ALP). Instituted the Math Curriculum Redesign. <p>Educated Person</p> <ul style="list-style-type: none"> Trained faculty to use Written Communication VALUE Rubric. Formally identified one or more courses in each department for improving student writing and implementing techniques for doing so. In fall 2018, the General Education Committee modified CCRI’s definition of an Educated Person so that the Four Abilities were better aligned with several of the VALUE Rubrics and their corresponding fundamental criteria. 	Ongoing

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		associated with the Educated Person. As a consortium member, CCRI collected and submitted student assignments to the VALUE Institute to be externally evaluated by trained faculty from other institutions using the AAC&U's VALUE rubrics.			
Division of Arts, Humanities, and Social Sciences					
Art	https://www.ccri.edu/art/course_outcomes/program_outcomes.html	Portfolio Reviews, Written Work, Oral Reviews	Faculty review annually	Data are currently being collected. No changes at this time.	2017
General Studies	As noted in the Reflective Essay: <i>Unlike other associate degree programs, the General Studies program has not been reviewed through the APR process given the challenges with formally assessing program outcomes in a degree that permits students to select nearly half of their coursework from any of the college's instructional departments. Recognizing that a large number of students graduate with a degree in General Studies, the Division of Academic Affairs is working to re-conceptualize the degree so that it will facilitate the assessment of program outcomes while maintaining flexibility for students to pursue their academic and career interests. The introduction of Guided Pathways is intended to assist in reducing the number of general studies degrees, as well as provide a mechanism for more comprehensive assessment of student learning outcomes.</i>				
Human Services Concentration: Early Childhood Education and Child Development	https://www.ccri.edu/hmns/program-learning-outcome.html	Case Studies, Observation Ratings, Video Observations, Reflections, Opposing viewpoints assignment, Professional Interviews, Course Presentations, Written Communications, and Term Papers, Field Placement surveys	Faculty (and NAEYC) are currently tasked with evaluating the assessments being implemented.	Revised key assessments of all six standards to demonstrate alignment with NAEYC standards; Provided evidence that all students are required to complete each key assessment; Aligned rubrics used in the assessment of the Key Elements so that they assess Key Elements; Aligned rubrics to ensure that student performance expectations under the "Meets Expectation" columns of the rubrics are congruent with the cognitive	2018

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				demands and skill requirements of the standards.	
Human Services Other Concentrations: Special Education, Social Services	https://www.ccri.edu/hmns/program-learning-outcome.html	Opposing viewpoints assignment, Professional Interviews, Course Presentations, Written Communications, and Term Papers, Field Placement surveys	Faculty are currently tasked with evaluating assessments being implemented	Program outcomes for both concentrations were too numerous to assess (more than 20 each). Hence, program outcomes were recently reduced to five for the Special Education concentration and six for the Human Services concentration. Data collection procedures are being implemented to assess student acquisition of these new outcomes.	2016
Law Enforcement and Legal Studies Concentrations: Law Enforcement Paralegal Studies	https://www.ccri.edu/laws/learning_outcomes.html	Capstone Course	Faculty		2017
Liberal Arts Concentrations: English, Foreign Languages	https://www.ccri.edu/engl/Mission.html https://www.ccri.edu/foreignlanguage/program_learning.html	Capstone Course Integrated Performance Assessments with rubrics	Faculty review on an annual basis	We have been unable to run the capstone course due to lack of enrollment. Both concentrations do not graduate enough students to assess SLOs well enough - less than 4. The Foreign Language Department aligned the outcomes with the ACTFL Standards (American Council on the Teaching of Foreign Languages), the gold standard in foreign language teaching.	2016
Music Concentrations: Music, Jazz Studies	https://www.ccri.edu/performancearts/music/program-and-course-outcomes.html	Proficiency worksheets, Capstone Projects, Concert Attendance Worksheets, finals performance exams with evaluation by juries	Faculty, External accreditor, Juries review annually	Synthesis of theoretical and stylistic knowledge with performance. We had a lot of anecdotal evidence that this was a weakness, and NASM standards helped us focus on this area. We surveyed our graduates/completions on their	2017

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

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		We use data that includes rubrics and comments from applied music juries, maintained by the music program coordinator, Dr. Audrey Kaiser.		<p>responses to particular NASM standards, and found that they felt deficient in music history particularly. We started requiring in Theory 2 and 3 that students bring in a piece they are studying and analyze it from a historical and stylistic viewpoint, as well as a formal and theoretical one. We also started requiring background information on composers and compositions in studio classes.</p> <p>We continue to reinforce the synthesis of musical knowledge across the theory/historical/performance spectrum by incorporating analysis into performance in classes, studio classes, portfolios, honors projects, and convocations.</p>	
Theater Concentrations: Technical, Performance	http://www.ccri.edu/performance/theatre/learningoutcomes.html	<p>1. Direct assessment methods may include, but are not limited to: class attendance and participation homework, quizzes, journals, chapter tests, essay papers, monologue and scene work, improvisations, class projects, midterm and final examinations.</p> <p>2. For Performance Track: For the final project in THEA 2140 – Acting II, all students prepare and present a timed (five minutes or less) standard audition piece consisting of two contrasting monologues, to be observed, evaluated, and verbally</p>	<p>Assessments are made by performance juries and evaluated at the end of each performance assessment</p> <p>Theatre faculty and staff will review student work, including their hands-on work toward a production.</p>	<p>Collection and storage of data is in the stage of being formalized for better documentation and evidence</p> <p>We have created a general format for production evaluation which is tailored to the different roles in production.</p>	2017 (Consultant’s Report)

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		<p>critiqued by the course instructor and at least one qualified guest respondent who has no prior knowledge of the students' acting work.</p> <p>3. For Technical Track: 5 – THEA 2200 (Theatre Graphics) – Capstone course for students in the Technical track.</p> <p>As of Fall 2018, graduates are required to meet a production requirement, where their participation in one or more College productions must be documented and meet certain type and role requirements.</p>			
Division of Business, Science, Technology, and Math					
Admin. Office Technology Concentrations: Admin. Assist., Legal Admin. Assist., Medical Admin. Assist.	https://www.ccri.edu/oftd/outcomes/index.html	Student projects	Faculty	This program is currently under review by the Academic Quality Assessment Committee and Academic Affairs. Major changes have been proposed to this program.	2018
Business Administration Concentrations: Accounting, Financial Services, General Business, Management, Marketing	http://www.ccri.edu/businessadmin/programoutcomes1.html	<p>The Department has established an assessment program that measures student performance. Programs are evaluated, assessed and reviewed on a regular basis and serve to provide faculty with an introspective look at the programs.</p> <p>To assess the outcomes of our programs, the Department uses</p>	<p>Faculty and Advisory Board</p> <p>The methods of assessment are reviewed annually and, if any changes are necessary (e.g., revising questions</p>	<p><u>Accounting</u></p> <p>In Financial Accounting and Managerial Accounting, the accounting faculty revised the standardized final exams, and revised the standardized problems assigned in the online homework manager provided with the textbook, to more closely align with the student learning outcomes. Also, the accounting faculty adopted the same textbook used</p>	2014; ACBSP Quality Assurance Report submitted 2018

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		<p>standardized final exams and /or standardized term projects in all of the courses earmarked for assessment. In several courses, online student resources (homework managers and adaptive digital learning tools) are also used for assessment. The learning outcomes for these courses are supportive of the learning outcomes for the concentrations.</p> <p><u>Marketing</u> Performance by students enrolled in Principles of Marketing are directly measured by a comprehensive standardized Final Exam and Term Project.</p>	<p>on a standardized final exam), a sub-committee is convened to address the changes. After the sub-committee completes its work, it brings the results back to the faculty who are teaching in the particular discipline, and a consensus is reached.</p>	<p>in Financial and Managerial Accounting for the Intermediate Accounting I and II courses so that there is a smoother transition from the principles accounting courses to the advanced accounting courses.</p> <p><u>Financial Services</u> Faculty adopted a new textbook for Personal Finance and a new textbook for Investments.</p> <p><u>General Business</u> We revised and reduced our learning outcomes for our degree program concentrations and individual courses. Our learning outcomes for each concentration were then tied to an assessment tool aligning the specific measurement tool and the related individual course from which this is assessed.</p> <p>Measurement of all the student learning outcomes resulted in scores being in the acceptable range. The department faculty will continue to monitor these performance measures.</p> <p><u>Management</u> Performance by students on the Standardized Final Examination for BUSN 2050-Principles of Management were not up to standard (SLO 1 & 3), specifically in the Fall of 2017. The</p>	

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				decline in performance was determined to be the questions selected for the examination (publisher’s test bank). As a result, the Management faculty revised the standardized exam for the Spring of 2018. Performance levels increased slightly, and the examination is being revised again for the Fall of 2018.	
Chemical Technology	https://www.ccri.edu/chemistry/chemical_technology/program_outcomes.html	<p>Students are assessed using competency and mastery of synthesis procedures and meeting industry standards for chemical assays</p> <p>Other than GPA, the most telling program-wide assessment tool is our job placement record. Each year the Chemical Technology Program consistently places between 95 – 100% of its graduates who wish to seek employment. In fact, many of the ChemTec students become employed while they are matriculating through the ChemTec program.</p>	Professor Wayne Suits is the primary instructor and ChemTec program coordinator. He interprets and appraises the data/evidence. The first batch of PS48 that was tested at Jackson labs showed such promise evidence that a second round of animal testing is currently scheduled.	<p>The program moved to an authentic culminating capstone experience that requires students to synthesize what they have learned in the program. The last course, Chemical Technology IV, is the capstone experience for our students. This course includes two capstone activities that force the student to apply all the skills that they have learned in the program.</p> <p>In the first of these activities, the students are given an unknown substance at the beginning of the semester and they have the entire semester to analyze the unknown substance and ultimately report its identity.</p> <p>The second capstone activity involves an unprecedented research collaboration that has been developed between the Chemical Technology Program at CCRI, the University of Rhode Island (URI), and The Jackson Laboratory of Bar Harbor,</p>	2018

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				<p>Maine. There are three phases to this project:</p> <ul style="list-style-type: none"> • The first phase involves the upper class Chemical Technology IV students synthesizing, PS 48, a material that has been shown to be effective at reversing Alzheimer disease when tested in vitro. • The second phase requires that this material be sent to URI where it is analyzed for structure confirmation and purity. • The third phase involves delivering the material to The Jackson Laboratory where it is being tested on mice that have been genetically engineered to possess Alzheimer disease. <p>Since this project began, ChemTec students have synthesized more than 16 grams of PS48 which costs about \$16,000 per gram on the commercial market. By donating the material to The Jackson Laboratory, CCRI is helping to slash the costs of conducting this expensive and important research</p>	
Computer Studies and Information Technology Concentrations: Gen. Info. Processing, IT	http://www.ccri.edu/comp/learningoutcomes/degree.html	Faculty will meet during the spring 2019 semester to identify significant assignments that will allow for the gathering of data to assess SLOs associated with additions to the program.	Faculty, Industry Partners, and Advisory Board review annually	Programming Concepts (COMI-1150) was added to ensure that all students had an appropriate background in algorithmic thinking and logic prior to enrolling in the capstone course (COMP-1230, Systems Analysis and Design).	2016

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Support Specialist, Networking, Web Technologies				<p>Project teams with students that lacked the background in this area routinely fell behind while members of the team with these skills, or the instructor, took the time to get them up to speed. The addition of COMI-1150: Programming Concepts to these programs ensures all students have the foundational skills to work effectively in their COMP-1230 project teams. In addition, the previous requirement of a 1-credit Windows course was changed to a 3-credit requirement based upon the impact of changes in Windows starting with Windows 7.0. Additional changes were made at a concentration level based upon feedback from our Advisory Board and subsequent discussions among departmental faculty.</p> <p>We make changes to our programs based on changes to the technologies we teach, impact of changing articulation agreements and from Advisory Board feedback. When these changes impact courses we adjust the course learning outcomes accordingly. When these changes occur at the concentration and/or degree level they are vetted through the curriculum process and are documented with the curriculum change request.</p>	

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Computer and Networking Technology Concentrations: Desktop Tech., Networking Tech.	http://www.ccri.edu/comp/learningoutcomes/degree.html	Industry Certification Exams, Course Exams, chapter quizzes, interactive tasks, embedded simulations (Packet Tracer or MLO software labs), skills review exams, chapter and final exams, practice final exams, and practice certification exams.	Faculty and Advisory Board review annually	This program moved from the Engineer department to the Computer Studies department in 7/1/2018. Currently, the major job components of the positions into which graduates will enter are being identified and will inform changes to the program.	2015
Computer Programming	http://www.ccri.edu/comp/learningoutcomes/degree.html	Feedback from our Advisory Board	Faculty, Industry Partners, and Advisory Board review annually	Two significant changes were made in response to changes requested by the University of Rhode Island (URI) in regard to articulation agreements. The first change was to incorporate the Python programming language in our Programming Concepts (COMI-1150) class to keep the learning outcomes consistent with URI. The second change was to require a two-course sequence in a programming language to add depth to the student's knowledge base and to help in transfer to URI. Feedback from our Advisory Board indicated that students needed to improve their communication, organization, and teamwork skills. This feedback was instrumental in our addition of the Introduction to Microsoft Project course and inspired faculty to incorporate more group and team oriented projects into their courses. To tangibly assess this skill set a software development plan will be included in the capstone project in the Systems Analysis and Design (COMP-1230) class. These plans will be analyzed to determine the	2015

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				<p>level of student effectiveness in this area.</p> <p>We make changes to our programs based on changes to the technologies we teach, impact of changing articulation agreements and from Advisory Board feedback. When these changes impact courses, we adjust the course learning outcomes accordingly. When these changes occur at the concentration and/or degree level they are vetted through the curriculum process and are documented with the curriculum change request.</p>	
Cybersecurity	http://www.ccri.edu/comp/learningoutcomes/degree.html#cybr	Internship capstone portfolio review and follow up discussion with hosting employers.	Faculty, Industry Partners, and Advisory Board review annually	<p>The Community College of Rhode Island received the National Center of Academic Excellence in Cyber Defense Two-Year Education (CAE2Y) for its Cybersecurity program in fall of 2008. Data are currently being collected to inform subsequent improvements to the program.</p> <p>We make changes to our programs based on changes to the technologies we teach, impact of changing articulation agreements and from Advisory Board feedback. When these changes impact courses, we adjust the course learning outcomes accordingly. When these changes occur at the concentration and/or degree level they</p>	2018

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				are vetted through the curriculum process and are documented with the curriculum change request.	
Engineering – Advanced Manufacturing	https://www.ccri.edu/engt/Adv_manufacturingmission.html	A restructuring of the Engineering department is currently underway because the department has not (1) completed and submitted an Academic Program Review as scheduled, (2) articulated the measures that are used to demonstrate student acquisition of program outcomes, or (3) reported any changes to the programs as a result of outcomes data or other sources of program based assessment information. The restructuring involves: <ul style="list-style-type: none"> • Scheduling a program review to be completed by September 1, 2019. • Identifying a consultant to support the program review process and align revamped academic programs with relevant entry-level careers and academic programs at four-year institutions (e.g., University of Rhode Island). 			
Engineering – Systems Technology	http://www.ccri.edu/engt/Engineeringmission.html#engineeringsystems				
Engineering – Transfer	http://www.ccri.edu/engt/Engineeringmission.html				
Science	https://www.ccri.edu/biology/learning_outcomes.html	Exams, reports, presentations, lab reports, instructor observations	Program faculty	The program has very few graduates in any academic year making it difficult to effectively use program outcomes data for improvement purposes.	2012
Technical Studies	Similar to the General Studies program, the Technical Studies program has not been reviewed through the APR process given the nature of its highly individualized areas of study and apprenticeships. The program has very few graduates in any academic year making it difficult to effectively use program outcomes data for improvement purposes.				
Division of Health and Rehabilitative Sciences					
Dental Hygiene	https://www.ccri.edu/dental/dhprogram/dhgoals.html On each course syllabi and a specific manual for Clinical Learning Competence Criteria. Goals and Competencies for the dental hygiene program are published in the Program manual.	Capstone Project, Completion of Didactic and Clinical course requirements, Success on four licensure examinations, graduate and employer surveys.	The Program Director and faculty review the data annually in May.	An omission in the curriculum guaranteeing competence in sealant technique was identified upon analysis of student’s completion of sealant requirements in DHYG 1060, 2030 and 2070 semesters 2, 3, and 4 clinical sequence. A sealant experience was developed in a partnership with St Joseph’s Dental Center. All graduates in the Classes of 2016, 2017 and 2018 placed sealants on children and adolescents. In total 200 sealants were placed on 56 patients and evaluated in 2016, 166 sealants on 43 patients in	2018

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				<p>2017, and 145 sealants on 34 patients in 2018. An additional benefit of the exercise was the students getting child/adolescent patient management. This partnership will continue.</p> <p>Changes have been made to specific courses due to faculty analysis of tolerance of Personal Protective Equipment (PPE), management of special needs patients and application of the nutritional counseling rubric. In DENT 1000, Introduction to Dental Health careers students are now exposed to the wearing of personal protective equipment (PPE) in an exercise. A skills assessment in the wearing of PPE takes place in pre-clinic and students have now demonstrated tolerance of PPE.</p> <p>A special needs project and blog was added to DHYG 2200: Dental Hygiene III to assure management of special needs patients. The management of special patients is a competency skill measured in DHYG 2030: Clinical Dental Hygiene III. Additionally, students demonstrate nutritional counseling with a patient in DHYG 2030: Clinical Dental Hygiene III. This is a witnessed competency by the faculty and a power point faculty calibration was provided to the clinical faculty to enhance their nutritional knowledge prior to grading.</p>	

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				A whitening project was added to the curriculum, which brings the students to lab and clinical competency in DENT 2200: Dental materials for the Dental Hygienist and continues into patient care in DHYG 1060: Clinical Dental Hygiene II and DHYG 2030: Clinical Dental Hygiene III. This is a witnessed competency by the faculty and a power point faculty calibration was provided to the clinical faculty to enhance their whitening tray delivery knowledge prior to grading.	
Diagnostic Medical Sonography	https://www.ccri.edu/alliedhealth/diagnostic_med_sonog/lo.html	Student Success - (i.e., Enrollment, Persistence, Graduation) In addition, Clinical Performance, Oral Examination, Clinical Settings Assessments, Job Placement, Specialty Examinations, Credential Exam Pass Rate	Faculty and Advisory Board review annually	The addition of 2 laboratory-scanning classes.	2014
Emergency Management-Homeland Security	http://www.ccri.edu/emerg/ Learning outcomes are kept on file, as well, in the Emergency Management / Homeland Security Program office located at the Warwick Campus in room 2262	Student Success - (i.e., Enrollment, Persistence, Graduation) In addition, student completion of Professional Development Series from the Emergency Management Institute. Students complete two courses with capstone projects. Professional Development requires the student to submit a final project that incorporates all the outcomes into a	Faculty and Advisory Board review annually, also data are shared with a college committee reviewing effective writing.	Implementation of Case Studies to get students to apply more directly knowledge of course material. Legal courses were changed to make course content more applicable to latest Emergency Management guidelines. Also implemented a program-wide emphasis on APA format in all papers and case studies.	2016

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		paper on an issue in emergency management / homeland security. Students also take a practicum which requires a portfolio of work performed at their field site.			
Fire Science	https://www.ccri.edu/firescience/curriculummap.html	Student Success - (i.e., Enrollment, Persistence, Graduation) In addition, the program implemented the MyBrady, computerized, Competency based Pre- and Post-assessments throughout the courses developed by Pearson and a comprehensive computerized Final Exam Pass rates on the National Register Exam are examined and feedback is provided to the instructor as to methods to help students achieve learning outcomes.	Faculty, Advisory Board review annually along with the program director.	Preliminary data are demonstrating effective use of the MyBrady. HESI exams have been implemented in the Advanced EMT program.	2014
Histotechnician	https://www.ccri.edu/alliedhealth/histotechnician/	Student Success - (i.e., Enrollment, Persistence, Graduation) In addition, Certification Pass Rate, Career Placement	Faculty, Advisory Committee and Clinical Instructors review annually	It became evident, that most of the Clinical Affiliates were not performing many of the special stains in which students must become proficient. To rectify this matter, a Special Stains module was added to on-campus student laboratory exercises to ensure exposure to performance and interpretation of these stains. Multiple measures are used in didactic, student laboratory exercises and clinical rotations to ensure that thresholds for	2014

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				<p>industry standards are consistently met or exceeded.</p> <p>Using guidelines published by NAACLS and the American Society for Clinical Pathology, the curriculum continues to be modified. Exam content guidelines, which are updated on a regular basis, are used as an aid in reorganizing objectives and content within the Histotechnician courses.</p>	
Medical Laboratory Technology	https://www.ccri.edu/alliedhealth/medicalab/	<p>Student Success - (i.e., Enrollment, Persistence, Graduation)</p> <p>In addition, Certification Pass Rate, Career Placement</p>	Faculty and Advisory Committee review annually	In the area of Hematology, our student scores were lower than national scores in the “Special Tests” category. Using exam content guidelines, we adjusted the curriculum to address this issue and in subsequent years, the scores were higher than national scores. Multiple measures are used in didactic, student laboratory exercises and clinical rotations to ensure that industry standards are consistently met or exceeded.	2014
Nursing	https://www.ccri.edu/nursing/RNprogramoverview.html	<p>Student success - (i.e., enrollment, persistence, graduation)</p> <p>HESI1 and HESI2 tests which identify areas of mastery and opportunities for improvement; licensure examinations (NLCEX-RN, NCLEX-PN)</p> <p>Clinical Evaluation tool, Exam soft data, students’ Course and Program Evaluations, mastery level quizzing</p>	Faculty (review continuously); clinical partners, employers, and Advisory Board (review annually).	<p>Because of the revised curriculum rollout that began in Fall 2016 and finished in Spring 2018, many evidence-based changes have been instituted:</p> <p>Mental health nursing: Clinical hours changed from 12/week X 3 weeks to 6/week X 6 weeks; HESI test results demonstrated a need for more content on grieving and depression which were added to the simulation experience; to</p>	2014

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				<p>help students better master content, adaptive quizzes and case studies for credit were added to the curriculum.</p> <p>Nursing Fundamentals: Changed to a concept-based text book (beginning Fall 2018 – will be brought into entire curriculum by Spring 2020); HESI results demonstrated a need to improve dosage calculation skills, so dosage questions are now included on every Semester One exam; both HESI 1 and HESI 2 are now included in students’ final grades; a chart simulation assignment was added as HESI informatics scores had been low.</p> <p>Medical-Surgical Nursing I: In Spring 2018, dropped in-class quizzes (took up too much class time) in favor of Mastery level assessments which also provide students with more practice in test-taking; changed evidence-based project from writing a paper to presenting a case-study focusing on pathophysiology and nursing care of a patient assigned to the student; changed from no review of exams to exam review of questions the student answered incorrectly based on overwhelming student demand; number of questions on exam reduced from 40 to 32 to allow for (silent) in-class exam review; nutrition lab added to IV lab schedule.</p>	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
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CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
				<p>Pharmacology II: Due to marginal performance by students on dosage calculation problems, in Spring, 2018, increased dosage calculation section to 25% of each Pharm exam; in Fall 2017, added dosage calculation questions to every homework assignment.</p> <p><u>Medical-Surgical Nursing II & Maternal Child Health:</u> Dropped in-class quizzes (took up too much class time & students felt they did not have enough time to prepare for them) in favor of concept-based mastery level assessments (adaptive testing done to achieve an assigned “level”) which also provided students with more practice in test-taking; weight HESI version 1 and version 2 in final grade calculation (instead of only HESI v. 2) per best practices reported by Elsevier/HESI and to promote improved HESI performance.</p> <p>Maternal Child Health: Adopted concept-based textbook for pediatric component and re-designed lesson plans from developmental model to concept-based approach to better align with curriculum and address student feedback (confusion) regarding content and reading assignments from “all over the book”.</p> <p>Medical-Surgical Nursing II and Capstone: will weight HESI version 1 and</p>	

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				<p>version 2 in final grade calculation (instead of only HESI v. 2) per best practices reported by Elsevier/HESI and to promote improved HESI performance.</p> <p>Capstone: Added more assignments/assessments per student feedback to decrease the weight of HESI Exit 2 Test and promote content mastery; added content-based review quizzes; added a graded article report & presentation (instead of non-graded classroom discussions about assigned articles); weighted Pharm HESI version 1 and increased the weight of Pharm HESI version 2 to improve overall course grade as students performed better than expected on Pharm HESI test</p>	
Nursing – Practical Nursing	https://www.ccri.edu/nursing/PNprogramoverview.html	<p>Student success - (i.e., enrollment, persistence, graduation)</p> <p>In addition, HESI1 and HESI2 tests which identify areas of mastery and opportunities for improvement; licensure examination (NCLEX-PN)</p> <p>Students’ Course and Program Evaluations</p>	Faculty (review continuously); clinical partners, employers, and Advisory Board (review annually).	As a direct result of recommendations by ACEN during their previous accreditation visit, the Practical Nurse Program was entirely remodeled from an integrated PN/ADN Program to a stand-alone program, beginning in September 2017. The curriculum was updated to reflect a concept-based approach, and new textbooks were adopted, which illustrate these concepts. The entire program is 40 credits, to be completed in three semesters, after successfully completing only one prerequisite course. Three courses in this new program (Gerontology, Pharmacology I and II) are directly transferrable, when the	2019

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				<p>graduate wishes to apply to enter Level Two of CCRI's Associate Degree Nursing Program. The new Practical Nurse Program gives students hands-on experiences in a variety of clinical settings, which best prepare them for employment in today's job market in Rhode Island. Graduates are skilled in use of electronic medical records, including developing documentation skills. Clinical practice environments focus on care of the elderly with chronic health issues in long-term care, acute care, and community-based organizations. Care of persons with mental health issues and maternal and child health issues complete the final semester of the program, along with a long-term care leadership rotation. Additionally, a capstone course teaches resume writing and interview skills, and reviews licensing exam test taking strategies and program content. Achievement of didactic student learning outcomes has been enhanced in the new Practical Nurse Program through the addition of the newest electronic learning products, including e-books, student resources, assigned electronic case studies and practice tests, and adaptive mastery level quizzing. Achievement of clinical student learning outcomes has been enhanced with the daily use of an electronic conceptual care map creation</p>	

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				tool on students' individual iPads, along with substantial clinical practice time of two days per week, 540 clinical hours total. Evidence based nursing practice is taught throughout, and evidence based teaching techniques are utilized in the classroom. This includes all electronic testing on iPads or computers, along with analysis by both faculty and students of detailed strength and opportunities reports after exams, and critical self-reflection assignments based on these reports.	
Occupational Therapy Assistant	http://www.ccri.edu/rehabhealth/octa/mission.html OTA Student Manual, course syllabi	Student data: number of applicants and number of graduates per cohort; Job placement data; NBCOT National Examination pass rate; Student Overview of Fieldwork Experience; AOTA Fieldwork Performance Evaluation for the OTA Student	The interim program director and Clinical Education Coordinator review fieldwork data annually.	Qualified adjunct instructors have been identified to address staffing issue. Any student receiving a grade under 80% in OCTA 1010, 1030, and OCTA 2020 is required to meet with faculty to identify strategies to improve academic success. Additional lab experiences have been implemented in OCTA 1050, 1080, and 2010 to support skills development. Flipped classroom techniques have been incorporated in OCTA 1040 to facilitate time for more robust small and large group learning activities.	2014
Opticianry	https://www.ccri.edu/rehabhealth/optic/mission.html	<ul style="list-style-type: none"> Graduation Rate Pass rate on the ABO and practical exam required for licensure; Employment rate within 6 months of	Opticianry Program Director and Rehab Health Department Chair.	Feedback from clinical preceptors indicated that students had a strong knowledge base but did not have strong manual skills. There were two	2018

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	Opticianry Program Student Manual	graduation; Student performance on the Clinical Education Student Evaluation and Competency Checklist for each clinical course; Graduate Survey responses	Data are collected through the year and recorded on data collection tools. The data is analyzed relative to expected performance levels. Areas for concern are identified. Potential changes in program policies, curriculum, resources and student services are implemented.	laboratory clinical courses that did not offer any hands-on opportunities. These clinical courses were converted to Ophthalmic Skills Laboratory I and II, where students were instructed in hands on skills with faculty on campus. Students were more confident going to their clinical courses and feedback from the preceptors was positive. It also increases the visibility of the opticianry students on campus.	
Physical Therapy Assistant	https://www.ccri.edu/rehabhealth/phta/mission.html Physical Therapist Assistant Program Student Manual	PTA Program Performance Data: Graduation Rate, Licensure Pass Rate, Employment Rate In addition, Student Professional Behavior Assessment, Student Clinical Performance Evaluation, Competency Testing, Job Placement, Licensure Exam Pass Rate, Graduate Survey, and Employer Feedback.	The Program Director collects and analyzes the data from each of the sources and the results are presented to the faculty at a fall faculty meeting. The faculty determines areas of concern and action(s) to be taken to resolve any concerns including a timeline for re-	For the outcome: "The Students/Graduates will demonstrate competence in the application of physical therapy interventions according to the plan of care established by the physical therapist," more than 20% of students in PHTA 2910 scored below the expected level on the Clinical Education Performance Evaluation Summary in 2015. A review of policies, faculty performance, curriculum content and resources was performed. Revisions to the Admissions policies included: <ul style="list-style-type: none"> • Students were repeating courses multiple times to score higher in the acceptance 	2017

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			<p>assessment. These actions are assigned to a specific faculty member or members and may be incorporated into their Faculty Development Plans.</p>	<p>process. Revisions to “Repeat Course Policy” were made limiting the number of times a student could repeat a course to two times. This was implemented in 2017.</p> <ul style="list-style-type: none"> • Points were being given in the Performance Based Acceptance Process that did not discriminate enough to properly recognize higher performance for general education and more difficult course requirements. A new Performance Based Point system will go into effect for the students applying to the program in 2017. • There was not a consistent policy for retaking quizzes, tests, exams, and practical exams in the program. It was noted that the same students requested or required retaking of these assessments on a regular basis. Some of these students were also the same students experiencing challenges in clinical education. The retake policy was revised to limit the number of retakes a student could have throughout the program in April 2016 and 	

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				<p>went into effect for the 2016-2017 academic year.</p> <ul style="list-style-type: none"> Revision of process for competency testing for skills for which the students scored below the expected performance levels was revised with faculty assessment of student performance prior to clinical education becoming more stringent and more consistent between testers. 	
Radiography	<p>https://www.ccri.edu/alliedhealth/radiography/</p> <p>Radiography Program Policy and Procedure Manual</p>	<p>ARRT first time pass rate/5 year period; Students who complete the program within 36 months; Capstone project; Laboratory practicum; Critical thinking assessment; Quantitative literacy assessment; Student graduate satisfaction survey; Employer satisfaction survey</p>	<p>Program Director, faculty, clinical instructors. Yearly Program review, Advisory Board Committee (which includes student representatives for program)/ The Joint Review on Education in Radiologic Technology (JRCERT)</p>	<p>Increasing lab time from one hour to two hours for the first and second year students.</p> <p>A Radiography Program Assessment Committee was formed in November 2017, as was a Clinical Performance Assessment Committee.</p> <p>Each Clinical Instructor was provided with Clinical Instructor Academy Module 4 – Assessment of Clinical Performance, which earns 1.0 CE and a Certificate of Completion.</p>	2017
Respiratory Therapy	<p>https://www.ccri.edu/alliedhealth/respiratorytherapy/</p> <p>Program Policy & Procedure Manual</p>	<p>Student Success - (i.e., Enrollment, Persistence, Graduation)</p> <p>In addition, Clinical Simulation, Job Placement, Graduate Survey,</p>	<p>Faculty, Employers, and Advisory Committee review annually</p>	<p>RESP 1020 was dropped from the curriculum and content from that course was moved to RESP 1010 and 2110.</p>	2018

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		Employer Survey, On-time Graduation Rate, Credentialing Pass Rate.		<p>In Fall, 2015 the program added a required simulation component to the preclinical course to assist students in practicing patient care skills (psychomotor and affective) prior to entering their clinical rotations.</p> <p>In Spring, 2016 the program added an on-line medical record requirement in order to incorporate student assignments to ensure they are able to retrieve and analyze information from a simulated patient chart. The rationale for this is to ensure good industry standard outcomes on the Clinical Simulation examination.</p> <p>Students taking part in discipline-specific and interdisciplinary simulation experiences prior to their first clinical experience.</p>	
Therapeutic Massage	https://www.ccri.edu/massage/therapy/mission.html Therapeutic Massage Student Manual – Pages 1-5	Graduation Rate, Certification Exam Pass Rate, State licensure, Board Certification, Employment Rate, Graduate Surveys, Employer surveys, Student Clinic Professional Performance Assessment, Faculty Course Evaluations	Faculty review annually, the Therapeutic Massage Advisory Council	<p>Dropped the requirement for RHAB 1110 Kinesiology.</p> <p>The Kinesiology content needed for the certification exam and for accreditation by COMTA was identified and cross-referenced with the content in RHAB 1100 Foundational Kinesiology. Content requirements that were not already included in Foundational Kinesiology were then pieced into Foundational Kinesiology, TMSG 1020 Swedish Massage and TMSG 1030 Deep Tissue Massage. This addition to each of the</p>	2017

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				<p>courses required additional instructional time and increased the credits in each course by one.</p> <ul style="list-style-type: none"> • Changed the number of credits to reflect the additional time needed to cover the kinesiology content in the following courses <ul style="list-style-type: none"> ○ RHAB 1100 Foundational Kinesiology- became a 3 credit DL course ○ TMSG 1020 Swedish Massage- became 3 hours of lecture and 4 hours of lab each week for 5 credits each. • Divided the content in TMSG 1040: TM3 Shiatsu and TMSG 2010: TM4 Sports Massage to create an introductory level course. The introductory course is required for both the certificate and the associate degree programs to provide content needed for the certification exam, and includes the content required by COMTA for the students in the associate degree program to meet requirements for Board Certification. <p>Dropped the prerequisite course RHAB 1100: Foundational Kinesiology (online) - 3 Credits, replaced with RHAB 1020: Fundamentals of Palpation -3 credits.</p>	

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				Analysis suggested that the online class needed to revert to hands on learning, students were not prepared enough when entering into the first hands-on core course of the program. This held back classroom instruction due to repeating materials previously learned online.	

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

PROGRAM	(1) Professional, Specialized, State, or Programmatic Accreditations Currently Held by this Program	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	(5) Date and nature of next scheduled review.
Division of Arts, Humanities, and Social Sciences					
Art	National Association of Schools of Art and Design (NASAD)	2017	Needed to develop more data based decision making assessments of SLOs	Student Success Measures (i.e., Enrollment, Persistence, Transfer-Out, Graduation)	2022 Reaccred.
Human Services Concentration: Early Childhood Education and Child Development	National Association for the Education of Youth and Children (NAEYC)	2018	Need to revise key assessments of all six standards to demonstrate alignment with NAEYC standards. Provide evidence that all students are required to complete each key assessment. Rubrics used in the assessment of the Key Elements do not assess Key Elements. Program to ensure that student performance expectations under the "Meets Expectation" columns of the rubrics are congruent with the cognitive demands and skill requirements of the standards.	Student Success Measures (i.e., Rates of Retention, Graduation, Employment)	2023 Reaccred.
Music Concentrations: Music, Jazz Studies	National Association of Schools of Music (NASM)	2017	There were inconsistencies in catalog listings, which have been fixed. More data was requested to show that graduates have the requisite piano skills. We have been and are surveying our recent graduates. More uniform reinforcement of the piano proficiency for graduation began in Fall 2017.	Proficiency worksheets, Capstone Projects, Concert Attendance Worksheets, finals performance exams with evaluation by juries	2018 Reaccred.
Division of Business, Science, Technology, and Math					
Business Administration Concentrations: Accounting, Financial Services, General Business,	Accreditation Council for Business Schools and Programs (ACBSP)	2014; ACBSP Quality Assurance Report submitted 2018	1. Need to collect the success rate of its graduates who transfer on to four-year institutions. 2. Use a shorter time cycle for assessing SLOs - and revise final exam and projects to tie to specific SLOs for more actionable results.	Student Success Measures (i.e., Rates of Retention, Graduation, Employment) To assess the outcomes of our programs, the Department uses standardized final exams and /or standardized term projects in all of the courses earmarked for assessment. In several courses, online	2024 Reaccred.

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Management, Marketing			3. Unit is encouraged to utilize trend data when thinking about and ensuring continuous improvement	<p>student resources (homework managers and adaptive digital learning tools) are also used for assessment. The learning outcomes for these courses are supportive of the learning outcomes for the concentrations.</p> <p>The methods of assessment are reviewed annually and, if any changes are needed to be made (ex. revising questions on a standardized final exam), a sub-committee is convened to address the changes. After the sub-committee completes its work, it brings the results back to the faculty who are teaching in the particular discipline, and a consensus is reached.</p>	
Cybersecurity	National Centers of Academic Excellence in Cyber Defense Education	(8/2018)	None at this time as this is the initial designation by the National Centers of Academic Excellence in Cyber Defense Education.	Student Success Measures (i.e., Rates of Retention, Graduation, Employment)	2023 Full Review
Division of Health and Rehabilitative Sciences					
Dental Hygiene	Commission on Dental Accreditation (CODA)	2018	No issues identified. No recommendations or suggestions.	<p>Student Success - (i.e., Enrollment, Persistence, Graduation)</p> <p>In addition, Licensure Dental Hygiene Examinations Pass Rates on NBDHE, ADEX Clinical Examination, CDCA CSCE exam and LA exams and , Career Placement, Cultural Competence, Interdisciplinary Training, Employer Surveys, Graduate Surveys</p>	2025 Reaccred.
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health (CAAHEP)	2014		<p>Student Success - (i.e., Enrollment, Persistence, Graduation)</p> <p>In addition, Clinical Performance, Oral Examination, Clinical Settings Assessments,</p>	2020 Reaccred.

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				Job Placement, Specialty Examinations, Credential Exam Pass Rate	
Histotechnician	National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS)	2014		Student Success - (i.e., Enrollment, Persistence, Graduation) In addition, Certification Pass Rate, Career Placement	2020 Reaccred.
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Science Programs (NAACLS)	2014		Student Success - (i.e., Enrollment, Persistence, Graduation) In addition, Certification Pass Rate, Career Placement	2020 Reaccred.
Nursing	Accreditation Commission for Education in Nursing (ACEN)	2014	Needed to develop more data based decision making assessments of SLOs	Student success - (i.e., enrollment, persistence, graduation) In addition, HESI1 and HESI2 tests, Critical Thinking, Communication Skills, Quantitative-Mathematical-Scientific Reasoning, Teamwork-Social Interaction, licensure examinations (NCLEX-RN, NCLEX-PN), job placement rates	2019 Reaccred.
Nursing – Practical Nursing	Accreditation Commission for Education in Nursing (ACEN)	2014	Needed to develop more data based decision making assessments of SLOs	Student success - (i.e., enrollment, persistence, graduation) In addition, HESI1 and HESI2 tests, licensure examinations (NCLEX-RN, NCLEX-PN), job placement rates	2019 Reaccred.
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	2014	The former program director resigned, and the interim program director did not have the required degree placing the program out of compliance. The accreditor grants the program two years, or until May of 2019, to hire a qualified replacement. (Note: A search, with qualified candidates, is currently underway. The program	Student Success - (i.e., Enrollment, Persistence, Graduation); Job Placement; NBCOT National Examination Pass Rate; Student Overview of Fieldwork Experience; AOTA Fieldwork Performance Evaluation for the OTA Student	2024 Reaccred.

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			anticipates hiring a qualified program director in the weeks ahead.)		
Physical Therapy Assistant	Commission on Accreditation of Physical Therapy Education (CAPTE)	2017	CAPTE judged the program to comply with all of the Standards and Required Elements for Accreditation of Physical Therapist Assistant Education Programs.	Graduation Rate Licensure Exam Pass Rate Employment Rate	2027 Reaccred.
Radiography	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2017	<p>Provide assurance that the use of freestanding imaging centers are JRCERT recognized clinical settings. Clinical settings owned and operated by a recognized clinical setting, but not on the same campus, require their own JRCERT recognition as a clinical setting.</p> <p>Provide assurance that the comprehensive program curriculum review has occurred. Provide assurance program outlines and objectives are consistent with course descriptions located in program materials.</p> <p>Provide assurance that the credit to contact hour conversion proposal has been implemented for clinical courses, is consistent with college policies, and has been approved by the sponsoring institution.</p> <p>Provide assurance that the currently enrolled students have been apprised of the revised pregnancy procedures/policy.</p> <p>Provide the specific entry point used in calculating the program's completion rate. Additionally, provide the program's current</p>	<p>Student Success – graduation rate, ARRT examination pass rate, job placement, employer satisfaction</p> <p>In addition, Clinical competence, Critical Thinking, Professionalism, Communication skills</p>	2022 Reaccred.

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			<p>completion rate utilizing the recently implemented entry rate.</p> <p>Provide assurance that the program's most recent student learning outcomes and program effectiveness data has been fully analyzed and shared with communities of interest to assist the program with continuous programmatic improvement.</p>		
Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)	2018	<p>2.01 Sponsor ensures that resources are sufficient to achieve program goals regardless of location.</p> <p>4.05 Inter-professional teamwork and communication skills in a variety of patient care settings.</p>	<p>Student Success - (i.e., Enrollment, Persistence, Graduation)</p> <p>In addition, Job Placement, Graduate Survey, Employer Survey, On-time Graduation Rate, Credentialing Pass Rate.</p>	2028 Reaccred.
Therapeutic Massage	Commission on Massage Therapy Accreditation (COMTA)	2017	<p>Statement from COMTA: At its April 18-19, 2017 meeting, the Commission on Massage Therapy Accreditation (COMTA) acted to accredit the program for a period of seven (7) years, from the period of April 2017 – April 2024 with conditions on Standards III(C), VI(C), and VIII(C), pending an interim report.</p> <p>At its November 15-16, 2017 meeting, the Commission reviewed the program's interim report and acted to remove the condition on Standard III(C) Faculty Qualifications. The conditions on Standards VI(C) Placement Services and VIII(C) Student Outcomes were continued until evidence that the program's placement rates are meeting COMTA minimum benchmark. The program's placement rate was to be re-evaluated following</p>	<p>The program has in place sources that are reviewed each semester or annually: Therapeutic Massage Student Evaluations. A grade of 75% or better is required to pass each course. Students are also expected to pass all Practical Exams and the Final Exam with a 75% or better to pass the course.</p> <p>The Professional Behavior Assessment utilizes a 1-4 rating scale behaviors rated below a 3 is considered a concern and is assigned a remedial activity. If improvement in the behavior is not observed, the student may be blocked from participating in the student massage clinic, clinical internship experience or may be dismissed from the course/program.</p> <p>The performance level for each course outcome for the Clinical Internship is</p>	2024 Reaccred.

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

PROGRAM	(1) Professional, Specialized, State, or Programmatic Accreditations Currently Held by this Program	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	(5) Date and nature of next scheduled review.
			<p>submission of the 2016-2017 Annual Report and Completion & Placement Chart, due February 1, 2018.</p> <p>At its recent April 18-19, 2018 meeting, the Commission reviewed the program's materials and acted to accept the 2016-2017 Annual Report and remove the conditions on Standard VI(C) and Standard VIII(C), effective immediately, as the rate now meets the COMTA benchmarks.</p> <p>The Commission appreciates the diligence, patience, and grace that you and your staff have demonstrated. We look forward to a long and rewarding collegial relationship between the Community College of Rhode Island Therapeutic Massage Program and the Commission.</p>	<p>documented in the course syllabi. Student performance below the expected performance level will result in the assignment of remedial work to improve performance in that area. Critical areas of performance are identified in which students must be rated at an acceptable level to pass the course. Situations warranting immediate termination and failure of the course are outlined in the Grade policy in the Clinical Placement site manual. The clinical internship experience are graded P/F.</p> <p>Indirect Program Assessment: Course outcomes on the Faculty and Course Evaluation in which 20% or more of the students did not feel competent.</p> <p>Program outcomes on the Graduate surveys for which more than 20% of the Graduates did not feel prepared.</p> <p>Program outcomes on the Employer Survey for which 20% the Employers felt the graduates were not prepared.</p> <p>First-Time Pass Rate on the state licensure examination below 75%.</p> <p>It is expected that at least 80% of the graduating class will be employed within six months of graduation.</p>	