

Fifth-Year Interim Report

to the Commission on Institutions of Higher Education
New England Association of Schools and Colleges

January 2009

Community College of Rhode Island
400 East Avenue
Warwick, Rhode Island 02886

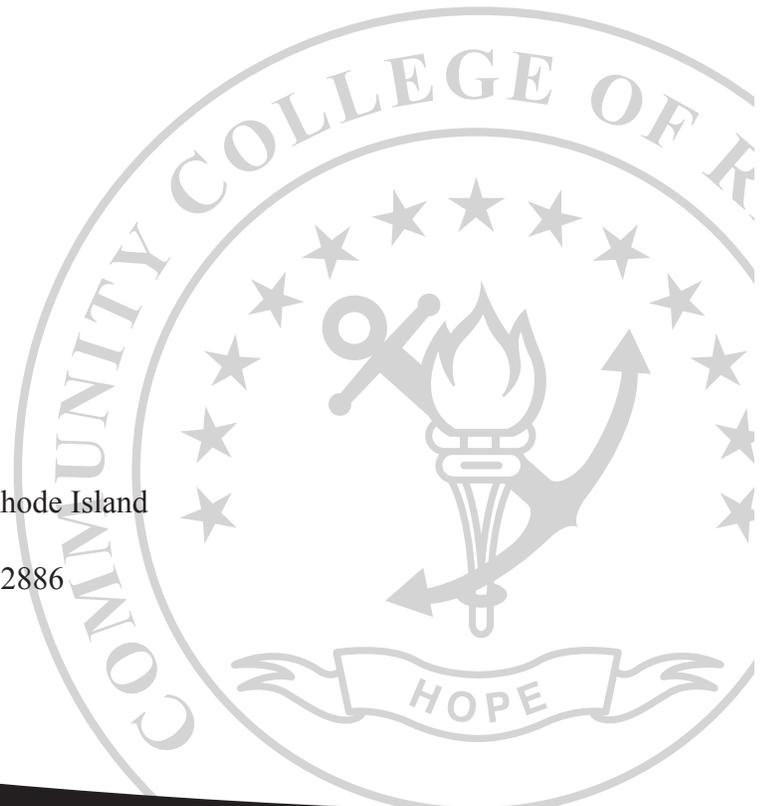


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INSTITUTIONAL OVERVIEW

From its modest beginning as Rhode Island Junior College with 325 students in 1964, to its present enrollment of more than 17,000 students, the Community College of Rhode Island (CCRI) has grown to meet the goals of its founders. Since being established by the Rhode Island General Assembly, the college's charge has been to provide academic transfer programs, career oriented training and student support services of the highest caliber.

Living up to its mission, the Community College of Rhode Island offers open access to programs in academic and vocational-technical areas as well as a full complement of programs and services for full and part-time students, for recent high school graduates and for older, adult learners. The student body at the Community College of Rhode Island enjoys considerable diversity in ages, cultures and experiences. Sixty-two percent are women, 63 percent are part-time, 22 percent are from an ethnic minority group, and 38 percent are 25 years of age or older.

On their own and often through the coordinated Joint Admissions Agreement Program, 70 percent of graduating students transfer to four-year colleges and universities. Others complete career-oriented programs which can lead to immediate employment in technical fields. In fact, the Community College of Rhode Island is the largest provider of health care workers in the state. Our high academic standards prepare CCRI graduates for transfer or for entering the work force, thus contributing to Rhode Island's economy.

Community College of Rhode Island grants the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Applied Science (A.A.S.), the Associate in Applied Science in Technical Studies (A.A.S.-T.S.) and the Associate in Fine Arts (A.F.A.) degrees. Several one-year certificates are also awarded.

CCRI opens its facilities for public use, sponsors programs on issues of public concern, and offers workshops and seminars for small businesses, for government agencies and for individuals seeking to improve their skills or enhance their lives.

In every sense, CCRI – as a community resource and the state's only two-year, degree-granting institution - strives to meet the educational needs of the people of this state by adhering to its mission of "building on our rich tradition of excellence in teaching and our dedication to all students with the ability and motivation to succeed."

REPORT PREPARATION

In May, 2007, President Ray Di Pasquale charged the NEASC Team with the responsibility for preparing CCRI's Fifth-Year Interim Report. The Commission had specified three special emphasis areas following the 2004 ten-year evaluation and the 2006 focus visit. Subcommittees were formed and charged with preparing reports for their sections. A timeline was established for the various stages of writing and editing the report, which was prepared for submission to President Di Pasquale in December 2008. The NEASC Team met throughout the process to review and comment on their research and analysis, as well as to review and comment on the final draft. The NEASC Team, shown by their assignments to the three special emphasis areas and standards, are listed below:

Emphasis Areas

- Ensuring that every academic program includes an appropriate program of general education and that outcomes for general education are assessed and the results are used for improvement*
Jeanne P. Mullaney, Professor of Foreign Languages and Cultures
Dr. Raymond Kilduff, Chair; Professor of Psychology
Dr. John R. Owens, Jr., Professor of Physics
Dr. Denise M. Yordy, Chair; Professor of Biology
- Implementing a governance system that supports good communication and planning across the college's campuses*
Kate J. Dunnigan, Chair; Professor of History/Social Sciences
Dorcas W. Haller, Chair; Professor; Learning Resources Center
Dr. Denise M. Yordy, Chair; Professor of Biology
- Implementing a faculty evaluation system.*
Dr. Peter N. Woodberry, Dean of Business, Science and Technology
Dr. Raymond Kilduff, Chair; Professor of Psychology

Standards

Standard One

Mission and Purpose

JoAnn Warren, Professor of Business
Dennis Moore, Assistant to the President

Standard Two:

Planning and Evaluation

Jerry M. Hatfield, L.C.D.P., Associate Professor of Human Services
Bill LeBlanc, Director; Institutional Research and Planning
Dr. Alicia B. Lyon, Chair; Professor of English

Standard Three:

Organization and Planning

Kate J. Dunnigan, Chair; Professor of History/Social Sciences
Dorcas W. Haller, Chair; Professor; Learning Resources Center
Dr. Denise M. Yordy, Chair; Professor of Biology

Standard Four:

The Academic Program

Jeanne P. Mullaney, Professor of Foreign Languages and Cultures
Dr. Raymond Kilduff, Chair; Professor of Psychology
Dr. John R. Owens, Jr., Professor of Physics
Dr. Denise M. Yordy, Chair; Professor of Biology

- Standard Five: Faculty
Dr. Peter N. Woodberry, Dean of Business, Science and Technology
Dr. Raymond Kilduff, Chair; Professor of Psychology
- Standard Six: Students
Michael J. Cunningham, Assistant, Student Success, Learning Resources Center
Dr. Ronald L. Schertz, Associate Vice President for Student Services
- Standard Seven: Library and Other Information Resources
Ruth A. Sullivan, Dean of Learning Resources Center
Dorcas W. Haller, Chair; Professor; Learning Resources Center
- Standard Eight: Physical and Technological Resources
William Ferland, Associate Dean, Administration
Catherine W. Johnson, Professor of Computer Studies and Information Processing
Robert Shea, Vice President for Business Affairs
- Standard Nine: Financial Resources
Ruth A. Barrington, Business Manager, Business Office
Robert Shea, Vice President for Business Affairs
- Standard Ten: Public Disclosure
Dennis Moore, Assistant to the President
Tom Pitts, Advisor to the President
- Standard Eleven: Integrity
Dr. Maureen McGarry, R.N., Dean of Health and Rehabilitative Sciences
Dennis Moore, Assistant to the President
Tom Pitts, Advisor to the President

INTRODUCTION

We are pleased to present this five-year NEASC report for the Community College of Rhode Island, known throughout the state as “CCRI.” CCRI is the largest public, two-year, degree-granting college in New England. Consisting of four main campuses – Knight Campus in Warwick, Flanagan Campus in Lincoln, Liston Campus in Providence and the Newport County Campus in Newport – and two additional satellite campuses, CCRI offers educational opportunities for all Rhode Islanders. Currently CCRI employs more than 400 full-time staff, 313 full-time faculty and 493 adjunct faculty.

Given both its size and its innate structure of one community college serving the entire state, CCRI encounters some unusual challenges in organizing itself to deliver on its mission. Some of these challenges were noted in the last 10-year visit that occurred in March, 2004. Concerns raised in that visit led to a focused-visit shortly thereafter, occurring in the fall of 2006. While the visiting team conducting the focus visit acknowledged that the college had made significant strides addressing some of the areas of concern noted in the 10-year visit, they identified three key areas that fell short of meeting the NEASC Standards. These remaining areas of special emphasis included: (a) ensuring that every academic program includes an appropriate program of general education and that outcomes for general education are assessed and the results are used for improvement; (b) implementing a governance system that supports good communication and planning across the college’s campuses; and (c) implementing a faculty evaluation system.

It is difficult to fully appreciate the enormous amount of progress that the college has made since 2006 without some understanding of the context in which the work has occurred. When the current president, Ray Di Pasquale, arrived in January 2006 as interim president, the college was experiencing declining enrollment patterns and was facing a \$6 million deficit. In addition, the culture of the institution was stifled by a “dark and dysfunctional organizational environment” in the words of the most recent NEASC visiting team.

Within eight short months of the new president’s arrival, the college showed signs of turning things around. By September 2006, the college had balanced its budget and its enrollment was up. While bringing some needed financial discipline and improved enrollment management systems to the fiscal side of the house, the president also took steps even before he was appointed as the permanent president to address issues of low morale and engagement. Prior to assuming the permanent presidency in July 2006, President Di Pasquale invited faculty and staff to complete a survey seeking input on the college’s strengths as well as areas in need of improvement, current challenges and suggested presidential priorities. More than 200 members of the college community responded to the survey, providing the president with an in-depth understanding of the environmental changes that needed to occur quickly in order to re-engage faculty and staff in addressing the challenges, as well as the opportunities, facing the college. (See the results of the survey at www.ccri.edu/president/president_survey050806.shtml or in Appendix Intro-A). President Di Pasquale quickly took steps to create a more open, welcoming and transparent environment in order to foster renewed engagement with key initiatives that had stalled out in a contentious environment.

Two key areas were in immediate need of an infusion of new energy and focus: developing a new mission statement and creating a new system of governance. Within a few months, the committees working on these tasks were given a new charge and additional membership with suggested timelines for task completion. Within a relatively short time, the college crafted a new mission statement which was approved by the Rhode Island Board of Governors for Higher Education at their meeting on August 21, 2006.

Two defining aspects of the process the college used for creating the new mission statement are worth noting. First, the entire process with its multiple forums, surveys and opportunities for discussion speaks to the college’s renewed efforts for seeking broad engagement. Secondly, looking at the actual schedules and locations of these various mechanisms for input helps illustrate the challenge of creating “good processes” in a college environment where one community college serves the entire state. During

the period in which the mission statement was being developed, there were more than 20 different forums held across CCRI's multiple campuses in order to ensure that the entire campus community had a chance to review and reflect on the development of the mission. These efforts began under the former president and were supported by President Di Pasquale.

The reader who is unfamiliar with the structure of one college serving an entire state may question, "Is it necessary to go to such efforts to support broad campus engagement?" The faculty and staff at CCRI would answer with a resounding, "Yes, it is necessary for us to create processes that address the unique structure of our college as we develop policies and practices for our institution." And in the case of the mission statement, it is particularly essential to have a broad base of endorsement for the statement that should drive decision-making at the institution.

This pattern of making an effort to involve multiple campus constituencies in creating processes, policies and practices will become apparent as the reader reviews a description of CCRI's progress towards increasing its institutional effectiveness. In summary, perhaps this pattern is best understood by recognizing that CCRI faculty and staff rate their dedication and commitment to the college as one of the institution's top strengths. This caring ownership culminates in an approach that can best be described as an institutional desire to "create effective systems and solutions by collecting information on 'best practices' and then customizing them to fit the unique needs of a multi-campus, singular system."

In the past, this deliberate approach to customizing systems may have been interpreted as CCRI's unwillingness to look outside of itself for solutions. While there may have been an element of insularity in previous years, there is ample evidence of the college's willingness to seek external input over the last several years.

In addition to creating a new mission statement that has broad campus support, CCRI has initiated and completed major initiatives across the college within the last two years. While many of these projects are discussed in more detail within the appropriate Standard or within the section addressing the areas of special emphasis, they are noted here to enable the reader to appreciate all that has been accomplished in a very short time period:

- Creation of a strategic plan (scheduled for release in January 2009)
- Creation of a new governance system
- Development of a general education curriculum for all degree programs
- Creation of Student Learning Outcomes for all degree programs, 95 percent of which have been reviewed and rated by an external consultant and by the Rhode Island Board of Governors for Higher Education
- Implementation of a reinvigorated academic program review process
- Creation of an assessment task force known internally as the Learning Evidence Team
- Creation of a comprehensive faculty evaluation system, including developing a student course evaluation instrument that is currently being utilized by all faculty
- Creation of a broader instructional evaluation system to include assessment of department chairs, academic deans, and the vice president for academic affairs to increase institutional effectiveness
- Creation of cross-training systems within Student Services to provide better service to students
- Infusion of more than \$2 million into collection development within the college's multi-campus library systems
- Upgrade of more than half of classrooms with up-to-date "smart technology," with plans to update the remaining 30 percent of the classrooms within the next three years
- Integration of administrative software systems to the point that all college systems are now supported by one program, Banner
- Creation of a deferred maintenance plan and upgrade of campus facilities
- Creation of a capital campaign targeted to raise \$5.5 million, with 42 percent of goal achieved by September 2008
- Revision of all of the college's marketing/public disclosure information

- Adoption of new college logo and tag line – “Changing Lives,” and variants on that theme
- Continued pattern of increasing enrollment with fall 2008 enrollment of 17,612 representing the second largest fall enrollment in the college’s history and an FTE of 10,969 which is the highest in the college’s history (See Appendix Intro-B for an overview of CCRI’s enrollment history)
- Achieving the highest student completion rate (30.2 percent) when compared with comparable peer institutions (includes combination of transfer out rate and graduation rate); after nine years, the completion rate rises to 48.6 percent (1998 cohort) (See Appendix Intro-C.)

This list of phenomenal achievements suggests an institution that is successfully launched on a trajectory of not only “getting its house in order,” but is also positioning itself to become a pacesetter by adhering to the criteria used to define a “learning organization.” The college has built the infrastructures it needs to create a *culture of inquiry*, utilizing data and broad input as a means for supporting continuous assessment and improvement to enhance its institutional effectiveness. It has clarified its mission and it is consistently using its mission to guide its decision-making.

However, as a result of shortfalls in the state budget, CCRI has recently lost the equivalent of 35 full-time positions as the state cut the college’s budget by \$6 million in July 2008. In addition, to help address the state’s financial situation, long-time employees were presented with incentives to take early retirement as a cost-savings device. The college has recently lost an additional 65 full-time positions through this process. So at a time when the college is experiencing its second highest fall enrollment (17,612 students), it has 100 fewer full-time faculty and staff to help manage the increased workload.

Rhode Island is the only state that has not seen an increase in state investment in higher education within the last 10 years. The Rhode Island Board of Governors has approved a tuition increase for January 2009 as one way of helping make up for the revenue shortfall. Currently there is concern within Rhode Island, as there is within the rest of the country, that there may be additional financial challenges. Rhode Island’s first quarter of revenue in the new fiscal year is \$33 million below projections and, as Rhode Island experiences a high unemployment rate of 8.5 percent, there is concern that the state may make additional cuts in the college’s budget.

The reader will see that an awareness of the state’s fiscal challenges has made its way into the college’s Fifth-Year Report. Knowing that things are not likely to change quickly, the college is actively planning on how it can best weather this fiscal challenge without losing the wonderful momentum it has gained over the last several years. The summary section of the report describes the college’s identified priorities for the next several years.

In the midst of this fiscal cloud, the college, as noted earlier, has made significant progress in enhancing its institutional effectiveness. While in the past the college may have responded to NEASC concerns because it had to, the campus culture has changed. By creating a campus culture that has fostered such creative and quality work, faculty and staff are now addressing the NEASC Standards as part of a larger commitment to enhancing their institution’s effectiveness. As progress on each of the three areas of special emphasis is summarized within the Introduction, the reader will find common themes in reviewing how these areas have been addressed. Changes within each of these areas are the result of solid research, broad engagement, and thoughtful deliberations.

SPECIAL EMPHASIS AREAS

General Education

At the time of NEASC’s 10-year visit, CCRI acknowledged that nearly 20 percent of the degree programs were not in compliance with the NEASC Standards on general education. As a result, CCRI was instructed to create a general education plan, “ensuring that every academic program includes an

appropriate program of general education and that outcomes for general education are assessed and the results are used for improvement.”

After a lengthy process that began in the spring of 2005, the General Education Committee made a recommendation a year later that the college adopt CCRI’s *Proposed Definition of an Education Person: Six Abilities*. This proposed definition was reviewed by NEASC team members during the focus visit in 2006. The team advised that “the next challenge was ‘to operationalize’ this definition within the curriculum and assess it in terms of student learning within courses, programs and as a degree completion requirement. In addition, the college needed to meet the NEASC standard of having a minimum of 20 semester hours in an associate degree program in general education courses that are distributed across the primary domains of knowledge – arts and humanities, social sciences and the sciences, including mathematics.”

The college understood that it needed to translate its Definition of an Educated Person for inclusion within each degree program. Once the General Education Committee began examining how to best integrate the concepts of an “educated person” into degree programs, committee members quickly realized that attempting to assess six different abilities within each course and program was overwhelming. The committee went back to the drawing board, and re-examined the research they had completed to generate a definition of an educated person in the 21st century. After seeking input from the community on their recommendation to collapse the “six” abilities into “four” abilities, they moved forward with a more streamlined version of a general education core curriculum. The newer version was also more easily linked with the traditional fields of study within the liberal arts. (See page 16 of the college’s current catalog for a fuller explanation of the general education requirements or visit the website at www.ccri.edu/gened/index.shtml.)

In summary, the college has settled on CCRI’s *Definition of an Education Person* that includes the following four abilities:

- Effective communication
- Critical thinking
- Quantitative and scientific reasoning
- Social interaction

To operationalize this definition, the General Education Committee created the following parameters:

- As a way of ensuring breadth, each program of study had to identify one Liberal Arts course requirement from each of the three primary domains of knowledge:
 - Humanities
 - Social Sciences
 - Science and Mathematics
- As a way of ensuring depth, each program of study had to identify one additional Liberal Arts course requirement from at least two of these primary domains of knowledge:
 - Humanities
 - Social Sciences
 - Science and Mathematics
- Finally, to meet the requirement of a minimum of 20 credits in Liberal Arts, each program of study had to identify additional liberal arts courses needed to meet or exceed the 20 credit minimum.

This plan was approved by the General Education Committee after receiving input from faculty and the department chairs. Once the plan was ratified, the Office of the Vice President for Academic Affairs created forms and processes that provided both support and assistance to each department to ensure that all programs of study would be in compliance. All curriculum changes went through an

expedited review of the Curriculum Committee, leading to an outcome in which 100 percent of CCRI's programs are now in compliance with the new general education core curriculum.

The college's current catalog – both the print and the web versions - displays each program's curriculum requirements in a manner that identifies which courses meet the general education requirement and which courses support the major objectives of the program. (See the current college catalog, or visit www.ccri.edu/Catalog/programs.shtml.)

The college has also undertaken multiple projects to begin assessing the general education outcomes. For more information on how the college is assessing the general education outcomes, see Standard Four.

Governance

In 2004, the NEASC visiting team registered concern that governance and communication needed fundamental improvement and increased transparency. It summarized its view as follows: "Concerned that the college's governance system is more ad hoc than formalized, the team encourages CCRI to construct a coherent governance system, that is advisory to the President, and gives all major constituencies a voice in the policy and decision making processes of the college."

The original Governance Committee was reorganized in 2006, coinciding with the arrival of the new president. The committee got to work and began to review the governance documents of more than 30 colleges and universities. (See Appendix Intro-D for a complete listing of the colleges and universities that were reviewed.) Of note on their approach to their work, committee members wisely agreed upon a set of founding principles to guide their work, and these are included in the document that describes CCRI's governance system – *CCRI Governance System, 2008*. These principles are also contained in Appendix Intro-E and are discussed in more detail within Standard Three. The founding principles are important in that they very clearly set the tone of the governance system, and help the reader understand the major goals of the new system. Stated differently, they also serve as "guiding principles," which may help explain how the committee was able to produce a new model of governance within a year of being reconstituted.

Once the document was drafted, it was posted on the college's Web site in 2007, and the process of soliciting input began. There were multiple open forums and discussions throughout all of 2007-2008. The committee held meetings on all of the college's campuses and arranged to meet with individual departments as requested to do so. Once all of the input had been gathered, the committee made revisions as needed.

The final document was released in 2008, and the college created an on-line ratification system in the spring of 2008. The document was ratified, and the college held its first elections to fill the new governance positions in November 2008. For additional information on the structure of the governance system, see Standard Three.

The college has addressed the NEASC's visiting team's concerns, and the mere existence of a governance document goes a long way to "formalizing a governance system" that is no longer "ad hoc." The next step includes evaluating its effectiveness and linking its work with the planning and budgeting functions of the college.

Faculty Evaluation Process

One of the concerns of both of the NEASC visiting teams was the lack of a consistent approach to the faculty evaluation process. At the time of the initial NEASC visit in 2004, the faculty evaluation process consisted of three levels of evaluation depending on the number of years of service to the college. At that time it was comprised of mandatory annual evaluations of faculty during their first three years of service, the academic dean and/or department chair's discretionary evaluation during the fourth to sixth year as part of the annual review, and tri-annual evaluation after the sixth year of service. The current

evaluation system consists of the same three levels of evaluation, but a series of steps has been added to bring more consistency to the process. The visiting teams' concerns arose in response to CCRI's approach to letting departments establish their own individual evaluative procedures and instruments, thus resulting in no uniform standard, consistency or reliability in the assessment of teaching effectiveness as well as performance appraisal across the various academic departments. As recently as 2006, departments were using more than 20 different student course evaluation instruments, a situation that legitimately raises questions about the consistency of the faculty evaluation process.

The student course evaluation process has received significant attention in response to the 2004 and the 2006 recommendations of the NEASC visiting teams. The Faculty Evaluation Committee (FEC) has provided the leadership for this effort. The membership of this committee is defined by the Faculty Collective Bargaining Agreement to include three faculty members and three administrators. The committee conducted a comprehensive review of current practices of several peer community colleges to identify "best practices" in evaluation programs to serve as a basis for developing a common format approach at CCRI. As a result of this process, the committee elected to develop its own instrument using portions of existing departmental peer/colleague and course evaluations. Two subcommittees were formed to assist in the review of these materials and to make recommendations to the full FEC. One subcommittee pursued peer/colleague evaluations and the other group pursued course evaluations.

Ultimately, with the support of the Course Evaluation Subcommittee, the FEC constructed a 23-question course evaluation instrument and pilot tested it in several academic departments during the following academic year. The committee also drafted an overview of the entire evaluation process, as well as a set of procedures for administering the course evaluation. The FEC elected to establish a common course evaluation instrument before addressing the creation of a common peer review instrument. The emerging course evaluation instrument and procedures became the focus of several full committee meetings and resulted in a 23-item draft instrument that was piloted on a limited basis and reviewed by the sub-committees and other faculty groups during the summer 2005. The FEC made modifications based on the pilot effort and administered the modified instrument in four academic departments (Biology, Human Services, Allied Health, and Psychology) during the fall 2005 and spring 2006.

Analysis of the data collected from this pilot effort was conducted by Dr. Raymond Kilduff, professor of psychology. His comprehensive analysis of the data indicated that the 23-item instrument resulted in a "one factor model." That is, if a student liked an instructor, he/she tended to give high marks in all categories or vice versa. It had been the hope of the FEC that the instrument would result in a richer complex (hierarchical) model in which student responses could be used by instructors as a basis for improving their teaching effectiveness. The FEC was committed to developing a common instrument that would provide a basis for faculty members to identify areas for improvement.

At this point, the Faculty Evaluation Committee decided to start fresh and attempt to develop an instrument on which students would differentiate across items thus providing a basis for faculty professional development. As a result of a review, the committee found the Students' Evaluation of Educational Quality (SEEQ) model developed by Herbert Marsh to be promising. One of the attractive qualities of the SEEQ model was the fact that questions were divided into categories (e.g., preparation, enthusiasm, organization, group interaction, individual rapport, examinations and overall ratings).

Using sample questions collected from a variety of sources (SEEQ, "best practice" examples, and CCRI's piloted instruments), the FEC and a 15-member subcommittee identified 34 potential questions clustered under the SEEQ model headings. The committee then asked all full-time and adjunct faculty members as well as a sample of students to complete a course evaluation instrument survey. It was the intent of the FEC to involve the entire community in identifying items to be included on the course evaluation instrument. The participation rate was high with 174 faculty members and approximately 400 students completing the survey. Both groups were asked to indicate on the survey what questions were most important to professional development and improvement. Using this feedback, the committee developed a revised version of the course evaluation instrument consisting of 23 items. At the summer

2007 department chairs' retreat, all chairs agreed to use the 23-item instrument for faculty evaluations during the 2007-2008 academic year.

With more than 10,000 responses collected, the FEC, with the able help of Dr. Kilduff, reduced the 23-item survey to 16 questions by removing the seven least effective questions resulting from an item analysis. These statistical findings were reported at the department chairs' meeting in March 2008. During spring 2008, academic departments were encouraged to use the new 16-question instrument. The statistical analysis resulting from the spring 2008 administration of the 16-item instrument confirmed a three factor model including faculty/student interaction, course management, and overall rating. In the fall of 2008, all academic departments began using the final 16-question version of the course evaluation instrument to evaluate all full-time and adjunct faculty members. A copy of the newly adopted faculty course evaluation instrument can be found in Appendix Intro-F.

So, after a lengthy but productive process, the college has adopted a uniform course evaluation instrument. Departments have the option of adding supplemental questions that measure instructional effectiveness in areas unique to their discipline (e.g., clinical settings, fieldwork, etc.), but the basic instrument remains intact and common to all faculty.

With this cornerstone in place, the FEC is now reviewing all departmental evaluation plans and peer evaluation instruments being used in 2008-2009. The vice president for academic affairs has charged the FEC to submit their recommendations to her by May 2009 regarding the common elements that should be included in all peer evaluation instruments. The FEC has completed a written description of the faculty evaluation process in which all of the minimal elements required of all departments have been identified. Additional information on the expanded faculty evaluation process can be found in Standard Five and in the appendices supporting this Standard.

STANDARD ONE MISSION AND PURPOSE

Description

In anticipation of the ten-year NEASC visit in March 2004, CCRI's self-study report identified the need to create an updated mission statement. This need was echoed in the visiting team's report that identified both the need for an updated mission statement as well as the need to utilize the mission statement as a "prism through which all major institutional decisions are made: strategic planning, program development, resource distribution, organizational restructuring, etc."

Since its most recent ten-year accreditation visit in 2004, CCRI has successfully addressed the 2004 visiting team's recommendations concerning the need to create a mission statement that accurately addresses the work of the college. The visiting team responsible for the 2006 focus visit indicated that the college had met the requirement with the creation of the following mission statement:

Mission Statement

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

Appraisal

The 2004 visiting team listed a series of recommendations for creating and for utilizing the newly created mission statement. The following two points are prominent in the list of recommendations:

"The team encourages the college to engage in a broad-based, campus-wide review designed to put CCRI once again on par with its comprehensive community college peers. Once a new mission is in place, we further encourage and support the college in its intent to establish a five-year mission review cycle."

"A new mission statement for CCRI should be crisp, clear and definitive, brief enough to be memorable, yet pointed enough to encompass the expanded mission of the contemporary community college."

The following outline speaks to the broad-based, campus-wide process utilized in creating the new Mission Statement:

- In April 2006, the Mission Initiative Committee was reconvened by President Di Pasquale to draft a "revised" statement. Two members from the faculty were added to the committee. On April 25, the newly-crafted draft mission statement was presented to the NEASC Accreditation Review Committee established by President Di Pasquale.
- The college community was asked to review the statement along with NEASC criteria. The request for feedback was e-mailed to all members of the college community using Pipeline (official communication tool).
- On June 1, 2006 President Di Pasquale released the final statement to the college community. For an outline of the full process for creating a new mission statement, see www.ccri.edu/mission.

With respect to the new mission statement's being crisp, clear and definitive, the committee offered the following rationale for selecting the proposed version. While the current statement is lengthy,

each sentence is important in identifying the scope of who CCRI serves and what programming and services it offers. Defining who CCRI serves was a key element in crafting the new mission statement. The student body is so diverse, and the college felt it important to add the phrase “ability and motivation to succeed” to clarify what it views as possible given limited resources.

The college conducts a survey of its graduates each year, and publishes a report of its findings. In the most recent report, *Class of 2007: Career Placement and Graduate Transfer Report*, with more than 80 percent of the graduates responding to the survey, CCRI is able to report that 92.3 percent of the graduating Class of 2007 are employed, have transferred, or are working and continuing their education. A review of the S-1 and S-2 appendices confirm this finding as part of a strong pattern of successful student outcomes. Since CCRI’s Mission Statement states its intent to “*prepare graduates for transfer and career success*,” these results serve as tangible evidence of CCRI’s fulfilling its mission.

Projection

- Re-enforce the use of the mission statement in decision-making activities throughout the institution
- Develop strategies to determine:
 - The level of understanding of the mission statement by all stakeholders
 - The extent to which the mission statement guides decision-making throughout the institution
- Increase understanding of the mission statement with a series of articles in the college’s publication, *Currents*
- Create ongoing process for examining the currency of the Mission Statement, particularly in light of the college’s newly adopted strategic plan.

STANDARD TWO PLANNING AND EVALUATION

Description PLANNING

Both of the NEASC team reports (2004 & 2006) cited challenges for CCRI to address within the general areas of planning and evaluation. CCRI has made significant progress within both of these areas since the most recent focus-visit in 2006.

Once CCRI adopted an updated mission statement in 2006, President Di Pasquale established a Strategic Planning Committee, charging it to address four specific questions embedded in the mission statement:

- *What students will we teach?*¹
- *What will our students learn?*²
- *What resources will we need?*³
- *How will we measure our success?*⁴

Three of these four questions are directly linked to the college's new mission statement:

The Community College of Rhode Island is the state's only public comprehensive associate degree-granting institution. We provide affordable open access¹ to higher education at locations throughout the state. Our primary mission is to offer recent high school graduates and returning adults¹ the opportunity to acquire the knowledge and skills necessary for intellectual, professional and personal growth² through an array of academic, career and lifelong learning programs.² 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.¹ We set high academic standards² 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.⁴

The four questions have served as both an organizing structure for the sub-committees developing the strategic plan as well as a lens or prism through which the college can establish its priorities in a manner that is anchored in the mission statement. The sub-committees presented their reports to the college community and to the newly created governance councils in fall, 2008. An important byproduct of this Strategic Planning Process is the creation of a working model for the ongoing planning and evaluation functions at the college. A copy of the flow chart, ***Detailed Planning Process: 2008-2009***, is available on page 15. Note that the model illustrates how the key functions of planning, evaluation, and governance are linked within CCRI's existing and new structures. Members of the college community were invited to submit comments on the subcommittees' draft reports that were circulated in December 2008. (All of this information – including meeting dates, minutes of meetings, draft documents—is available on the president's Website: www.ccri.edu/stratplan/). Highlights of the nearly completed Strategic Plan scheduled for adoption in January 2009 include the following key priorities:

- *What students will we teach?*¹
 - Develop college-wide retention plan to increase student success
 - Design sequence of courses and support systems for students who place into one or more developmental course (Currently more than 70 percent of CCRI students test into one or more developmental course)
 - Develop master schedule of course offerings to more effectively meet the needs of working adults

- *What will our students learn?*²
 - Establish operational definition of “ability to benefit”
 - Replace existing student success courses with a single course
 - Investigate relationship between students’ readiness for college-level work and student success
 - Integrate the four abilities from the general education core curriculum into the existing curriculum
 - Continue to employ assessment mechanisms – academic program review, program advisory boards, etc. – to assess cost-effectiveness and currency of CCRI’s degree programs
 - Enhance and advance college-teaching skills and develop sense of community through the establishment of the CCRI Innovative Teaching Center
- *What resources will we need?*³
 - Maximize capacity of CCRI’s campuses to support academic efficiencies, student success, and program growth
 - Develop procedures to effectively manage the human resource allocations of the college
 - Identify mechanisms for generating additional revenues and resources
 - Develop transparent data-driven budget process that conforms to the college’s mission and strategic priorities
- *How will we measure our success?*⁴
 - Design and implement a structured, comprehensive, flexible measurement process to support ongoing strategic planning and evaluation
 - Create a revised Strategic Planning Peer Group to gauge CCRI’s performance among comparable and aspirational peers

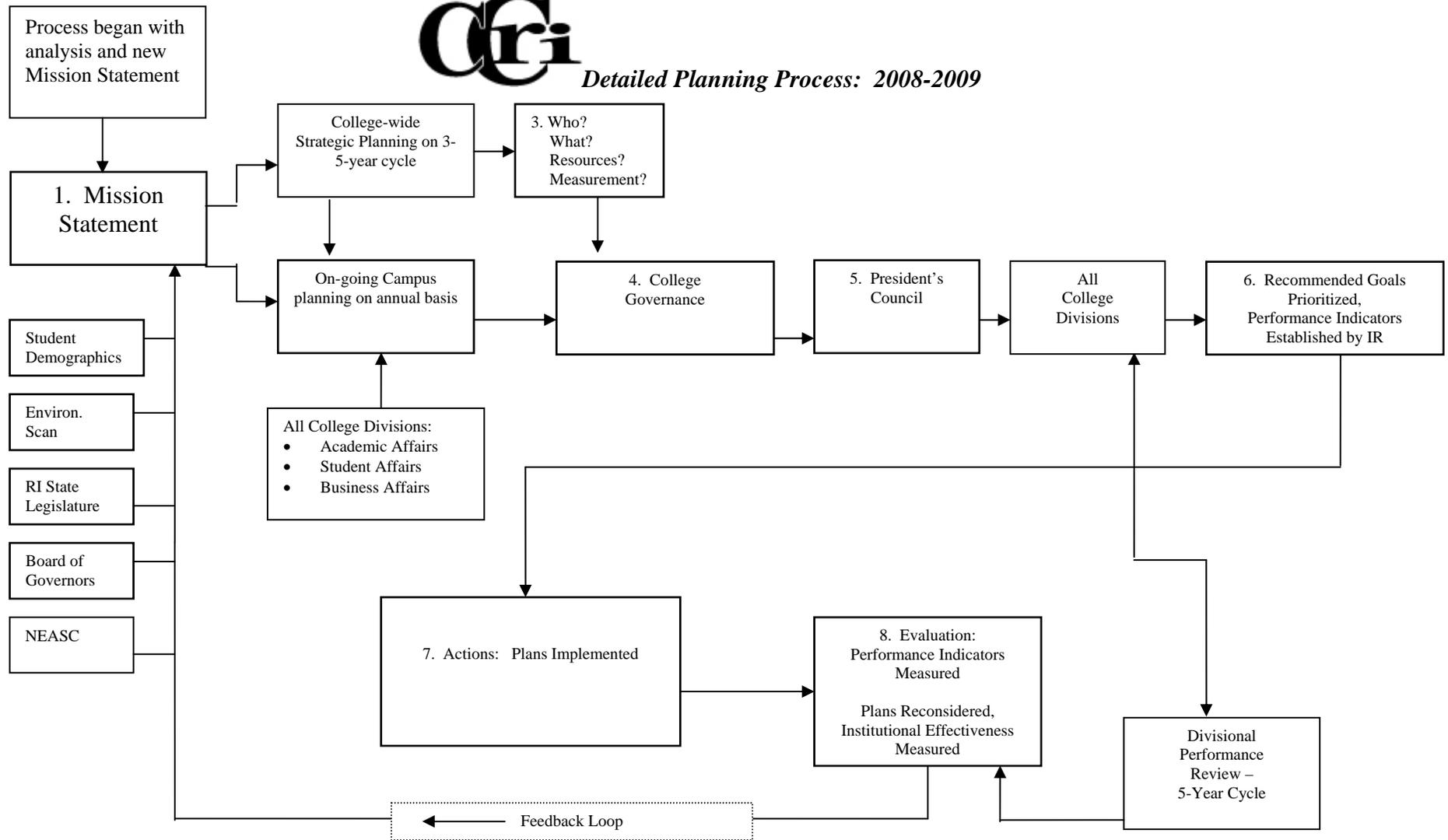
EVALUATION

CCRI has made great progress in creating substantive evaluation processes. While these processes will be addressed in fuller detail within the Standard in which they fall, they are highlighted in this section to illustrate the college’s progress towards the utilization of data to assess institutional effectiveness. Key initiatives include:

- Academic Program Review – The college has created a new academic program review process which entails a thorough review of all degree-granting programs within a five-year cycle. CCRI completed its first year of review using the new format in 2007-2008 and is entering its second year with a new set of programs undergoing review. (See Standard Four for more detail.)
- Student Learning Outcomes – Student learning outcomes have been created for all of the college’s degree-granting programs. An external consultant has worked with CCRI faculty for the past two years to create measurable learning outcomes. These outcomes have been reviewed by the Learning Evidence Team at CCRI and have been submitted to the Rhode Island Board of Governors for their approval. More than 95 percent of CCRI’s programs have completed this process with the remaining 5 percent of programs scheduled to submit their outcomes in the fall of 2008. (See Standard Four for more detail.)
- Faculty Evaluation Process – The college, through the leadership of faculty and staff, has developed a comprehensive course evaluation instrument. In addition, the college has developed a written description of a comprehensive faculty evaluation process that is supported by a calendar with timeframes for completion of each component. This process, supported by the information presented in the Introduction, is addressed more fully within Standard Five.



Detailed Planning Process: 2008-2009



1. The college prepares its Mission Statement, cognizant of students, all external forces, limitations, and internal capacities.
2. College engages in Strategic Planning process as part of its periodic exercise in self-examination.
3. Four major questions are asked of separate committees composed of cross-section of college community.
4. Strategic Planning Committees' recommendations are submitted to and filtered by the Governance Committees, then submitted to the college President.
5. The major Divisions of the college consider the recommendations passed on to them by the President.
6. College Divisions incorporate recommendations into their plans, assigning priorities and developing Performance Indicators.
7. Plans are put in place/implemented.
8. During evaluation, performance of enacted plans is measured, possibly reconsidered, fed in to recurring and periodic review of the Mission Statement.

- Academic Administrative Calendar – The vice president of academic affairs has created a comprehensive calendar to assist both faculty and academic leaders to complete timely documents that are part of the academic planning and evaluation calendar. The information is posted on the vice president’s Web site and is updated on a regular basis. This particular example serves as a good illustration of management’s recognition that part of an effective evaluation process includes providing clarity of direction as well as appropriate support systems to assist faculty and staff in meeting their goals and objectives.
- Institutional Planning Council - As part of the new governance model, the college has designated one of the six councils to oversee institutional planning and effectiveness.
- Additional Evaluation Measures: For a comprehensive description of assessments completed by CCRI since 2004, see Appendix SII-A.

Appraisal **PLANNING**

The college has included a series of steps in the ongoing planning process by which it will evaluate the effectiveness of its efforts, including the planning function. The strategic planning subcommittees, supported by the Office of Institutional Research, have created performance indicators and evaluative measures for each of the identified priorities. The college will evaluate the effectiveness of its own planning processes by assessing how well it achieved its own objectives along with how well it predicted and addressed environmental challenges and opportunities.

EVALUATION

The college is in the process of creating key indicators and assessment measures to evaluate the effectiveness of its planning. These measures will be included in the strategic plan which is scheduled to be released in January 2009. In addition, the college has multiple examples to use in appraising its effectiveness in creating useful evaluation measures. The academic program review (APR) process, along with the Learning Evidence Team (LET), provide multiple examples of how the use of measurement and data collection contributed to informing revisions or affirmations of existing programs, services, and initiatives. Samples of these findings are described in greater detail in the chapter devoted to Standard Four.

Projection **PLANNING AND EVALUATION**

The college’s new governance system was approved for implementation in September 2008. Calls for nominations for the multiple governance positions were posted in multiple places in October, and elections were held in December 2008. The committees and councils are scheduled to begin work in January 2009. Within the next three to four years, the college will be assessing the effectiveness of its new governance system, particularly as it supports the processes of planning, evaluation, and allocating resources. The focus of the 2008-2009 planning function is to develop additional methods for evaluating the effectiveness of the planning cycle. Questions such as - *What data have we collected? How have we utilized that data?* - will become part of an overall process for measuring institutional effectiveness. The college has made significant strides within the last two years in beginning to measure the effectiveness of the academic arm of the college. Our next focus includes assessing overall institutional effectiveness utilizing the metrics established to support the implementation of the new strategic plan.

STANDARD THREE ORGANIZATION AND GOVERNANCE

Description GOVERNANCE

Common areas of concern regarding governance issues were identified by the last two NEASC visiting teams. These concerns included:

- “Ad hoc” nature of the existing committee/governance structures – Some committees existed but their roles and responsibilities were not clearly articulated.
- Lack of a coherent governance system that: (a) gave voice to all constituencies; (b) that mapped out how actions/recommendations flowed from one step to the next; and, (c) that provided a clear means for communicating the final outcomes on policy-related matters. - The existing structures appeared to preserve “the role and prerogatives of the constituencies of each of the existing policy committees.”
- Lack of written, detailed document that “spelled out the responsibilities, composition and appointment, methods of operation, etc. of the various governance bodies, etc.”
- Lack of understanding of the meaning of “shared governance” – The proposed model that was shared with the 2006 visiting team appeared to preserve the current methods of doing business. The visiting team recommended the “utilization of outside expertise and community college best practices in creating a true model of shared governance that is advisory to the President.”

The college has made significant strides regarding the creation of a thoughtfully conceived, clearly articulated and inclusive governance model that strives to give voice to all campus constituencies in a manner that leads to coherent and timely decisions that can be clearly articulated to the college community. The college voted to approve a new governance system in May 2008. While it could be debated that the time required to complete this project (2002-2008) was unnecessarily lengthy, an understanding of the context sheds insight into the time required to create and approve this comprehensive new document that clearly articulates the new governance system.

A governance committee was originally created in 2002 under then President Sepe. When President Di Pasquale arrived in 2006 and learned that the work of the previously established committee had stalled in making progress, he reorganized the committee. From this point forward, the committee conducted its research, articulated a set of organizing principles, and created a proposed system of governance to fit CCRI’s mission and unique situation of a central system serving multiple campuses. A draft governance document was circulated in 2007, followed by extensive outreach efforts to seek input. Web postings, open forums, and small/large group presentations were conducted by committee members in an effort to obtain broad-based input. For a more detailed outline of the process, visit the college’s Web site on governance: www.ccri.edu/governance/

The governance committee consulted multiple external references to guide the development of a new governance model appropriate for CCRI. Samples of external input include:

- The American Association of University Professors (AAUP) Statement on Government of Colleges and Universities
- The National Education Association (NEA)’s “Statement on Community College Governance”
- See Appendix SIII-A for a complete list of the colleges and universities reviewed for input

The college’s mission statement, coupled with external input and the values endorsed by the Governance Committee, led to the creation of a list of founding principles of the CCRI governance system. These principles are listed on page 4 of the governance document. (See Appendix SIII-B for a complete list of the founding principles. Visit the governance Web site to review the entire governance document:

http://www.ccri.edu/governance/pdf/Governance3_408rev.pdf.) A sample of these guiding principles (noted in *italics*) reflects the complexity of considerations addressed in this process:

- *A college governance system acts in advisory capacity to the president.*
- *Governance systems are ideally organized around the work of the college, rather than employee groups. Thus, the organization of the governance components should be such that form follows function.*
- *Governance systems should support a commitment to diversity.*
- *Governance systems should effectively balance the need for timely, informed decisions with adequate time for participation in decision-making processes.*
- *Governance systems should ensure clear and transparent decision-making processes.*

After substantive deliberations and input, the governance system was ratified in spring 2008 with 22.3 percent of eligible participants voting. Of those who voted, 84.5 percent approved the new system. The new governance system “recognizes the primacy of the faculty in academic affairs while at the same time providing participation in policy- and decision-making processes for other members of the college community who serve the student population in numerous ways outside of the classroom and laboratory.” (*CCRI Governance System, 2008, p.3*)

Seven councils comprise the CCRI governance system. (A schematic design of the new governance system is included on page 20.) The seven councils include:

- College Coordinating Council (CCC): reports to the President and the executive team
- Academic Council
- Business Council
- Facilities Council
- Institutional Planning Council
- Student Affairs Council
- Technology Council

The governance document is written in a straightforward manner and utilizes diagrams, charts, bullet points, etc. to convey information in a clear and concise manner. It also delineates each Council’s charter that outlines its purpose, scope, and membership. Excerpts (*see italicized statements in the following list*) from the governance manual, *CCRI Governance System, 2008*, reveal how the new format addresses the concerns raised by NEASC teams:

- *Each Council is guided by a detailed decision-matrix which defines its authority and presents the system by which the council’s work intersects with the work of other college Constituencies.* (Speaks to clarity of role/Coordination with other Councils)
- *Councils may establish and coordinate standing committees that deal with particular issues of importance to a Council’s scope of work.* (Speaks to coherence)
- *Each Council follows established procedures for intra- and inter-council communication.* (Speaks to transparency and formality of system)
- *Governance Councils function at a strategic level. They are responsible for planning, developing policy, and evaluating the effectiveness of their activities. Operations and implementation are the responsibilities of the President and the Executive Team.* (Speaks to scope of work and clarifies roles)

The college initiated efforts in October to recruit faculty and staff to stand for nomination to support the new governance system. Information about running for positions on the governance councils was posted on the Web site numerous times. The Office of Marketing and Communications sent out email blasts to

the college community on multiple occasions. Individuals interested in standing for election were asked to submit a Candidate Registration Form. (See Appendix SIII- C). At the close of nominations on November 14, 2008, the number of candidates for available positions is identified in Table 3 – 1: *Results of Nominations for Governance Elections*. A total of 88 elected positions exist in the governance system. A total of 84 nominations were received. Some elected categories received no nominations, while some received more than needed. The contested positions will be decided during the voting period scheduled for early December 2008. Some councils will need to begin their work with partial rosters as a result of fewer than called for nominations. Any vacant seats will be filled in the next election cycle which is scheduled for April 2010.

Nominations (N) for Governance Positions

Constituencies	Academic		Business		Facilities		Institutional Planning		Student Affairs		Technology	
	open	N*	open	N*	open	N*	open	N*	open	N*	open	N*
Department Chairs	8	9					4	3				
Faculty	4	8	4	1	1	1		4	5	4	4	6
Professional Staff	1	3	4	3	2	2	2	2	4	7	4	6
Classified Staff	0	0	4	1	5	6	2	1	1		4	5
Campus Representatives							4					
Member At large	1	1	1	1	1	0	1	0	1	2	1	2
Students	1	1			4	1			4	2	2	2
Bargaining Units												
Union Pres/ Other <small>(cross council positions)</small>	1(f)				1(c)		4 6					
Total <small>(inclusive includes union pres/other (cross council positions))</small>	15 (16)	22	13	6	13 (14)	10	17 (23)	10	15	15	15	21

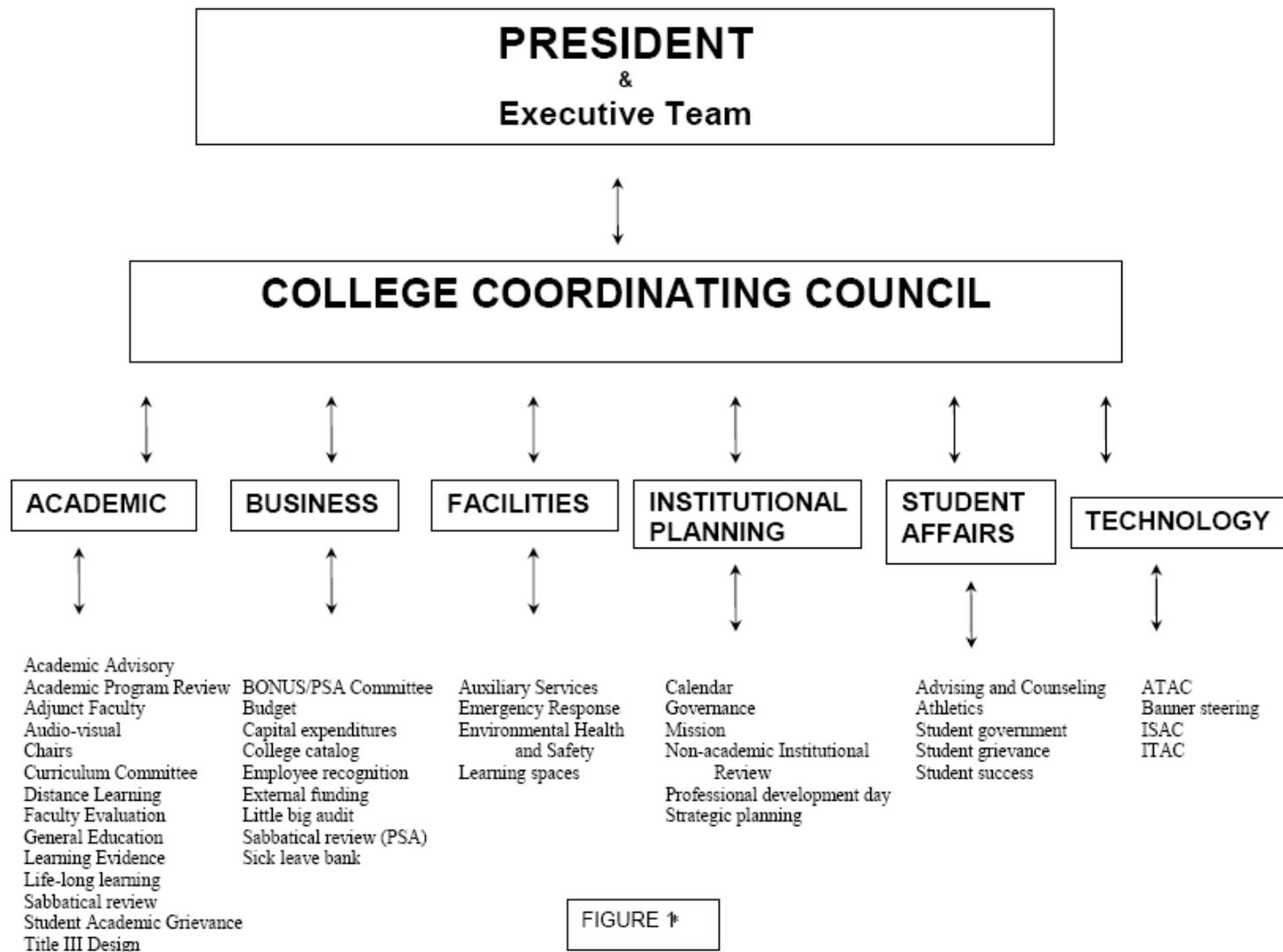


FIGURE 1

Revised 3/4/08

* List of committees may not be complete.

ORGANIZATION

The primary concerns regarding overall organizational issues originate from the challenges associated with running multiple campuses. One of the concerns stemmed from the lack of a coordinated administrative presence on each of the four campuses. This issue has been addressed by creating a schedule that identifies the administrator in charge on each campus on a daily basis. In essence, “x” number of senior administrators rotate among the multiple campuses each week, ensuring that a senior administrator is available at each site. This rotation is made possible by the executive team’s coordination of where they will each be housed during the week. This schedule is published in multiple places.

The second concern raised questions about whether or not CCRI’s decentralized approach to important college-wide functions limits its ability to maximize its human, technological, physical, and fiscal resources. The college has taken several steps in this regard; hopefully these new steps will eliminate duplication and inefficient use of resources. For example, the college has centralized how supplies – including paper – are ordered via one vendor. This process has resulted in cost savings based on discounting opportunities created by larger volume. Chapters 8 and 9 address the ways in which the college is making greater use of technology both as a clerical tool as well as a research tool as a means for gaining greater efficiency.

POLICIES

At the time of the 2004 NEASC team visit, CCRI did not have a written policies or a procedural manual. Since that time, under the leadership of Carl Toft, CCRI has created a policy and procedure manual that is available electronically to all college employees. These policies and procedures existed, but they were not assembled into one document. Since CCRI has a strong technology presence, it was decided to use electronic accessibility for both cost savings and for portability. Since many faculty and staff spend time on more than one campus, having access to information electronically provides for the convenience of having access to the information from any location.

The Office of Academic Affairs is currently producing a faculty handbook that combines text with electronic storage. The entire document will be posted on the vice president for academic affairs’ Web site when completed.

Appraisal

The college believes that significant progress has been made in elevating the CCRI’s community to a more sophisticated and inclusive governance system. The real test, however, is acknowledged by all involved: *How well will this system work? Will it support achieving the stated goals in an efficient and effective manner that is readily accessible to key campus constituents?*

The good news is that there is a strong commitment on campus to making this system work. Because this process was a faculty-led endeavor, there is a buy-in to seeing it successfully implemented. While there is work to do to reach out to the larger campus community to engage more interest in investing in the system, the solid base of interest supports our optimistic position that as the system takes root, and people realize the benefits of having input and shaping policies at CCRI, the level of interest and engagement will increase.

While not all of the 88 potential positions were filled in the first round of elections held in December 2008, the fact that 75 percent (66 out of 88) of the positions were filled is a strong indication of the college community’s willingness to give this new process a chance to work.

The Governance Committee is continuing to meet during the 2008-2009 year. It has identified the following goals for measuring the effectiveness of the system:

- Design election process for fall 2008 (completed)
- Recruit interest in serving in governance roles (completed)

- Conduct initial elections (completed)
- Evaluate and refine the system (in process)
- Make appropriate modifications (in process and ongoing).

Assessment mechanisms are built into the model, and each council is charged with “conducting yearly self-evaluations, the results of which are sent to the College Coordinating Council (CCC) for review. The CCC is charged with “steering and assessing the governance system, including elections to governance councils.” The CCC has the ongoing responsibility to see that the councils/committees meet their stated duties and deadlines. Councils meet monthly and their monthly meeting schedules are posted by June 1 of each year.

Projection

The college anticipates that it will have a fully functioning governance system by its next 10-year accreditation visit in 2011.

STANDARD FOUR THE ACADEMIC PROGRAM

Description

CCRI has taken significant steps in the last five years to strengthen the quality of its academic offerings. These steps fall within the following categories:

- Student Learning Outcomes
 - Academic Programs
 - Course Outcomes
- General Education Requirements
- Assessment Systems
 - Academic Program Review (APR)
 - Learning Evidence Team(LET)
 - APR Results
 - General Education Assessment
 - Institutional Effectiveness
 - In-House Assessments
 - Use of External Evaluations

Student Learning Outcomes

CCRI participated in the Rhode Island statewide, multi-year project focused on creating a coherent K-16 system of education. To support this endeavor, all public educational institutions within Rhode Island were required to complete student learning outcomes for their educational programs. These outcomes were then forwarded to the Rhode Island Board of Governors for Higher Education (RIBGHE) for approval. Statewide efforts concentrated on promoting appropriate outcomes for each level of education (elementary, secondary and post-secondary) and coordinating these outcomes to ensure that high school graduates were college-ready and/or prepared to enter the workforce with the skills necessary to earn a sustainable living wage. Ninety-five percent of CCRI's degree-granting programs have completed this process, including receiving approval from RIBGHE. The remaining few programs yet to be reviewed are on schedule for submission in fall 2008.

More than fifty percent of the reviewed programs were deemed as having successfully completed a cycle of student outcomes assessment and must now begin a new cycle with the improvement of the program and the gathering of new data. The remaining programs were noted as "having made good progress" and will be re-contacted in 2008-2009 to ensure that each program's full cycle, including the latter stages (program analysis and its use in program improvement), have been completed.

A similar process of creating student learning outcomes for each CCRI course of study is currently underway. As faculty members complete the academic program review (APR) process, they are required to link the course objectives for the courses within their programs with the stated program outcomes, thus providing reasonable assurance that the designated course of study will result in a student's achieving the stated learning outcomes. The APR process is supported by its own Web site, www.ccri.edu/dean-as/programreview/index.shtml. The following excerpt (Section II: Curriculum) from the *Academic Program Review Manual* provides a graphic illustration of how course objectives and program objectives are related:

Section II: Curriculum

1. **Program Outcomes:**

1a. Identify the **major outcomes** for students enrolled in this program. Indicate **how each outcome is attained** (i.e., through a specific course, activity, or project). **State how each outcome is assessed.** Use the matrix*template for organization; include as many pages as necessary. (If there is nothing currently in place that is intended to provide for the attainment of a particular outcome or to assess the extent to which the outcome has been realized, leave the appropriate space blank. The “blanks” will help to identify areas that need further development.)

***Program Outcomes**

Learning Outcome	Teaching Strategies For Attainment of Learning Outcome	Assessment Criteria and Methods
What should the student be able to do? (Performance/knowledge expectations for program graduates listed in student outcome terms .)	What activities/assignments will enable the student to achieve it? (If the strategy is contained within a particular course, list the course <u>first</u> , with the relevant activity or activities listed next to each course.)	How do the instructor and student know that the competency has been achieved? How is the student’s performance judged?

CCRI’s academic departments are at different stages of delineating the outcomes for the programs and courses that fall within their oversight. In order to support the “sharing of good ideas” across disciplines, the college has utilized WebCT for posting all of the degree programs’ Assessment Forms. This design was selected in hopes that department chairs could share their assessment work with each other, a goal that has been partially realized. Storing this information on WebCT also ensures daily back up, thus decreasing the potential for lost information. The electronic access also makes it possible for the vice president of academic affairs to access the information from any of the college’s multiple campuses. The goal is to provide both course and program outcomes on the web so that this information is easily accessible to all campus constituents and from all of CCRI’s campus locations. (See www.ccri.edu/businessadmin/forstudents.shtml for an example of program/course outcomes.)

General Education Requirements

CCRI’s approach to articulating consistent general education requirements for all of its degree programs was described in the Introduction under the section title, Special Emphasis Areas. The college has created multiple mechanisms for measuring general education outcomes. First, as part of the Academic Program Review process, faculty are asked to identify specific general education goals for their program and how these goals are achieved. (See the following excerpt of section from the Academic Program Review Manual:)

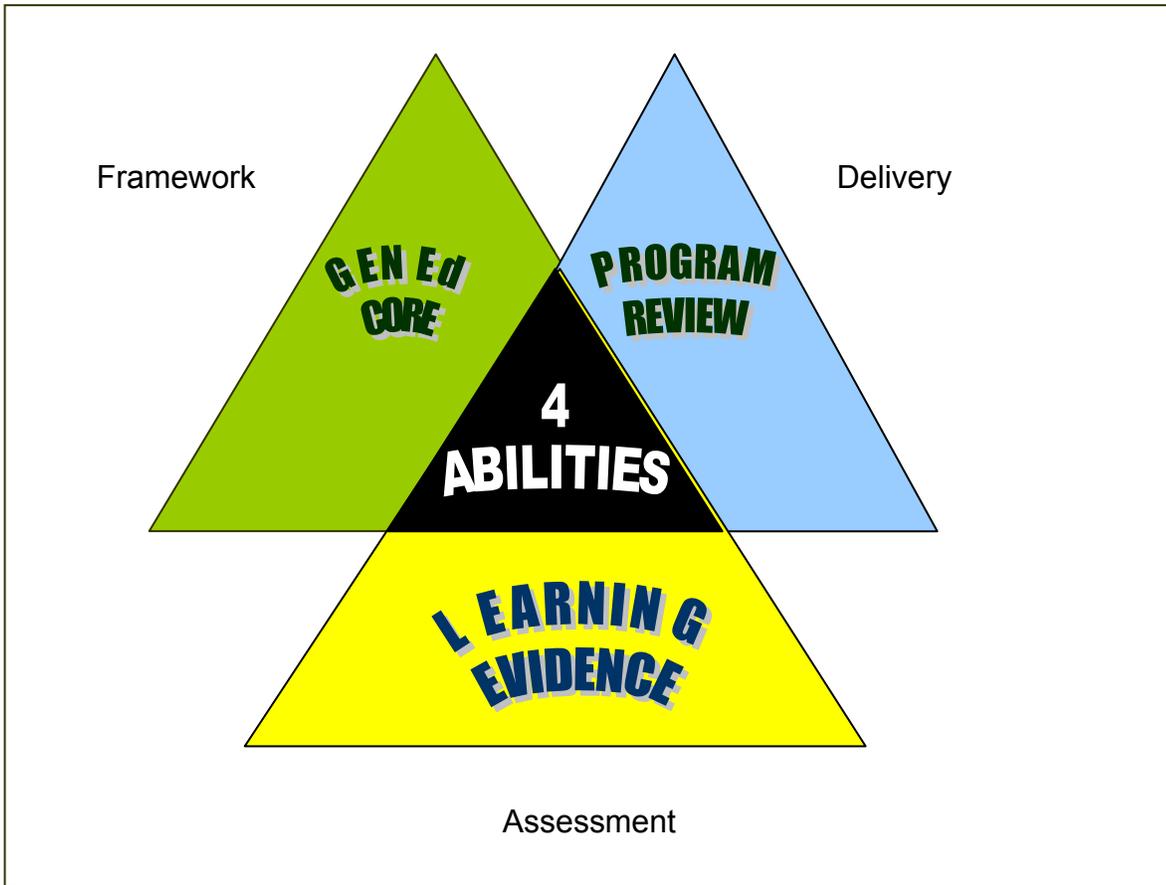
Core Competencies:

2a. Using the matrix below, indicate the courses in the program that satisfy each CCRI core competency. List strategies for attaining each competency (i.e., through specific activities or projects) and describe how the learning of each will be assessed.

CCRI Educated Person/Core Competencies	Program Course	Strategies for Attainment of Learning Outcomes	Assessment Criteria and Methods
<p>1. Effective Communication Demonstrate English language fluency. Utilize current communication technology.</p> <p>Organize and present ideas effectively, both orally and in writing.</p>			
<p>2. Critical Thinking Identify, analyze, and understand complex ideas. Use information technology appropriately to locate, evaluate and apply research data. Draw inferences from facts. Evaluate and present well-reasoned arguments.</p>			
<p>3. Quantitative and Scientific Reasoning Demonstrate an understanding of mathematical and scientific principles. Apply these principles to the solution of problems in academic work and in everyday life. Interpret numeric information presented in graphic form. Apply scientific methods to the inquiry process.</p>			
<p>1. Social Interaction Evaluate ethical dimensions of decisions. Use teamwork to accomplish tasks in groups. Demonstrate an understanding of global, cultural and historical perspectives.</p>			

CCRI utilizes the Academic Program Review Process (APR) and the Learning Evidence Team (LET) to support and monitor the assessment of learning outcomes as a means to foster program/course improvements. The diagram on the next page explains the relationship between the two functions, particularly as their work relates to assessing general education.

Framework, Delivery, and Assessment of the 4 Abilities



4 Abilities

- 1. Effective Communication**
Demonstrate English language fluency.
Utilize current communication technology.
Organize and present ideas effectively, both orally and in writing.
- 2. Critical Thinking**
Identify, analyze, and understand complex ideas.
Use information technology appropriately to locate, evaluate and apply research data.
Draw inferences from facts.
Evaluate and present well-reasoned arguments.
- 3. Quantitative and Scientific Reasoning**
Demonstrate an understanding of mathematical and scientific principles.
Apply these principles to the solution of problems in academic work and in everyday life.
Interpret numeric information presented in graphic form.
Apply scientific methods to the inquiry process.
- 4. Social Interaction**
Evaluate ethical dimensions of decisions.
Use teamwork to accomplish tasks in groups.
Demonstrate an understanding of global, cultural and historical perspectives.

Assessment Systems

- ***Academic Program Review (APR)***

CCRI recently completed its first full cycle of academic program review in which all academic programs underwent review. In 2007-2008, the college completed the first year of its second, five-year cycle. A five-year timetable for reviewing all CCRI degree programs is available in Appendix SIV-A. The academic program review process assesses individual programs with respect to:

- ✓ Congruence with the college's mission statement
- ✓ Intended audience
- ✓ Stated program outcomes/student success
- ✓ Plans for new or revised program outcomes
- ✓ General education competencies
- ✓ Utilization of experiential learning
- ✓ Scope and sequence of program concepts
- ✓ Student readiness/feeder programs
- ✓ Current program staffing
- ✓ Professional development needs
- ✓ Support services
- ✓ Program facilities
- ✓ Program budget
- ✓ Fiscal needs
- ✓ Major strengths
- ✓ Areas in need of improvement
- ✓ Improvement plans

- ***Learning Evidence Team (LET)***

Prior to meeting with the LET, faculty members are encouraged to make sure that their general education outcomes are identified before they go through the academic program review process. Once they have completed that process, faculty present the results of their program assessments to the LET. Members of the LET ask questions to clarify the findings, and they may suggest additional or alternative assessment measures. The LET is particularly interested in tracking how faculty assess their outcomes and how they utilize their assessment results to inform program improvements. Additionally, the LET assists in establishing mechanisms for assessing the general education outcomes as well as creating forums for discussing the results of the assessments. (See Appendix SIV-B for a copy of the program assessment form used by the LET.)

To begin the process of assessing students' attainment of the four abilities outlined in the general education requirements, the LET established a Critical Thinking Committee. This committee sponsored a Critical Thinking Conference in May 2007 as a way to kick-off its Pilot Program on Teaching and Assessing Critical Thinking for 2007-2008. The conference was well attended, and faculty from a variety of disciplines made presentations on teaching and assessing critical thinking within their disciplines. Visit the LET's Web site: www.ccri.edu/learningevidence/ct/powerpoints.shtml to review a sampling of the presentations. See Appendix SIV-C for a full description of The Pilot Project to Assess Critical Thinking at CCRI.

- ***Institutional Effectiveness***

The LET is actively engaged in identifying institutional-level projects to assess general education outcomes. CCRI conducted a 2006-2007 graduate survey, inviting graduates to share their self-assessments on achieving the definition of an educated person. CCRI was recently accepted to the Wabash National Study of Liberal Arts Education. The initial survey instruments were administered to 1000+ students in September, 2008. See Appendix SIV-D for a copy of the results of the Graduate Survey and Appendix SIV-E for a more complete explanation of the Wabash National Study of Liberal Arts Education.

Appraisal

CCRI has clearly made significant progress towards “creating a culture of inquiry” over the last five years. The scope of institutional assessment initiatives, particularly within academic affairs, serves as evidence of this progress. Sample, tangible products (completed academic program reviews, program and course outcomes, student sample work, etc.) provide hands-on evidence that measures of effectiveness are moving beyond isolated and anecdotal information.

One of the LET’s goals in 2008-2009 is to publish some examples of how faculty utilized assessment results to inform decision-making within their programs and courses.

The volume of work that CCRI can point to in this area provides the basis for asserting that CCRI is on its way to becoming a “learning organization.” More than 25 percent of CCRI’s strategic plan is devoted to ways of measuring institutional effectiveness. Job descriptions for hiring new faculty have been rewritten to include statements that identify that faculty must be prepared to participate in assessment and to show evidence of how they use that information to improve teaching and learning.

CCRI’s challenges within this area are addressed in the next section on projections.

Projection

CCRI has clearly laid solid foundations to assess its educational effectiveness. During the next five years, the college will focus on the following opportunities designed to maximize the use of the data it is collecting:

- Strengthen the linkage between course objectives/program objectives
- Increase students’ understanding of the meaning of student learning outcomes, enabling them to connect their current skill profiles with what they will need to learn in order to meet their program objectives and the general education core requirements
- Share the review results and the changes that follow within the academic community to promote a greater understanding of the relationship between the planning and the review cycle
- Define a cycle of assessment that prioritizes projects in a manner that is productive and reflective of CCRI’s resources
- Promote a linkage between outcomes, planning, and resource allocation.

STANDARD FIVE FACULTY

Description

Faculty Evaluation

Recent NEASC visits documented the need for CCRI to develop a comprehensive faculty evaluation system that is utilized consistently across all CCRI campuses. CCRI currently (fall 2008) employs 313 full-time faculty and 493 adjunct faculty. Designing a system that contains both quality measures and flexibility proved challenging, but CCRI has succeeded in creating a common course evaluation instrument as described in the Special Emphasis section of the Introduction.

CCRI has also articulated a written description of the faculty evaluation process that delineates the components of evaluation for full-time and adjunct faculty. (A copy of this description is available in Appendix SV-A.) The description includes a listing of the evaluative components for full-time and for adjunct faculty, and it requires the use of the newly developed student course evaluation instrument.

The Faculty Evaluation Committee is currently reviewing the peer evaluation instruments used by departments, and it has been charged with identifying common elements that must be included in all peer evaluation instruments. The college anticipates using a similar approach to ratifying a common peer evaluation instrument as it used in selecting a common course evaluation instrument. Departments will be able to request that supplemental items be included in their peer evaluations, thus ensuring that items agreed to by the Faculty Evaluation Committee are “common” to all peer evaluation instruments.

Faculty seeking promotion and/or tenure are also required to complete a comprehensive portfolio that addresses the merits of their case. Faculty are asked to assemble evidence of: (a) teaching effectiveness; (b) productive scholarship; (c) committee work/service to the college; and, (d) professional activity in one’s field of specialization. The vice president for academic affairs has established clear guidelines for preparing portfolios as well as procedures and timelines that govern the review process. This information is published under the heading of Academic Administrative Calendar link on the vice president’s Web site: www.ccri.edu/acadaffairs/.

Leadership Evaluation

Under the leadership of the vice president of academic affairs, additional evaluation components were piloted in 2007-2008. Faculty were invited to complete an evaluation of their respective department chair and dean along with the vice president. Instruments were created for each evaluative component. The results were tabulated by the Office of Institutional Research and the results were shared with the appropriate parties beginning in May 2008. This process provided feedback to those in leadership positions with respect to how the reporting party assessed manager’s effectiveness. (Copies of all of these instruments along with summary findings can be found in Appendix SV-B.) The college is committed to assessing all aspects of its performance as it strives for increasing the overall level of institutional effectiveness.

The sample summary tabulation of the faculty’s evaluation of department chairs in Appendix SV-B represents the aggregate results of the assessment of department chairs by the faculty they each oversee. The data is useful in that it identifies the areas in which departmental faculty believe they are well supported by their chairs as well as areas that are in need of improvement. These results were utilized by the leadership within Academic Affairs in designing an orientation for new and returning department chairs held in the summer of 2008. The orientation agenda included topics on how to support and integrate new faculty into the department, as well as how to conduct faculty evaluations. The feedback from participating department chairs was very positive, leading all involved to realize the need for this type of opportunity for supporting department chairs who play a critical role in carrying out the college’s mission and priorities.

Diversity/Integration of Faculty

In fall 2007, CCRI employed 311 full-time faculty and 450 adjunct faculty. Recently compiled data (IPEDS 2007) indicate that of the 311 full-time faculty, 94.5 percent are White Non-Hispanic, 2.6 percent are African-American, 1.6 percent are Hispanic, and 1.3 percent are Asian American. The college hired significant numbers of full-time faculty in 2006-2007 and 2007-2008 in an effort to keep up with increasing enrollment and to replace full-time faculty positions created through retirements. Realizing that this unusual phase of hiring created opportunities to add more diversity to the faculty, the Human Resource department initiated steps to increase more minority applicants. Ads were placed in minority media centers, and postings were sent to NAACP sites, churches, other colleges, etc. The most recent census data from 2000 indicates that Rhode Island's civilian labor force consists of approximately 17 percent minorities distributed fairly evenly across gender. CCRI's recruiting efforts yielded an increase in minority applicants, but those efforts did not significantly change the percentage of minority faculty. However, as discussed in Standard Eleven, the college was more successful in achieving greater minority representation among staff hired. Of the 148 new staff hired since 2003, 18.24 percent were minority.

With respect to integrating new faculty into the community, department chairs who as part of their defined role provide the first level of supervision were asked to address how they orient new faculty and adjunct faculty to their roles and integrate them into the department. The results provided a wide gamut of how departments are currently addressing these issues. Some departments have developed handbooks while others have little or no formal structures in place. Examples of "best practices" for orienting and integrating new faculty have been shared with the department chairs. Some of the more experienced department chairs have volunteered to serve as mentors for new department chairs.

While the college-at-large provides a general welcome to all new personnel, and the vice president of academic affairs hosts coffee hours and welcome sessions on the different campuses, the unique nature of CCRI's central system with multiple locations places greater demand on departments to "formalize" orientations and expectations for faculty and where they can go for assistance.

In addition, the vice president's office is in the process of compiling a faculty handbook that contains much of the information a new employee might need to know. The handbook combines both print and electronic formats, making it easier for faculty to access needed information regardless of which campus one is based.

The college has instituted a system for monitoring faculty workload. There were several issues identified from prior NEASC visits that required attention. First, there were multiple inconsistencies with respect to how departments assigned workload, and some departments were not teaching up to the contractual workload. Each department chair is now required to submit full-time faculty workloads, addressing how each faculty member's workload satisfies the contractual workload requirements. If faculty wish to have a reduced workload, they must submit a request for an exemption form that requires multiple signatures; the exemption form is initiated by the faculty, is reviewed by the appropriate department chair and dean, and is submitted to the vice president's office for final approval. This process has been in place for a year, and the result is that there is more consistency and equity in how faculty members fulfill the contractually-defined workload.

The second workload related issue involved the lack of monitoring of the number of overload classes faculty were teaching during both the day and the evening. Faculty members are now required to obtain a series of signatures granting them permission to teach overloads. This process culminates in the vice president's office, and the vice president has the final sign off. This sign-off process has been in place for a full year, and it has resulted in better monitoring of the number of overload sections that are taught by full-time faculty.

Appraisal

While CCRI has made progress in developing a comprehensive faculty evaluation system, there are remaining aspects of this system that need to be addressed before the process is fully in place. Specifically, some of the following steps have been completed, and some are still in the process of being fully developed. The status is noted in parentheses.

- Written descriptions of all aspects of the faculty evaluation system for both full-time faculty and adjunct faculty (completed)
- Written descriptions address:
 - ✓ Key components of the evaluation system (completed)
 - ✓ Specific timelines for each component (completed)
 - ✓ Designation of where responsibility lies for each component (completed)
 - ✓ Delineation of how feedback is shared with faculty member (completed)
 - ✓ Responsibility of faculty, department chair, dean, and vice president of academic affairs in evaluation process (completed)
- Role of IT in processing and reporting results of course evaluation instrument for each faculty (under review)
- Procedures for storing all evaluation results in an efficient and environmentally friendly manner (under review)
- Creation of ongoing effective orientation and integration procedures for supporting new faculty (in progress)

While the college has taken steps to more consistently monitor faculty workload, it plans to take additional steps within the next couple of years to monitor the impact teaching overloads has on the quality of instruction and faculty participation in the CCRI community. Now that the college has instituted a new governance system, there will be increased opportunities for faculty to participate in the governance process. To do so, faculty will need to be available to serve on committees, participate in department meetings, etc.

Projection

The college anticipates that it will have all components of a formalized, comprehensive faculty evaluation system in place within the next year. This will provide the college with several years of data to evaluate the effectiveness of the newly formalized systems before the next 10-year NEASC visit. Given the numbers of faculty currently in place – nearly 800 faculty, many of whom teach multiple courses, the college hopes to explore how it might utilize electronic storage and communication systems to transport and store this volume of information.

STANDARD SIX STUDENTS

Description

The primary focus of the Office of Student Services within the last several years has centered on strengthening the college's recruitment and retention efforts. Substantive improvements have occurred in the following key areas:

- Recruitment
- Student preparedness
- Student services
- Student development
- Student retention
- Ongoing assessment.

Recruitment CCRI's total enrollment has increased substantially from fall 2002 to fall 2008, some part of which might be explained by improved recruitment and communication strategies. Working closely with the college's Office of Marketing and Communications, all of the college's student-related publications have been reviewed and revised to enhance their clarity, helpfulness, and accuracy. More importantly, they have been rewritten to be more welcoming and supportive of students. We are here to help students 'Change Your Life' and 'Achieve Your Dreams.' This is the prevailing message embedded in the new materials. Additionally, the college has added an on-line application, making it easier for students to submit their materials.

Student Preparedness CCRI is currently participating in or running several pilot programs to provide better transitional support programs for adult learners. These include: offering more thorough orientation programs, providing earlier skills assessments, and exploring innovative pre-matriculation remediation programs. For example, CCRI is experimenting with Rapid Reading Review programs in which students, using inexpensive on-line resources, receive a profile that pinpoints their specific reading gaps. The program provides a one-week, instructor-led, intensive review. Highly motivated students have demonstrated that by practicing independently with these on-line resources, they are able to raise their reading levels to the level needed to place into college-level courses. This is an inexpensive solution, and it appears to work particularly well for motivated students who are within 8-10 points of demonstrating college-level proficiency.

Student Services Recognizing the cyclical nature of much of the work within the Office of Enrollment Services (OES – recruitment, admission, registration), the OES adopted a model of staff development that emphasizes cross-training and improved communication among the various offices housed within the department. The outcome is that the support staff in financial aid, admissions, and records are all cross-trained, enabling them to provide a wider range of services to students. As a result, CCRI has been able to provide better service without increasing departmental costs.

The college has recently revised the advisor positions so that all new hires will also have counseling skills. All applicants for advising and counseling positions are screened and interviewed by a committee. Once hired, all advisors/counselors participate in a formalized training program that runs three months. At the conclusion of the training, the candidates must achieve a satisfactory score on the final assessment before they are permitted to work with students.

The various department heads within Student Services now meet regularly for joint planning and timely dissemination of information. Recently all of the key departments collaborated on making it possible for students to register for classes on the Web. From fall 2005 to fall 2007, the number of students who took advantage of registering for class via the Web grew from 36 percent to 78 percent.

All new degree and certificate applicants to the college are required to complete the mandatory ACCUPLACER assessment. Upon completion of the assessment, students are required to attend a new student registration session. During this time, students work one-on-one with an advisor/counselor to explore their assessment results, their goals, and their particular life circumstances with respect to work, family, social obligations, etc. Upon completion of this session, students are taught how to use the campus Pipeline to register for classes on-line. Students leave this introductory session with an educational plan, and they are encouraged to continue to meet with the staff each semester to update their plans. Both personal and career counseling are available to students who wish to pursue additional assistance.

Student Development The Student Services staff has developed a series of co-curricular programs designed to promote students' exploration and development of leadership skills, career interests as well as avocational interests, and civic/social responsibilities. CCRI was recently selected to participate in the Foundations of Excellence cohort study for 2008-2009, but the college has deferred its participation because of limited resources. The Foundations of Excellence Program assists colleges in engaging their entire college community to support students in their first year of college. The First-Year Experience Course is designed to help students articulate their goals and to utilize the services and opportunities that their college provides for their development. Over the last nine years, CCRI has seen a dramatic shift in the percentage of traditionally-aged students enrolled at CCRI. There has been a 66 percent increase of traditional-age students while the number of adult learners has remained flat. Given the strength of this trend, CCRI views it as a priority to create a strong offering of student development programming.

Student Retention CCRI created a new position within the Office of Institutional Research, Coordinator of Retention Studies, to identify ways in which the college could improve its retention. The newly hired coordinator in collaboration with the department chairs from the English and Math departments along with Student Services department heads are researching different models of Early Alert systems. The initial focus will be on freshmen who enroll in developmental courses in math and English. Currently, about 70 percent of incoming students place in one or more developmental courses. Placement in developmental reading courses is on the decline over the last five years while placement in developmental math courses is on the increase.

Ongoing Assessment The Office of Student Services has taken some clear steps to monitor the effectiveness of college services. First, the department is in the process of creating an in-house survey to measure student satisfaction with the office's in-take efforts that consist of information, assessment, registration, and advising/counseling sessions. In addition, the staff is working with the Office of Institutional Research to design a larger instrument that will measure student awareness, value, use, and satisfaction of services and programs. Once this information has been finalized, the college hopes to begin a biennial, system-wide satisfaction survey in fall 2009. (See Appendix SVI-A for a complete list of the ongoing assessments within the Division of Student Affairs.)

Appraisal

The college can claim significant gains in this area, claims that are supported by concrete outcomes. Clearly enrollment is on the increase and anecdotal information as well as informal surveys and data collection efforts support increasing student satisfaction with the creation of a more contemporary, user-friendly approach to assisting students in navigating the maze of higher education institutions.

Students clearly benefited from CCRI's decision to integrate all of its data-related systems. The more efficient system made it much easier to make financial aid awards. More than 2300 additional students received financial aid in 2007-2008 than in 2006-2007; the total amount of financial aid awarded increased by \$5 million.

Efforts to attract both traditional and non-traditional age students to preparedness seminars are working as these initiatives have been well subscribed. Given the increasing numbers of traditional-age students attending CCRI, the college has also created parent sessions that have been very well attended.

Efforts are under way to collect more quantifiable data. The creation of a new Institutional Research position to support student retention initiatives is a clear signal of the college's commitment to assessment. CCRI has an outstanding Office of Institutional Research that has been ably led for more than 20 years by the same individual, providing the institution with a real resource of information that lends itself to comparability and easy access. The college's migration to the Banner software system has created a single unified database platform that houses all college-related data. Oracle Discoverer, an ad hoc reporting tool that works with Banner, makes it possible and much easier for the end-user to access and understand information. This more sophisticated approach makes it possible for college offices to assemble data relatively easily. Challenges include shifting the culture to use more automated processes and securing staff or release time to create and test plans.

Projection

The college has created a Retention Committee that began meeting in fall 2008. The goal is to complete a set of retention standards that the college will use to assess its effectiveness by spring 2009. The retention plan will be completed by summer 2009 with strategies implemented in fall 2009. The college should have several years' worth of retention data available for its next 10-year self-study.

This information, combined with the biennial, system-wide student satisfaction survey should provide the college with a clear snapshot of how effective its services are in supporting student success.

As a result of the current strategic planning process, new admission standards and new pathways for underprepared students are being explored.

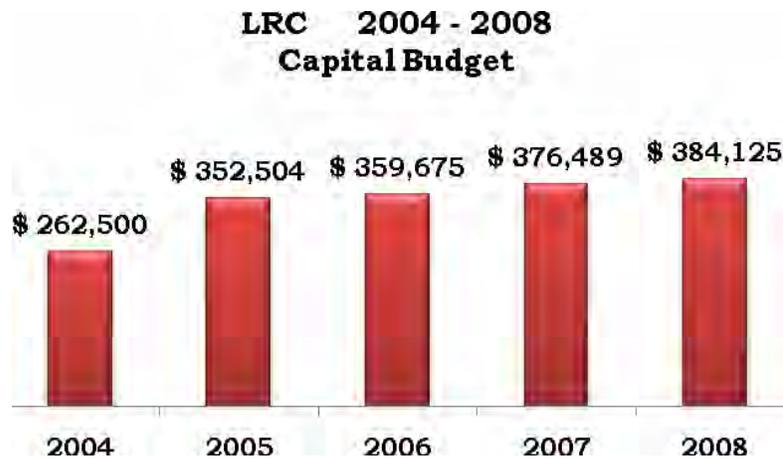
**STANDARD SEVEN
LIBRARY AND OTHER INFORMATION RESOURCES**

Library Collection

Description

The *Learning Resource Center* changed its name to Library in spring 2008. This name better reflects the scope of materials and services available—it no longer includes audiovisual services and academic computing—and is more easily identifiable for students.

In 2004-2005 the collection development librarians reviewed the materials collection and identified subject areas in need of improvement. The materials review process identified significant gaps in collections as well as outdated materials. Using this information, a collection development plan was created, including information on the costs associated with updating sections of the collection. According to the plan, as additional funds were made available, materials would be purchased for specific collections. Additional funding was requested for materials through the college budget process as well as from the CCRI Foundation and through grants. The Library has benefited from capital infusion tied to supporting the collection development every year since 2004, as seen in this capital budget chart.



The college also received \$100,000 in grant funding from the Champlin Foundation to be used exclusively for library acquisitions. Funds for a startup collection at the Newport County Campus were awarded from the Alletta Morris McBean Foundation. McBean also provided funds for new furniture and a state-of-the-art electronic classroom for the Newport County Campus. There was also an increase in support from the McBean Foundation resulting in several smaller grants totaling approximately \$50,000.

Overall, between the various sources of funding, the Library has received almost \$2 million dollars since 2004 to update its collection. Currently the Library lists 120,974 volumes in its collection, a number that is only slightly higher than the number of volumes listed in 2004. The small change in volume count, in spite of the large investment in collection development, results from weeding the collection of outdated materials as new more current materials were purchased.

The Library also benefited from a 33 percent increase in its operating budget since 2004. These additional operating funds were added for expanding and improving the materials collection as well as providing additional dollars for new equipment and supplies.

Appraisal

The infusion of funding has greatly improved the entire collection making it more relevant and useful for all students and faculty. The Newport County Campus has a fully-equipped campus library with a new collection that has been purchased specifically with the campus needs in mind.

Projection

Incorporating regular and ongoing assessment measures will be a priority of the library. The library faculty and administration will seek ways to regularly review the collection as it relates to user needs. In addition, regular planning for other needs, including furniture and supply needs, is necessary. As grant funds diminish, operational funds will be distributed to the Newport County Campus in an effort to keep the collection relevant and up-to-date.

Library Staffing

Description

Full-time staffing in the library has been reduced through attrition and retirements by six staff members in the last five years. A smaller full-time staff has created some challenges given the aggressive efforts to update our collection, to open a new campus, and to increase the Library's instruction efforts. Of the six staff positions, two of them are professional librarians and the other four are paraprofessional positions. The college has posted two full-time positions to hire new professional librarians and two full-time positions to replace the paraprofessional positions. The college has hired two part-time staff members to help address the workload. Hopefully, these positions will be filled by the end of the calendar year as the Lincoln and Warwick campuses librarians' positions have been vacant for more than two years.

Appraisal

CCRI has committed to filling the two vacant library faculty positions. One academic year librarian for each of the Warwick and Lincoln campuses has been approved, and the positions are expected to be filled by the end of 2008. The recent retirement of two paraprofessionals has negatively affected the ability to get materials prepared for use. Without these two positions, tech services functions have slowed considerably and backlogs are forming. However, once the college fills the two newly created paraprofessional positions, we hope to catch up with the backlog.

Projection

Incorporating regular and ongoing assessment measures will be a priority of the library. The library faculty and administration will seek ways to review the collection as it relates to user needs. In addition, regular planning for other needs, including furniture and supply needs, is necessary. As grant funds diminish, in the fiscal years ahead operational funds will be distributed to the Newport County Campus in an effort to keep the collection relevant and up-to-date.

Information Technology

Description

The college has retrofitted 70 classrooms over the last two years across four campuses to include new instructor's work stations, chairs, student desks and custom multimedia lecterns equipped with computers, DVD-VCR combos, speakers, screens and ceiling mounted LCD projectors. There are now 160 general purpose classrooms (70 percent of total classrooms) equipped with instructional technology

equipment, and plans are in place to equip the remaining 70 classrooms with the same level of technology over the next two years.

Over the last two years, five classrooms have been rewired and equipped with new computers to create more flexible electronic learning environments for enhanced teaching and learning with technology. These classrooms are outfitted with 25-30 student computers, an instructor's computer, and ceiling mounted projectors. In addition to the wired classrooms, the college invested in 12 carts with wireless laptop computers that function as either mobile classrooms (moveable) or fixed units in dedicated rooms. The wireless laptops provide a flexible 'just-in-time' learning environment while reducing the wiring cost. The Knight and Flanagan distance learning rooms were redesigned to reflect new pedagogy using the latest high resolution videoconferencing technology, software and digital cameras integrated with a desktop interactive whiteboard, DVD-VCR, document presenter and enhanced displays to improve student and faculty engagement between multiple sites. Two new 'mobile' codecs will accommodate the increased usage of videoconference meetings and conferences across campuses. A comprehensive list of classrooms with technology can be found on our Web site:

<http://it.ccri.edu/classrooms/techclassrooms.shtml>.

The wireless infrastructure is completed at all four CCRI campuses. Since January 2007, over 1050 students and 150 faculty members have registered to use the CCRI wireless network. On average there are more than 100 users on the network at the same time. Wireless access enhanced the learning environment for students and faculty by providing connectivity to electronic resources from anywhere on campus. Additionally, students with laptops are able to gather in any comfortable location to collaborate and extend their learning outside of the classroom.

Appraisal

Feedback from everyone about the wireless network access has been very positive. The feedback received from CCRI faculty and students about additional technology in the classrooms has been very positive. The increasing use of the wireless network by both faculty and students provides positive affirmation for investing in technology that supports instruction.

Projection

Over the next five years, the college will retrofit the remaining 30 percent of classrooms with new instructor's work stations, chairs, student desks and custom multimedia lecterns equipped with computers, DVD-VCR combos, speakers, screens, and ceiling mounted LCD projectors.

STANDARD EIGHT PHYSICAL AND TECHNOLOGICAL RESOURCES

Facilities

Description

CCRI's Mission includes serving the entire state of Rhode Island. To support this Mission, CCRI maintains six different campuses: Knight (Warwick), Flanagan (Lincoln), Liston (Providence), Newport County (Newport), Downcity (Providence), and Westerly Satellite (Westerly). Viewed collectively, the college maintains 485 acres and 1,052,000 square feet of facilities that require maintaining.

Deferred maintenance, defined as "foregoing periodic repairs as a way of saving money at the moment," is an issue that many higher education institutions struggle to address in a timely fashion. Continuous investing in maintaining campus facilities is particularly challenging for campuses experiencing one or more of the characteristics that increase their vulnerability to deferring maintenance. These characteristics include: large facilities that equate to high numbers of square footage requiring maintenance, multiple campuses, and/or periods of economic decline. CCRI is subject to all of these conditions, and the last two NEASC team visits have called for the college to develop a plan for addressing deferred maintenance.

The college has completed an assessment of the deferred maintenance needs of all campuses. The assessment included a review of all of the physical structures, the mechanical systems, and the infrastructures of each campus. A master project list has been created and the needs have been prioritized using a triage approach.

The college has also taken steps to address the appearance and safety concerns that were identified by the college community during the last NEASC visit. The facilities department of the college has adopted a new philosophy of customer service. Rather than wait for users' complaints to rise in volume before responding, designated staff members now conduct regular walk-throughs of all facilities. These walk-throughs are intended to anticipate problems and fix them in advance of complaints or concerns. Staff conducting the walk-throughs also use this opportunity to talk with constituents about any concerns they might have about the appearance, safety, or general functioning of the facilities. The department has also created a new work-order system that allows campus departments to submit concerns or problems on-line, making it much easier for those responsible to respond in a timely manner. Examples of how these new initiatives have led to noticeable improvements include: (a) all of the stairwells at the Warwick campus will be painted lighter colors (one has been completed to date), which will result in better lighting; (b) all of the steps have been overlaid with rubber stripping that provides better gripping when wet; etc.

The recent analysis of deferred maintenance needs has also provided the college with the opportunity to assess how well it is using its current space, an assessment step that is vital to determining how to link space utilization with CCRI's mission, strategic planning priorities, and resource allocation.

Appraisal

The college has consulted with external organizations in search of researched guidelines that are useful in benchmarking its current circumstances. CCRI utilized the *APPA's* (Association of Physical Plan Administrators) Facilities Performance Indicators Report to assess its own performance. (For more information, visit the following Web site: <http://appa.org/files/PDFs/FPIWebReport2007.pdf>.)

The survey includes more than thirty key measurements - staffing patterns, utility costs, operating budgets, productivity measures, etc. Participants receive their own individualized balanced scorecards accompanied by benchmark comparisons with other institutions with similar circumstances. This comparison provides data that helps answer probing questions, such as: *Is CCRI making the best use of its*

resources? Has CCRI allocated its maintenance-related resources appropriately? What staffing patterns are appropriate for maintaining campus facilities and addressing customer-service concerns?

In an effort to assess the effectiveness of its resource allocation, CCRI is moving toward contracts with external vendors through a bidding process. External contractors will be subject to performance-based contracts, ensuring that if a contractor promises that making certain changes in mechanical systems, for example, will lead to lower energy costs, the college will expect results that are consistent with the stated outcome or to be reimbursed according to contractual rebates. The competitive, performance-based accountability contracts will also address the priority of “doing the repairs right the first time.” In an environment with limited resources, the college is striving to limit waste and to save money wherever possible. (See Appendix SVIII-A for additional information and/or visit the following Web sites: www.energy.ri.gov/documents/efficiency/ESCO_Program_Description.pdf www.energyservicescoalition.org/resources/whatis.htm.)

The college is also exploring alternative energy sources, and is seeking permission to experiment with a wind turbine on the Warwick campus. The Rhode Island Board of Governors has approved the project and forwarded it to the Governor and Legislature for funding.

CCRI is hoping to utilize projected savings that result from greater efficiency to help address its list of deferred maintenance projects. The current list includes approximately \$25 million of outstanding projects. Based on previous years’ awards, CCRI anticipates receiving a little over a million dollars annually from the Rhode Island Capitol Asset Protection (RICAP) funds. This imbalance of need with resources is a driving force for CCRI to redirect any savings towards capital improvements.

The college has recently adopted using a space analysis program – known as X25 – to determine if it is using its space effectively. (See Appendix SVIII-B and/or visit a companion Web site: http://corp.collegenet.com/depts/higher_ed/series/Scheduling_Overview/X25)

This system calls for inputting information associated with space use. In the case of classroom use, it analyzes the amount of time a classroom is used during the week, the number of students on average that use the classroom on a daily basis, the use of classroom technology, etc. This analysis will undoubtedly produce some “change in patterns” of how space is used on campus. It can also lead to cost savings in multiple ways. First, course sections will be reassigned to classrooms to provide a better match with seats available and student demand for sections. If the college can seat a class requiring 28 seats in a room that can hold that number of students, it can save money by not adding an additional section because the currently assigned classroom can only hold 19 students. In addition, campus scheduling often results in a certain percentage of “dead space” or “under-utilized” space. As the college determines new programs or course offerings it would like to run, it may be able to do so without adding more square footage if it can carve out additional space through more efficient use of existing space.

Projection

The college has created a solid approach for assessing its use of its physical facilities and for enhancing its own ability to maintain and safeguard its facilities. Its success in carrying out its plans will depend on its ability to marshal campus support for flexible use of space and on the state’s ability to bear its fair share of funding for higher education initiatives. On the first point, those responsible for assessing how well the campus utilizes its resources and its space are well aware that addressing these issues will require a combination of diplomacy and direction. On a positive note, however, having data to back up decision-making provides a more transparent rationale for how space is assigned, perhaps making it appear less personal and subjective. With a new governance system in place, recommendations regarding facilities use will have a pathway through the governance process via the council assigned to facilities.

The college anticipates that by using its resources prudently, combined with its ability to demonstrate outcomes that serve Rhode Island residents, it is in the best position possible to lobby for sufficient funding.

Technological Resources

Description

For the past three years, the college has been phasing in Banner, its new information system. This new relational database affects finance, student services functions and human resources. It creates a single, unified database platform that houses student transcript and billing, enrollment, college finance and human resources information. Oracle Discoverer, an ad hoc reporting tool works with Banner, to make accessing and understanding this information much easier for end-users. This system is functional seven days a week, 23 1/2 hours per day, making it more highly effective than our previous system.

Banner's financial aid module has drastically reduced turn-around times for processing state grants. Before Banner's implementation, CCRI staff would have to calculate a student's eligibility and update a student's computerized information by hand—a process that in the past could take weeks to complete. Now, many of these functions are automated and take a few hours to complete. The new integrated system has also streamlined the processing of student loans. Banner now provides a direct feed between the financial aid data and the college bookstore.

Banner allows students to register online, as well as to adjust their own schedules on the Web, a function formerly reserved for advising and counseling staff. Students no longer need to wait in line to see an advisor when trying to register for a class that had previously closed during their initial registration session. This not only eases the process for students, it also frees up staff to deal with more complex advising issues.

Installation of a new state-of-the-art phone system for the CCRI Providence campus was completed on May 2007. The new system uses Voice Over Internet Protocol technology (VOIP), which converts and sends voice calls over the existing data network. This system is compatible with the existing phone systems at the other campuses and will now also utilize the same voice mail. Additionally, annual costs will be substantially less than the current outsourced Verizon phone services.

Appraisal

The college has seen multiple benefits from phasing in a fully integrated, relational data base information system. Students are clear beneficiaries of the more timely and customer friendly services. "Before Banner, financial aid and book loan students would go to the bookstore and have to stand in a separate line, where all the processing was done manually, because financial aid information was not in the bookstore's system. Now, those same students can stand in line and be processed quickly through the bookstore computer."

Faculty and administrators have also benefited from the new information system. Because Discoverer can create customized reports, faculty can generate key contact information for themselves—such as mailing addresses or emails. Prior to Banner, communications with student groups were often limited. Now, any data gathered from a Discoverer report can also be imported to Microsoft Word or Excel software, so that mailings have the potential to be both personalized and professional.

In addition, department chairs can now run a missing grade report that is individualized to their department. Before, chairs would have to make a request of Enrollment Services, who would have to put in a request for IT, who would have to shut down outside access to the computer system in order to run a report overnight. Banner eliminates the need for a middleman. It also reduces turn-around time and keeps access to the database open nearly around the clock.

Projection

Building upon the groundwork implemented over the past, the Community College of Rhode Island, continues to actively leverage information technology to improve teaching, learning and administration. The systems and services which connect students, faculty and staff provide anytime/anywhere access to one another and colleagues.

Significant investments in a stronger and more robust infrastructure - wireless technology on every campus and smart technology in the classrooms - allows the college to enjoy a level of stability and reliability not possible before.

At CCRI, increasing our capabilities over the next three to five years include: introducing dynamic data for analysis and decision making; continuing infrastructure improvements guaranteeing service reliability; expanding business continuity and disaster recovery planning; ensuring compliance with federal/state laws and regulations; increasing our ability to deliver targeted services based on individual roles; and, introducing convenient streaming of audio/video productions to the classrooms to name just a few of the improvements we hope to introduce.

Information technology at CCRI sets the tone and is geared toward excellence. Its commitment to delivering cutting edge style information, connectivity and resources to students, faculty and staff is expressed in classrooms, labs and wireless hotspots throughout the four campuses. Providing the best services, in a reliable and dependable manner, enables the Community College of Rhode Island to elevate possibilities both for our internal and external constituencies. Through teamwork, customer service, innovation and creativity, CCRI delivers the best in breed products and services encouraging development and investment in technology for the future.

STANDARD NINE FINANCIAL RESOURCES

Description

Two primary areas of concern were identified during the last ten-year NEASC visit. The first area of concern was the lack of an open budget process that linked the strategic planning priorities to resource distribution. Several steps have been taken in the last few years to address this concern. The first step was the creation in the fall of 2006 of a Budget Resource Committee (BRC) composed of cross-divisional membership and chaired by a faculty member. In the first year this committee studied revenues and expenditures across divisions and gained a much greater understanding of the college's funding sources, the expenditure patterns, staffing levels, as well as fixed costs versus discretionary spending. Following divisional leadership budget presentations, the committee forwarded a number of recommendations to the president. All of the minutes and recommendations of the BRC are available on the CCRI Web site. (See www.ccri.edu/BRC/). The recommendations are comprehensive and thoughtful in nature, and a number of them have already been implemented.

The BRC expanded its role in 2007 when President Di Pasquale launched the strategic planning process. The BRC was charged with responsibility for Strategic Planning Subcommittee # 3, *What resources will we need?* Thus the college took the important step of linking resource allocation with institutional priorities. The restructured committee (BRC/Strategic Planning Committee #3) is currently co-chaired by a faculty member and the vice president for business affairs. The committee has focused on reallocation of resources, fiscal accountability, mission and strategic planning recommendations. The committee has developed a broad-base framework for this exercise that focuses on:

- Resources: facilities, people, revenue, and equipment
- Vision: capacity, structure, culture, policy/process and procedure.

The second area of concern raised by NEASC was the fiscal balance between state appropriations and student tuition and fees. A chart in Appendix S IX-A graphically depicts the decline in state funding experienced by CCRI, as well as by the other state institutions of higher education, Rhode Island College and University of Rhode Island, particularly within the last two years. Correspondingly tuition and fees have been increased to close some of this gap. Enrollment, however, has also strengthened and as a result, CCRI has increased its revenue base via tuition and fees. While this trend of shifting more of the costs to students is not an ideal one for the state's only community college, given Rhode Island's significant fiscal challenges over the last two years, CCRI considers itself somewhat fortunate in the level of funding that it has received and it hopes that the state finds itself able to reinvest at prior year levels in the coming years.

CCRI as noted in previous reviews has sound fiscal controls in place as evidenced by a series of clean audits. Administrative stability /supports in managing fiscal affairs foster consistency and effectiveness. As noted by the NEASC visiting team, "CCRI's business operations are managed by a team of highly skilled professionals with a long history of service to the college."

This sound fiscal management, coupled with President Di Pasquale's embodiment of pro-active leadership, is somewhat overshadowed by the state's fiscal challenges. When President Di Pasquale assumed leadership of CCRI in 2006, the college budget reflected a \$6 million deficit along with a double-digit percentage drop in enrollment. Within a period of eight months, the college had reversed its position, attaining both a balanced budget and a substantial increase in enrollment. With this improved fiscal foundation, the college was in the process of launching multiple initiatives to support its mission.

However, in the spring of 2008, the declining state revenues led to a situation in which the state decreased its previously approved CCRI budget, taking back over \$6 million of the monies that had been approved for CCRI's 2008-2009 budget. The end result was that prudent management on CCRI's part led to its financing a portion of the state's effort to balance its own budget.

Still, this somewhat unsettling practice of punitive consequences for sound management has not deterred CCRI's commitment to setting a high bar for vision and accountability. CCRI has continued to invest its scarce resources in improving access and quality of programs and services. CCRI's FTE enrollment in fall 2008 is the highest in its history, and students are reaping the benefits of technology from wider use of applications available through the Banner system. As mentioned in an earlier Standard, more than 2000 additional students benefited from an additional \$5 million in financial aid in 2006-2007 when the Banner system was introduced. So even though CCRI's tuition and fees have increased, greater efficiency in awarding financial aid has assisted students in keeping up with the increased costs.

Appraisal

One of the challenges associated with this Standard is merging the existing Budget Review Committee (BRC) – synonymous with subcommittee #3 of the Strategic Planning Committee (SPC) – into the newly approved governance system. One of this six “parent” councils – the Business Council – has been assigned responsibility for “developing, reviewing, and evaluating college-wide budget and financial policy.” The issue of budget construction is often a challenging one within governance models. Clearly there will have to be some “redefining or clarifying” of roles within this council as it is highly unlikely that a 13-member committee consisting of faculty, classified and professional staff will have either the time or the expertise to create a \$90 million-plus budget. Perhaps the model created in the original BRC will serve as a good template moving forward. The BRC/SPC emerging model consists of those responsible for managing the budget providing committee members with an understanding of how the budget is created, including an understanding of fixed costs. Typically committee members new to the area of budget construction are surprised to learn the limited percentage of a large budget that is truly available for discretionary spending.

During 2008-2009, the BRC/SPC will have its first opportunity to make recommendations that link resource allocations with specific strategic initiatives. Committee members may also be faced with making recommendations for reductions or adjustments to previous levels of funding. The original set of recommendations from the 2006 BRC identified the need to look at cost effectiveness across all areas of the college and to consider eliminating smaller programs with high costs.

Projection

CCRI, while operating in a state with significant fiscal challenges, will continue to maintain a fiscally healthy posture of generating new revenues while constantly assessing itself on improving its efficiency and effectiveness. Many individuals in key leadership roles across the college are modeling healthy ways of responding in tight fiscal times. The leadership efforts within Facilities Management suggest that by using external benchmarks and best practices, the institution can identify where it can improve. Similarly, within the Office of Enrollment Services, the department has opted to create its own survey of student use and satisfaction with college services rather than pay the higher costs associated with external vendors. The Office of the Vice President of Academic Affairs is analyzing its use of classroom space in an effort to maximize the use of instructional space. This effort leads to the college's ability to seat more students, thus bringing in more revenue without adding to capital expenses.

STANDARD TEN PUBLIC DISCLOSURE

Description

CCRI has made significant improvements within its family of publications since the last NEASC visit. Beginning in 2005, the college began standardizing the appearance and branding of its college publications. CCRI documents now have their own look and are easily identified and linked with CCRI. The college's new tag line, "Changing Lives," has taken hold, providing an inviting outreach to students and energizing faculty and staff as they work to implement the college's mission.

Graphic design standards have been created and serve as a template for all college publications and documents. All of the college's printed materials have been reviewed and improved using these new standards. As part of the review process, some existing publications were eliminated, and some new ones were created.

In particular, the college catalog received a substantial redesign, taking into account both the concerns identified by NEASC and feedback from student focus groups. As a result, the programs of study are presented in a much clearer fashion. As discussed in Standard 4, each degree program includes a list of program outcomes as well as a list of the general education courses required for degree completion. (These outcomes are also posted on the Web version of the catalog.) Students are guided to catalog pages that detail which courses satisfy stated requirements; e.g., "Humanities Elective." The catalog was also reviewed for accuracy of course titles, linking the titles used in course descriptions with the titles used in the programs of study.

The college now references its policy on "plagiarism" in the college catalog, and the student is referred to the Student Handbook that contains all of the college's policies that constitute the Student Disciplinary Code. This same publication contains a detailed overview of the academic grievance procedure. In addition, the college posts this information electronically for students. (See http://www.ccri.edu/Advising/Student_Services/handbook.shtml.)

As part of providing better and more accurate communication for students, the college's Web site, www.ccri.edu, has been redesigned and continues to be adjusted to allow for better access for students. The college has instituted practices and protocols for ensuring that information on the Web is continually updated and screened for accuracy. As part of the review and update process, the college's Marketing and Communications staff has created a matrix to identify the location of all public disclosure information as required in the NEASC Standards for Accreditation. (A copy of this matrix can be found in Appendix SX-A.) This systematic approach to reviewing its publications helped the college determine which of its current publications needed improvement.

Appraisal

CCRI faces some of the same challenges as other higher education institutions with respect to creating an appropriately-balanced portfolio of more traditional media with the emerging media attractive to some students. Recent surveys of students, faculty and staff helped identify which media individuals look to for their information. One of the challenges, particularly in view of "going green" and in consideration of cost containment, is whether it makes sense to move more of the publications to the Web with a minimal number of printed hard copies available. The decision is exacerbated by the diversity of CCRI's student body and the difficulty of determining both students' access to and comfort with using the Web as a main source of information.

Another major challenge includes how to evaluate and use the "new media" to deliver targeted messages. In the context of ever expanding multimedia social and professional networking via video, blogging, Facebook/My Space, text messaging and podcasts, the college is trying to determine if there is an appropriate role for it within these new forms of communication and connection. The college joined

Facebook in May 2008 and it has averaged signing on 5-10 new participants daily. It currently has the highest participation rate of all community colleges. While this definitely feels like unexplored territory for an academic institution, it is a very inexpensive and efficient way to reach students. As students continue to rely more heavily on electronic communication for their information, it makes sense for the college to explore using these media in appropriate ways.

In summary, the college is seeking input from prospective and current students to determine what documents students use to learn about CCRI and what they use to navigate the college once they enroll.

The college has received very positive feedback from students, faculty and staff regarding the college's tag line, "Changing Lives" and its variants. The college will continue to use this theme in its publications and reports.

Projection

The Marketing and Communications staff has established an annual survey process to review and update all college publications. This annual review will help create and maintain an attractive and helpful set of publications that are clearly linked with CCRI's mission.

STANDARD ELEVEN INTEGRITY

Description

The ethical standards endorsed by CCRI are clearly evidenced by the college's commitment to its mission. As the only comprehensive associate degree-granting institution within Rhode Island, the contribution the college makes to the economic vitality of the state is readily apparent within the community-at-large. Through its institutional planning efforts, the college has placed greater emphasis on using the mission as a basis for setting priorities and determining resource allocations. The college has sought to strengthen its own integrity by focusing on three general areas: shared governance – including a more transparent budgeting process, embracing and promoting diversity, and accuracy of its publications. In addition, the college adheres to the *Conflict of Interest and Nepotism Policies* approved by the Rhode Island Board of Governors for Higher Education. (See <http://www.ribghe.org/polman.htm> to review a copy of this document.)

Shared Governance

As outlined in Standard Three, the college has adopted a new governance system that was implemented in September 2008. There are multiple opportunities for faculty and staff to have significant roles in the decision-making process. Through the use of technology, governance committees will post their agendas and their meeting minutes for all to review, thus making the decision-making process more transparent. Additional evidence of the college's efforts for promoting wider communication includes:

- Annual college retreats for planning and setting priorities
- Annual college Opening Day Convocation for communicating new or emerging policies, and providing opportunities for open exchange and clarification
- Annual Professional Development Day for faculty and staff, offering seminars focused on teaching excellence and staff development

Embracing and Promoting Diversity

Promotion of diversity, particularly in the hiring process, has been strengthened. Several indicators demonstrate the college's efforts to recruit and hire a more diverse staff and faculty:

- Greater use of minority publications in advertising for faculty and staff positions – including the Providence American and Providence en Espanol newspapers. There has been a concerted effort to engage these publications in recruiting faculty and staff since 2005
- In addition, hard copies of vacancy notices are routinely sent to about 20 minority locations (local NAACP sites, churches, other colleges' Affirmative Action Offices)
- The Department of Labor's job board is also linked to the college's Web site
- Job fairs held at the Providence campus have resulted in the hiring of minority adjunct faculty
- The results of minority hiring are annually detailed in the college's Affirmative Action Report
- In the 2003 IPEDS report, the college had recruited only 4 percent minority within the college ranks; in the 2007 IPEDS report, the college had a 7 percent minority representation
- The comparative data for staff recruitment is more positive with respect to increasing diversity:

Demographic breakdown of staff (non-faculty only per 2007 IPEDS report):

424 Total Staff 14 percent diversity

	Caucasian	Minority
Men	137	19
Women	226	42
Total	363	61

Of 148 new hires since 2003, 18.24 percent were minority

Integrity of Publications

CCRI has taken a pro-active approach to assessing the accuracy of its publications. In addition to surveying faculty, staff and students regarding the usefulness and accuracy of CCRI's publications, the Marketing and Communications staff also asked participants to identify the most effective methods for communicating pertinent information. In other words, the college is seeking to stay abreast of the new vehicles being used as communication tools among those who are technologically savvy. Sample results of these efforts include the following results:

- Of the 317 who responded to the faculty/staff survey, most indicated that college-wide e-mails are the most valuable method of internal communication, with 85 percent ranking them "effective" or "highly effective"
- Of the 83 students who responded, 43 percent said they saw a print ad or heard a radio ad for CCRI and 25 percent said that mailed materials influenced their decision to attend CCRI.
- Satisfaction among college departments about client-based service in Marketing and Communications.

The college's catalog and the student handbook are updated annually. In addition, the college has taken steps to update its online versions of these documents to promote greater accuracy of information. Evidence of the college's adherence to NEASC Standards includes:

- A student grievance process which is outlined in the Student Handbook and is available on-line as well as noted in program handbooks
- A general education core curriculum has been established and is outlined in the 2008-2009 college catalog

Appraisal

Since the new governance system was just launched in September 2008, it is too soon to determine its effectiveness. However, the college will have several years of monitoring the new system before the next 10-year NEASC visit. The college's efforts to recruit a more diverse faculty and staff are showing some positive returns, but these efforts need to continue. The college's publications have all been updated in the last year. The college catalog contains information on the college's general education requirements along with outcomes for each program of study.

Projection

The college will need to assess the effectiveness of its new governance system at the end of the 2008-2009 term. Hopefully, the new governance system will result in more open and better communication. The college will continue its efforts to add more diversity to its faculty and staff. It will review its recruitment and hiring efforts annually as a way of determining if the current methods are meeting the stated goals. Finally, the college will continue to solicit input annually to update its major campus publications.

CONCLUSION AND NEXT STEPS

CCRI has made significant strides in enhancing its effectiveness within the last three years, yet the college recognizes that there are significant new challenges emerging that will need to be addressed within the next three to five years. Under the leadership of a new president and a new management team, the college has demonstrated its ability to foster a culture that successfully engages faculty and staff in working collaboratively to create a vibrant college community engaged in achieving a shared mission.

This five-year interim report provides multiple examples that confirm that CCRI's faculty and staff have a strong conceptual understanding of the NEASC Standards as well as the ability to design and implement improved, responsive programs and services. Specifically, the college believes it has addressed the NEASC concerns of designing a general education core curriculum with appropriate assessment outcomes and creating a comprehensive, consistent approach to faculty evaluation. These revised elements have been field tested, and are now embedded within CCRI's systems. Changes in both of these areas of special emphasis were the combined result of seeking input from external sources as well as providing multiple opportunities for CCRI's faculty and staff to shape the final outcomes. The third area of special emphasis, establishing a governance system, has also been addressed. Elections for the new governance system were completed in fall 2008, and while the new system hasn't had a long run at this point in time, we have made progress in accomplishing this objective. In addition, the college governance system has identified the "need to evaluate its effectiveness in 2008-2009" as one of its primary goals. Based on the thoughtful processes utilized in creating this new system, the college believes that it will continue to move forward and complete this task, with a robust governance system in place by the next 10-year visit in 2014.

The process of preparing this five-year interim report has given the college community time to assess its progress and to reflect on the multiple data reports it has generated. Linking this information with the results of environmental scans, the college has identified within its strategic plan how it can build onto its current state of progress to continue to fulfill its mission. Within the college's strategic plan, the following areas rank as top institutional priorities:

- Rhode Island's economic challenges will most likely result in CCRI's experiencing:
 - Larger enrollments that will need to be addressed with fewer faculty and staff
 - Greater numbers of underprepared students who look to education to help them retrain for re-employment
 - More demands on scheduling to offer learning experiences that are compatible with the complex lives of adult learners
- High unemployment rates and lower state revenues will most likely necessitate that CCRI prepares for:
 - Greater internal efficiency
 - New, entrepreneurial solutions to meet demands with limited resources
- An economy that is likely to experience instability as it recovers will require that CCRI places greater emphasis on:
 - Effective institutional planning
 - Quick turnaround between data collection and adjustments to practice
- All of the externally driven economic challenges will mean that faculty and staff will be asked to do more with less, and as a result, the college needs to continue to create:
 - Effective use of its governance model, particularly as it relates to communication and input
 - Means of engaging the college community in fulfilling its mission.

These are not going to be easy times, but on a positive note, the faculty and staff at CCRI take great pride in the institution, as illustrated by how hard everyone will work on behalf of the mission. The college understands that while there are many objectives that it would like to accomplish within the next few years, it will need to focus first on those practices that best enable it to support the anticipated high numbers of students that will be looking to CCRI to help them re-enter or upgrade their opportunities within the state's workforce.

CIHE Data Forms for Public Institutions

Data Forms

General Information Form

Form 1

Form 2

Form 3

Form 4

Form 5

Form 6 (Pages 1-2)

Form 7 (Pages 1-7)

Form 8 (Pages 1-6)

Form 9 (Pages 1-2)



New England Association of Schools and Colleges
Commission on Institutions of Higher Education
 209 Burlington Road • Bedford, MA 01730
 phone: (781) 271-0022 • fax: (781) 271-0950
<http://www.neasc.org>

CIHE DATA FORMS FOR PUBLIC INSTITUTIONS Revised 2005
GENERAL INFORMATION

Institution Name:

Community College of Rhode Island

? FICE Code:

00340800

? Carnegie Classification:

Associate's

? Financial Results for Year Ending:

- Most Recent Year
- 1 Year Prior
- 2 Years Prior

Fiscal year ends:

6/30/2008

Annual Audit
 Certified: Qualified

Yes/No Unqualified

Yes	Unqualified
Yes	Unqualified
Yes	Unqualified

? Contact Person:

Name:

Lela M. Morgan

Title:

Vice President for Academic Affairs

Telephone Number:

(401) 825-2142

E-mail address:

lmorgan@ccri.edu

FISCAL YEAR ENDS month & day: (6 / 30)		3 YEARS PRIOR (FY 2005)	2 YEARS PRIOR (FY 2006)	1 YEAR PRIOR (FY 2007)	MOST RECENTLY COMPLETED FY (FY 2008)	CURRENT BUDGET (FY 2009)
2	OPERATING REVENUES					
3	? TUITION & FEES	\$ 28,367,033	\$ 28,964,492	\$ 33,112,743	\$ 37,503,750	\$40,491,376
4	? AUXILIARY ENTERPRISES (Enter here and/or on line 9)	\$ 6,171,612	\$ 6,209,675	\$ 6,578,688	\$ 7,090,304	\$7,199,425
5	? LESS: SCHOLARSHIP ALLOWANCE	\$ (6,626,075)	\$ (6,527,577)	\$ (7,556,400)	\$ (9,113,473)	(\$10,000,000)
6	NET STUDENT FEES	\$ 27,912,570	\$ 28,646,590	\$ 32,135,031	\$ 35,480,581	\$37,690,801
7	? GOVERNMENT GRANTS & CONTRACTS	\$ 12,505,721	\$ 12,766,091	\$ 13,508,771	\$ 16,023,352	\$16,925,949
8	? PRIVATE GIFTS, GRANTS & CONTRACTS	\$ 265,658	\$ 307,959	\$ 89,363	\$ 334,291	\$128,433
9	? AUXILIARY ENTERPRISES (Enter here or on line 4)					
10	? OTHER	\$ 3,277,645	\$ 3,221,913	\$ 3,461,416	\$ 3,394,205	\$4,257,241
11	TOTAL OPERATING REVENUES	\$ 43,961,594	\$ 44,942,553	\$ 49,194,581	\$ 55,232,429	\$ 59,002,424
12	OPERATING EXPENSES					
13	? INSTRUCTION	\$ 39,748,024	\$ 41,232,447	\$ 42,852,129	\$ 44,799,339	\$ 49,494,994
14	? RESEARCH	\$ -	\$ -	\$ -	\$ -	\$ -
15	? PUBLIC SERVICE	\$ 1,026,989	\$ 1,198,085	\$ 1,019,094	\$ 1,069,839	\$ 960,810
16	? ACADEMIC SUPPORT	\$ 5,305,521	\$ 6,470,147	\$ 6,286,763	\$ 6,973,375	\$ 7,670,025
17	? STUDENT SERVICES	\$ 7,629,520	\$ 8,603,934	\$ 8,949,170	\$ 9,644,630	\$ 9,893,769
18	? INSTITUTIONAL SUPPORT	\$ 15,854,741	\$ 16,533,911	\$ 17,692,519	\$ 17,980,017	\$ 15,037,617
19	? OPERATION, MAINTENANCE OF PLANT	\$ 8,685,179	\$ 9,022,825	\$ 9,262,905	\$ 9,542,306	\$ 11,071,414
20	? SCHOLARSHIPS & FELLOWSHIPS	\$ 2,643,973	\$ 2,155,086	\$ 1,811,444	\$ 2,454,980	\$ 1,781,781
21	? AUXILIARY ENTERPRISES	\$ 5,448,472	\$ 5,893,557	\$ 6,024,271	\$ 6,480,186	\$ 6,907,242
22	? DEPRECIATION	\$ 2,394,358	\$ 2,516,501	\$ 2,705,427	\$ 2,945,883	n/a
23	OTHER	\$ -	\$ -	\$ -	\$ -	\$ -
24	TOTAL OPERATING EXPENDITURES	\$ 88,736,777	\$ 93,626,493	\$ 96,603,722	\$ 101,890,555	\$ 102,817,652
25	OPERATING LOSS	\$ (44,775,183)	\$ (48,683,940)	\$ (47,409,141)	\$ (46,658,126)	\$ (43,815,228)
26	NON OPERATING REVENUES					
27	? STATE APPROPRIATIONS (NET)	\$ 41,815,612	\$ 45,445,378	\$ 47,113,490	\$ 47,820,290	\$ 45,528,732
28	? INVESTMENT INCOME	\$ 135,694	\$ 317,971	\$ 495,077	\$ 349,064	\$ 300,000
29	INTEREST INCOME	\$ -	\$ -	\$ -	\$ -	\$ -
30	? OTHER	\$ 87,047	\$ (115,554)	\$ (84,951)	\$ 36,792	\$ -
31	NET NON OPERATING REVENUES	\$ 42,038,353	\$ 45,647,795	\$ 47,523,616	\$ 48,206,146	\$ 45,828,732
32	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	\$ (2,736,830)	\$ (3,036,145)	\$ 114,475	\$ 1,548,020	\$ 2,013,504
33	? CAPITAL APPROPRIATIONS	\$ 7,424,454	\$ 2,574,687	\$ 1,804,121	\$ 1,592,022	\$ 6,806,332
34	OTHER	\$ 608,768	\$ 231,569	\$ 213,294	\$ 1,093,767	\$ -
35	TOTAL INCREASE/DECREASE IN NET ASSETS	\$ 5,296,392	\$ (229,889)	\$ 2,131,890	\$ 4,233,809	\$ 8,819,836

CIHE DATA FORM 2
STATEMENT OF CHANGES IN NET ASSETS AND INDEBTEDNESS (000 OMITTED)

FISCAL YEAR ENDS month & day (6 / 30)		3 YEARS PRIOR (FY 2005)	2 YEARS PRIOR (FY 2006)	1 YEAR PRIOR (FY 2007)	MOST RECENTLY COMPLETED FY (FY 2008)	CURRENT BUDGET (FY 2009)
NET ASSETS						
3						
4		\$37,550,297.00	\$42,846,689.00	\$42,616,800.00	\$44,748,690.00	\$48,982,499.00
5	?	\$5,296,392.00	(\$229,889.00)	\$2,131,890.00	\$4,233,809.00	\$8,819,836.00
6		\$42,846,689.00	\$42,616,800.00	\$44,748,690.00	\$48,982,499.00	\$57,802,335.00
INDEBTEDNESS						
8						
9		\$6,081,636.00	\$5,686,110.00	\$5,269,416.00	\$4,690,861.00	\$4,412,293.00
10		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11	?	(\$395,526.00)	(\$416,694.00)	(\$578,555.00)	(\$278,568.00)	(\$200,357.00)
12		\$5,686,110.00	\$5,269,416.00	\$4,690,861.00	\$4,412,293.00	\$4,211,936.00
13		\$192,429.00	\$181,132.00	\$168,384.00	\$152,126.00	\$54,252.00
14		\$416,534.00	\$430,100.00	\$278,568.00	\$283,138.00	\$0.00

Note: Entries for this data form can be obtained from the institution's general-purpose financial statements (GPFS).

**CIHE DATA FORM 3
STUDENT CHARGES**

FISCAL YEAR ENDS month & day: (6 /30)	3 YEARS PRIOR (FY 2005)	2 YEARS PRIOR (FY 2006)	1 YEAR PRIOR (FY 2007)	MOST RECENTLY COMPLETED FY (FY 2008)	CURRENT BUDGET (FY 2009)
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3	?	TUITION AND FEE CHARGES				
4		FULL-TIME UNDERGRADUATE STUDENT				
5		IN-STATE Annual	\$2,310	\$2,470	\$2,686	\$2,846
6		OUT-OF-STATE Annual	\$6,262	\$6,700	\$7,296	\$7,766
7		PART-TIME UNDERGRADUATE STUDENT				
8		IN-STATE per credit	\$103	\$110	\$122	\$128
9		OUT-OF-STATE per credit	\$294	\$315	\$347	\$367
10		FULL-TIME GRADUATE STUDENT				
11		IN-STATE				
12		OUT-OF-STATE				
13		PART-TIME GRADUATE STUDENT				
14		IN-STATE				
15		OUT-OF-STATE				

17	?	ROOM AND BOARD CHARGES				
18		UNDERGRADUATE STUDENT				
19		GRADUATE STUDENT				

CIHE DATA FORM 4
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

FALL TERM (YEAR)		4 YEARS AGO (FY 2005)	3 YEARS AGO (FY 2006)	2 YEARS AGO (FY 2007)	1 YEAR AGO (FY 2008)	CURRENT YEAR (FY 2009)
2	FIRST-YEAR STUDENTS					
3	COMPLETED APPLICATIONS	6510	5754	6754	6598	6746
4	APPLICATIONS ACCEPTED	4657	5155	5811	5644	6252
5	APPLICANTS ENROLLED	3268	3263	4047	3911	4033
6	AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)					
7	TRANSFERS-UNDERGRADUATE					
8	COMPLETED APPLICATIONS	1504	1312	622	617	940
9	APPLICATIONS ACCEPTED	716	1149	598	431	820
10	APPLICANTS ENROLLED	518	705	410	397	552
11	MASTER'S DEGREE STUDENTS					
12	COMPLETED APPLICATIONS					
13	APPLICATIONS ACCEPTED					
14	APPLICANTS ENROLLED					
15	FIRST-PROFESSIONAL DEGREE STUDENTS					
16	COMPLETED APPLICATIONS					
17	APPLICATIONS ACCEPTED					
18	APPLICANTS ENROLLED					
19	DOCTORAL DEGREE STUDENTS					
20	COMPLETED APPLICATIONS					
21	APPLICATIONS ACCEPTED					
22	APPLICANTS ENROLLED					

Description of statistical indicator of aptitude of first-year enrollees (average combined SAT, average rank in high school graduating class, etc.):

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

		4 YEARS AGO (FY 2005)	3 YEARS AGO (FY 2006)	2 YEARS AGO (FY 2007)	1 YEAR AGO (FY 2008)	CURRENT YEAR (FY 2009)
2	UNDERGRADUATE	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
3	FIRST YEAR: FULL-TIME HEADCOUNT	1925	1934	2150	2354	2316
4	PART-TIME HEADCOUNT	1240	1034	1292	1383	1438
5	TOTAL HEADCOUNT	3165	2968	3442	3737	3754
6	TOTAL FTE					
7	SECOND YEAR & BEYOND: FULL-TIME HEADCOUNT	3497	3348	3730	3781	4056
8	PART-TIME HEADCOUNT	7163	6770	7088	7563	8197
9	TOTAL HEADCOUNT	10660	10118	10818	11344	12253
10	TOTAL FTE					
11	THIRD YEAR: FULL-TIME HEADCOUNT					
12	PART-TIME HEADCOUNT					
13	TOTAL HEADCOUNT	0	0	0	0	0
14	TOTAL FTE					
15	FOURTH YEAR: FULL-TIME HEADCOUNT					
16	PART-TIME HEADCOUNT					
17	TOTAL HEADCOUNT	0	0	0	0	0
18	TOTAL FTE					
19	UNCLASSIFIED: FULL-TIME HEADCOUNT	309	483	247	175	147
20	PART-TIME HEADCOUNT	2159	2473	1866	1555	1458
21	TOTAL HEADCOUNT	2468	2956	2113	1730	1605
22	TOTAL FTE					
23	TOTAL UNDERGRADUATE HEADCOUNT	16293	16042	16373	16811	17612
24	TOTAL UNDERGRADUATE FTE	9816	9698	10114	10535	10969
25	GRADUATE					
26	FULL-TIME HEADCOUNT					
27	PART-TIME HEADCOUNT					
28	TOTAL GRADUATE HEADCOUNT	0	0	0	0	0
29	TOTAL GRADUATE FTE					
31	GRAND TOTAL HEADCOUNT	16293	25740	26487	27346	28581
32	GRAND TOTAL FTE	9816	9698	10114	10535	10969

**UNDERGRADUATE RETENTION AND
GRADUATION RATES**

34	1ST YEAR STUDENTS RETURNING FOR 2ND YEAR	1229	1377	1260	1246	1221
35	GRADUATION RATE	10.4%	10.2%	10.4%	9.6%	9.6%
	TRANSFER OUT RATE	21.6%	17.8%	21.6%	20.0%	20.6%
	COMPLETION RATE	32.0%	27.9%	32.0%	29.6%	30.2%

DEFINITION OF UNDERGRADUATE FTE
DEFINITION OF GRADUATE FTE

Total Full-time Headcount Plus Total Part-time Credit Hours Divided by 15.
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CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS

?	Fiscal Years	FY 2010	FY 2011	FY 2012
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PROJECTED FINANCIAL DATA (000s omitted)

3	TOTAL OPERATING REVENUES	\$ 61,956,383	\$ 62,700,000	\$ 62,700,000
4	TOTAL OPERATING EXPENDITURES	\$111,145,742	\$ 112,000,000	\$ 112,000,000
5	TOTAL OPERATING LOSS	\$ (49,189,359)	\$ (49,300,000)	\$ (49,300,000)
6	NET NON OPERATING REVENUE	\$ 49,189,359	\$ 49,300,000	\$ 49,300,000
7	CAPITAL APPROPRIATIONS AND OTHER REVENUES	\$ 1,353,125	\$ 1,350,000	\$ 1,350,000
8	TOTAL INCREASE/DECREASE IN NET ASSETS	\$ 1,353,125	\$ 1,350,000	\$ 1,350,000

PROJECTED TUITION AND FEE CHARGE

11	FULL-TIME UNDERGRADUATE STUDENT			
12	IN-STATE Annual	\$3,376	\$3,562	\$3,758
13	OUT-OF-STATE Annual	\$9,008	\$9,532	\$10,087
14	PART-TIME UNDERGRADUATE STUDENT			
15	IN-STATE per credit	\$151	\$159	\$168
16	OUT-OF-STATE per credit	\$427	\$452	\$478
17	FULL-TIME GRADUATE STUDENT			
18	IN-STATE			
19	OUT-OF-STATE			
20	PART-TIME GRADUATE STUDENT			
21	IN-STATE			
22	OUT-OF-STATE			

CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS

?	Fiscal Years	FY 2010	FY 2011	FY 2012
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PROJECTED ENROLLMENT

31	UNDERGRADUATE STUDENTS			
32	FULL-TIME HEADCOUNT	6,096	6,096	6,096
33	PART-TIME HEADCOUNT	10,761	10,761	10,761
34	IN-STATE HEADCOUNT	16,328	16,328	16,328
35	OUT-OF-STATE HEADCOUNT	529	529	529
36	TOTAL HEADCOUNT	16857	16857	16857
37	TOTAL FTE			
38	GRADUATE STUDENTS			
39	FULL-TIME HEADCOUNT			
40	PART-TIME HEADCOUNT			
41	IN-STATE HEADCOUNT			
42	OUT-OF-STATE HEADCOUNT			
43	TOTAL HEADCOUNT	0	0	0
44	TOTAL FTE			

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 05)		3 YEARS AGO (FY 06)		2 YEARS AGO (FY 07)		1 YEAR AGO (FY 08)		CURRENT YEAR (FY 09)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
3	?	NUMBER OF FACULTY									
4		PROFESSOR	133		133		138		138		129
5		ASSOCIATE	44		44		55		58		54
6		ASSISTANT	100		113		97		121		125
7		INSTRUCTOR	2		2		1		1		1
8		OTHER	6		19		6		25		27
9		TOTAL	285	0	311	0	297	0	343	0	336
10		AGE (MINIMUM, MAXIMUM, MEDIAN)									
11		PROFESSOR: MINIMUM	43		44		41		42		43
12		MAXIMUM	73		79		80		81		82
13		MEDIAN	51		52		62		62		62
14		ASSOCIATE: MINIMUM	35		36		31		32		33
15		MAXIMUM	78		66		67		68		69
16		MEDIAN	50		51		53		54		55
17		ASSISTANT: MINIMUM	28		28		29		25		26
18		MAXIMUM	67		68		69		70		71
19		MEDIAN	43		44		52		51		52
20		INSTRUCTOR: MINIMUM	33		34		54		55		56
21		MAXIMUM	52		53		54		55		56
22		MEDIAN	60		61		54		55		56
23		OTHER: MINIMUM	36		33		37		31		32
24		MAXIMUM	62		63		64		78		70
25		MEDIAN	44		56		46		56		59

Note: Include all full-time and part-time teaching faculty with unmodified titles currently on campus, including academic administrators with faculty titles. Do not include unpaid or token-paid faculty or non-teaching faculty with modified titles (e.g. research professor). Include teaching visiting faculty.

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 05)		3 YEARS AGO (FY 06)		2 YEARS AGO (FY 07)		1 YEAR AGO (FY 08)		CURRENT YEAR (FY 09)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

MALE/FEMALE

31	PROFESSOR: MALE	69		69		69		68		64	
32	FEMALE	64		64		69		70		65	
33	ASSOCIATE: MALE	12		11		16		20		19	
34	FEMALE	32		33		39		38		35	
35	ASSISTANT: MALE	29		30		26		30		30	
36	FEMALE	71		83		71		91		95	
37	INSTRUCTOR: MALE	0		0		0		0		0	
38	FEMALE	2		2		1		1		1	
39	OTHER: MALE	4		11		4		13		14	
41	FEMALE	2		8		2		12		13	
41	TOTAL MALE	114	0	121	0	115	0	131	0	127	0
42	TOTAL FEMALE	171	0	190	0	182	0	212	0	209	0

**YEARS AT THIS INSTITUTION
(MINIMUM, MAXIMUM, MEDIAN)**

44	PROFESSOR: MINIMUM	11		6		7		8		9	
45	MAXIMUM	40		41		42		43		44	
46	MEDIAN	31		31		31		36		30	
47	ASSOCIATE: MINIMUM	5		6		6		2		5	
48	MAXIMUM	32		30		31		36		37	
49	MEDIAN	12		12		10		10		11	
50	ASSISTANT: MINIMUM	1		<1		<1		<1		<1	
51	MAXIMUM	36		37		38		39		40	
52	MEDIAN	6		6		4		3		4	
53	INSTRUCTOR: MINIMUM	1		2		3		4		5	
54	MAXIMUM	5		6		3		4		5	
55	MEDIAN	3		4		3		5		5	
56	OTHER: MINIMUM	4		1		2		<1		<1	
57	MAXIMUM	14		15		16		17		18	
58	MEDIAN	9		1		10		1		1	

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO		3 YEARS AGO		2 YEARS AGO		1 YEAR AGO		CURRENT YEAR		
		(FY 05)		(FY 06)		(FY 07)		(FY 08)		(FY 09)		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
60	?	HIGHEST DEGREE EARNED										
61		DOCTORATE										
62		PROFESSOR									35	
63		ASSOCIATE									15	
64		ASSISTANT									16	
65		INSTRUCTOR									0	
66		OTHER									4	
67		TOTAL	0	0	0	0	0	0	0	0	70	0

MASTER'S

69		PROFESSOR									91	
70		ASSOCIATE									38	
71		ASSISTANT									107	
72		INSTRUCTOR									0	
73		OTHER									16	
74		TOTAL	0	252	0							

BACHELOR'S

76		PROFESSOR									0	
77		ASSOCIATE									0	
78		ASSISTANT									6	
79		INSTRUCTOR									1	
80		OTHER									2	
81		TOTAL	0	9	0							

PROFESSIONAL LICENSE

83		PROFESSOR									3	
84		ASSOCIATE									1	
85		ASSISTANT									0	
86		INSTRUCTOR									0	
87		OTHER									0	
88		TOTAL	0	4	0							

**CIHE DATA FORM 7
FACULTY PROFILE**

	4 YEARS AGO (FY 05)		3 YEARS AGO (FY 06)		2 YEARS AGO (FY 07)		1 YEAR AGO (FY 08)		CURRENT YEAR (FY 09)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

TEACHING LOAD

90	?	FALL TERM ONLY FOR EACH YEAR (MINIMUM, MAXIMUM, MEDIAN IN CREDIT HOURS)										
91		PROFESSOR: MINIMUM	12		12		12		12		12	
92		MAXIMUM	16		16		16		16		16	
93		MEDIAN										
94		ASSOCIATE: MINIMUM	12		12		12		12		12	
95		MAXIMUM	16		16		16		16		16	
96		MEDIAN										
97		ASSISTANT: MINIMUM	12		12		12		12		12	
98		MAXIMUM	16		16		16		16		16	
99		MEDIAN										
100		INSTRUCTOR: MINIMUM	12		12		12		12		12	
101		MAXIMUM	16		16		16		16		16	
102		MEDIAN										
103		OTHER: MINIMUM	12		12		12		12		12	
104		MAXIMUM	16		16		16		16		16	
105		MEDIAN										

Explanation of teaching load (if not measured in credit hours):

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 05)		3 YEARS AGO (FY 06)		2 YEARS AGO (FY 07)		1 YEAR AGO (FY 08)		CURRENT YEAR (FY 09)		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
110	?	BASE SALARY FOR ACADEMIC YEAR (MINIMUM,MAXIMUM, MEDIAN)										
111		PROFESSOR: MINIMUM	53197		56986		58981		60456		61967	
112		MAXIMUM	76976		83568		102141		102141		102141	
113		MEDIAN	60779		65306		68243		72169		70546	
114		ASSOCIATE: MINIMUM	42621		45657		47255		49361		50595	
115		MAXIMUM	53220		58196		61389		66307		67965	
116		MEDIAN	46011		49533		50583		52857		54178	
117		ASSISTANT: MINIMUM	32069		34353		36422		37630		37355	
118		MAXIMUM	61200		66669		71158		69188		70918	
119		MEDIAN	40216		43081		44636		46204		47359	
120		INSTRUCTOR: MINIMUM	32069		34353		36422		37333		38266	
121		MAXIMUM	36467		39897		36422		37333		38266	
122		MEDIAN	34208		37125		36422		37333		38266	
123		OTHER: MINIMUM	28272		27210		32156		28857		27209	
124		MAXIMUM	43089		47268		50078		52516		53829	
125		MEDIAN	38981		35453		44789		35453		35453	
126	?	FRINGE BENEFITS (MINIMUM, MAXIMUM, MEDIAN)										
127		PROFESSOR: MINIMUM										
128		MAXIMUM										
129		MEDIAN									52.46%	
130		ASSOCIATE: MINIMUM										
131		MAXIMUM										
132		MEDIAN									52.46%	
133		ASSISTANT: MINIMUM										
134		MAXIMUM										
135		MEDIAN									52.46%	
136		INSTRUCTOR: MINIMUM										
137		MAXIMUM										
138		MEDIAN									52.46%	
139		OTHER: MINIMUM										
140		MAXIMUM										
141		MEDIAN									52.46%	

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 05)		3 YEARS AGO (FY 06)		2 YEARS AGO (FY 07)		1 YEAR AGO (FY 08)		CURRENT YEAR (FY 09)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
142	?	NUMBER OF FACULTY APPOINTED									
143		0		0		0		0		0	
144		0		0		0		0		0	
145		16		20		7		39		8	
146		1		0		0		0		0	
147		0		0		0		0		0	
148		17	0	20	0	7	0	39	0	8	0
149	?	NUMBER OF FACULTY IN TENURED POSITIONS									
150		133		132		138		138		129	
151		43		43		52		55		52	
152		38		33		31		27		26	
153		0		0		0		0		0	
154		3		3		5		5		5	
155		217	0	211	0	226	0	225	0	212	0
156	?	NUMBER OF FACULTY DEPARTING									
157		1		1		0		0		0	
158		0		0		0		0		0	
159		2		0		2		2		0	
160		0		0		1		2		0	
161		0		0		0		0		0	
162		3	0	1	0	3	0	4	0	0	0
163	?	NUMBER OF FACULTY RETIRING									
164		11		10		11		14		0	
165		0		0		0		0		0	
166		2		1		4		1		0	
167		0		0		0		0		0	
168		1		1		0		0		0	
169		14	0	12	0	15	0	15	0	0	0

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY 05)		3 YEARS AGO (FY 06)		2 YEARS AGO (FY 07)		1 YEAR AGO (FY 08)		CURRENT YEAR (FY 09)			
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
		NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT (USE THE INSERT ROWS FUNCTION TO ADDITIONAL ROWS AS NEEDED)											
170	?	NAME OF DEPARTMENT OR ACADEMIC UNIT											
172		Allied Health	8		7		6		9		9		
173		Art	9		10		7		11		10		
174		Biology	16		16		16		17		16		
175		Business	15		13		12		12		12		
176		Chemistry	7		7		7		7		6		
177		Computer Studies & Info Proc.	7		7		7		6		10		
178		Criminal Justice & Legal Stud.	6		7		7		8		7		
179		Dental Health	8		9		8		8		8		
180		Engineering & Technology	12		12		12		12		12		
181		English/Drama	48		53		49		67		63		
182		Foreign Languages	8		9		9		9		9		
183		Human Services	12		13		13		14		13		
184		Library	10		10		11		11		13		
185		Mathematics	17		21		20		23		22		
186		Music	4		5		4		5		4		
187		Nursing	55		61		64		67		64		
188		Office Administration	7		7		6		7		7		
189		Physical Education	1		1		1		1		1		
190		Physics	6		8		6		8		8		
191		Psychology	11		16		14		18		19		
192		Rehabilitative Services	6		6		6		6		6		
193		Social Sciences	12		13		12		17		17		
194													
195													
196													
197													
198													

Information for the above form was derived from year-end history snapshots for FY05 through FY08.
Data for FY09 is current as of November, 2008.

**CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM**

FALL TERM (YEAR)		4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
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UNDERGRADUATE

	CERTIFICATE	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
	ACCOUNTING	48	41	41	40	27
	ACTIVITIES DIRECTOR	1				
	BASIC OFFICE SKILLS	19	18	14	15	17
	BILINGUAL JUDICIAL INTERPRETER	25	12	18	11	13
	BIOTECHNOLOGY	3	3	4	13	11
	CHEMICAL TECHNOLOGY	3	3	4	2	3
	CHILDREN'S RESIDENTIAL PROGRAMMING	2	6	4	4	5
	COMPUTER NETWORK MAINTENANCE	44	30	27	18	14
	COMPUTER ASSISTED MANUFACTURING	5	3	5	3	3
	COMPUTER DESKTOP TECHNICIAN					4
	COMPUTER PROGRAMMING	35	24	21	29	18
	CULINARY ARTS ASSISTANT	10				
	DENTAL ASSISTANT	26	23	25	25	26
	DEVELOPMENTAL DISABILITIES				1	9
	DIAGNOSTIC MEDICAL SONOGRAPHY	5	15	2	1	
	EARLY CHILDHOOD EDUCATION					4
	EMERGENCY/DISASTER MANAGEMENT	1	2	6	7	9
	ENTREPRENEURSHIP	25	22	30	23	22
	FACILITIES MANAGEMENT			6	6	1
	FINANCIAL SERVICES					5
	HEALTH CARE INTERPRETER			15	22	10
	HOSPITALITY MANAGEMENT				1	5
	LEAN MANUFACTURING	1	1	2	1	1
	LEGAL OFFICE ASSISTANT	1	4	2	2	3
	MAGNETIC RESONANCE IMAGING	7	7	12	14	10
	MANAGEMENT	16	16	17	15	16
	MANUFACTURING ENGINEERING TECHNOLOGY	1	1	4	1	1

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)		4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
	MANUFACTURING TECHNOLOGY		1	5	2	9
	MARKETING	9	3	3	3	3
	MECHANICAL ENGINEERING TECHNOLOGY	3	4	5	2	2
	MEDICAL INSURANCE BILLING SPECIALIST				34	56
	MEDICAL TRANSCRIPT	24	14	13	14	7
	MICROCOMP. SYS. & NTKWG. SUPPORT SPECIALIST			4	9	15
	MICROCOMP. SYS. & NTKWG. SUPT. IND. STUDY			2	1	3
	MICROCOMP. SYS. & NTKWG. WEB DEVELOPMENT			4	10	10
	MICROCOMPUTING	2				
	MICROCOMPUTING SYSTEMS & NETWORK	28	21	21	9	7
	MICROCOMPUTING SYSTEMS & NETWORK WEB PROGRAMMING					2
	NETWORKING TECHNICIAN				2	6
	OFFICE ADMINISTRATION TRANSCRIPTION				1	
	OFFICE ADMINISTRATION	25	18	19	12	17
	OFFICE AUTOMATION	14	8	3	3	5
	PHLEBOTOMY	40	36	49	42	42
	POST ASSOCIATE DEGREE	1				2
	PRACTICAL NURSING	2	10	4	19	9
	PROCESS CONTROL TECHNOLOGY	1	1	1		1
	RENAL DIALYSIS TECHNOLOGY	6	11	11	7	5
	RETAILING	1	1			
	SOCIAL SERVICES					3
	TELECOMMUNICATIONS ENGINEERING TECHNOLOGY	1	1		1	2
	THERAPEUTIC MASSAGE	4				
	TRAVEL AND TOURISM	48	46	45	37	47
	TOTAL	487	406	448	462	490

ASSOCIATE	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ACCOUNTING	325	304	293	327	316

**CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM**

FALL TERM (YEAR)		4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
	ADMINISTRATIVE ASSISTANT/SECRETARY	72	57	59	66	71
	ADMINISTRATIVE ASSISTANT/SECRETARY/EXECUTIVE		1	1	1	1
	ARTS	214	185	166	187	192
	CHEMICAL TECHNOLOGY	35	26	24	31	29
	CLINICAL LAB TECHNOLOGY	38	32	28	36	28
	COMPUTER & NETWORKING TECHNOLOGY	83	73	80	82	79
	COMPUTER ENGINEERING TECHNOLOGY	63	42	48	43	40
	COMPUTER PROGRAMMING	173	142	132	133	138
	COMPUTER PROGRAMMING - RIC					8
	COMPUTER PROGRAMMING - URI					6
	COMPUTER SCIENCE PROGRAMMING	2	2	4	3	3
	COMMUTER. SCIENCE/MICROCOMP. SYSTEMS & NETWKG.	115	108	100	77	69
	CORRECTIONS/LAW ENFORCEMENT	1				
	DENTAL HYGIENE	70	76	74	69	65
	DIAGNOSTIC MEDICAL SONOGRAPHY			36	38	40
	DRAMA	38	25	39	42	43
	EARLY CHILDHOOD	6	3	6	2	2
	EARLY CHILDHOOD/CHILDHOOD DEVELOPMENT	380	375	359	327	319
	EDUCATION	4	2	1		1
	EDUCATION/SPECIAL EDUCATION	418	378	319	290	257
	ELECTRICAL ENGINEERING TECHNOLOGY	6	3	3	2	
	ELECTRONICS	1	1	1	3	1
	ELECTRONICS TECHNOLOGY	29	30	37	24	30
	ENGINEERING	169	147	185	181	201
	EXECUTIVE SECRETARY	1				
	FASHION MERCHANDISING/RETAIL MANAGEMENT	33	16	7	5	4
	FINANCE/BANKING	62	52	46	46	42
	FIRE SCIENCE	130	113	148	134	157
	GENERAL BUSINESS	485	486	566	624	726
	GENERAL STUDIES	6,380	6,309	7,229	7,940	8,853

**CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM**

FALL TERM (YEAR)		4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
	GERONTOLOGY	10	8	13	7	6
	HISTOTECHNICIAN			19	30	34
	JAZZ	11	8	7	18	17
	LABOR STUDIES	1			1	
	LAND SURVEYING TECHNOLOGY				24	27
	LAW ENFORCEMENT	652	609	624	649	660
	LAW ENFORCEMENT				1	
	LAW ENFORCEMENT	3	6	3	4	5
	LEGAL ADMINISTRATIVE ASSISTANT SHORTHAND	1	1			
	LEGAL ADMINISTRATIVE ASSISTANT TRANSCRIPTION		1			
	LEGAL ADMINISTRATIVE ASSISTANT/SECRETARY	10	12	9	16	15
	LIBERAL ARTS	740	590	521	464	435
	LIBERAL ARTS-ENGLISH	76	68	71	88	80
	LIBERAL ARTS-HISTORY	44	41	55	52	35
	LIBERAL ARTS-LANGUAGES	28	18	24	18	21
	LIBERAL ARTS-MATH	22	17	26	19	13
	LIBERAL ARTS-PHILOSOPHY	8	13	9	12	9
	LIBERAL ARTS-PSYCHOLOGY	161	145	171	142	138
	LIBERAL ARTS-SOCIOLOGY	19	11	13	12	12
	MACHINE DESIGN	1	1		1	
	MACHINE PROCESSES					1
	MANAGEMENT	291	268	281	303	304
	MANUFACTURING TECHNOLOGY	13	10	12	4	3
	MARKETING	86	74	87	77	98
	MASS MERCHANDISING/RETAIL MANAGEMENT	4	4	2		
	MECHANICAL ENGINEERING TECHNOLOGY	48	48	42	49	59
	MEDICAL ADMINISTRATIVE ASSISTANT/SECRETARY	97	96	84	82	92
	MEDICAL ADMINISTRATIVE ASSISTANT TRANSCRIPTION	1			1	
	MEDICAL LABORATORY TECHNICIAN	1				
	MENTAL HEALTH	44	43	37	29	27

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)		4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
	MICROCOMP. SYS. & NTKWG. SUPPORT SPECIALIST		1	24	34	47
	MICROCOMP. SYS. & NTKWG. SUPPORT INDPENDENT STUDY		2	5	6	8
	MICROCOMP. SYS. & NTKWG. WEB DEVELOPMENT		1	14	22	29
	MICROCOMPUTING	13	10	6		1
	MICROCOMPUTING SYSTEMS & NETWORK WEB PROGRAMMING			1	6	10
	MOLDMAKING TECHNOLOGY	1			1	
	MUSIC	72	70	61	72	63
	NURSING	210	102	261	267	82
	NURSING LEVEL 1	316	499	398	503	553
	OCCUPATIONAL THERAPY ASSISTANT	14	8	13	20	25
	PARALEGAL	220	202	184	184	199
	PHYSICAL THERAPY ASSISTANT	26	19	45	49	48
	PLASTICS PROCESSING	2	4	3	2	2
	PROCESS CONTROL TECHNOLOGY	1	6	3	1	1
	RADIOGRAPHY	81	77	93	87	67
	REAL ESTATE	50	56	41	12	7
	RESPIRATORY CARE	46	63	50	43	48
	SCIENCE TRACK A	32	28	23	19	22
	SCIENCE TRACK B	114	122	124	123	134
	SOCIAL WORK	287	237	223	226	229
	SPECIAL EDUCATION	2	1	1		
	SUBSTANCE ABUSE	28	22	21	17	33
	TECHNICAL DRAMA	4	6	7	4	1
	TECHNICAL STUDIES	47	3	29	17	13
	TELECOMMUNICATIONS TECHNOLOGY	46	49	54	72	69
	THERAPEUTIC MASSAGE	21	12	27	16	14
	UNDECLARED	2,468	2,956	2,113	1,730	1,605
	TOTAL	15,806	15,636	15,925	16,349	17,122

**CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM**

FALL TERM (YEAR)			4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
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UNDERGRADUATE

		BACCALAUREATE					
		Undeclared					
		TOTAL	0	0	0	0	0

		TOTAL UNDERGRADUATE	16293	16042	16373	16811	17612
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CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)		4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
	GRADUATE PROGRAM					
	MASTER'S					
	TOTAL	0	0	0	0	0

	FIRST-PROFESSIONAL					
	TOTAL	0	0	0	0	0

GRADUATE PROGRAM

	DOCTORATE					
	TOTAL	0	0	0	0	0

	OTHER GRADUATE PROGRAMS					
	TOTAL	0	0	0	0	0

	TOTAL GRADUATE	0	0	0	0	0
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CIHE DATA FORM 9
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

		4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
2	NAME OF DEPARTMENT OR COMPARABLE UNIT					
3	UNDERGRADUATE	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
4	Administrative Office Technology	1,578	1,465	1,348	1,493	1,840
5	Allied Health	2,274	2,474	2,518	2,602	2,575
6	Art	3,206	3,416	3,448	3,676	4,011
7	Biology	8,975	8,846	8,764	8,932	9,594
8	Business	9,202	8,741	8,862	9,357	9,594
9	Chemistry	1,919	1,796	1,946	1,887	2,044
10	Computer Studies &IP	7,056	6,299	7,075	6,655	7,120
11	Cooperative Education		256			
	Criminal Justice & Legal Studies	6,124	5,761	5,751	6,084	6,005
	Culinary Arts	144				
	Dental Health	1,220	1,223	1,219	1,085	1,104
	Emergency Disaster Management		111	78	78	84
12	Engineering & Technology	1,979	1,901	2,180	1,902	2,194
13	English/Drama	27,101	27,301	28,203	30,850	32,223
14	English/Student Success Seminars	738	537	605	556	545
15	Fire Science	1,387	1,193	1,387	1,308	1,346
16	Human Services	4,647	4,505	3,976	4,257	4,940
17	Languages	2,916	3,000	3,219	2,992	3,351
18	Learning Resource Center	951	1,237	1,250	1,003	1,523
19	Mathematics	14,115	14,764	16,271	16,549	16,880
20	Music	1,679	1,698	1,782	2,098	2,097
21	Nursing	8,155	8,811	9,010	10,339	9,452
22	Physical Education	904	877	832	929	1,042
23	Physics	1,931	1,894	1,912	1,997	2,207
24	Psychology	13,282	12,101	12,324	11,953	12,209
25	Rehabilitative Services	944	923	1,061	1,113	1,145
26	Social Sciences	13,023	12,189	14,190	14,901	15,489
27						

CIHE DATA FORM 9
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

		4 YEARS AGO (FY 05)	3 YEARS AGO (FY 06)	2 YEARS AGO (FY 07)	1 YEAR AGO (FY 08)	CURRENT YEAR (FY 09)
28						
29	TOTAL	135450	133319	139211	144596	150614

32		NAME OF DEPARTMENT OR COMPARABLE UNIT				
33		GRADUATE				
34						
35						
36						
46						
47						
48						
49						
50						
51						
52						
53						
54						
55						
56						
57						
58						
59	TOTAL	0	0	0	0	0

Student Achievement and Success Forms

Student Success S-Series

S1-Retention and Graduation Rates

S2-Other Success Measures

S3-Licensure Rates

Allied Health

NCLEX-RN (CCRI/State)

NCLEX-PN (CCRI/State)

Nursing/Dental Hygiene/Respiratory

Rehabilitative Health

S4-Short-Term Vocational Programs

Allied Health

Dental

Form S.1 RETENTION AND GRADUATION RATES

Student Success Measures/ Performance and Goals		Prior	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS RETENTION DATA			2005	2006	2007	2008	2009
	Associate Degree Students		56.8%	61.8%	62.7%	62.0%	62.8%
	Bachelors Degree Students						
IPEDS GRADUATION DATA (Cohort Yr.)			2002	2003	2004	2005	2006
	Associate Degree Students		10.4%	9.6%	9.5%	9.8%	10.5%
	Bachelors Degree Students						
Other Undergraduate "COMPLETION" Rates(1)			2002	2003	2004	2005	2006
a.	After 3 years (IPEDS)		28.0%	29.6%	30.2%	30.4%	30.8%
b.	After 9 years (1998 IPEDS cohort)				48.6%	48.8%	50.0%
c.	9 years but only if earned at least 12 creds				60.8%	70.0%	70.0%
Other Undergraduate Graduation Rates (2)			2002	2003	2004	2005	2006
a.	After 4 years: IPEDS cohort		14.4%	13.8%	13.4%	13.6%	13.8%
b.	After 5 years: IPEDS cohort		17.2%	16.5%		16.8%	17.0%
c.	After 6 years: IPEDS cohort		18.7%			18.8%	19.0%
Graduate Programs*							
	Retention rates first-to-second year (3)						
	Graduation Rates @ 150% time (4)						
Distance education							
	Course completion rates (5)						
	Retention rates (6)						
	Graduation rates (7)						
Branch campus and instructional locations							
	Course completion rate (8)						
	Retention rates (9)						
	Graduation Rates (10)						
Definition and Methodology Explanations							
1	COMPLETION RATES-- IPEDS cohorts: Graduates + Transfers-out						
2	GRADUATION RATES BEYOND 3 YEARS-- Tracking IPEDS cohorts for more than 3 years						
3							
4							
5							
6							
7							
8							
9							
10							

*Graduate-only institutions must complete this portion

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
Success of students pursuing higher degree (1) (Cohort Yr)		2002	2003	2004	2005
1	IPEDS Transfer-out Rates	21.6%	20.0%	20.6%	21.0%
2					
3					
4					
5					
Definition and Methodology Explanations					
Rates at which graduates pursue mission related paths (e.g., Peace Corps, public service law) (2)					
1					
2					
3					
4					
Definition and Methodology Explanations					
Rates at which students are successful in fields for which they were not explicitly prepared (3)					
1					
2					
3					
4					
Definition and Methodology Explanations					
Below From: "Career Placement & Graduate Transfer Report" (an annual survey of graduates)					
Documented success of graduates achieving other mission-explicitly achievement (e.g., leadership, spiritual formation) (4)					
		Class of 2005	Class of 2006	Class of 2007	Class of 2008
1	# employed, transferred-out or combination of both	93.6%	94.7%	92.3%	92.7%
2					
3					
Definition and Methodology Explanations					
An additional 2-3% of graduates each year report they are "unavailable for employment;" the survey is conducted 6-9 months after graduation; a typical response rate is 78-81%					
Other (specify below in 5)					
1					
2					
Definition and Methodology Explanations					

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates*						
	Allied Health					
1	Clinical Laboratory Technician	100.0%	100.0%	100.0%	100.0%	100.0%
2	Radiography	87.0%	100.0%	89.0%	90.0%	90.0%
3	Histotechnician	NA	NA	100.0%	100.0%	100.0%
4	Respiratory	94.7%	92.5%	85.7%	86.0%	87.0%
National Licensure Passage Rates*						
1	Clinical Laboratory Technician	100.0%	100.0%	NA	100.0%	100.0%
2	Radiography	87.0%	100.0%	89.0%	89.0%	89.0%
3	Histotechnician	NA	NA	100.0%	100.0%	100.0%
4	Respiratory	94.7%	92.5%	85.7%	86.0%	86.0%
5						
Job Placement Rates**						
1	Clinical Laboratory Technician	80.0%	83.0%	83.0%	83.0%	85.0%
2	Radiography	100.0%	100.0%	90.6%	100.0%	100.0%
3	Histotechnician	NA	NA	100.0%	100.0%	100.0%
4	Respiratory	94.7%	90.4%	85.7%	90.0%	90.0%
5	Sonography	73.0%	77.0%	88.0%	88.0%	90.0%
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

**For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	
b	
c	
d	
e	
f	

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

				2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
				2006	2007	2008	proposed	
State Licensure Passage Rates*								
1	NCLEX-RN (CCRI)			87.0%	96.4%	89.6%	90.0%	90.0%
2	NCLEX-PN (CCRI)			97.4%	93.3%	88.2%	90.0%	90.0%
3								
4	NCLEX-RN (State of Rhode Island)			88.6%	86.4%	89.3%	*	*
5	NCLEX-PN (State of Rhode Island)			95.2%	92.7%	89.5%	*	*
National Licensure Passage Rates*								
1	NCLEX-RN			88.1%	85.5%	87.3%	*	*
2	NCLEX-PN			87.9%	87.3%	89.5%	*	*
3								
4				*RI requirement for pass raate by regulations for RN and PN is 80% as benchmark				
5								
Job Placement Rates**								
1								
2								
3				ADN				
4				97.0%	95.5%	95.8%	96.0%	96.0%
5								
6				PN				
7				*no data available as majority continue to ADN program				
8								
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p> <p>**For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>								
Institutional Notes of Explanation								
a								
b								
c								
d								
e								
f								

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates*						
1						
2						
3						
4						
5						
National Licensure Passage Rates*						
1						
2						
3						
4						
5						
Job Placement Rates**		a) From: "Career Placement and graduate Transfer Report"				
1	Nursing (ADNU)	97.0%	95.4%	95.8%		
2	Dental Hygiene	100.0%	96.6%	100.0%		
3	Respiratory Therapy	100.0%	94.2%	94.8%		
4						
5						
6						
7						
8						
<p>* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.</p> <p>**For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.</p>						
Institutional Notes of Explanation						
a	Excludes those "continuing education full time" but also working part time.					
	Also includes those "unavailable for employment" in the total.					
b						
c						
d						
e						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates*		2006	2007	2008		
1	Rehabilitative Health					
2	Occupational Therapy Assistant	100.0%	100.0%	100.0%	100.0%	100.0%
3	Physical Therapy Assistant	100.0%	100.0%	100.0%	100.0%	100.0%
4	Therapeutic Massage	100.0%	100.0%	100.0%	100.0%	100.0%
5						
National Licensure Passage Rates*						
1	Rehabilitative Health					
2	Occupational Therapy Assistant	100.0%	100.0%	100.0%	100.0%	100.0%
3	Physical Therapy Assistant	100.0%	100.0%	100.0%	100.0%	100.0%
4	Therapeutic Massage	100.0%	100.0%	100.0%	100.0%	100.0%
5						
Job Placement Rates**						
1	Occupational Therapy Assistant	100.0%	100.0%	100.0%	100.0%	100.0%
2	Physical Therapy Assistant	100.0%	100.0%	100.0%	100.0%	100.0%
3	Therapeutic Massage	100.0%	100.0%	100.0%	100.0%	100.0%
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

**For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	
b	
c	
d	
e	
f	

Student Achievement and Success Forms

Student Success E-Series

E1- Inventory

Part A - An inventory of how programs assess student learning and use the results



COMMUNITY COLLEGE
OF RHODE ISLAND

Vice President for Academic Affairs

**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ADMINISTRATIVE OFFICE TECHNOLOGY**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Administrative Assistant/Secretary Degree	Yes	Department Course Syllabi	Portfolio Review	Faculty review rubrics for designated courses	Used to determine if changes in designated courses need to be made and results have been good so far; no changes indicated	1997; however curriculum was revised in 2004; department scheduled for formal program review this academic year
Legal Administrative Assistant/Secretary Degree	Yes	Department Course Syllabi	Portfolio Review	Faculty review rubrics for designated courses	Used to determine if changes in designated courses need to be made and results have been good so far; no changes indicated	1997; however curriculum was revised in 2004; department scheduled for formal program review this academic year
Medical Administrative Assistant/Secretary Degree	Yes	Department Course Syllabi	Portfolio Review	Faculty review rubrics for designated courses	Used to determine if changes in designated courses need to be made and results have been good so far; no changes indicated	1997; however curriculum was revised in 2004; department scheduled for formal program review this academic year



COMMUNITY COLLEGE
OF RHODE ISLAND

Vice President for Academic Affairs

**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ALLIED HEALTH – CLINICAL LAB**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Clinical Laboratory Technology	Yes	www.ccri.edu/allied health Clinical Laboratory Technology Program -mission statement -learning outcomes statement	Capstone presentation sophomore year ASCP and/or NCA Credentialed exam (MLT/CLT) Employer & graduate surveys	-Program Director Annual report sent to accrediting agency for review -results shared with Advisory Committee	Findings are used as part of ongoing program review. Findings also shared with clinical facility instructors and advisory committee	CCRI Program Review -scheduled fall 2008 Accreditation site visit -November 15, 2007 Accreditation certificate -April 2008
Histotechnician	Yes	www.ccri.edu/allied health Histotechnician Program -mission statement -learning outcomes statement	Portfolio completion sophomore year ASCP credentialed exam (HT) Employer & graduate surveys	-Program Director Annual report sent to accrediting agency for review -results shared with Advisory Committee	Findings are used as part of ongoing program review. Findings also shared with clinical facility instructors and advisory committee As a result, changes were made to “admission requirements.” (students must first compete with a “C” or better, BIOL 1010 (Human Anatomy and CHEM 1030 (General Chemistry)). These changes were put in place upon recommendation of clinical instructors to better prepare the student for course content in the field.	CCRI Program Review -scheduled fall 2008 Accreditation site visit -November 15, 2007 Accreditation certificate -April 2008



COMMUNITY COLLEGE
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Vice President for Academic Affairs

**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ALLIED HEALTH – DIAGNOSTIC MEDICAL SONOGRAPHY**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Diagnostic Medical Sonography	Yes	1. Program Assessment Form 2006/2007 2. Advisory Board Minutes 3. Policy and Procedure Manual 4. Clinic Manual	1. Successful passing of the National Registry Exam offered by ARDMS. 2. Employee satisfaction	1. Program Director 2. Clinical coordinator 3. Program faculty	1. Curriculum Review 2. Updating course content. 3. Restructure and increase clinical hours. 4. Restructure the order of courses	May 2008.



COMMUNITY COLLEGE
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Vice President for Academic Affairs

**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ALLIED HEALTH - RADIOGRAPHY**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Radiography	Yes	1. Program Manuals 2. Program Self-Study 3. R.I. Board of Governors Assessment Document 5. Individual outcomes in each course syllabus	1. Capstone course grade XRAY 2920 2. ARRT Competency Requirements 3. National Examination 4. Employer survey 5. Employee satisfaction	1. Program Director 2. Program faculty 3. Clinical Instructors	1. Course sequence changed 2. Course activities changed 3. Clinical rotations modified	1. Board of Governors Assessment Review Fall 2007 2. CCRI Program Assessment Spring 2008 3. JRCERT Program Accreditation pending Fall 2008



COMMUNITY COLLEGE
OF RHODE ISLAND

Vice President for Academic Affairs

**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ALLIED HEALTH – RESPIRATORY THERAPY**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Respiratory Therapy	Yes	www.ccri.edu/alliedhealth Respiratory Therapy Program Mission Statement Learning Outcomes Statement Course goals are found on syllabus	1. Advanced-level credentialing examination (RRT) Note: Entry-level credential only is required for licensure in RI (RCP) but as an “advanced” 200-level program. “All 200-level programs are required to demonstrate that graduates are prepared at the registry level with satisfactory outcomes by either earning the NBRC RRT credential or passing the Comprehensive Written RRT Self-Assessment Examination.”	Program Director submits annual “Report of Current Status” to CoARC. The report requires enrollment/retention/graduation data as well as Resource Assessment which includes measurement results, analysis and action planning in various areas, e.g.: Advisory Committee, Medical Direction, Faculty, Support Personnel, Facilities, Physical Resources, Lab Equipment and Supplies, Student Support Services.	The findings are part of ongoing program review. This tracking allows the program to determine whether results are a trend or a one-time issue. As an example, due to graduate and employer feedback, we have made a change to the clinical courses to increase time for hands-on ventilator/critical care experience. We have also been able to use employer/student and graduate feedback to obtain funding for improved equipment in the laboratory setting.	Date of most recent program review: April 2008 (CCRI program review) Accreditation Site Visit: June 23, 1998 Accreditation Certificate: January 29, 1999
			2. NBRC School Summary Report – tracks program graduates (credentialing exams). 3. Standard Likert Scale Surveys: Employer, Graduate, Student 4. Clinical Portfolio/ Database	Areas which do not meet the “threshold” of success must have an action plan in place.		



COMMUNITY COLLEGE
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Vice President for Academic Affairs

**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ART PROGRAMS**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
(AFA) ASSOCIATE OF FINE ARTS	YES	<ol style="list-style-type: none"> 1. On each Master syllabi for every course 2. On each individual course syllabi 	<ol style="list-style-type: none"> 1. Successful completion of quizzes, tests and exams where appropriate. 2. Grades individually assigned for concept, application of technical skills, appropriateness of imagery, originality, and creativity as exhibited in the final presentation of student work. 3. Exhibition in the college art galleries of exemplary AFA student work. 4. Comprehensive Art Faculty (all full time and adjunct) Gallery Reviews at the end of each semester. The work on display for 	<ol style="list-style-type: none"> 1. Faculty will interpret degree requirements based upon portfolio presentation and exhibition in capstone "Fine Arts Seminar" course, where all faculty are able to view and review work 2. Students meet with faculty who critically analyze portfolios to prepare for graduation and transfer. 	<ol style="list-style-type: none"> 1. If student work is not meeting expectations, faculty teaching courses must look to meet goals more effectively 2. Courses are redesigned to be geared toward AFA students vs. Gen. Education students 	Fall 2008

			<p>review is collected student work from every class in every discipline within the program.</p> <p>5. Individual portfolio review with oral and written observations and suggestions for each student. This is planned to be expanded upon within the proposed capstone course titled “Fine Art Seminar” due for Curriculum Committee review Fall 08.</p> <p>6. Continued tracking of, and contact with students, successfully transferring to 4 year institutions for a BFA degree or to graduate MFA programs.</p> <p>7. Attention to the reputation of our program and observation of rapidity with which our classes fill during registration.</p> <p>8. Implementation of proposed “Fine Art Seminar” capstone course for all AFA Graduates</p>			
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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
BUSINESS PROGRAMS**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
ACCOUNTNG	YES	THEY ARE PUBLISHED ON THE COLLEGE'S HOME PAGE ON A LINK ENTITLED BUSINESS ADMINISTRATION	TERM PROJECT OR FINAL EXAM	FACULTY MEMBERS IN THIS DISCIPLINE REVIEW A REPRESENTATIVE SAMPLE OF PROJECTS OR FINAL EXAMS AND DETERMINE WHETHER THE REQUIREMENTS OF THE RUBRIC HAVE BEEN ACCOMPLISHED.	THE ASSESSMENT PROGRAM IS IN THE PROCESS OF BEING REVISED. ACADEMIC YEAR 2008-2009 WILL BE USED TO GAIN EXPERIENCE WITH THE ASSESSMENT PROCEDURES. IMPLEMENTATION WILL BEGIN IN THE FALL, 2009 SEMESTER.	2004
FINANCIAL SERVICES	YES	THEY ARE PUBLISHED ON THE COLLEGE'S HOME PAGE ON A LINK ENTITLED BUSINESS ADMINISTRATION	TERM PROJECT OR FINAL EXAM	FACULTY MEMBERS IN THIS DISCIPLINE REVIEW A REPRESENTATIVE SAMPLE OF PROJECTS OR FINAL EXAMS AND DETERMINE WHETHER THE REQUIREMENTS OF THE RUBRIC HAVE BEEN ACCOMPLISHED.	THE ASSESSMENT PROGRAM IS IN THE PROCESS OF BEING REVISED. ACADEMIC YEAR 2008-2009 WILL BE USED TO GAIN EXPERIENCE WITH THE ASSESSMENT PROCEDURES. IMPLEMENTATION WILL BEGIN IN THE FALL, 2009 SEMESTER.	2001

GENERAL BUSINESS ADMINISTRATION	YES	THEY ARE PUBLISHED ON THE COLLEGE'S HOME PAGE ON A LINK ENTITLED BUSINESS ADMINISTRATION	TERM PROJECT OR FINAL EXAM	FACULTY MEMBERS IN THIS DISCIPLINE REVIEW A REPRESENTATIVE SAMPLE OF PROJECTS OR FINAL EXAMS AND DETERMINE WHETHER THE REQUIREMENTS OF THE RUBRIC HAVE BEEN ACCOMPLISHED.	THE ASSESSMENT PROGRAM IS IN THE PROCESS OF BEING REVISED. ACADEMIC YEAR 2008-2009 WILL BE USED TO GAIN EXPERIENCE WITH THE ASSESSMENT PROCEDURES. IMPLEMENTATION WILL BEGIN IN THE FALL, 2009 SEMESTER.	2004
MANAGEMENT	YES	THEY ARE PUBLISHED ON THE COLLEGE'S HOME PAGE ON A LINK ENTITLED BUSINESS ADMINISTRATION	TERM PROJECT OR FINAL EXAM	FACULTY MEMBERS IN THIS DISCIPLINE REVIEW A REPRESENTATIVE SAMPLE OF PROJECTS OR FINAL EXAMS AND DETERMINE WHETHER THE REQUIREMENTS OF THE RUBRIC HAVE BEEN ACCOMPLISHED.	THE ASSESSMENT PROGRAM IS IN THE PROCESS OF BEING REVISED. ACADEMIC YEAR 2008-2009 WILL BE USED TO GAIN EXPERIENCE WITH THE ASSESSMENT PROCEDURES. IMPLEMENTATION WILL BEGIN IN THE FALL, 2009 SEMESTER.	2004
MARKETING	YES	THEY ARE PUBLISHED ON THE COLLEGE'S HOME PAGE ON A LINK ENTITLED BUSINESS ADMINISTRATION	TERM PROJECT OR FINAL EXAM	FACULTY MEMBERS IN THIS DISCIPLINE REVIEW A REPRESENTATIVE SAMPLE OF PROJECTS OR FINAL EXAMS AND DETERMINE WHETHER THE REQUIREMENTS OF THE RUBRIC HAVE BEEN ACCOMPLISHED.	THE ASSESSMENT PROGRAM IS IN THE PROCESS OF BEING REVISED. ACADEMIC YEAR 2008-2009 WILL BE USED TO GAIN EXPERIENCE WITH THE ASSESSMENT PROCEDURES. IMPLEMENTATION WILL BEGIN IN THE FALL, 2009 SEMESTER.	2004



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OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
CHEMISTRY

	(1) Have formal learning outcomes been developed ?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent review (for general education and each degree program)
List each degree program:						
Chemical Technology Program	Yes	RI Board of Governors for Higher Education – http://www.ribghe.org/5attach1031408.pdf See pages 76 - 73	Other than GPA, the most telling program-wide assessment tool is our job placement record. Each year the Chemical Technology Program consistently places between 90 – 100% of its graduates who wish to seek employment. In point of fact, many of the ChemTec students become employed while they are matriculating through the ChemTec program. The last course, Chemical Technology IV, is the capstone experience for our students. This course includes a capstone activity that forces the student to apply all the skills that they have learned in the program. More specifically, the student is given an unknown substance at the beginning of the semester and the student has the entire semester to analyze the unknown and ultimately report its	Each year the Chemical Technology Coordinator submits an Annual Report to our national accrediting agency, the American Chemical Society (ACS). In this report our program standards are reviewed and compared o those of the ACS. Since the strong component of ACS/CTPAS approval of our program is curriculum alignment with industry standards, there needs to be evidence of ongoing, substantial communication between our chemical technology program and our industry and	As previously mentioned, the Chemical Technology Coordinator submits an Annual Report to our national accrediting agency, the American Chemical Society (ACS). In this report our program standards are reviewed and compared o those of the ACS. Since the strong component of ACS/CTPAS approval of our program is curriculum alignment with industry standards, there needs to be evidence of ongoing, substantial communication between our chemical technology program and our industry and community partners. Consequently, as part of our Annual Report, ACS requires that we submit	September 29, 2006: the chemical technology coordinator submitted the <i>ACS/CTPAS Five-Year Renewal Report</i> . A similar report is due in December 2010. August 28, 2007: the chemical technology coordinator submitted the <i>ACS/CTPAS Annual Report</i> . A

			<p>identity. As has already been mentioned, on an annual basis we compare our program standards to those of our national accrediting agency, the ACS.</p>	<p>community partners. Consequently, as part of our Annual Report, ACS requires that we submit minutes taken from our Advisory Committee Meeting. Furthermore, every five years the coordinator of the chemical technology program must complete and extensive self-study report as part of the Five Year Renewal Application.</p>	<p>minutes taken from our Advisory Committee Meeting. Furthermore, every five years the coordinator of the chemical technology program must complete and extensive self-study report as part of the Five Year Renewal Application. Furthermore, as a requisite part of our ACS Accreditation we conducted an extensive Gap Analysis between the skill set that the chemical process industry deemed to be important for the chemical technicians and that which the academic sector considered important. As a result of this Gap Analysis the Chemical Technology Curriculum was adjusted accordingly</p>	<p>similar report is due in September 2008.</p> <p>November 26, 2007: a <i>Program Outcomes Assessment Report</i> was submitted to RIOHE/RIBG HE</p>
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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
COMPUTER STUDIES**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
General Microcomputing	Yes	Published on the Computer Studies Department webpage at address http://www.ccri.edu/comp/learningoutcomes.shtml	Capstone Course to be developed	Faculty; Capstone course project and assessment methods under development Proposal being submitted to curriculum for approval	To be decided When the capstone course currently in development is implemented	May 2008
Networking	Yes	Published on the Computer Studies Department webpage at address http://www.ccri.edu/comp/learningoutcomes.shtml	Capstone Course	Faculty; Review projects using a rubric for evidence of program-level outcome achievement, make decisions regarding programmatic improvements Banner Program Evaluation Tool	Plan to use findings to make programmatic improvements such as modify the curriculum and add new material or courses to curriculum as needed	May 2008
Web Site Development	Yes	Published on the Computer Studies Department webpage at address http://www.ccri.edu/comp/learningoutcomes.shtml	Capstone Course	Faculty; Review projects using a rubric for evidence of program-level outcome	Plan to use findings to make programmatic improvements such as modify the	May 2008

				achievement, make decisions regarding programmatic improvements Banner Program Evaluation Tool	curriculum and add new material or courses to curriculum as needed	
Computer Science	Yes	Published on the Computer Studies Department webpage at address http://www.ccri.edu/comp/learningoutcomes.shtml	Capstone Course	Faculty; Review projects using a rubric for evidence of program-level outcome achievement, make decisions regarding programmatic improvements Banner Program Evaluation Tool	Plan to use findings to make programmatic improvements such as modify the curriculum and add new material or courses to curriculum as needed	May 2008
It Support Specialist	Yes	Published on the Computer Studies Department webpage at address http://www.ccri.edu/comp/learningoutcomes.shtml	Capstone course to be developed	Faculty; Capstone course project and assessment methods under development Proposal being submitted to curriculum for approval	To be decided When the capstone course currently in development is implemented	May 2008
Computer Programming	Yes	Published on the Computer Studies Department webpage at address http://www.ccri.edu/comp/learningoutcomes.shtml	Capstone Course	Faculty; Review projects using a rubric for evidence of program-level outcome achievement, make decisions regarding programmatic improvements Banner Program Evaluation Tool	Plan to use findings to make programmatic improvements such as modify the curriculum and add new material or courses to curriculum as needed	May 2008
Web Programming	Yes	Published on the Computer Studies Department webpage at address http://www.ccri.edu/comp/learningoutcomes.shtml	Capstone Course	Faculty; Review projects using a rubric for evidence of program-level outcome achievement, make decisions regarding programmatic improvements Banner Program Evaluation Tool	Plan to use findings to make programmatic improvements such as modify the curriculum and add new material or courses to curriculum as needed	May 2008



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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
CRIMINAL JUSTICE/LEGAL STUDIES**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
A.S. in Paralegal Studies Criminal Justice and Legal Studies Department	Yes	On department's website at www.ccri.edu/laws	Student Assessment Portfolio for students in major starting Fall 2008	Full time faculty who teach Legal Research & writing Course will be evaluating the portfolios	When implemented, the results of the evaluations will be shared with entire department for any corrective action	General education courses revised for fall 2008 semester; portfolio requirement added for new students
A.S. in Law Enforcement Criminal Justice & Legal Studies Department	Yes	On department's website at www.ccri.edu/laws	Capstone Course: Case Studies in Criminal Law for students in major starting Fall 2008	Full time faculty will be teaching the capstone course (first course to be offered in spring 2009)	Average grades in this course (which has five prerequisites) will be shared with entire department for corrective action	General education courses revised for fall 2008 semester, and new capstone course approved by Curriculum Committee in spring 2008 semester



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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
DENTAL HYGIENE PROGRAMS**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Dental Hygiene AAS	YES	Program Manual published annually	Capstone Patient in DHYG 2070	Program Director and Program Faculty	Evidence used for program change	Board of Governors Program Assessment Fall 2007
		Included in learning objectives for each course	Dental Hygiene National Board Examination	Reviewed annually in May	Passing grade in didactic courses raised to 75 from 70	CCRI Internal Assessment Spring 2008
			North East Regional Board Examination		Clinical competency modified	CODA of American Dental Association— Program Accreditation Fall 2004



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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
ENGINEERING**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Computer and Networking Technology	Yes	The department is planning to add the learning outcomes to the departments web site _Fall 2008	CISCO and Comp TIAA+ certification Final exam Class protects Presentations Feed back from Employers	The faculty of the Engineering and Technology department along with the Computer and Networking Advisory Board	This is a new degree as of 2006 /2007 and have no data / findings as of summer 2008 to make any changes or revisions to the program	Fall 2006 /2007
Computer Engineering Technology	A request has been submitted by the Engineering and Technology department to eliminate this degree program as of Summer -08	NA	NA	NA	NA	NA
Electronics Technology	No This program is currently under Academic Program Review for low graduation numbers all curriculum changes and revisions are scheduled to be presented to the curriculum committee	NA	NA	NA	NA	Summer 2008

	Fall -2008					
Land Surveying Technology	Yes	The department is planning to add the learning outcomes to the departments web site _Fall 2008	State of Rhode Island Professional Land Surveying Exam Final exam Class protects Presentations Feed back from Employers Feed back from Employers	The faculty of the Engineering and Technology department along with the Land Surveying Advisory Board	This is a new degree (Spring 2007) program and have not yet had a graduating class as of Summer -2008	May 2008
Mechanical Engineering Technology	Yes	The department is planning to add the learning outcomes to the departments web site _Fall 2008	Final exam Class protects Presentations Feed back from Employers Feed back from Employers	The faculty of the Engineering and Technology department along with the Mechanical Engineering Advisory Board	Changes have been made to course contend to reflect technology used in industry examples, changes made to two of the CAD courses and the introduction of 3-D solid molding software for three of the tool design courses in the degree program	Spring 2008
Engineering Transfer	Yes	The department is planning to add the learning outcomes to the departments web site _Fall 2008	According to the Dean of Engineering at the University of Rhode Island most of the Engineering Transfer students enter Uri's Engineering school as full Junior status Final exam Class protects Presentations	The faculty of CCRI's Engineering and Technology Department meets with the Uri's Dean of Engineering and faculty to review all course content and outcomes	Changes have been made to course contend to reflect modifications dictated by ABET accreditation the governing body for all the Engineering programs at URI	February 2007



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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
GENERAL EDUCATION**

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:	Yes. CCRI's Definition of an Educated Person outlines the General Education outcomes.	Print and online catalogs along with a statement advising students that these outcomes will be assessed periodically.	<ol style="list-style-type: none"> 1. Samples of student work (embedded assignments) to assess critical thinking 2. Graduate survey asked students to report on their progress toward general education goals. 3. Wabash testing 	<ol style="list-style-type: none"> 1. Team of faculty from seven disciplines read sample assignments and rated them with a rubric. 2. IR office processed surveys and created a report. 3. ACT will score and send data to us. 	1. Faculty is considering new ways to help students develop critical thinking skills, including finding new methods for explicitly teaching these skills in the classroom.	Scheduled to be reviewed in spring 2010.* *This program has not been previously reviewed because in the first cycle of Internal Quality Assessment, departments were reviewed instead of programs.



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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
GENERAL STUDIES**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
General Studies	Yes.	They are published on the CCRI web site.	A portfolio of projects - to be presented in a Capstone course – will address the four abilities outlined in CCRI’s Definition of an Educated Person: Effective Communication, Critical Thinking, Quantitative and Scientific Reasoning, and Social Interaction. Samples of work will be collected on an annual basis from students enrolled in this program to measure the degree to which students demonstrate the competencies outlined above. The Interdisciplinary Capstone Course will require students to address at least two of the foundation disciplines within the General Education Core Curriculum.	The portfolio will be reviewed by a team of department chairs from the General Studies disciplines.	Because the portfolio is being established, we don’t yet have evidence to base changes on. However, The College is exploring designing two specific items to prepare students to address the learning outcomes of the Program: <ul style="list-style-type: none"> • Establishing Learning Communities of incoming first year students • Developing a college-readiness/success course (Strategies for College and Career) based on the research of the first-year experience curriculum. 	Scheduled for 2010.* *This program has not been previously reviewed because in the first cycle of Internal Quality Assessment, departments were reviewed instead of programs.

OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
CCRI Department of Human Services

List each degree program:	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
A.A. Human Services: Child Development-Early Childhood Education	Yes	Department Files, BOG/OHE, and Department Website	1. Demonstration of Knowledge and Skills 2. Portfolio 3. Capstone Course	HMNS Faculty Members, Faculty Committee & Field Supervisors	Course and/or SLO modification	To be completed in 2009
A.A. Human Services: Social Work & Gerontology	Yes	Department Files, BOG/OHE, and Department Website	1. Demonstration of Knowledge and Skills 2. Portfolio 3. Capstone Course	HMNS Faculty Members, Faculty Committee & Field Supervisors	Course and/or SLO modification	To be completed in 2009
A.A. Human Services: Substance Abuse & Mental Health	Yes	Department Files, BOG/OHE, and Department Website	1. Demonstration of Knowledge and Skills 2. Portfolio 3. Capstone Course	HMNS Faculty Members, Faculty Committee & Field Supervisors	Course and/or SLO modification	To be completed in 2009
Certificate in Developmental Disabilities	Yes	Department Files, BOG/OHE, and Department Website	Demonstration of Knowledge and Skills	HMNS Faculty Members, Faculty Committee & Field Supervisors	Course and/or SLO modification	None (New Program)
Certificate in Early Childhood Education	Yes	Department Files, BOG/OHE, and Department Website	Demonstration of Knowledge and Skill	HMNS Faculty Members, Faculty Committee & Field Supervisors	Course and/or SLO modification	None (New Program)
Certificate in Social Services	Yes	Department Files, BOG/OHE, and Department Website	Demonstration of Knowledge and Skill	HMNS Faculty Members, Faculty Committee & Field Supervisors	Course and/or SLO modification	None (New program)



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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
LIBERAL ARTS - HISTORY**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Liberal Arts with a concentration in History	Yes.	Both concentration outcomes and course outcomes are listed on syllabi.	<p>The direct methods used include:</p> <p>Quizzes Exams Essays Book reviews Oral Presentations Research Papers</p> <p>Faculty are proposing a Research & Methods course for permanent inclusion in the curriculum.</p> <p>A plan to institute a capstone course is being considered for spring 2009.</p> <p>Indirect methods include:</p> <p>Student Performance Data is collected at the end of each course providing the percentage of students that passed each course, the</p>	Faculty meet to review and discuss the Student Performance Data every semester and to discuss possible adjustments or initiatives to improve student success.	<p>A tool is being created to assess students' perceptions of the level of their achievement of each outcome in each course as well as barriers to learning in each course.</p> <p>2. Create a tracking mechanism to determine graduation status and/or transfer status for students that declare History as their major.</p> <p>3. A tool is being created to assess the graduating or transferring students' perceptions concerning their level of achievement of program outcomes.</p> <p>4. The Department will review Student Performance Data for each course and will determine student barriers to learning that resulted in failure or</p>	All LIBA programs are scheduled for fall 2011 or spring 2012.* *This program has not been previously reviewed because

			<p>percentage of students that failed each course, and the percentage of students that did not complete the course. It also provides data relative to the student performance in each section of the course.</p> <p>Course Evaluations are being developed to include a rating scale that students use to rate how well they felt the course met each of the stated objectives. The students will also indicate barriers to their success. These evaluations will be completed at the end of each course.</p> <p>Graduate Data currently provided by the College does not provide data that is specific to this program. Plan to work with Institutional Research and Planning and/or IT to determine better data collection methods relative to graduation and transfer.</p> <p>A Student Survey of the Program Outcomes will be developed to determine the extent to which the outcomes were achieved.</p>		<p>withdrawal from the course.</p> <p>5. The faculty will determine if any program or institutional process can be changed to enhance student performance.</p>	<p>in the first cycle of Internal Quality Assessment, departments were reviewed instead of programs.</p>
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OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
MUSIC

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Associate in Fine Arts Music or Jazz Concentration	yes	<p>“Music Literacy Outcomes” in student handbook on Music Dept. website http://www.ccri.edu/music/word-docs/Music%20Literacy.doc</p>	<p>Recital/ensemble performance Theory 4 composition/performance Successful auditions for four-year schools like RIC and URI Successful auditions for community, professional and honors performing groups.</p>	<p>The full-time faculty and private teacher. Juried performance every semester of private study. Public performance in recitals and concerts. Musical organizations and their directors outside of the College, with whom our students perform or for whom they audition.</p>	<p>We added a course, Essentials of Rhythm We added a performance class in voice and plan to do so for instrumental students. We urged the private teachers to stress sight-reading in lessons. We are taking steps to promote applied lessons for more students from the first semester</p>	<p>We have just undergone a comprehensive assessment for accreditation by the National Association of Schools of Music. The site visit was in March, 2008. We are still completing the process.</p>



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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
NURSING and FIRE SCIENCE**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Nursing – Associate Degree	Yes	CCRI Nursing Department Website Course Syllabi Faculty and Student Policy Books	NCLEX-RN examination – the national licensure examination	Rhode Island Board of Nurse Registration and Nursing Education	<ol style="list-style-type: none"> 1. Change science prerequisite grades to “B” 2. Implement the TEAS test for admission 3. Implement Supplemental Instructors/ tutors 	June, 2007 – BOG 2003 - National League for Nursing Accrediting Commission
Nursing – Practical Nursing Diploma	Yes	CCRI Nursing Department Website Course Syllabi Faculty and Student Policy Books	NCLEX-PN examination – the national licensure examination	Rhode Island Board of Nurse Registration and Nursing Education	<ol style="list-style-type: none"> 1. Change science prerequisite grades to “B” 2. Implement the TEAS test for admission 3. Implement Supplemental Instructors/ tutors 	June, 2007 – BOG 2003 – National League for Nursing Accrediting Commission
Emergency Medical Technician	Yes	Class syllabi	EMT Licensure Examination – national and state licensure examination	Rhode Island Department of Health	To develop a review program for continuing licensure	None
Fire Science	Yes	Class syllabi	Feedback from Advisory Membership and employers	Satisfaction of Employers of the Fire Science Graduates as well as feedback from the graduates	Explore the feasibility of national accreditation	None



COMMUNITY COLLEGE
OF RHODE ISLAND

Vice President for Academic Affairs

**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
REHABILITATIVE HEALTH DEPARTMENT**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Occupational Therapy Assistant Program	Yes	<p>Program Outcomes are published in the Student Manual</p> <p>Course outcomes are listed on the syllabus for each course</p>	<p>Performance on the Fieldwork Evaluation form for OCTA 2030, the final fieldwork experience</p> <p>GPA for all courses required in the program</p> <p>Assessment data from Course outcomes on the Faculty and Course Evaluationin.</p> <p>Assessment of Program Outcomes on the Graduate surveys</p> <p>Program outcomes on the Employer Survey</p> <p>First-Time Pass Rate on the licensure examination</p>	<p>Program Director Faculty</p> <p>Areas of concern are identified through analysis of the data collected from the program assessment tools in the context of the thresholds for concern identified for each tool.</p>	<p>To improve student performance relative to program outcomes, the following processes were assessed as they impact student success:</p> <ul style="list-style-type: none"> *Institutional Policies *OTA Program Policies *Program Resources *Curriculum Development *Fieldwork Experience Program *Graduate Performance *Program Enrollment *Core, Adjunct, Supporting and Clinical Faculty <p>Preadmission requirements were</p>	<p>A Program Review is to be scheduled this summer</p>

					<p>revised in 2004 to include Accuplacer Testing for Reading Comprehension, Math, and English Composition.</p> <p>Content areas identified as being of concern were included in the Curriculum Development Plan for the respective courses. Faculty responsible for the courses were asked to review the content, the delivery of information, and the assessment of the outcomes/objectives.</p> <p>A new course, RHAB 1100: Foundational Kinesiology, was created to improve student performance in RHAB 1110.</p> <p>OCTA 1020 The format of this course was changed for the Fall 2007 semester including a new text.</p> <p>OCTA 1060 Program Director will explore options for expanding types of Level I experiences which may include more varied practice areas.</p> <p>The Health Science Division and Enrollment Services</p>	
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					Dept. developed the Performance-Based Admission Process to make the admission process competitive.	
Physical Therapist Assistant Program	Yes	<p>Program Outcomes are published in the Student Manual and in the Rehab health Dept. Website for the PTA Program.</p> <p>Course outcomes are listed on the syllabus for each course</p>	<p>Clinical Experiences are assessed using the Student Clinical Education Performance Evaluation. at the midpoint and at the end of each of the three student clinical experiences. Faculty and Course Evaluations include a rating scale that students use to rate how well they felt the course met each of the stated objectives. These evaluations are completed at the end of each course. Graduate Surveys identify the graduates perception of strengths and weaknesses in the curriculum relative to the program competencies (outcomes). The surveys are distributed 6 months following graduation. Employers of Graduates surveys are distributed to employers with the permission of the graduate. The employers are asked to identify strengths and weaknesses in the curriculum relative to</p>	<p>Program Director Faculty</p> <p>Areas of concern are identified through analysis of the data collected from the program assessment tools in the context of the thresholds for concern identified for each tool.</p>	<p>To improve student performance relative to program outcomes, the following processes were assessed as they impact student success:</p> <ul style="list-style-type: none"> *Institutional Policies *PTA Program Policies *Program Resources *Curriculum Development *Clinical Education Program *Graduate Performance *Admission Process *Program Enrollment *Core, Adjunct, Supporting and Clinical Faculty <p>The Open Enrollment Policy of the institution allowed for more accessibility to the program, it also allowed for a wide range of academic abilities for students in the program. The students would only need to complete the preadmission requirements. These were not in place when this class was accepted.</p> <p>Program</p>	A Program Review is to be scheduled this summer

			<p>the program competencies (outcomes). The surveys are distributed 6 months after graduation. The licensure examination first time pass rate is reported at six months following graduation.</p> <p>The Graduation Rate is tracked by the Program Director for each class at the end of each course.</p> <p>Employment rates of graduates for each class are determined through the Graduate Surveys.</p>		<p>Preadmission Requirements were revised in 2004 to include Accuplacer Testing for Reading Comprehension, Math, and English Composition</p> <p>Students that take the General Education courses multiple times to get a C or better are less successful in the program. there was not a policy to restrict the number of attempts for a course.</p> <p>When student are dismissed from the program for academic reasons, they are allowed reinstatement one time. The policy does not include any remediation to improve the chances for success.</p> <p>A new course, RHAB 1100: Foundational Kinesiology, was created to improve student performance in RHAB 1110.</p> <p>The Health Science Division and Enrollment Services Dept. developed the Performance-Based Admission Process to make the admission process competitive.</p> <p>Assessment of</p>	
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					<p>student performance and the retention rate will need to be assessed relative to the effect of the new preadmission requirements in 2008</p> <p>A new procedure for reinstatement to the program for students dismissed due to academic performance was developed to include faculty review to determine remedial activities needed for a more successful experience.</p>	
Therapeutic Massage Program	Yes	<p>Program Outcomes are published in the Student Manual</p> <p>Course outcomes are listed on the syllabus for each course</p>	<p>Fieldwork Experiences are assessed, using the Student Fieldwork Education Performance Evaluation. at the midpoint and at the end of each student clinical experience.</p> <p>Indirect Programatic Assessment methods include:</p> <p>Faculty and Course Evaluations include a rating scale that students use to rate how well they felt the course met each of the stated objectives. These evaluations are completed at the end of each course.</p> <p>Graduate Surveys identify the graduates</p>	<p>Program Director Faculty</p> <p>Areas of concern are identified through analysis of the data collected from the program assessment tools in the context of the thresholds for concern identified for each tool.</p>	<p>The fieldwork section of the curriculum will be assessed to determine if the number of hands-on contact hours required can be reduced and additional course work added to bring the students more in line with COMTA guidelines. This was done through the Curriculum Review Committee meeting Fall 2007.</p> <p>A new course, RHAB 1100: Foundational Kinesiology, was created to improve student performance in RHAB 1110.</p> <p>The Health Science Division and Enrollment Services</p>	A Program Review is to be scheduled this summer

			<p>perception of strengths and weaknesses in the curriculum relative to the program competencies (outcomes). The surveys are distributed 6 months following graduation.</p> <p>Employers of Graduates surveys are distributed to employers with the permission of the graduate. The employers are asked to identify strengths and weaknesses in the curriculum relative to the program competencies (outcomes). The surveys are distributed 6 months after graduation.</p> <p>The licensure examination first time pass rate is reported at six months following graduation.</p> <p>The Graduation Rate is tracked by the Program Director for each class annually.</p> <p>Employment rates of graduates for each class are determined through the Graduate Surveys.</p>		<p>Dept. developed the Performance-Based Admission Process to make the admission process competitive.</p> <p>A new procedure for reinstatement to the program for students dismissed due to academic performance was developed to include faculty review to determine remedial activities needed for a more successful experience.</p>	
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COMMUNITY COLLEGE
OF RHODE ISLAND

Vice President for Academic Affairs

**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
SCIENCE TRACK A – SCIENCE TRACK B**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Associate in Science- Science, Track “A” and “B”	Yes, formal outcomes have been developed which are common to both tracks.	Unknown	Capstone Course has been proposed	A group of faculty representatives from Biology, Chemistry and Physics	No, the capstone course was recently adopted in spring 2008.	Spring 2011
Associate in Applied Science in Technical Studies, Employer Designed and Individual Designed	Yes, formal outcomes have been developed which are common to both tracks.	Unknown	Portfolio Review, Student Survey, Employer Survey	A group of faculty from the Department of Engineering and Technology, the Dean of Business, Science and Technology and a representative from Lifelong Learning.	Student and Employer Surveys have resulted in changes to program as a result of the data collected and face-to-face meeting between CCRI and Employers.	Spring 2011

WOODBERRY

Student Achievement and Success Forms

Student Success E-Series

E1- Inventory

Part B - An inventory of specialized accreditation



COMMUNITY COLLEGE
OF RHODE ISLAND
Vice President for Academic Affairs

**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
ALLIED HEALTH - CLINICAL LABORATORY**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of 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
Clinical Laboratory Technology NAACLS National Accrediting Agency for Clinical Laboratory Sciences	April 2008 Certificate of continuing accreditation	The program accredited for 7 years	-Certification exam pass rates -Employer surveys -graduate surveys	November 2014 site visit (annual report submitted in the interim)
Histotechnician NAACLS National Accrediting Agency for Clinical Laboratory Sciences	April 2008 Certificate of initial accreditation	The program initially accredited for the maximum of 5 years	-Certification exam pass rates -Employer surveys -graduate surveys	November 2012 site visit (annual report submitted in the interim)



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**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
ALLIED HEALTH – DIAGNOSTIC MEDICAL SONOGRAPHY**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of 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
Diagnostic Medical Sonography Program CAAHEP and JRC-DMS	May 16, 2008	1. Course content, anatomy and safety issues. 2. Coordination of coursework with clinical rotations. 3. Certifications for clinical supervisors.	1. Benchmark of pass rate at 80% successful completion of ARDMS (American Registry of Diagnostic Medical Sonography) National Exam. 2. Job placement rate. 3. Employer satisfaction. 4. Student satisfaction.	May 2013 Self-Study and Site Visit



COMMUNITY COLLEGE
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**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
ALLIED HEALTH - RADIOGRAPHY**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of 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
Radiography Program	8 years 9/2000	<ul style="list-style-type: none">▪ Program funding▪ Program staffing	National exam pass rates	Site visit Sept. 25-26, 2008
Joint Review Committee on Education in Radiologic Technology		<ul style="list-style-type: none">▪ Facilities▪ Policies (equity compliance)	Employment rates Attrition rates	



COMMUNITY COLLEGE
OF RHODE ISLAND
Vice President for Academic Affairs

**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
ALLIED HEALTH - RESPIRATORY THERAPY**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of 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>Respiratory Therapy Program Accrediting Agency: CAAHEP – (Commission on Accreditation of Health Education programs) http://www.caahep.org/ Accreditation as Respiratory Therapist Program (advanced)</p> <p>Upon recommendation by CoARC (Committee on Accreditation for Respiratory Care) http://coarc.com/</p>	<p>Accreditation Site visit (by CoARC) 6/23/1998 Accreditation certificate (by CAAHEP) 1/29/1999</p>	<ul style="list-style-type: none"> • Annually 50% graduate participation in advanced level examination (WRRT) is a required outcome in the past the program had trouble meeting this outcome, although pass rates of those attempting were acceptable. The program has been required since 2005 to administer and document the Comprehensive Written Registry Examination (WRE) Self-Assessment Examination to show outcomes at the Advanced Level. • From Nov 27 1998 CoARC notification to President Liston: Action requested on Essential VI – Program Evaluation - program to submit 1998 Report of Current Status (annual Report) – due date April 15, 1999 - to document latest outcomes – to include results of all NBRC Exam results, analysis and action plans. This was completed and is also done annually. 	<p>a. For Accreditation: Annual “Report of Current Status” -Program must meet “thresholds of success” criteria each learning domain (didactic, psychomotor, and affective) http://www.coarc.com/thresholds.htm including:</p> <ul style="list-style-type: none"> • CRT credentialing success • RRT credentialing success • Comprehensive Written RRT SAE • Retention/Attrition • Positive Job Placement • Graduate Survey (success for each learning domain) • Graduate Survey (participation rate) • Employer Survey (success for each learning domain) • Employer Survey (participation rate) <p>Results are evaluated in 3-yr averages.</p> <p>b. Credentialing: Participation and pass rates on NBRC (National Board for Respiratory Care) examinations.</p> <ul style="list-style-type: none"> • NBRC entry-level exam (CRT) is required to obtain for state license as RCP • NBRC Written Registry Exam (participation and pass rates) - required for advanced respiratory therapy program 	<p>Self Study submitted 7/2008 to CoARC Site Visit pending Nov 17-18, 2008</p>



COMMUNITY COLLEGE
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**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
BUSINESS**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of 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
Association of Collegiate Business Schools and Programs (ACBSP)	The Department of Business Administration's degree programs were reaffirmed for accreditation by the ACBSP in June, 2005 for a ten-year period.	The ACBSP has over 25 standards that are required to be met for a department to be accredited. The standards are organized into eight categories including: Conditions for accreditation, faculty characteristics, curriculum, student assessment, adequate resources, business industry, educational innovation, and articulation.	The Department Submits a Quality Assurance Report (QAR) to the ACBSP every two years.	The next QAR is due in June, 2009.



COMMUNITY COLLEGE
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**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
CHEMISTRY**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of 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
The Chemical Technology Program at CCRI is Approved by The American Chemical Society	The last Annual Report was submitted September 1, 2007	I. PROGRAM MISSION AND GOALS A. Describe any changes or modifications made over the past year to the specific <u>Mission</u> and <u>Goals</u> of the chemistry-based technician program for which CTPAS Approval has been given. B. Identify the methods and the tools used to assess both current student and post-graduate student performance and describe how these methods/tools relate to program goals. If possible, provide evidence that the curriculum has been modified to better prepare the students for achieving the program goals. II. STUDENT RECRUITMENT, RETENTION, AND PLACEMENT A. Indicate program head count enrollment and graduates for the last academic year below. Indicate the number of full-time (>12 cr.)_____, part-time_____, and the number of graduates_____. B. With regard to placement of graduates on	Job Placement in the chemical process or biotechnical industry is a key performance indicator for our Chemical Technology Program.	The next annual report is due September 1, 2008

		<p>average over the past year, please provide the following information:</p> <ol style="list-style-type: none"> 1. Number of graduates entering the workforce in the field of study within 3 months after graduation. _____ 2. Average annual starting salary of graduates. _____ 3. Number of graduates continuing their education full-time. _____ <p>C. Please provide any departmental/program plans developed during the past year for student recruitment.</p> <p>III. ALLIANCE ACTIVITIES Attach a detailed list of all Alliance/Advisory Board members together with their titles and affiliation. Include copies of any minutes or communications involving your Alliance/Advisory Board covering the past year.</p> <p>IV. DEVELOPMENT PLAN Report on the progress over this past year on accomplishing goals of the program.</p> <p>If there is a current Development Plan (Institutional Effectiveness Plan, Strategic Plan, or Assessment Plan) operative in your program, please include a copy with this report.</p> <p>V. OTHER SIGNIFICANT ISSUES If there were significant changes in any of the following areas over the past year, please briefly describe the change and the impetus for the change.</p> <ol style="list-style-type: none"> 1. Changes to the required curriculum 2. Changes in the faculty or staff 3. Changes to the facilities/equipment available to the program 4. Changes in financial support for the program 5. Changes in the continuing education programs provided through your program 		
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COMMUNITY COLLEGE
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**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION – DENTAL HEALTH
DENTAL HYGIENE PROGRAM AND DENTAL ASSISTING PROGRAM**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of key issues for <u>continuing</u> 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
American Dental Association		Updated sterilization area in dental assisting/ materials lab		
Commission on Dental Accreditation	Fall 2004	Designated private/confidential area for mounting/grading of patient radiographs	Dental Hygiene National Board Dental Hygiene Examination	Fall 2011
		Maintenance of library resources	Northeast Regional Board Patient Treatment Clinical Examination (PTCE) and Computer	
		Adequate support staff	Simulated Clinical Examination (SCE)	
		Adequate budget	Dental Assisting National Board	
		Adherence to student ratios in laboratories and clinic Available professional development money and release time for clinical experience for faculty		
		Updated technology for faculty/staff		



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**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
NURSING**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of 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
National League for Nursing Accrediting Commission, Inc	Fall, 2003	Standard V. Resources: Fill open full-time faculty positions	NCLEX-PN pass rates NCLEX-RN pass rates Graduation rate	Fall, 2011 (visit)



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**OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
NURSING and FIRE SCIENCE**

	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) 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)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
List each degree program:						
Nursing – Associate Degree	Yes	CCRI Nursing Department Website Course Syllabi Faculty and Student Policy Books	NCLEX-RN examination – the national licensure examination	Rhode Island Board of Nurse Registration and Nursing Education	<ol style="list-style-type: none"> 1. Change science prerequisite grades to “B” 2. Implement the TEAS test for admission 3. Implement Supplemental Instructors/ tutors 	June, 2007 – BOG 2003 - National League for Nursing Accrediting Commission
Nursing – Practical Nursing Diploma	Yes	CCRI Nursing Department Website Course Syllabi Faculty and Student Policy Books	NCLEX-PN examination – the national licensure examination	Rhode Island Board of Nurse Registration and Nursing Education	<ol style="list-style-type: none"> 1. Change science prerequisite grades to “B” 2. Implement the TEAS test for admission 3. Implement Supplemental Instructors/ tutors 	June, 2007 – BOG 2003 – National League for Nursing Accrediting Commission
Emergency Medical Technician	Yes	Class syllabi	EMT Licensure Examination – national and state licensure examination	Rhode Island Department of Health	To develop a review program for continuing licensure	None
Fire Science	Yes	Class syllabi	Feedback from Advisory Membership and employers	Satisfaction of Employers of the Fire Science Graduates as well as feedback from the graduates	Explore the feasibility of national accreditation	None



COMMUNITY COLLEGE
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Vice President for Academic Affairs

**OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION
REHABILITATIVE HEALTH DEPARTMENT**

(1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (bullet points) of 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
Physical Therapist Assistant Program: Commission on Accreditation of Physical Therapy Education (CAPTE)	October 24, 2007	<ol style="list-style-type: none"> 1. Provide evidence of how the grade on practical exams is determined that ensures that a student cannot receive a passing grade if a safety element is not met. 2. Provide evidence that the rights and privileges of clinical faculty are documented and describe how clinical faculty are made aware of their rights. 3. Provide evidence of the implementation of the Health Science Performance Based Application Process and include documents where this process is communicated to students. 4. Provide evidence that all technical and general education requirements can be completed in 5 full-time semesters. 5. Provide evidence of documentation and communication of the grading process for clinical education courses. 6. Insure that course syllabi include key course objectives as stated in the CAPTE criteria. 	<p>Licensure Exam Pass Rate 80%</p> <p>Program Graduation Rate 68%</p> <p>Employment Rate of Graduates 80%</p>	<p>Biennial Report December 2008</p> <p>Self Study and site visit 2017</p>
Occupational Therapy Assistant Program: Accreditation Council for Occupational Therapy Education (ACOTE)	10 year accreditation received in 2003	<ul style="list-style-type: none"> • Expand Level I fieldwork opportunities • Develop policy for faculty re: awareness and adherence to professional code of ethics • Adequate clerical staff for the program • Document expertise in pediatric and psychosocial 	<p>For 3 yr period, total numbers and percentage of:</p> <ul style="list-style-type: none"> • Graduates/class • First-time test 	2013 Self Study Report

		<p>areas of teaching</p> <ul style="list-style-type: none"> • Professional development plan related to teaching effectiveness of program director • Criteria for selection of sites relative to curriculum design & communication to fieldwork educators re: curriculum • Student outcome data be available to the public 	<p>takers of the national certification examination/classes</p> <ul style="list-style-type: none"> • First time test takers/class who passed the national certification examination 	
<p>Therapeutic Massage Program: Commission on Massage Therapy Education (COMTE)</p>	<p>2005</p>	<ol style="list-style-type: none"> 1. Standard 2.6 – Massage therapy program to include a clinic or fieldwork experiential component. 2. Standard 2.6.1 – Hours do not exceed 150 hours of the required 600-hr. program. All hours are supervised by a qualified faculty member. 3. Standard 4.1 – Faculty members are academically and professionally qualified. 4. Standard 4.2 – Official transcripts, diplomas or other documents provide by educational institutions certifying completion or training are on file for all instructors. 5. Standard 4.3 – school provides instructors with orientation to their instructional responsibilities and with written job description that is clear and accurate. 6. Standard 5.4 – Institution employ recruitment practices, which are ethical and accurate, and are in compliance with all COMTA policies governing advertising and recruitment. Institutions are responsible for the statements made by recruiters to prospective students, and ensure that only accurate information is provided and that ethical practices are followed. 7. Standard 5.4.6 – Schools or their agents do not promise prospective students that program completion will guarantee employment, licensure or certification. 8. Standard 7.1 & 7.2 – The institution is involved in as ongoing process of assessing its effectiveness in meeting its mission and objectives, which includes collecting assessment data from a variety of sources, analyzing the collected data, using the results of the analysis for planning and implementing changes for improvement as necessary. 	<p>85% pass rate</p> <p>78% completion rate</p>	<p>March 1, 2009 Annual Review</p> <p>July, 2009 Self Study Report</p>

Introduction

Intro-A

Results of President Di Pasquale's survey (May 11, 2006)

Intro-B

CCRI Fall Enrollment from 1976 to 2007

Graph of CCRI Enrollment History from 1980-2008

Intro-C

Measurement Process: Strategic Planning Peer Group (9/25/08)

Intro-D

*List of colleges and universities consulted when designing CCRI's
Governance Process*

Intro-E

List of Founding Principles used to create Governance Process

Intro-F

Student Ratings of Instruction (Faculty Course Evaluation Form)

Community College of Rhode Island President's Survey (Web Based)

N = 217

Responses by Group:

Group	Number	Percent
Faculty	113	52.1%
Professional	43	19.8%
Support Staff	28	12.9%
Administration	23	10.6%
<u>Not Reported</u>	<u>10</u>	<u>4.6%</u>
Total	217	100.0%



**Question: Average Number of Years Employed at CCRI:
15.4 Years**

Question: May I Contact You?

Group	Response			Total
	No	Yes	No	
Faculty -	3	89	21	113
Professional	3	35	5	43
Support Staff	3	22	3	28
Administration	0	21	2	23
Not Reported	0	5	5	10
Total	9	172	36	217
	4.1%	79.3%	16.6%	100.0%

Row Percents

Group	Response			Total
	No	Yes	No	
Faculty	2.7%	78.8%	18.6%	100.0%
Professional	7.0%	81.4%	11.6%	100.0%
Support Staff	10.7%	78.6%	10.7%	100.0%
Administration	0.0%	91.3%	8.7%	100.0%
Not Reported	0.0%	50.0%	50.0%	100.0%

Question: List in order of importance, the three primary factors about CCRI that contribute to the college's reputation for excellence.

Primary Factor One --

Grouping the responses into "common phrases:"

	Number	Percent
1. Dedicated/Excellent/Caring Faculty & Staff	73	34.9%
2. Academic Quality	25	12.0%
3. Affordability	19	9.1%
4. Accessibility	13	6.2%
5. Commitment to Students/Student Centered	10	4.8%
6. Success of Graduates	7	3.3%
	147	70.3%

Note: 217 completed the survey including 8 "no response" to question 1-1(209 actual responses)

Primary Factor Two --

Grouping the responses into "common phrases:"

	Number	Percent
1. Dedicated/Excellent/Caring Faculty & Staff	39	19.3%
2. Accessibility	31	15.3%
3. Programs & Services AvailableNariety	21	10.4%
4. Academic Quality	14	6.9%
5. Affordability	13	6.4%
6. Advancement in/Applications of Technology	9	4.5%
	127	62.9%

Note: 217 completed the survey including 15 no response" to question 1-2(202 actual responses)

Primary Factor Three ----

Grouping the responses into "common phrases:"

	Number	Percent
1. Dedicated/Excellent/Caring Faculty & Staff	33	17.0%
2. Programs & Services AvailableNariety	22	11.3%
3. Accessibility	20	10.3%
4. Community Commitment/Service to Community	19	9.8%
5. Affordability	17	8.8%
6. Transferability	9	4.6%
7. Success of Graduates	9	4.6%
	129	66.5%

Note: 217 completed the survey including 23 no response" to question 1-3(194 actual responses)

Question: List in order of importance, the three areas most in need of improvement within the institution.

In Need of Improvement: Highest (First) --
Grouping the responses into "common phrases:"

	Number	Percent
1. Improve Communications	28	13.3□
2. Restore Relationships/Improve Morale/Build Trust	26	12.3□
3. Customer Service & Easier Registration	19	9.0□
4. Increase/Improve Faculty Support & Hiring	17	8.1□
5. Improve Enrollment Services & Increase Staff & Training	12	5.7□
6. Increase Advising & Counseling Staff & Training	11	5.2□
7. Improve College Appearance	11	5.2□
8. Respect/Teamwork/Collegial Environment	6	2.8%
	130	61.6□

Note: 217 completed the survey including 6 "no response" to question 3-1(211 actual responses)

In Need of Improvement: (Second) ----
Grouping the responses into "common phrases:"

	Number	Percent
1. Improve Communications	25	12.1□
2. Academic Quality/Decisions/Standards	15	7.2□
3. Restore Relationships/Improve Morale/Build Trust	11	5.3□
4. Hire Full Time Faculty & Staff	10	4.8%
5. Improve College Appearance	9	4.3□
6. Improve Physical Plant: Air, Heat, Space, etc.	8	3.9□
7. Increase Funding/Budget	7	3.4□
8. Community/Media/Public Image & Relations	5	2.4%
9. Improve Enrollment Services & Increase Staff & Training	5	2.4%
	95	45.9□

Note: 217 completed the survey including 10 "no response" to question 3-2(207 actual responses)

In Need of Improvement: (Third) ----
Grouping the responses into "common phrases:"

	Number	Percent
1. Improve College Appearance	14	7.7□
2. Academic Quality/Decisions/Standards	14	7.7□
3. Hire Full Time Faculty & Staff	10	5.5□
4. Improve Communications	9	4.9□
5. Restore Relationships/Improve Morale/Build Trust	10	5.5□
6. Improve Physical Plant: Air, Heat, Space, etc.	8	4.4%
7. Increase Recognition & Respect	7	3.8□
8. Increase Funding	6	3.3□
9. Increase Collaboration, Coordination & Consistency	6	3.3□
10. Advising & Counseling Training & Support	4	2.2%
	88	48.1□

Note: 217 completed the survey including 34 (16□) "no response" to question 3-3(183 actual responses)

Question: If you were the new president, what would be your top three priorities for the year ahead?

Top Priority (First) --

Grouping the responses into "common phrases:"

	Number	Percent
1. Restore Relationships/Improve Morale/Build Trust	28	13.5%
2. Improve Communications	23	11.1%
3. Reassess Staffing, Management & Budget	14	6.8%
4. Hire Full Time Faculty & Staff	11	5.3%
5. Promote Student Success & Evaluate	11	5.3%
6. Be Visible & Listen	10	4.8%
7. Review Enrollment Services Policies	10	4.8%
8. Address NEASC Accreditation Issues	9	4.3%
9. Work Together	9	4.3%
10. Strengthen CCRI's Reputation/Image	9	4.3%
11. Budget/Increase Funding	8	3.9%
12. Increase/Improve Faculty Support & Hiring	7	3.4%
	149	72.0%

Note: 217 completed the survey including 10 "no response" to question 4-1(207 actual responses)

Second Top Priority --

Grouping the responses into "common phrases:"

	Number	Percent
1. Restore Relationships/Improve Morale/Build Trust	19	9.3%
2. Improve Communications	15	7.4%
3. Be Visible & Listen	11	5.4%
4. Recruitment, Support, Retention & Graduation Issues	11	5.4%
5. Review Programs/Standards/Maintain Scholarly Environment	10	4.9%
6. Strengthen Community Support/Awareness & Public Relations	8	3.9%
7. Replace Ineffective Administrators	7	3.4%
8. Improve College Appearance	7	3.4%
9. Review Policies/Procedures & Positions	7	3.4%
10. Budget/Fiscal Review	6	2.9%
11. Establish a Governance Structure	5	2.5%
12. Work Together	5	2.5%
	111	54.4%

Note: 217 completed the survey including 13 "no response" to question 4-2(204 actual responses)

Third Top Priority --

Grouping the responses into "common phrases:"

	Number	Percent
1. Be Visible & Listen	20	10.9%
2. Increase Funding/Budget	17	9.2%
3. Restore Relationships/Improve Morale/Build Trust	11	6.0%
4. Review Programs/Standards/Maintain Scholarly Environment	10	5.4%
5. Strengthen Community Support/Awareness & Public Relations	8	4.3%
6. Review Enrollment Services Policies	7	3.8%
7. Improve College Appearance	6	3.3%
8. Work Together	5	2.7%
9. Review Policies/Procedures & Positions	5	2.7%
10. Review/Evaluate Administrative Staff	5	2.7%
	74	40.2%

Note: 217 completed the survey including 33 (15%) "no response"

to question 4-3(184 actual responses)

Question: What are the major obstacles standing in the way of future progress at CCRI?

(Note: 210 respondents and from 1 to 4 responses were tabulated for each. 85 provided a "2nd obstacle," 40 a "3rd obstacle," and 5 a "4th obstacle.")

Top 20 Response Groupings ----

	<u>Number</u>	<u>Percent</u>
Inadequate Funding	60	139.5□
Lack of Leadership/Ineffective Administrators	29	67.4□
Negative Attitudes/Low Morale	27	62.8□
Need More Full Time Faculty/Staff	15	34.9□
Resistance to Change	15	34.9□
Lack of Trust/Respect	13	30.2□
Lack of Commitment/Accountability	12	27.9□
Increased Student Needs Requires More Support	12	27.9□
Lack of Teamwork/Collegial Environment	11	25.6□
Lack of Communications	9	20.9□
Poliltics	6	14.0□
Program Reviews/New Programs	6	14.0□
Salary Increases	6	14.0□
Community/Public Support/Public Perception	6	14.0□
Lack of Resources	5	11.6□
Old Regime	5	11.6□
Restore Relationships	5	11.6□
Vision, Goals & Mission Lost	5	11.6□
College Appearance	5	11.6□
	<hr/> 252	<hr/> 586.0□

Question: What is a particular "point of pride" you have about CCRI or your work here?

Below is a sampling of the responses.

I like to think that I'm an excellent teacher. I try very hard to reach my students and offer interesting classes to them.

Changing lives for the better for the last 38 years.

I really love working with people who are trying to move up. Perhaps they did not do well in High School or waited until kids grew up to go back to school. I love working with them.

We provide an excellent basic nursing education; I often hear that we provide the most clinically skilled nurses who are ready to assume the role of registered nurse.

It is the place that students come to CHANGE THEIR LIVES.

I am a graduate of this college which has provided me with the tools needed to pursue a master's degree in education.

The success that students have in the workplace and on transfer to other colleges shows that we have prepared them well.

I have enormous respect for our students who jump through a myriad of fiery hoops to obtain an education.

In my department we take particular pride in seeing a student enter at the Elementary Algebra level and work his/her way up to the more advanced courses. Perhaps more than anything else, such situations give us a feeling of accomplishment.

I find the teaching very challenging and rewarding, because we are given such a rich tapestry of students to work with.

It is a pleasure to see the students grow in maturity and knowledge, wisdom and professional competence, going on from here to successful careers in many fields, and knowing I influenced that.

Recently a student said to me "I wish I could talk to my mother like I can talk to you". Makes it all worthwhile - to help a student - to make a difference to someone.

There are few places I can go in the state of RI where I do not encounter one of my own students from past semesters, or -a student who has attended CCRI and studied History. They typically have high praise for the faculty and the Department!

I am very proud of the support CCRI has had for students with disabilities, low income and 1st generation students in the past couple years. Deaf students specifically have had more support and improved access over the last few years. We have seen more success stories with retention and graduation rates among this population.

We are able to make a REAL impact on our students. As faculty members we are helping prevent the wasting of human talent by giving students the opportunity to discover their own potential.

I have the best job in the world, which is why after 30 plus years I have no thoughts of retiring. I get to share what I know with students preparing to be educators. During the time they are here, both in coursework and in field placements, I watch them grow. I know each one of them, some better than others and am honored and proud to be part of their lives.

I believe this institution offers an opportunity to underserved adults to acquire skills and knowledge to allow them to progress economically and enrich themselves culturally.

Our students. Fm very proud of how they carry family, work and full time study responsibilities, all in a successful quest to better themselves and their families.

I love working with students who are making a committed effort to improve their quality of life through higher education. Most of our students are balancing work, family, and school responsibilities. They CHOOSE to be here. It is our responsibility to make their education worth something - not just a piece of paper - but acquisition of knowledge, accomplishment, self-satisfaction, and self-worth.

My students get good paying jobs so they are able to leave here and build a family and a good living in Rhode Island with a degree, a certificate or just courses.

The positive way that we have changed the lives of many of our students. Also, I am very proud of the work done by my department (mathematics). They are an energetic group, interested in helping students get ahead, yet trying our best to maintain the standards that will ensure their success in future courses or programs.

**Community College of Rhode Island
Office of Institutional Research and Planning
FALL ENROLLMENT FROM 1976 TO 2007**

FALL	HEADCOUNT	□ HC DIFF.	FTE	□ FTE DIFF.
1976	8,993		5,972	
1977	10,317	14.7□	6,900	15.5□
1978	10,340	0.2%	6,700	-2.9□
1979	11,158	7.9□	7,017	4.7□
1980	11,777	5.5□	7,496	6.8%
1981	11,721	-0.5□	7,486	-0.1□
1982	12,149	3.7□	7,516	0.4%
1983	12,602	3.7□	7,344	-2.3□
1984	12,317	-2.3□	6,691	-8.9□
1985	12,617	2.4%	6,892	3.0□
1986	13,096	3.8□	6,970	1.1□
1987	13,107	0.1□	6,996	0.4%
1988	14,718	12.3□	7,490	7.1□
1989	15,400	4.6%	7,806	4.2%
1990	16,623	7.9□	8,810	12.9□
1991	17,331	4.3□	9,486	7.7□
1992	17,986	3.8□	9,799	3.3□
1993	16,399	-8.8□	8,830	-9.9□
1994	16,001	-2.4□	8,627	-2.3□
1995	15,889	-0.7□	8,606	-0.2□
1996	15,236	-4.1□	8,489	-1.4□
1997	15,220	-0.1□	8,548	0.7□
1998	15,366	1.0□	8,648	1.2□
1999	15,610	1.6□	8,771	1.4□
2000	15,583	-0.2□	8,866	1.1□
2001	16,223	4.1□	9,401	6.0%
2002	15,929	-1.8□	9,358	-0.5□
2003	16,223	1.8□	9,715	3.8□
2004	16,293	0.4%	9,816	1.0□
2005	16,042	-1.5□	9,698	-1.2□
2006	16,373	2.1□	10,114	4.3□
2007	16,811	2.7□	10,535	4.2%

September 25, 2007

SOURCE: IPEDS Fall Enrollment Reports and Bursar's Office Reports for FTE prior to 1983

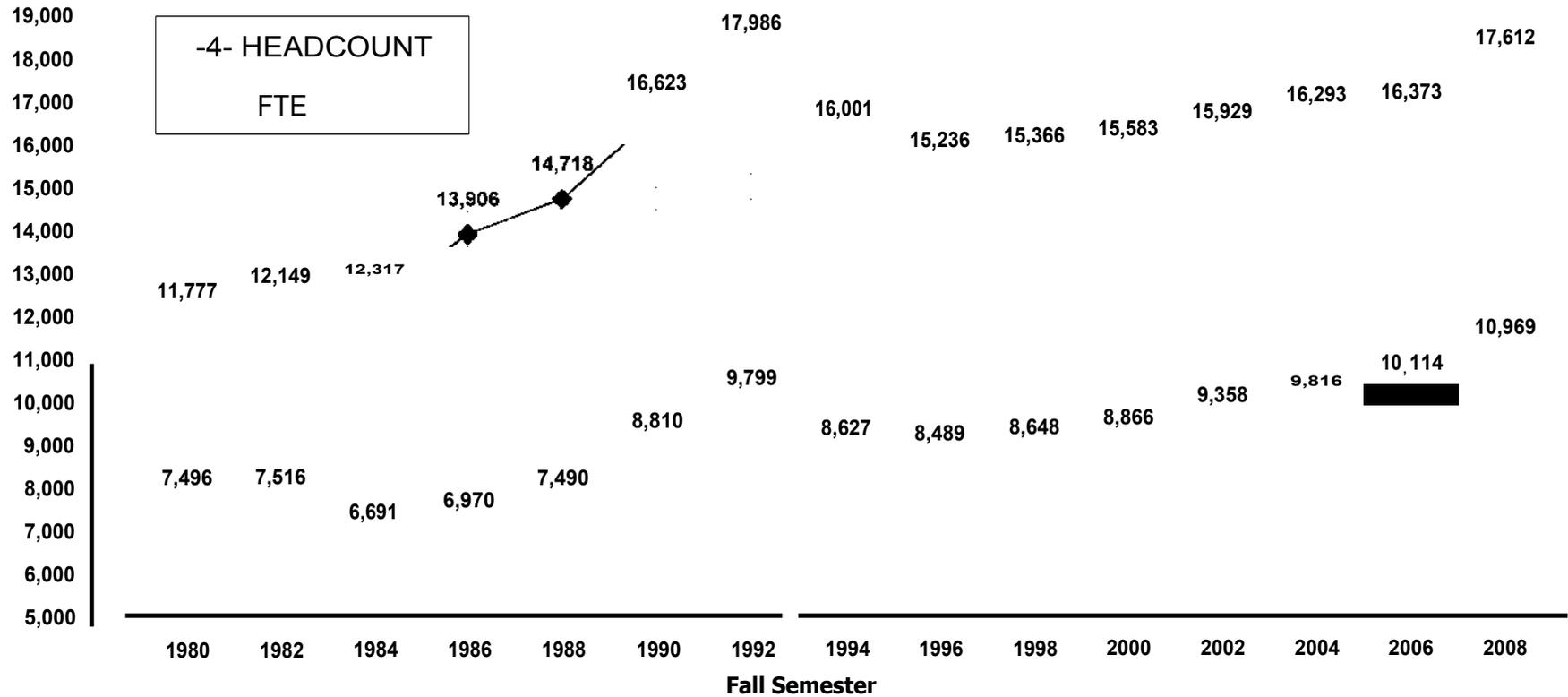
This report is located on the Institutional Research and Planning web page:

<http://www.ccri.edu/irp1/2007/fall-enrollment-197620-2006.shtml>

[S:Institutional](#) Research - New□History□EnrollmentWall and Spring Headcount History.xls

**Community College of Rhode Island
Office of Institutional Research & Planning**

Students



Updated: September 23, 2008

This chart is located on the Institutional Research and Planning web site: <http://www.ccri.edu/irpl>

Measurement Process
Strategic Planning Peer Group
 09/25/08

Attachment D

	4		10	11	12	12A	13	14	15	16	17	18	19	20	28	30		
Ait NIPS COLLEGE	No. of Sites	Fall 2007 Full-Time UGs	Fall 2007 Part-Time UGs	Fall 2007 Total HC Enroll.	FTE Cats. based on Fall 2007 Enroll. (Full Enr. + Part Enr. Div. By 3)	FIE Caic. for P(2006-2007 (12 month cr. hour activity/30)	Min. Percentage Pete from College Navigator 7108)	Full-time Ret. Rate Fall 2007	Part-time Ret. Rate Fall 2007	12 Month Undup. Cretin Head Count 2006-07	2006-07 12 Month Instruct Activity Credit Hours	06-07 CUPA Survey Faculty Coll. Barg. and Web Sites	Total Revenue and other Additions (2006-2007)	Total Operating Expenses (2006-2007)	Cost of Instruction 2006-2007	WEDS Cohort 2004 Transfer Out Rate In 2007-08	2004 Rate Full Time Graduated within 150% or Normal Time in 2007-08	Compl. Rate (Trf + Grad)
Comparable Peers																		
Bergen	1	7,990	7,067	15,057	10,346	9,442	40%	64%	53%	20,769	283,271	FIT Only	99,427,613	85,900,146	37,515,338	16.5%	10.7%	27.2%
Sinclair	1	7,341	11,350	18,691	11,124	12,158	20%	53%	41%	29,805	547,106	No	137,138,180	141,264,690	62,171,514	16.5%	8.7%	25.2%
Allegheny	4	7,407	11,118	18,525	11,113	12,814	17%	56%	35%	28,309	384,426	FIT Only	123,235,847	115,682,192	44,534,451	16.9%	7.7%	24.6%
Baltimore	3	6,660	12,766	19,426	10,915	11,763	37%	59%	42%	27,817	352,896	No	159,779,951	153,587,107	63,775,426	12.7%	8.9%	21.6%
Philadelphia	1	5,658	11,676	17,334	9,550	13,570	57%	49%	40%	26,173	407,100	All	126,010,350	117,539,198	48,457,156	20.3%	6.7%	27.0%
Camden	3	7,292	7,449	14,741	9,775	10,211	35%	63%	44%	22,446	306,342		94,057,252	84,775,679	24,250,195	14.9%	14.3%	29.1%
Delaware	3	6,344	8,650	14,994	9,227	9,448	18% to 32%	55%	43%	19,565	283,451	No	124,162,774	108,539,585	53,489,733		9.2%	9.2%
CCRI	4	6,310	10,501	16,811	9,810	9,686	20%	63%	50%	22,929	290,582	FIT Only	98,972,322	96,603,722	42,852,129	20.6	9.6	30.2%
PEER AVG (1A1/0 CCRI)		6,956	10,011	16,967	10,293	11,344	34	57	43	24,983	366,370		123,401,710	115,326,942	47,741,973	16.3	9.5	25.8
Aspirational Efficiency																		
Brookdale	1	7,893	6,132	14,025	9,937	10,053	23%	68%	46%	20,314	301,584	FIT Only	108,096,324	96,541,236	36,185,574	19.9%	16.9%	36.7%
Tidewater	4	9,181	16,676	25,857	14,740	16,312	42%	62%	41%	37,771	489,351	No	145,999,094	109,006,250	53,320,345	9.4%	10.7%	20.2%
Aspirational Academic																		
Monroe	2	10,432	7,050	17,482	12,782	13,513	26%	64%	37%	30,976	405,385	All	125,405,867	123,016,396	42,727,026	18.6%	26.2%	44.8%
Montgomery	3	9,291	14,575	23,866	14,149	15,110	53%	61%	43%	29,148	453,068	FIT Only	240,753,264	224,728,580	82,525,372	31.1%	12.4%	43.5%

Peer Sub Groups:

Comparable: Those institutions which are reasonably similar to CCRI in Type (size, structure, etc) and Performance (Academic and Efficiency indicators).

Aspirational Efficiency: Colleges whose organizational efficiency indicators are at a point we wish to reach, such as cost/credit hour, student/faculty ratio, etc

Aspirational Academic: Colleges whose academic performance measurements are at a point we wish to reach, such as Completion rate, Retention rate, etc.

Consulted Colleges and Universities

Community College of Alleghany
Austin Community College
Baltimore County Community College
Bergen County Community College
Brookdale Community College
University of Colorado at Boulder
Compton Community College
Cuyahoga Community College
Delaware Technical Community College
Illinois State University
Iona College
King's College
Lane Community College
Leeward Community College
Los Angeles Valley Community College
Miami-Dade Community College
Middlesex Community College
Monroe Community College
Montgomery Community College
Rhode Island College
San Antonio College
Shoreline Community College
Springfield Technical Community College
SUNY Brockport
Texas Christian University
University of Arizona
University of Maryland
University of North Carolina
University of Texas at Arlington
University of Washington
Valencia Community College

Article I. Founding Principles of the CCRI Governance System

- Section 1.01 A college is responsible for developing its own governance system.*
- Section 1.02 A college governance system acts in an advisory capacity to the president.*
- Section 1.03 Governance systems should embody and support the college's mission and strategic plan.*
- Section 1.04 Governance systems are ideally organized around the work of the college rather than around employee groups. Thus, the organization of the governance components should be such that form follows function.*
- Section 1.05 Governance systems should support a commitment to diversity*
- Section 1.06 All college constituencies should have a role in governing the institution.*
- Section 1.07 Membership on college councils should be by election except in the case of appointed administrative personnel.*
- Section 1.08 College constituencies are identified as faculty, professional support staff, educational support professionals, their respective bargaining units, administration, students, and governing board.*
- Section 1.09 Governance systems should encourage and promote a wide range of opportunities for people to exercise leadership regardless of their official position at the college.*
- Section 1.10 Governance systems should provide the support necessary to allow the participation of all constituencies.*
- Section 1.11 Governance systems should clearly define the relationships among constituencies.*
- Section 1.12 Governance systems that are efficient and effective require free and open access to information.*
- Section 1.13 A governance system creates an archive which documents the history of the institution.*
- Section 1.14 Governance systems should effectively balance the need for timely, informed decisions with adequate time for participation in decision-making processes.*
- Section 1.15 Governance systems should ensure clear and transparent decision-making processes.*
- Section 1.16 Governance systems shall not interfere with matters articulated in the contracts between CCRI and unions or any other contractual relationship which may exist, which are inviolable.*

Note: Governance is not to be confused with the business of the college. Governance proposes policy whereas the business of the college involves the implementation of policies. For example, governance may recommend that hours for registration be extended during the first week of a semester; the business of the college is to assign work to specific staff members to cover those extended hours.

Student Ratings of Instruction

Directions: Please help us assess your satisfaction with the instruction you received in this course. Note that your feedback is anonymous and the results will be used to improve instruction.

Using the accompanying computer scantron sheet, respond to each statement below using the following response format:

a = Strongly Disagree **b** = Disagree **c** = Not Sure **d** = Agree **e** = Strongly Agree

Presentation-Assignments
1. Instructor presented topics in a clear manner.
2. Instructor's style of presentation held your interest during class.
3. Instructor's assignments helped me to learn.
4. Instructor provided useful examples to assist in understanding course material.
Faculty-Student Interaction
5. Instructor made students feel welcome in seeking help/advice in or outside of class.
6. Instructor encouraged students to ask questions and they were given meaningful answers.
Exams/Grading
7. Examinations/graded materials tested relevant course content.
8. Provided me with enough graded assignments/exams to demonstrate what I had learned.
9. Feedback (corrections, comments, discussion) on examinations/graded material was valuable.
Course Management
10. Instructor reviewed the syllabus with the class during the first week.
11. Instructor held classes as scheduled.
12. Instructor arrived at class on time.
13. Instructor was prepared for class sessions.
Overall Rating
14. I have learned and understood the subject materials in this class.
15. I would recommend this instructor to another student.
16. Overall, this course was a positive learning experience.

Please see back of this page.

Standard Two

Planning and Evaluation

SII-A Description of Surveys completed at CCRI since
NEASC Self-Study 2004

Initial Working Draft 7-30-08

NEASC Update: Surveys completed at CCRI since the NEASC Self-Study of 2004 (Standard 2: Planning & Evaluation)

Community College Survey of Student Engagement (CCSSE)

Administered in the spring of 2005 to a stratified sample of classrooms at 4 sites (881 of about 1,100 completed surveys were selected by the CCSSE center as "representative" and used to report results). This national survey produces five benchmarks: 1) Active & collaborative learning, 2) student effort, 3) academic challenge, 4) student-faculty interaction, and 5) support for learners. After selecting a peer group, CCRI came out slightly higher than its peers on 2) and 4) but lower on 1) and 5).

President's Survey (spring semester 2006)

Two hundred seventeen members of the college community responded to the survey. More than 52 percent of the responses came from faculty, while 20 percent of the responses came from the professional staff, 13 percent from support staff and 11 percent from administration. The remaining respondents chose not to answer this question. The average respondent is well-acquainted with the college, having worked here an average of 15.4 years (results on president's web site).

ECAR Survey (Educause)

This was a national survey of technology usage which was completed on-line by CCRI students in 2006 (n=189) and 2007 (n=756). Compared to the national average, CCRI students were older, more part-time, more female, had higher percentages of undecided or general studies students, had fewer laptop computers, and a higher percentage felt that the use of technology in some of their courses has improved their learning (survey results link on IT web site, <http://it.ccri.edu/news/2007/educausesurveyccri.shtml>).

Career Placement and Graduate Transfer Survey (annually since 1985)

This telephone survey has been replicated for more than 20 years as a follow-up survey on the status of our most recent graduating class. The response rate usually averages about 80%. For the class of 2006, 94.7% reported they were either employed, continuing their education, or a combination of both. CCRI's success in preparing graduates for further education as well as for jobs in the Rhode Island economy is clearly validated in an annual published report (also on CCRI's web site). Over 98% of the graduates who responded to the question, "how would you rate the quality of your CCRI education?" selected either, "good," "very good," or "excellent."

Exit Survey of Graduates (May 2007)

This pilot survey emerged from discussions at the Learning Evidence Team meetings. It served as a self-report instrument to capture graduates assessments of CCRI's general educational outcomes that were still in final draft form at the time of the survey. Also incorporated into the survey were questions for graduates to assess their satisfaction with some instructional and student services. The survey was completed by 427 students who attended a graduation rehearsal session. Faculty marshals and four volunteer faculty members from the Learning Evidence Team introduced the survey across 12 classrooms. On the question of "would you recommend CCRI to a friend or family member?" nearly 99% selected "yes." (Note: Survey results on IR&P web site.)

Environmental Scan (2007)

Jerry Hatfield, co-chair of the strategic planning sub-committee "What will our students learn?" completed an environmental scan to be used in our strategic planning process. The "Environmental Scan for Strategic Planning" is organized into five areas: 1) Demographics, 2) Economic, 3) Collegiate Changes, 4) Employment, and 5) Emerging Trends.

Liston Campus Student Survey (Spring 2008)

This on-line survey was created by the office of institutional research at the request of the acting director of the Liston Campus. It asks students to identify what times are best for them to enroll in courses (including weekend times); what majors they would prefer to see offered on weekends; what services they would like to have available on weekends; and more specific questions about day care. A summary of the results will be available later this summer.

Access Program (TRIO) Student Needs Survey (Spring 2008)

Ninety one Access to Opportunity students responded to this survey. It is a very detailed survey asking students many questions about their experiences at CCRI, their study habits, experiences with the financial aid process, reasons that might lead them to drop out of school, etc.

Department Chairperson Evaluations by Faculty (Pilot, Spring-Summer 2008)

Faculty in each department completed a pilot evaluation process of the chairperson. Thirty seven questions/behaviors in five general areas were rated according to the following rating scale: Exceeds expectations, satisfactory, or unsatisfactory. The 37 questions/behaviors were grouped into five categories: Leadership, management, problem solving, planning, and communications.

Critical Thinking Assessment and Rubric Mean Scores Template (Pilot, spring 2008)

A group of five (?) faculty presented a critical thinking writing assignment to their classes. Each assignment was evaluated by two faculty members using a "Critical Thinking Rubric." Five specific skills were then rated as "emerging," "developing," or "mastering." A template was created to summarize the results and produce a graphical summary.

Wabash National Study of Liberal Arts (begins fall 2008 and ends in spring 2012)

The purpose of this study is to examine the impact of liberal arts education on students at a wide range of institutions. The study is designed to assess the impact of teaching practices and institutional conditions on the following outcomes: the inclination to inquire and life-long learning; leadership; well-being; moral reasoning; the integration of learning; effective reasoning and problem solving; and intercultural effectiveness. The study is longitudinal, collecting data at three points over the course of four years. Data collection includes a series of instruments and surveys.

Standard Three

Organization and Planning

SIII-A Colleges and universities consulted when designing
CCRI's Governance Process

SIII-B Founding Principles used to create Governance Process

SIII-C Candidate for Election Form

Consulted Colleges and Universities

Community College of Alleghany
Austin Community College
Baltimore County Community College
Bergen County Community College
Brookdale Community College
University of Colorado at Boulder
Compton Community College
Cuyahoga Community College
Delaware Technical Community College
Illinois State University
Iona College
King's College
Lane Community College
Leeward Community College
Los Angeles Valley Community College
Miami-Dade Community College
Middlesex Community College
Monroe Community College
Montgomery Community College
Rhode Island College
San Antonio College
Shoreline Community College
Springfield Technical Community College
SUNY Brockport
Texas Christian University
University of Arizona
University of Maryland
University of North Carolina
University of Texas at Arlington
University of Washington
Valencia Community College

Article I. Founding Principles of the CCRI Governance System

- Section 1.01 A college is responsible for developing its own governance system.*
- Section 1.02 A college governance system acts in an advisory capacity to the president.*
- Section 1.03 Governance systems should embody and support the college's mission and strategic plan.*
- Section 1.04 Governance systems are ideally organized around the work of the college rather than around employee groups. Thus, the organization of the governance components should be such that form follows function.*
- Section 1.05 Governance systems should support a commitment to diversity*
- Section 1.06 All college constituencies should have a role in governing the institution.*
- Section 1.07 Membership on college councils should be by election except in the case of appointed administrative personnel.*
- Section 1.08 College constituencies are identified as faculty, professional support staff, educational support professionals, their respective bargaining units, administration, students, and governing board.*
- Section 1.09 Governance systems should encourage and promote a wide range of opportunities for people to exercise leadership regardless of their official position at the college.*
- Section 1.10 Governance systems should provide the support necessary to allow the participation of all constituencies.*
- Section 1.11 Governance systems should clearly define the relationships among constituencies.*
- Section 1.12 Governance systems that are efficient and effective require free and open access to information.*
- Section 1.13 A governance system creates an archive which documents the history of the institution.*
- Section 1.14 Governance systems should effectively balance the need for timely, informed decisions with adequate time for participation in decision-making processes.*
- Section 1.15 Governance systems should ensure clear and transparent decision-making processes.*
- Section 1.16 Governance systems shall not interfere with matters articulated in the contracts between CCRI and unions or any other contractual relationship which may exist, which are inviolable.*

Note: Governance is not to be confused with the business of the college. Governance proposes policy whereas the business of the college involves the implementation of policies. For example, governance may recommend that hours for registration be extended during the first week of a semester; the business of the college is to assign work to specific staff members to cover those extended hours.

CCRI COMMUNITY COLLEGE OF RHODE ISLAND

GOVERNANCE

ELECTIONS: CANDIDATE REGISTRATION

Date _____

Name _____

Home campus _____

Present college position _____

I am seeking election to the: (Select 1)

- Academic Council
- Business Council
- Facilities Council
- Institutional Planning Council
- Student Affairs Council
- Technology Council

I will be representing the: (Select 1)

- Campus:
 - Flanagan
 - Knight
 - Liston
 - Newport
- Classified Staff
- Department Chairs
- Faculty
- Full-time, non-union staff (Member-at-large)
- Professional Staff
- Students
- Bargaining Unit: _____

Signature: _____

RETURN TO: K. DUNNIGAN, SOCIAL SCIENCES, KNIGHT CAMPUS

Eligibility Established:

_____ Date: _____

Standard Four

The Academic Program

SIV-A Schedule of Programs Completing the Academic
Program Review Process

SIV-B Program Assessment Form used by the LET

SIV-C Pilot Project to Assess Critical Thinking at CCRI

SIV-D CCRI's Graduate Survey

SIV-E Wabash National Study of Liberal Arts Education



**COMMUNITY COLLEGE
OF RHODE ISLAND**

Academic Program Review

CALENDAR

PROGRAM	PROGRAM RESPONSIBILITY	DATE INITIATED	DATE to be SUBMITTED
2007-2008			
ALLIED HEALTH	Maureen. McGarry, Dean Sharon Perkins, Chair	9/1/07	Spring 2008
Clinical Laboratory Technology	Linda Codega, Maddie Josephs		
Diagnostic Medical Sonography	Paula Cardillo		
Histotechnician	Maddie Josephs		
Radiography	Sharon Perkins		
Respiratory Care	Joanne Jacobs		
DENTAL HYGIENE	Maureen. McGarry, Dean Kathy. Gazzola, Chair	9/1/07	Spring 2008
FIRE SCIENCE	Margaret Clifton	9/1/07	Spring 2008
NURSING	Maureen. McGarry, Dean Margaret Clifton, Chair Paulette OsterMan, Chair	9/1/07	Spring 2008
REHABILITATIVE HEALTH	Maureen. McGarry, Dean Kimberly Rouillier, Chair	9/1/07	Spring 2008
Occupational Therapy Assistant	Michael Nardone		
Physical Therapy Assistant	Kimberly Rouillier, Chair		
Therapeutic Massage	Regina Cobb		
BUSINESS AND MANAGEMENT	Peter Woodberry, Dean John S. Ribezzo, Chair		Spring 2008
Accounting	John S. Ribezzo, Chair		
Financial services	John S. Ribezzo, Chair		
General Business	John S. Ribezzo, Chair		
Management	John S. Ribezzo, Chair		
Marketing	John S. Ribezzo, Chair		
Total Programs 16			

PROGRAM	PROGRAM RESPONSIBILITY	DATE INITIATED	DATE to be SUBMITTED
2008-2009			
FINE ARTS	?, Dean		FALL 2008
Drama – Performance	Bert Silverberg, Chair		
Drama – Technical	Bert Silverberg, Chair		
Jazz Studies	Susie Swenson, Chair, Steve Lajoie		
Music	Susie Swenson, Chair		
FIRE SCIENCE	Margaret Clifton		
HUMAN SERVICES	?, Dean Jerry Hatfield, Chair		SPRING 2009
Early Childhood/Childhood Development	Jerry Hatfield, Chair		
Education/Special Education	Jerry Hatfield, Chair		
Gerontology	Jerry Hatfield, Chair		
Mental Health	Jerry Hatfield, Chair		
Social Work	Jerry Hatfield, Chair		
Substance Abuse	Jerry Hatfield, Chair		
Art	Mary Benton, Chair		Fall 2008
Total Programs 12			

PROGRAM	PROGRAM RESPONSIBILITY	DATE INITIATED	DATE to be SUBMITTED
2009-2010			
Administrative Office Technology	Peter Woodberry, Dean Teresa Squizzero, Chair		Fall 2009
Administrative Assistant/Secretary	Teresa Squizzero, Chair		
Legal Administrative Assistant/Secretary	Teresa Squizzero, Chair		
Medical Administrative Assistant/Secretary	Teresa Squizzero, Chair		
Administrative Office Technology	Peter Woodberry, Dean Teresa Squizzero, Chair		
CHEMICAL TECHNOLOGY	Peter Woodberry, Dean Tom Whitfield, Chair		Fall 2009
COMPUTER SCIENCE	Peter Woodberry, Dean Karen Allen, Chair		Spring 2010
Programming	Karen Allen, Chair		
Microcomputing Systems & Networking	Karen Allen, Chair		
CRIMINAL JUSTICE & LEGAL STUDIES	?, Dean Joseph R. Garvey, J.D.		Spring 2010
Law Enforcement	Joseph R. Garvey, J.D.		
Paralegal Studies	Joseph R. Garvey, J.D.		
GENERAL EDUCATION	?		Spring 2010
Total Programs 10			

PROGRAM	PROGRAM RESPONSIBILITY	DATE INITIATED	DATE to be SUBMITTED
2010-2011			
ENGINEERING & TECHNOLOGY	Peter Woodberry, Dean Edward Hanrahan, Chair		Fall 2010
Computer Engineering Technology	Edward Hanrahan, Chair		
Computer and Networking Technology	Edward Hanrahan, Chair		
Electronics Technology	Edward Hanrahan, Chair		
Engineering Transfer	Edward Hanrahan, Chair		
Land Surveying Technology Program	Edward Hanrahan, Chair		
Mechanical Engineering Technology	Edward Hanrahan, Chair		
Telecommunications Technology	Edward Hanrahan, Chair		
SCIENCE TRACKS	Peter Woodberry, Dean		Spring 2011
Science Track A			
Science Track B			
TECHNICAL STUDIES	Peter Woodberry, Dean		Spring 2011
Total Programs 10			

PROGRAM	PROGRAM RESPONSIBILITY	DATE INITIATED	DATE to be SUBMITTED
2011-2012			
LIBERAL ARTS	?, Dean		Fall 2011
English	Alicia Lyon, Chair		
Foreign Languages	Deborah Notarianni-Girard, Chair		
History	Kate Dunnigan, Chair		
Mathematics	Ed Madonna, Chair		
Philosophy	Kate Dunnigan, Chair		
Psychology	Ray Kilduff, Chair		Spring 2012
Sociology	Kate Dunnigan, Chair		
Urban Affairs	Kate Dunnigan, Chair		
NON-PROGRAMED DEPARTMENTS	Peter Woodberry, Dean		
Biology	Denise Yordy, Chair		
Physics	Pranab Banerjee, Chair		
LIBRARY	Ruth Sullivan, Dean		
	Dusty Haller, Chair		
Total Programs 11			

PROGRAM ASSESSMENT FORM

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE. RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites. More detailed information may be required by your institution's academic administrators.

Institution:

Program:

Degree:

Chair:

Academic Year: 200 /200 **(Addressing Outcome # or Outcomes #**

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<p>Upon completion of program, students are expected to (know and be able to do):</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. <p>(Or attach specialized or professional accreditors' standards)</p>	<p>List specific attributes—knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</p>	<p>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.</p>	<p>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</p>

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions Taken	Timetable for Reassessment
Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.	Identify students' actual level of achievement against the expected performance level.	Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).	Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.	Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?

The Pilot Project to Assess Critical Thinking at CCRI

The Critical Thinking Project was launched in May 2007 by means of a two-day critical thinking conference attended by faculty from each department at the institution, as well as many deans and even the vice president for academic affairs. During the first day of the conference, participants considered various ways to define critical thinking, as well as how to teach critical thinking in the classroom. They reflected on Bloom's Taxonomy and also thought about the many resources presented by the Foundation and Center for Critical Thinking. A panel of faculty members also discussed the place of critical thinking in their fields. On the second day of the conference, thirty-six faculty volunteers returned to discuss and plan instructional strategies for integrating the teaching of critical thinking into their disciplines over the following academic year.

In order to facilitate communication, conference and project chair Dan Donovan created a WebCT Critical Thinking Learning Circle which volunteers used to discuss ideas and assignments that were effective in their classes and also to exchange useful websites and PowerPoint presentations. In addition, the participants attended several meetings to confer about the development of the project and to discuss their experiences.

Early in the spring of 2008, participants decided to assess students using a template assignment that would be flexible enough to work for any discipline. They decided to adapt one from the Foundation and Center for Critical Thinking which guides students to analyze the logic of an article by leading them to analyze and assess their own thinking. The participants felt that each faculty member could simply choose an article appropriate to the discipline and have students use the template to analyze it. The students' work could then be assessed (anonymously) to ascertain their ability to think critically. A rubric to assess the template assignment was adapted from several samples. Faculty volunteers were then asked to submit samples of their students' work and six did so. The samples came from the following courses: Business, English, Legal Studies, Nursing, Radiography, and Spanish. Another group of volunteers met after the end of the spring semester to read and assess the samples using the rubric.

There were several challenges regarding the assessment of the samples. First, not all of the faculty volunteers had assigned the article review to their students. For example, nursing care plans and case briefings were submitted instead of the template assignment. While the care plans and case briefings were an excellent way to assess critical thinking, the rubric had been designed for a different assignment. Second, a bigger sample size and samples from a greater variety of disciplines is needed to better represent the critical thinking skills of students across the institution. Third, the volunteers were not trained to use the rubric and they did not pause to recalibrate periodically during the rating. Still, samples that were read twice (blindly) tended to earn approximately the same rating.

When we have completed our analysis of the assessments, we will know how to better address the critical thinking skills of our students because we will have more information about their strengths and weaknesses in this area. We will disseminate the findings to faculty and deans and ask them to think about ways that we can help students develop these important skills.



2006-2007 Graduate Survey

August 2007

Office of Institutional Research & Planning
William LeBlanc, Director

Introduction

The Questionnaire

Graduates from the class of 2007 completed a short pilot questionnaire prior to their participation in a graduation rehearsal session on May 17, 2007. The survey, which is included in the appendix, is divided into three parts. In part one, graduates entered their Banner ID, selected their initial goal statement when first entering the Community College of Rhode Island (CCRI), and answered whether or not they would recommend CCRI to a friend or family member. Section two, "Learning Outcomes-General Education Effectiveness," was designed to collect feedback from graduates about learning outcomes which are part of CCRI's general education objectives. Although these objectives are still being clarified and refined, CCRI's Learning Evidence Team decided that current graduates might provide the Team with some preliminary assessments of CCRI's general education effectiveness. The final section, identified as the "College Environment-Level of Satisfaction," asked graduates to rate their level of satisfaction with some selected instructional and student services.

The "Learning Outcomes" and the "College Environment" parts of the survey used Likert type scales for responses. Also the latter section included a "not applicable (NA)" response choice to be selected by graduates where appropriate. The "Learning Outcomes" statements were rated from "strongly agree" to "strongly disagree." For the "College Environment," graduates used the response from "very satisfied" to "very dissatisfied." A statement at the top of the survey assured graduates that all responses would be kept strictly confidential.

Population Surveyed

The group of students surveyed included all graduates of the class of 2007 who attended the rehearsal session the week of graduation and agreed to complete the survey. Faculty marshals and four volunteer faculty members from the Learning Evidence Team (LET) introduced the survey across 12 classrooms. The distribution of the surveys by classrooms coincided with the rooms assigned to students as the initial point from which they prepared for graduation rehearsal. The college's learning assessment coordinator with the assistance of the office of institutional research & planning (IR&P) and four faculty members conducted the distribution and collection of the surveys. In most cases, students completed the survey in about ten minutes.

A total of 427 surveys were returned to the office of IR&P for analysis. This represents about one-third of the total number of graduates of the class of 2006-2007. Although this was a sample of convenience, the students were reasonably representative of the entire class on variables of ethnicity, gender (see appendix), and grade point average.

Data Analysis

The 2006-2007 Graduate Survey was designed using Remark Office OMR (version 5.0) from Principia Products, Inc. Four hundred and twenty-seven surveys were scanned and a frequency distribution report was generated for the 23 items in the survey. Respondents also entered their CCRI Banner ID which enabled the office of IR&P to relate this identifier with demographic and academic history information. Another 31 data elements were added to each student's survey response record. Examples of data elements extracted from CCRI's Banner database include gender, ethnicity, age, primary major, cumulative grade point average, and initial enrollment year. Some of these extracted data elements have been used to contrast the respondents by various groups or categories. Frequency distributions and cross-tabulations (also referred to as pivot tables) were generated for many of these variables. Selected distributions and tables are included in this short report. A complete list of all the data elements can be found in the appendix.

Results

Looking at the design of the survey, tabulations from three parts of the survey are presented. The first section looks at the graduates' initial goal as they remember it as well as whether they "would recommend CCRI to a friend or family member." Summary information from two other sections of the survey, 'Learning Outcomes-General Education Effectiveness" and the "College Environment-Level of Satisfaction" follows the results of the first section.

Part I:

What was your goal when you first entered CCRI?

Only four of the 427 respondents did not answer this question. Since the Community College of Rhode Island has been collecting a goal statement on first-time freshmen for many years then the response distribution of this question could be compared with two groups of students. The groups included those entering as first-time freshmen and those exiting as graduates.

Goal	Respondents: Class of 2007 Graduates N = 423	First-Time Freshmen Fall 2006 N = 2,834
Earn a degree or certificate	64.5%	25.0%
Earn a degree then transfer	28.6%	48.9%
Transfer before earning a degree	4.0%	20.5%
Other (self-improvement, etc.)	2.9%	5.6%
	100.0%	100.0%

The contrast in the response percentages between first-time freshmen and graduates is dramatic. A much higher percentage of first-time freshmen enter with a goal of “transfer before earning a degree” (20.5% vs. only 4% of graduates). The percentage reported by first-time freshmen here has been fairly consistent over many years ranging from 19% to 22%. Graduates also report that their initial goal was clearly directed at earning a degree or certificate more than any of the other choices. When combining the first two choices, “earn a degree or certificate” and “earn a degree then transfer” one finds that this includes over 93% of the graduates. Unquestionably CCRI graduates have met their goal!

Looking at responses by gender, 73% reported their gender as female and 27% male. This is similar to the entire graduating class of 2007 but different from the typical semester enrollment distribution by gender. For example, last fall, 62% of CCRI's students were female while 38% reported their gender as male.

Graduates “initial” goal statements collected from the survey were also compared by gender. As can be seen in the table below, females were more directed at obtaining a degree or certificate than males. On the other side, a higher percentage of males had a goal of transfer before earning a degree. It should also be noted that of the 6% of males selecting one of the “other” categories, half chose “no definite intent.” No female graduates selected “no definite intent” in the other goal group. (Possible choices in the “other” group included: obtain job related skills; GED preparation; Self improvement; and No definite intent.)

Goal	Female Respondents: Class of 2007	Male Respondents: Class of 2007	Total Respondents: Class of 2007
	N = 273	N = 101	*N = 427
Earn a degree or certificate	66.3%	51.5%	64.6%
Earn a degree then transfer	27.8%	36.6%	28.6%
Transfer before earning a degree	4.0%	5.9%	4.0%
Other (self-improvement, etc.)	1.9%	6.0%	2.8%
	100.0%	100.0%	100.0%

Would you recommend CCRI to a friend or family member?

When graduates were asked this question, **nearly 99% of the respondents selected yes.** Clearly this was an overwhelmingly positive endorsement of their CCRI experience. The results are provided in the table that follows.

Response	Female Respondents: Class of 2007	Male Respondents: Class of 2007	Total Respondents: Class of 2007
	N = 252	N = 98	N = 396
Yes	98.8%	98.0%	98.7%
No	1.2%	2.0%	1.3%
	100.0%	100.0%	100.0%

Thirty-one students (7% of the respondents) skipped this question due in part to the position of the question on the survey. It was probably located too close to the previous question which made it easy to miss or skip.

Part II: Learning Outcomes—General Education Effectiveness

Utilizing a final working draft of learning outcomes from the General Education subcommittee of the Learning Evidence Team, eight competencies/skills were included in this survey. Students responded to each of the competencies using a five point Likert assessment scale. The lead statement to each of the eight competencies was as follows: **My experience at CCRI helped me to develop the competencies/skills to:** Students then proceeded to rate the degree to which their CCRI experience helped them to develop each competency along the continuum of “strongly disagree to strongly agree.”

In the table that follows, the item number and letters used in the survey are included for reference. The graduate survey can be found in the appendix. The five point Likert scale response percentages are displayed in the table. For each of eight questions a weighted mean was calculated to produce a “satisfaction rate.” Also, the response percentages of “strongly agree” and “agree” were combined to report a “percent satisfied.” Looking at both the “disagree” and “strongly disagree” response percents, four of the eight competencies received less than a one percent negative assessment. The remaining four had negative responses between 1.1% and 1.4% (sum of disagree and strongly disagree).

The eight general education competencies for CCRI graduates are listed from highest to lowest “satisfaction rate.” In all cases this rate exceeded 81% with an overall average satisfaction rate of 84.1%. For the competency which received the highest mean satisfaction rating, “Identify, analyze, and understand complex ideas,” nearly 90% of the graduates selected “strongly agree” or “agree.”

Graduates of the Community College of Rhode Island demonstrated by their responses to the Learning Outcomes-General Education competencies that they agreed that their experiences at CCRI helped them develop the eight competencies rated in this survey. This self-report evidence can be used in conjunction with other indicators and assessment measures to demonstrate the degree of effectiveness of CCRI’s general education.

3. Learning Outcomes - General Education Effectiveness	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Weighted Mean	Satisfaction Rate	% Satisfied
3c Identify, analyze, and understand complex ideas	39.0%	50.7%	10.1%	0.2%	0.0%	4.28	85.7%	89.7%
3b Effectively organize and present ideas in writing	38.6%	49.9%	10.6%	0.9%	0.0%	4.26	85.2%	88.5%
3a Effectively organize and present ideas orally	38.0%	49.5%	11.6%	0.9%	0.0%	4.25	84.9%	87.5%
3d Use information technology to locate, evaluate and apply research data	40.4%	43.7%	15.4%	0.2%	0.2%	4.24	84.8%	84.2%
3g Use teamwork to accomplish tasks in groups	39.2%	46.5%	12.9%	1.4%	0.0%	4.23	84.7%	85.7%
3e Demonstrate an understanding of mathematical and scientific principles	35.1%	45.5%	17.9%	1.4%	0.0%	4.14	82.9%	80.7%
3h Demonstrate an understanding of global, cultural and historical perspectives	35.1%	42.9%	20.5%	1.4%	0.0%	4.12	82.4%	78.1%
3f Apply scientific methods to problem solving	32.1%	46.9%	19.8%	0.9%	0.2%	4.10	81.9%	79.0%
Overall Averages	37.2%	47.0%	14.8%	0.9%	0.1%	4.20	84.1%	84.2%

Note:

The satisfaction rate is the weighed mean converted to a percent. It represents an overall "score" for each category.

Percent Satisfied represents the percent of respondents who gave positive feedback. It is the sum of the two positive responses (Strongly Agree and Agree).

Part III: College Environment—Your Level of Satisfaction

In this final section of the graduate survey, questions were developed to address two critical areas of the college environment. These areas included instruction and student services. The goal here was to collect graduates' assessments of very important elements of instruction as well as their "satisfaction level" of key student services. Although many more questions were included in the early drafts of the survey, only thirteen made it in the final survey in order to keep the survey short and on one page.

As in the "learning outcomes-general education effectiveness" section of the survey, the questions are listed from highest to lowest mean satisfaction rate (a weighted mean converted to a percent). A four point Likert rating scale was used from "very dissatisfied" to "very satisfied." Also, since some of these questions/statements would not be relevant to all graduates, a "not applicable" option was added.

The "satisfaction rate" for the thirteen statements ranged from 90.4% to 77.4%. The highest rated one asked the students how satisfied they were with "the instructor's

knowledge of the material in your field.” This question produced over a 90% satisfaction rate. Other questions in the top five included “availability of computers on campus to complete assignments,” “variety of courses offered in major field,” “size of a typical class,” and “positive attitude of the faculty toward students.” All of the questions, the response percentages, and the satisfaction rates can be found in the table “College Environment-Level of Satisfaction” which follows.

4. College Environment - Level of Satisfaction	Very Satisfied 5	Satisfied 4	Neutral 3	Very Dissatisfied 1	Weighted Mean	Satisfaction Rate	% Satisfied
4b. In general, the instructors' knowledge of material in your major field	57.4%	37.9%	4.4%	0.2%	4.52	90.4%	95.3%
4j. Availability of computers on campus on which to complete assignments	50.4%	39.3%	8.6%	1.7%	4.37	87.3%	89.7%
4a. Variety of courses offered in your major field	52.1%	35.8%	9.7%	2.4%	4.35	87.1%	88.0%
4g. Size of a typical class	46.0%	44.8%	8.2%	0.9%	4.35	87.0%	90.8%
4f. Support and encouragement toward students	45.6%	43.7%	8.3%	2.4%	4.30	86.1%	89.4%
4e. Positive attitude of the faculty toward students	46.4%	41.0%	10.5%	2.1%	4.30	85.9%	87.4%
4c. In general, the instructors' use of technology in the classroom	40.5%	44.7%	13.4%	1.4%	4.23	84.6%	85.2%
4d. Out-of-class availability of your instructors	35.6%	46.3%	16.2%	1.9%	4.14	82.7%	81.9%
4m. Helpfulness of student services staff	35.3%	40.3%	19.6%	4.8%	4.01	80.3%	75.6%
4h. Availability of courses in the semester you need them	35.9%	40.6%	16.0%	7.5%	3.97	79.5%	76.5%
4i. Availability of courses at the hours you want them	35.1%	39.8%	18.5%	6.6%	3.97	79.4%	74.9%
4l. Timeliness of financial aid awards	34.4%	33.8%	25.1%	6.7%	3.89	77.8%	68.2%
4k. Helpfulness of financial aid personnel	33.9%	34.2%	24.4%	7.6%	3.87	77.4%	68.1%
Overall Averages	42.2%	40.2%	14.1%	3.5%	4.17	83.5%	82.4%

Note:

The satisfaction rate is the weighed mean converted to a percent. It represents an overall "score" for each category.

Percent Satisfied represents the percent of respondents who gave positive feedback. It is the sum of the two positive responses (Very Satisfied and Satisfied).

Summary

The idea for this Graduate Survey of the class of 2006-2007 emerged from the Learning Evidence Team of the Community College of Rhode Island. While the college is in the preliminary phase of implementing various learning assessment activities, the Learning Evidence Team has been charged with building a process and system to begin to measure learning outcomes. As a pilot, the Learning Evidence Team (LET) approved the use of a self report survey to capture graduates assessments of CCRI's general education outcomes. Although still in final draft form, eight outcome statements were included in this survey. These allowed the LET to collect general education effectiveness ratings from CCRI's most recent graduates. The survey also gave the college the

opportunity to add other important questions including graduates' satisfaction levels with key instructional services and student services.

Under the direction of CCRI's coordinator of assessment and with the assistance of faculty volunteers and faculty marshals, the survey was successfully administered to 427 graduates on rehearsal day. These surveys were then delivered to the office of institutional research & planning and tabulated. A preliminary summary was quickly released and the president, Raymond Di Pasquale, reported some of the results during a "Critical Thinking" conference for faculty on May 23, 2007.

Although the sample was not random, many of the respondents' key characteristics were reasonably representative of the entire graduating class of approximately 1,300 students. However, one group, Nursing, was proportionally under-represented when comparing majors. Since no attempt was made to contrast results by major then this should have little effect on interpreting the results.

Looking at the goal statements of the respondents, over 93% indicated their initial goal was to earn a degree or certificate (before transfer). Clearly these graduates, if they were accurate in their reflection of their initial goal, achieved success! Only 4% selected "transfer before earning a degree." This is in sharp contrast to what our first time freshmen (FTF) tell us. For example, the FTF for the fall of 2006 indicated that more than 20% had a goal of "transfer before earning a degree." Since transfer is a very strong part of CCRI's mission, it is not surprising that many who have such a goal do indeed transfer "before graduation." In a typical year, CCRI has been able to identify 1,200 to 1,400 students who transfer-out to a baccalaureate granting institution.

The respondents, when asked if they would recommend CCRI to a friend or family member, could not have been more positive! Unquestionably, they demonstrated overwhelming support of their CCRI experience with **nearly 99% of the graduates responding YES!** This graduate "exit" survey question provided the LET with a very strong, positive indicator of support for the Community College of Rhode Island.

Part II of the survey captured graduates' assessments of eight general education outcomes. The average satisfaction rate (actually the level to which they agreed to each statement) for the eight outcomes was reported as 84.1% with the lowest satisfaction rate mean of 81.9% and the highest of 85.7%. Reviewing the results for each of the eight competencies, in general, graduates were satisfied that their "experience at CCRI helped to develop the competencies/skills to...", as an example, "identify, analyze and understand complex ideas." Actually this was the highest rated of the eight outcomes with nearly 90% of the graduates selecting strongly agree or agree. Together, these eight general education statements provide CCRI with important assessments which can be used as evidence of CCRI's general education effectiveness as judged by current graduates.

In the final part of this brief survey, graduates were asked to evaluate their level of satisfaction with key aspects of instruction and student services. Again, a satisfaction

rate, or “overall score,” was computed for each of the thirteen questions. Many satisfaction rates approached 90% while four questions ranged from 77.4% to 79.5%. The four statements with the highest satisfaction ratings included: 1) In general, the instructor’s knowledge of material in major field, 2) Availability of computers on campus on which to complete assignments, 3) Variety of courses offered in major field, and 4) Size of a typical class. The four statements with the lowest (although still relatively positive satisfaction levels) satisfaction levels were as follows (lowest to highest): 1) Helpfulness of financial aid personnel, 2) Timeliness of financial aid awards, 3) Availability of courses at the hours you want them, and 4) Availability of courses in the semester you need them.

The 2006-2007 Graduate Survey produced some important information and evidence to assess educational goal attainment, general education effectiveness, and satisfaction with some instructional and student services. As an initial pilot survey, the results should be used with other measures and outcome indicators to begin to develop a comprehensive learning outcomes assessment review system. Clearly the positive results of this pilot will prove very helpful to the Learning Evidence Team as it moves forward with its agenda.

Appendix

2006-2007 Graduate Survey

Age & Ethnicity Comparison of Respondents with all Graduates

Major Comparison of Respondents with all Graduates

College Environment - Level of Satisfaction (4a through 4m)

College Environment - Size of a Typical Class (4g)

Data Elements



2006-2007 Graduate Survey

Please completely fill in the circle using pencil or black pen. Do not use a check mark or X. ALL RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL.

CCRI ID

0 0 0 0 0 0 0 0
 1 1 1 1 1 1 1 1
 2 2 2 2 2 2 2 2
 3 3 3 3 3 3 3 3
 4 4 4 4 4 4 4 4
 5 5 5 5 5 5 5 5
 6 6 6 6 6 6 6 6
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 8 8 8 8 8 8 8 8
 9 9 9 9 9 9 9 9

1. What was your goal when you first entered CCRI?

- Associate degree or certificate
 Earn a degree then transfer
 Transfer to 4 year college before earning a degree/certificate
 Obtain job related skills (without pursuing a degree/certificate)
 GED preparation
 Self improvement
 No definite intent

2. Would you recommend CCRI to a friend or family member?

- Yes No

	A <input type="checkbox"/> Strongly Agree	B <input type="checkbox"/> Agree	C <input type="checkbox"/> Neutral	D <input type="checkbox"/> Disagree	E <input type="checkbox"/> Strongly Disagree
3. LEARNING OUTCOMES - GENERAL EDUCATION EFFECTIVENESS					
	Meeting Expectations				
My experience at CCRI helped me to develop the competencies/skills to:	A	B	C	D	E
a. Effectively organize and present ideas orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Effectively organize and present ideas in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identify, analyze, and understand complex ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Use information technology to locate, evaluate and apply research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Demonstrate an understanding of mathematical and scientific principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Apply scientific methods to problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Use teamwork to accomplish tasks in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Demonstrate an understanding of global, cultural and historical perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	A <input type="checkbox"/> Very Satisfied	B <input type="checkbox"/> Satisfied	C <input type="checkbox"/> Neutral	D <input type="checkbox"/> Very Dissatisfied	N/A <input type="checkbox"/> Not Applicable
4. COLLEGE ENVIRONMENT - YOUR LEVEL OF SATISFACTION					
	Level of Satisfaction				
My Satisfaction with Instruction and Student Services	A	B	C	D	N/A
a. Variety of courses offered in your major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In general, the instructors' knowledge of material in your major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In general, the instructors' use of technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Out-of-class availability of your instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Positive attitude of the faculty toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Support and encouragement toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Size of a typical class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Availability of courses in the semester you need them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Availability of courses at the hours you want them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Availability of computers on campus on which to complete assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Helpfulness of the financial aid personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Timeliness of financial aid awards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Helpfulness of Student Services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparison of Respondents with all Graduates
Graduate Survey, Completed 5-17-07

	Survey Respondents	All Graduates 2006-2007	Percent Difference
Gender			
Females	72.9%	69.7%	3.2%
Males	27.1%	30.3%	-3.2%
Total	100.0%	100.0%	
Ethnicity			
Am. Indian	0.5%	0.5%	0.0%
Asian	1.9%	2.9%	-1.0%
Black	8.0%	7.4%	0.6%
Hispanic	10.4%	7.4%	3.0%
White	69.0%	72.9%	-3.1%
Other	10.2%	8.9%	1.3%
Total	100.0%	100.0%	

Note: Unknown gender and/or race excluded
Those responding were given the option to not include their ID.

Community College of Rhode Island
Comparison of 2006-2007 Graduates with 2007 Graduate Exit Survey

Major	Graduates	Total <input type="checkbox"/> Graduates	Percent of Total	Grand Total	Percent of Major Responding to Survey
ACCT	Accounting	33	2.5%	12	2.0%
ACTC	Accounting Certificate	11	0.8%	3	0.5%
ADAD	Admin Assistant/Secretary	8	0.6%	4	1.5%
ADNU	Nursing-Associate's Degree	229	17.4%	55	9.2%
ARTS	Art	17	1.3%	4	1.0%
BIOT	Biotechnology Certificate	2	0.2%		
BOSC	Basic Office Skills	7	0.5%	1	0.5%
CETC	Computer Engineering Technlgy	1	0.1%		
CHLD	Early Child/Child Development	33	2.5%	11	2.6%
CHMC	Chemical Technology	1	0.1%		
CHMT	Chemical Technology	3	0.2%	3	0.5%
CLAB	Clinical Laboratory Technology	4	0.3%	4	1.0%
CMGC	General Micro-Computing Cert.	1	0.1%		
CMGD	General Micro-Computing	3	0.2%		
CMID	Computer Science Micro-Computg	2	0.2%	1	0.5%
CMNC	Micro-Computing Network Cert	1	0.1%		
CMND	Micro-Computing Networking	18	1.4%	6	2.6%
CMSD	IT Support Specialist	1	0.1%		
CNMC	Computer Network Maint Cert	4	0.3%	2	0.5%
CNTD	Computer & Networking Technlgy	11	0.8%	3	0.5%
CPRD	Computer Science	13	1.0%	2	0.5%
DENT	Dental Assisting Certificate	13	1.0%	2	1.0%
DHYG	Dental Hygiene	28	2.1%	8	3.1%
DMSC	Diagnostic Medical Sonography	1	0.1%		
DMSD	Diagnostic Medical Sonography	15	1.1%	4	0.5%
EMER	Emergency/Disaster Mngt Certif	7	0.5%		
ENGN	Engineering	11	0.8%	1	0.0%
ESPE	Education/Special Education	30	2.3%	13	4.1%
ETEK	Electronics Technology	1	0.1%		
ETRC	Entrepreneurship Certificate	1	0.1%		
FIRE	Fire Science	13	1.0%	3	1.0%
FNBK	Financial Services	4	0.3%	2	1.0%
GBUS	General Business	53	4.0%	18	4.1%
GENS	General Studies	326	24.8%	96	21.4%
HSTO	Histotechnician	1	0.1%	1	0.5%
INTC	Health Care Interpreter	10	0.8%		
LAEN	Liberal Arts - English	3	0.2%	1	0.5%
LAPS	Liberal Arts - Psychology	4	0.3%	4	1.5%
LENF	Law Enforcement	79	6.0%	22	5.6%
LGAD	Legal Admin Assistant/Secrtary	2	0.2%	2	0.5%
LIBA	Liberal Arts	15	1.1%	7	2.0%
LPNU	Practical Nursing	62	4.7%	4	0.5%
MARK	Marketing	5	0.4%	2	0.5%
MDAD	Medical Admin Asstnt/Secretary	12	0.9%	7	1.5%
MEDT	Medical Transcription Cert	5	0.4%		
METC	Mechanical Engineering Tech	4	0.3%	1	0.0%
MFGT	Manufacturing Technology	1	0.1%		
MGTC	Management Certificate	2	0.2%		
MNGT	Management	15	1.1%	1	0.0%
MRIC	Magnetic Resonance Imaging	6	0.5%		
MRKC	Marketing	1	0.1%		
MUSC	Music	3	0.2%	2	1.0%
OCTA	Occupational Therapy Assistant	1	0.1%		
OFAC	Office Administration Cert	5	0.4%	2	1.0%
PALG	Paralegal Studies	31	2.4%	8	0.5%
PHLE	Phlebotomy	27	2.1%	16	3.1%
PHTA	Physical Therapist Assistant	8	0.6%	3	1.0%
PRCC	Process Control Tech Cert	1	0.1%		
RESP	Respiratory Therapy	21	1.6%	13	2.0%
RLST	Real Estate	4	0.3%	1	0.5%
SCIA	Science - Track A	1	0.1%		
SCIB	Science - Track B	1	0.1%	1	0.0%
SOWK	Social Work	13	1.0%	2	0.0%
SUBS	Substance Abuse	2	0.2%		
TECH	Technical Studies	10	0.8%	2	0.0%
TETD	Telecommunication Technology	3	0.2%	2	0.5%
TMSG	Therapeutic Massage	18	1.4%	1	0.5%
TRVL	Travel/Tourism Mgt.	6	0.5%	1	0.5%
XRAY	Radiography	28	2.1%	9	2.6%
BLANK				54	13.8%
Grand Total		1,316	100.0%	427	100.0%

Unofficial, Total Graduates as of August 2, 2007

Graduates for 2006-2007

College Environment - Your Level of Satisfaction

4a Variety of courses offered in your major field

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
F	54.2%	32.2%	11.0%	1.5%	0.7%	0.4%	100.0%
M	46.5%	44.6%	5.0%	4.0%	0.0%	0.0%	100.0%
(blank)	49.1%	35.8%	11.3%	3.8%	0.0%	0.0%	100.0%
Grand Total	51.8%	35.6%	9.6%	2.3%	0.5%	0.2%	100.0%

4b In general, the instructor' knowledge of material in your major field

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	Grand Total
Female	55.7%	39.6%	4.4%	0.4%	100.0%
Male	59.4%	35.6%	5.0%	0.0%	100.0%
(blank)	62.3%	34.0%	3.8%	0.0%	100.0%
Grand Total	57.4%	37.9%	4.4%	0.2%	100.0%

4c In general, the instructors' knowledge of material in your major field

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	41.4%	41.8%	14.7%	1.5%	0.4%	0.4%	100.0%
Male	37.6%	47.5%	13.9%	1.0%	0.0%	0.0%	100.0%
(blank)	39.6%	52.8%	5.7%	1.9%	0.0%	0.0%	100.0%
Grand Total	40.3%	44.5%	13.3%	1.4%	0.2%	0.2%	100.0%

4d Out-of-class availability of your instructors

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	37.0%	42.5%	16.8%	1.5%	1.8%	0.4%	100.0%
Male	26.7%	53.5%	15.8%	2.0%	2.0%	0.0%	100.0%
(blank)	39.6%	45.3%	11.3%	3.8%	0.0%	0.0%	100.0%
Grand Total	34.9%	45.4%	15.9%	1.9%	1.6%	0.2%	100.0%

4e Positive attitude of the faculty toward students

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	Grand Total
Female	43.6%	42.9%	11.7%	1.8%	100.0%
Male	51.5%	39.6%	8.9%	0.0%	100.0%
(blank)	50.9%	34.0%	7.5%	7.5%	100.0%
Grand Total	46.4%	41.0%	10.5%	2.1%	100.0%

4f Support and encouragement toward students

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	Blank	Grand Total
Female	44.0%	43.2%	9.9%	2.6%	0.4%	100.0%
Male	44.6%	46.5%	5.9%	1.0%	2.0%	100.0%
(blank)	52.8%	37.7%	3.8%	3.8%	1.9%	100.0%
Grand Total	45.2%	43.3%	8.2%	2.3%	0.9%	100.0%

4g Size of a typical class

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Grand Total
Female	45.4%	43.6%	9.2%	1.5%	0.4%	100.0%
Male	44.6%	49.5%	5.9%	0.0%	0.0%	100.0%
(blank)	50.9%	41.5%	7.5%	0.0%	0.0%	100.0%
Grand Total	45.9%	44.7%	8.2%	0.9%	0.2%	100.0%

Community College of Rhode Island
Graduates for 2006-2007
College Environment - Your Level of Satisfaction

4h Availability of courses in the semester you need them

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Grand Total
Female	35.2%	43.2%	15.4%	5.9%	0.4%	100.0%
Male	36.6%	33.7%	20.8%	8.9%	0.0%	100.0%
(blank)	37.7%	39.6%	9.4%	13.2%	0.0%	100.0%
Grand Total	35.8%	40.5%	15.9%	7.5%	0.2%	100.0%

4i Availability of courses at the house you want them

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	Grand Total
Female	34.1%	41.0%	19.8%	5.1%	100.0%
Male	36.6%	37.6%	18.8%	6.9%	100.0%
(blank)	37.7%	37.7%	11.3%	13.2%	100.0%
Grand Total	35.1%	39.8%	18.5%	6.6%	100.0%

4j Availability of computers on campus on which to complete assignments

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Total
Female	49.1%	37.0%	9.9%	2.2%	1.8%	100.0%
Male	47.5%	42.6%	6.9%	0.0%	3.0%	100.0%
(blank)	52.8%	37.7%	3.8%	1.9%	3.8%	100.0%
Total	49.2%	38.4%	8.4%	1.6%	2.3%	100.0%

4k Helpfulness of financial aid personnel

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	28.9%	28.9%	19.8%	6.6%	15.4%	0.4%	100.0%
Male	26.7%	25.7%	24.8%	6.9%	15.8%	0.0%	100.0%
(blank)	28.3%	32.1%	15.1%	3.8%	18.9%	1.9%	100.0%
Grand Total	28.3%	28.6%	20.4%	6.3%	15.9%	0.5%	100.0%

4l Timeliness of financial aid awards

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	29.3%	28.6%	18.3%	5.9%	17.2%	0.7%	100.0%
Male	19.8%	26.7%	27.7%	5.0%	20.8%	0.0%	100.0%
(blank)	34.0%	20.8%	15.1%	3.8%	24.5%	1.9%	100.0%
Grand Total	27.6%	27.2%	20.1%	5.4%	19.0%	0.7%	100.0%

4m Helpfulness of student services staff

GENDER	Very Satisfied	Satisfied	Neutral	Very Dissatisfied	N/A	Blank	Grand Total
Female	30.8%	36.3%	20.1%	5.5%	7.0%	0.4%	100.0%
Male	33.7%	40.6%	13.9%	4.0%	7.9%	0.0%	100.0%
(blank)	41.5%	37.7%	17.0%	0.0%	1.9%	1.9%	100.0%
Grand Total	32.8%	37.5%	18.3%	4.4%	6.6%	0.5%	100.0%

Community College of Rhode Island
 Graduates for 2006-2007

4g College Environment--Size of a typical class

Code	Major	Very Satisfied		Satisfied		Neutral		Very Dissatisfied		N/A	Number Total	
		Number	% of Row	Number	% of Row	Number	% of Row	Number	% of Row			
ACCT	Accounting	4	33.3%	8	66.7%		0.0%		0.0%		12	100.0%
ACTC	Accounting Certificate	1	33.3%	2	66.7%		0.0%		0.0%		3	100.0%
ADAD	Admin Assistant/Secretary	3	75.0%	1	25.0%		0.0%		0.0%		4	100.0%
ADNU	Nursing-Associate's Degree	18	32.7%	27	49.1%	9	16.4%		0.0%	1	55	100.0%
ARTS	Art	2	50.0%	2	50.0%		0.0%		0.0%		4	100.0%
BOSC	Basic Office Skills	1	100.0%		0.0%		0.0%		0.0%		1	100.0%
CHLD	Early Child/Child Development	5	45.5%	6	54.5%		0.0%		0.0%		11	100.0%
CHMT	Chemical Technology	1	33.3%	2	66.7%		0.0%		0.0%		3	100.0%
CLAB	Clinical Laboratory Technology	2	50.0%	2	50.0%		0.0%		0.0%		4	100.0%
CMID	Computer Science Micro-Computg	1	100.0%		0.0%		0.0%		0.0%		1	100.0%
CNND	Micro-Computing Networking	5	83.3%	1	16.7%		0.0%		0.0%		6	100.0%
CNMC	Computer Network Maint Cert	1	50.0%	1	50.0%		0.0%		0.0%		2	100.0%
CNTD	Computer & Networking Technlgy	1	33.3%	2	66.7%		0.0%		0.0%		3	100.0%
CPRD	Computer Science	1	50.0%	1	50.0%		0.0%		0.0%		2	100.0%
DENT	Dental Assisting Certificate	2	100.0%		0.0%		0.0%		0.0%		2	100.0%
DHYG	Dental Hygiene	6	75.0%	1	12.5%		0.0%	1	12.5%		8	100.0%
DMSD	Diagnostic Medical Sonography	1	25.0%	2	50.0%	1	25.0%		0.0%		4	100.0%
ENGN	Engineering		0.0%		0.0%	1	100.0%		0.0%		1	100.0%
ESPE	Education/Special Education	8	61.5%	5	38.5%		0.0%		0.0%		13	100.0%
FIRE	Fire Science	2	66.7%	1	33.3%		0.0%		0.0%		3	100.0%
FNBK	Financial Services	2	100.0%		0.0%		0.0%		0.0%		2	100.0%
GBUS	General Business	8	44.4%	10	55.6%		0.0%		0.0%		18	100.0%
GENS	General Studies	42	43.8%	43	44.8%	10	10.4%	1	1.0%		96	100.0%
HSTO	Histotechnician	1	100.0%		0.0%		0.0%		0.0%		1	100.0%
LAEN	Liberal Arts - English	1	100.0%		0.0%		0.0%		0.0%		1	100.0%
LAPS	Liberal Arts - Psychology	3	75.0%	1	25.0%		0.0%		0.0%		4	100.0%
LENF	Law Enforcement	11	50.0%	9	40.9%	1	4.5%	1	4.5%		22	100.0%
LGAD	Legal Admin Assistant/Secretary	1	50.0%	1	50.0%		0.0%		0.0%		2	100.0%
LIBA	Liberal Arts	4	57.1%	3	42.9%		0.0%		0.0%		7	100.0%
LPNU	Practical Nursing	1	25.0%	2	50.0%	1	25.0%		0.0%		4	100.0%
MARK	Marketing	1	50.0%	1	50.0%		0.0%		0.0%		2	100.0%
MDAD	Medical Admin Assntnt/Secretary	3	42.9%	2	28.6%	2	28.6%		0.0%		7	100.0%
METC	Mechanical Engineering Tech		0.0%	1	100.0%		0.0%		0.0%		1	100.0%
MNGT	Management		0.0%	1	100.0%		0.0%		0.0%		1	100.0%
MUSC	Music	2	100.0%		0.0%		0.0%		0.0%		2	100.0%
OFAC	Office Administration Cert	2	100.0%		0.0%		0.0%		0.0%		2	100.0%
PALG	Paralegal Studies	1	12.5%	6	75.0%	1	12.5%		0.0%		8	100.0%
PHLE	Phlebotomy	6	37.5%	7	43.8%	3	18.8%		0.0%		16	100.0%
PHTA	Physical Therapist Assistant	2	66.7%	1	33.3%		0.0%		0.0%		3	100.0%
RESP	Respiratory Therapy	4	30.8%	8	61.5%	1	7.7%		0.0%		13	100.0%
RLST	Real Estate	1	100.0%		0.0%		0.0%		0.0%		1	100.0%
SCIB	Science - Track B		0.0%	1	100.0%		0.0%		0.0%		1	100.0%
SOWK	Social Work		0.0%	2	100.0%		0.0%		0.0%		2	100.0%
TECH	Technical Studies		0.0%	2	100.0%		0.0%		0.0%		2	100.0%
TETD	Telecommunication Technology	1	50.0%	1	50.0%		0.0%		0.0%		2	100.0%
TMSG	Telecommunication Technology	1	100.0%		0.0%		0.0%		0.0%		1	100.0%
TRVL	Travel/Tourism Mgt.	1	100.0%		0.0%		0.0%		0.0%		1	100.0%
XRAY	Radiography	5	55.6%	3	33.3%	1	11.1%		0.0%		9	100.0%
(blank)	(blank)	27	50.0%	22	40.7%	4	7.4%	1	1.9%		54	100.0%
Grand Total		196	45.9%	191	44.7%	35	8.2%	4	0.9%	1	0.2%	427

**Community College of Rhode Island
Data Elements Included in 2006-2007 Graduate Survey**

SID
 GRAD_TYPE
 AGE
 IPEDS_AGE_GRP
 STATE
 ETHNICITY
 GENDER
 AWARD1_MAJR_CODE
 AWARD1_MAJR_DESC
 AWARD1_DEGREE_CODE
 AWARD1_DEGREE_DESC
 AWARD1_GRAD_DATE
 AWARD1_GRAD_TERM
 AWARD2_MAJR_CODE
 AWARD2_MAJR_DESC
 AWARD2_DEGREE_CODE
 AWARD2_DEGREE_DESC
 AWARD2_GRAD_DATE
 AWARD2_GRAD_TERM
 GPA
 FT_SEMESTER_COUNT
 FT_HOURS_ATT
 PT_SEMESTER_COUNT
 PT_HOURS_ATT
 TOT_HOURS_ATT
 TRANS_HOURS_EARNED
 INST_HOURS_EARNED
 TOTAL_HOURS_EARNED
 TOT_SEMESTER_COUNT
 PRIOR_AWARDS
 YEARS_IN_CCRI_SYSTEM
 FIRST_YEAR
 1What was your goal when you first entered CCRI?
 2Would you recommend CCRI to others?
 3aEffectively organize and present ideas orally
 3bEffectively organize and present ideas in writing
 3cIdentify, analyze, and understand complex ideas
 3dUse information technology to locate, evaluate and apply
 3eDemonstrate an understanding of mathematical and scientific
 3fApply scientific methods to problem solving
 3gUse teamwork to accomplish tasks in groups
 3hDemonstrate an understanding of global, cultural and historical
 4aVariety of courses offered in your major field
 4bIn general, the instructors' knowledge of material in your major
 4cIn general, the instructors' use of technology in the classroom
 4dOut-of-class availability of your instructors
 4ePositive attitude of the faculty toward students
 4fSupport and encouragement toward students
 4gSize of a typical class
 4hAvailability of courses in the semester you need them
 4iAvailability of courses at the hours you want them
 4jAvailability of computers on campus on which to complete assignments
 4kHelpfulness of the financial aid personnel
 4lTimeliness of financial aid awards
 4mHelpfulness of Student Services staff

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Wabash National Study of Liberal Arts Education

The Wabash National Study of Liberal Arts Education is a longitudinal study administered jointly by the Center for Inquiry in the Liberal Arts at Wabash College (IN) and the University of Iowa. ACT, Inc. is coordinating the collection of information from students.

Purpose:

"The purpose of the study is to examine the practices and conditions that help students gain the knowledge and skills they and their colleges believe reflect the purposes of a college education. This study will examine collegiate outcomes such as leadership, well-being, problem-solving, multiculturalism, integrated learning, and moral reasoning.

The study is designed to benefit educators in many kinds of institutions who teach college students by increasing their understanding of the practices, [student support services], and pedagogies that help students succeed."

Population:

CCRI hopes to sample 800 first-time/ full-time students in Fall 2008. These same 800 students will be asked to complete the same assessment in late April/early May 2009 and then again in late April/early May 2010. Full-time is fairly loosely defined for the community college population, but will exclude non-credit students and students taking a course or two for personal interest. Transfer students can participate.

Four year institutions participating in the study will survey students in their freshman and senior years.

Procedure:

Participants will take a subset of the following measures:

- Miville-Guzman Universality-Diversity Scale (short form)—measures awareness and acceptance of both similarities and differences among people
- Defining Issues Test (DIT2) —measures moral reasoning
- Ryff Psychological Well-Being Scale—measures six dimensions of psychological well-being, self-acceptance, environmental mastery, positive relations with others, personal growth, purpose in life, and autonomy
- Socially Responsible Leadership Scale (SLRS-R2)—measures seven aspects of leadership development
- Need for Cognition Scale(NCS)—measures how much people enjoy engaging in effortful cognitive activities
- Collegiate Assessment of Academic Proficiency Critical Thinking Test (CAAP)—measures the students' skills in clarifying, analyzing, evaluating, and extending arguments.
- National Survey of Student Engagement (NSSE)

The administration of these surveys is entirely paper and pencil and will take approximately 2 hours to complete.

CCRI will administer these surveys during class time between September 15 and 26. With the exception of the CAPP, which is a timed test, students may have additional time to complete any of the surveys.

All materials, including pencils, will be delivered to the classroom and collected at the end of each assessment cycle.

Standard Five

Faculty

SV-A Description of Faculty Evaluation Process

SV-B Overall Summary of Department Chair Evaluations
by Faculty

FACULTY EVALUATION PROCESS

The Faculty Contract specifies that a Faculty Evaluation Committee shall have oversight of the faculty evaluation process. The Committee is to be composed of three (3) faculty members elected by the faculty and three (3) administrators selected by the President of the College. The elected/appointed members of the 2008-2009 Evaluation Review Committee are Cassandra Brewer (Math), John Cole (English), Leigh Martin (English) and academic deans Maureen McGarry, Ruth Sullivan, and Peter Woodberry.

Process:

Commencing in the fall 2008, all academic departments will be required to use the common Faculty Course Evaluation Instrument adopted in the spring 2008. Departments offering unique classroom format courses may submit a request to the Evaluation Review Committee to use a modified common course evaluation instrument. Such requests must be received by the Committee by October 1th and include a copy of the proposed modified instrument in order to gain approval by November 1st. Requests for modifying the common Faculty Course Evaluation Instrument are limited to those situations in which departments may wish to add supplemental questions that address instructional components that are unique to a department's mission. (The college is in the process of developing appropriate course evaluation instruments for those learning environments that utilize instructional modalities that are substantially different from the traditional classroom instructional format; e.g., distance learning, clinical rotations, etc.) When granting requests to include supplemental questions, it is understood that the questions on the common form will remain intact. In the case of an impasse regarding a departmental evaluation proposal by the Evaluation Review Committee, the Vice President for Academic Affairs will meet with a Faculty Association representative to resolve the impasse.

The processes for evaluating full-time and adjunct faculty include use of the common Faculty Course Evaluation Instrument. There are additional evaluation components for full-time faculty depending on their years of service to the College and for adjunct faculty. These processes are outlined in the following text, and the schematic diagram on the following page provides a visual overview of the process. Each process includes a description of the Chair's, the Dean's, and the Vice President of Academic Affairs' responsibilities in the evaluative process.

Full-time Faculty Evaluation

Years of Service

Minimum Requirements for Review

<p>Years</p> <p>1 - 3</p>	<p>Years</p> <p>4 – 6</p>	<p>"On" Year</p> <p><i>Every third year after receiving tenure (year 6) is an "On" year or evaluation year</i></p>	<p>"Off" Year</p> <p>"Off-Year"</p>
--	--	--	--

Basic Elements Included in Departmental Evaluation Plans include:

<p>Peer Review</p> <p>Student Evaluation</p> <p>Chair Evaluation</p>	<p>(see footnote #1)</p> <p>Chair Evaluation</p>	<p>Peer Review</p> <p>Student Evaluation</p> <p>Chair Evaluation</p>	<p>According to Departmental Evaluation Plan</p> <p>Chair Evaluation</p>
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#1 During a faculty member's fourth (4th), fifth (5th) and sixth (6th) year after hire, either the Dean or Department Chairperson or both may require the inclusion of peer and/or student evaluative reviews in the annual evaluation.

Description/Timelines Related to the Faculty Evaluation Process

Full-Time Faculty

All full-time faculty members will be evaluated in accordance with the guidelines designated for their years of service. Each academic department must have a Departmental Faculty Evaluation Plan that has been approved by the Faculty Evaluation Committee. All department plans must include the common Faculty Course Evaluation Instrument for use with all courses taught each semester, a Peer Evaluation, and a Chair's Evaluation. Departmental Plans must specify how faculty will be evaluated annually when not otherwise specified in the Faculty Contract; i.e., during the years that they are in the "Off" cycle of evaluation. Modifications to Departmental Plans must be submitted to the Faculty Evaluation Committee by October 1st for a decision by November 1st.

Method:

During the first three years after hire, a faculty member's evaluation must include Chair, Student, and Peer evaluations. During their fourth (4th), fifth (5th) and sixth (6th) year after hire, the Chair prepares a written evaluation of faculty performance. During these same years (4th, 5th & the Dean or Department Chairperson may require Peer and/or Student evaluative reviews if not otherwise required by the Department's Evaluation Plan. Following the sixth (6th) year after hire, Peer, Student, and Chair evaluative reviews will be included in the evaluation of all faculty members every third year. In the "off-years," faculty evaluations will be dictated by the Departmental Plan.

Timeframe:

The Departmental Evaluation Plan will specify which semester various components of the evaluation will occur (e.g., Student course evaluations in all courses taught each semester, peer evaluations in the spring semester, Chair and Self evaluations in January). Plans will ensure that written summaries of each faculty member's performance will be forwarded to the appropriate academic dean by March 1st each year.

Chair Responsibilities:

The Chair summarizes the evaluation of each faculty member and shares the written summary of performance with each individual faculty member on or before February 1st each year. The Chair assists each faculty member in developing a professional development plan in area(s) where improvement would strengthen teaching performance. The Chair forwards the written summary to the appropriate academic dean by March 1st each year. In addition, the Chair:

- 1) Submits a Departmental Evaluation Plan to the Faculty Evaluation Committee by October 1st. If there are no changes to a Department's Evaluation Plan from the previous year's submission, it is assumed that the Department will continue to follow the most recently approved Plan. Beginning in September 2008, all Departmental Evaluation Plans must include use of the common Course Evaluation Instrument, and the previously approved Peer Evaluation Instrument, and the Chair's written Summary Evaluation.

12/8/2008

- 2) Ensures that all full-time faculty members are evaluated every year in keeping with the provisions of the Faculty Contract and the Departmental Evaluation Plan
- 3) Submits to the Faculty Evaluation Committee by October 1st requests for including additional questions on the common Faculty Course Evaluation Instrument and/or modifications to the previously approved Peer Evaluation Instrument
- 4) Reviews the results of the evaluation instruments, and prepares a written summary of the evaluative information for each individual full-time faculty member
- 5) Reviews his/her written summary with each individual faculty member before forwarding it to the appropriate academic Dean by March 1st each year.

Dean Responsibilities:

The Academic Dean reviews all written performance summaries, confirms that each step of the departmental evaluation plan was followed and communicates with the Department Chair about performance issues and professional development strategies. The Dean then forwards the written results with his/her own observations to the Vice President for Academic Affairs by May 1. The Vice President reviews the summaries submitted by the Chair and the Academic Dean and then files faculty evaluation summaries in each faculty member's professional file. In addition, the Dean:

- 1) Verifies that the process was conducted fairly using procedures approved by the Faculty Evaluation Committee
- 2) Contacts the appropriate Department Chair to confer about faculty when poor performance is detected
- 3) Forwards the written summary of each faculty member's evaluation to the Vice President for Academic Affairs to be placed in the faculty member's professional file
- 4) Provides a written summary/outline of performance ratings for the Vice President of Academic Affairs, including a synopsis of individual professional development plans that have been created to increase instructional effectiveness.

Adjunct Faculty

Method

All adjunct faculty members will be evaluated each semester using the common Faculty Course Evaluation Instrument for each course taught.

Timeframe

Course evaluations will be conducted between the 10th and 13th weeks of the semester.

Chair Responsibilities

The Chair reviews the results of all course evaluations and provides a written summary of the students' responses to the faculty member after course grades have been posted. The Chair confers with faculty members as necessary to develop professional development plans to improve teaching performance.

Dean Responsibilities

12/8/2008

The Dean reviews summaries of course evaluations for each adjunct faculty member. The Dean confers with Chairs in situations where poor performance is detected, and reviews the Chair's recommendation for next steps. The Dean provides a written summary for the Vice President of Academic Affairs of all situations in which poor performance is an issue. The Dean also addresses what steps he or she has discussed with the appropriate Chair for improving instructional performance.

Vice President of Academic Affairs Responsibilities:

The Vice President of Academic Affairs reviews the summary information presented by the Academic Deans. The Vice President will share with the Chairs and the Deans her observations of the results, including identifying specific areas in which the College may decide to provide some professional development activities. The Vice President will see that individual faculty summaries are filed in each faculty member's professional file.

12/8/2008

Next Steps

During the 2008-2009, the Faculty Evaluation Committee will review each Department's Evaluation Plan and provide a summary comparison of evaluation plans. In addition, the Committee will ask that each department submit a description of how Peer Evaluation is defined within their department. The Committee will then prepare a summary of common elements in the peer evaluation process, and make recommendations of some of the common elements recommended for inclusion in all peer evaluation reviews.

**EVALUATION
(Article XIV)**

- A. All faculty members will be evaluated every year. All departmental evaluation plans shall provide for the inclusion of student and peer evaluation reviews for all faculty members during their first three (3) years after hire. During a faculty member's fourth (4th), fifth (5th) and sixth (6th) year after hire, either the Dean or Department Chairperson or both may require the inclusion of peer and/or student evaluative reviews in the annual evaluation.**
- B. Following the sixth (6th) year after hire, peer and student evaluative reviews shall be included in the evaluation of all faculty members every third year, such that the evaluative reviews are included in the evaluations of one-third (1/3) of the faculty in a department each year. Student and peer evaluations may be included in the annual evaluation of a faculty member on a more frequent basis by mutual agreement between the appropriate Academic Dean and Department Chairperson.**
- C. Such evaluations shall be conducted in accordance with the special criteria and procedures submitted by the departments and approved by the Evaluation Review Committee and which shall be in conformity with other provisions of this agreement.**
- D. Such criteria and procedures will be submitted to a college-wide Evaluation Review Committee to be composed of three (3) faculty members elected by the faculty and three (3) administrators selected by the President of the College. The Evaluation Review Committee will be convened by the Vice President for Academic Affairs at the beginning of each academic year. At that initial meeting, a Chairperson will be elected and a time frame for the completion of the review process will be established.**
- E. The criteria and procedures submitted to the Evaluation Review Committee by the departments will not become operative without the approval of said committee. Upon approval, they will be forwarded to the appropriate Academic Dean and the Vice President for Academic Affairs. In case of an impasse regarding a department evaluation proposal by the Evaluation Review Committee, the Vice President for Academic Affairs will meet with a Faculty Association representative to resolve the impasse.**
- F. The foregoing process must be completed by November 30 of each year. Thereafter, between February 1 and March 1 of every year, each faculty member will be evaluated on the basis of the criteria and procedures established by the foregoing process.**
- G. Each evaluation will be submitted to the appropriate Academic Dean, for review and then will be filed in the faculty member's professional folder.**
- H. Student Evaluation of Teaching. The results of any student evaluation of teaching are to be regarded as but one source of information about a faculty member's teaching.**

Community College of Rhode Island

Overall Summary of Department Chair Evaluations by Faculty

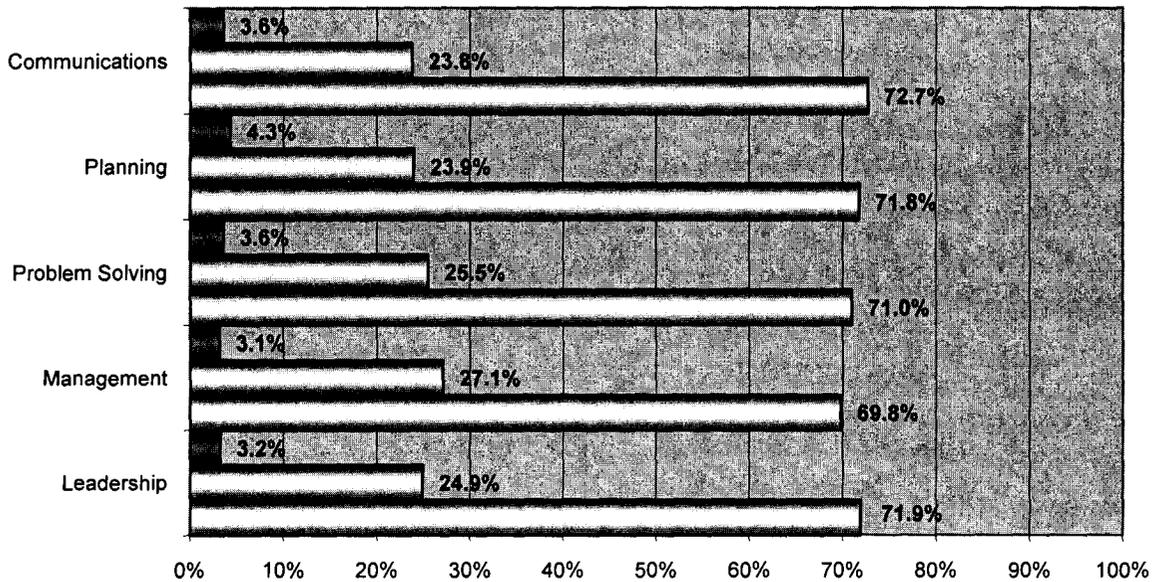
2008 Year	Survey Categories	No. of Items	% of Items
	Leadership	15	40.5%
	Management	11	29.7%
	Problem Solving	5	13.5%
	Planning	2	5.4%
	Communications	4	10.8%
	Totals	37	100.0%

College-Wide Overall Summary

Counts of Items Chosen	Leadership	Management	Problem Solving	Planning	Communications	Total Counts
Exceeds Expectations	1,893	1,356	616	249	511	4,625
Satisfactory	655	526	221	83	167	1,652
Unsatisfactory	85	61	31	15	25	217
Totals	2,633	1,943	868	347	703	6,494

Percents	Leadership	Management	Problem Solving	Planning	Communications
Exceeds Expectations	71.9%	69.8%	71.0%	71.8%	72.7%
Satisfactory	24.9%	27.1%	25.5%	23.9%	23.8%
Sub-Total of above	96.8%	96.9%	96.4%	95.7%	96.4%
Unsatisfactory	3.2%	3.1%	3.6%	4.3%	3.6%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%

Department Chair Evaluations by Faculty: Overall Summary



	Leadership	Management	Problem Solving	Planning	Communications
■ Unsatisfactory	3.2%	3.1%	3.6%	4.3%	3.6%
□ Satisfactory	24.9%	27.1%	25.5%	23.9%	23.8%

Community College of Rhode Island Group of 7 Department Chair Evaluations by Faculty

2008 Year	Survey Categories	No. of Items	% of Items
	Leadership	15	40.5%
	Management	11	29.7%
	Problem Solving	5	13.5%
	Planning	2	5.4%
	Communications	4	10.8%
	Totals	37	100.0%

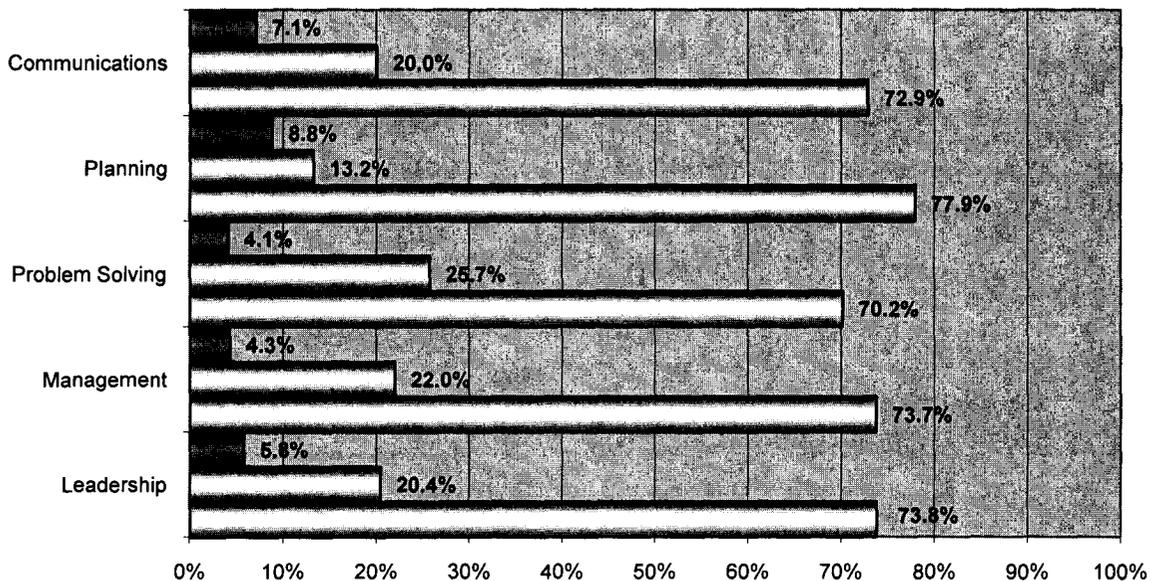
GROUP: Business, Computer Studies, Biology, Engineering & Technical Studies, Administrative Office Technology, Physics and Chemistry* (7 Depts)

Counts of Items Chosen	Leadership	Management	Problem Solving	Planning	Communications	Total Counts
Exceeds Expectations	383	275	120	53	102	933
Satisfactory	106	82	44	9	28	269
Unsatisfactory	30	16	7	6	10	69
Totals	519	373	171	68	140	1,271

*excludes chemistry

Percents	Leadership	Management	Problem Solving	Planning	Communications
Exceeds Expectations	73.8%	73.7%	70.2%	77.9%	72.9%
Satisfactory	20.4%	22.0%	25.7%	13.2%	20.0%
Sub-Total of above	94.2%	95.7%	95.9%	91.2%	92.9%
Unsatisfactory	5.8%	4.3%	4.1%	8.8%	7.1%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%

Department Chair Evaluations by Faculty: Business, Science & Technology Group



	Leadership	Management	Problem Solving	Planning	Communications
■ Unsatisfactory	5.8%	4.3%	4.1%	8.8%	7.1%
□ Satisfactory	20.4%	22.0%	25.7%	13.2%	20.0%

Community College of Rhode Island Group of 11 Department Chair Evaluations by Faculty

Survey Categories	No. of Items	% of Items
Leadership	15	40.5%
Management	11	29.7%
Problem Solving	5	13.5%
Planning	2	5.4%
Communications	4	10.8%
Totals	37	100.0%

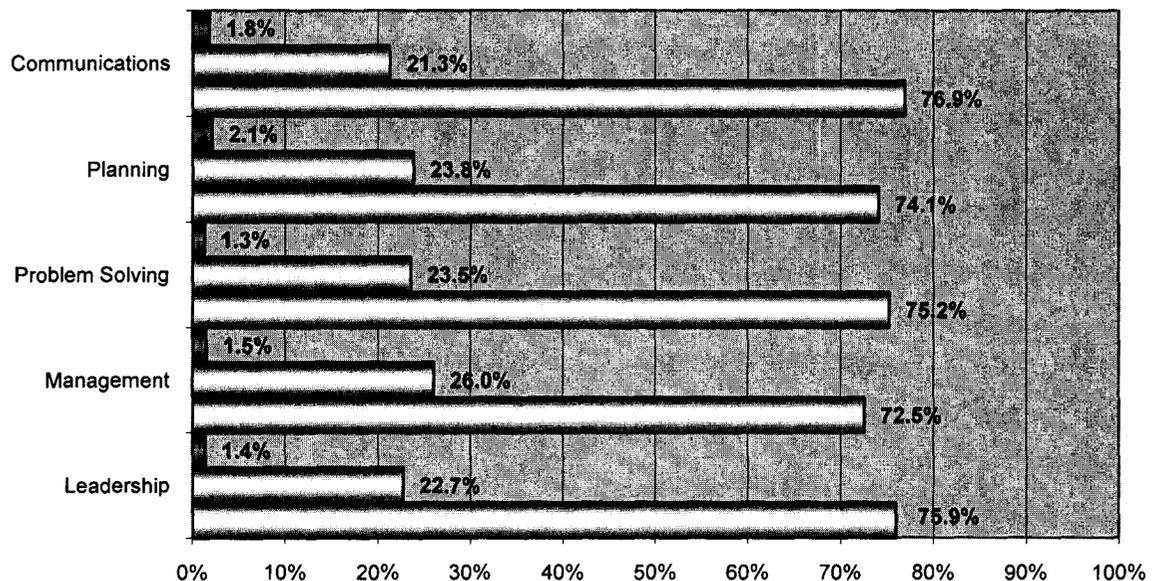
GROUP: Art, English, Math, Foreign Languages, Human Services, Psychology, Music, Criminal Justice & Legal Studies, Physical Education and Social Science

Counts of Items Chosen	Leadership	Management	Problem Solving	Planning	Communications	Total Counts
Exceeds Expectations	1,091	781	355	140	293	2,660
Satisfactory	326	280	111	45	81	843
Unsatisfactory	20	16	6	4	7	53
Totals	1,437	1,077	472	189	381	3,556

note: includes LRC

Percents	Leadership	Management	Problem Solving	Planning	Communications
Exceeds Expectations	75.9%	72.5%	75.2%	74.1%	76.9%
Satisfactory	22.7%	26.0%	23.5%	23.8%	21.3%
Sub-Total of above	98.6%	98.5%	98.7%	97.9%	98.2%
Unsatisfactory	1.4%	1.5%	1.3%	2.1%	1.8%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%

Department Chair Evaluation by Faculty: Arts, Humanities & Social Sciences Group



	Leadership	Management	Problem Solving	Planning	Communications
■ Unsatisfactory	1.4%	1.5%	1.3%	2.1%	1.8%
□ Satisfactory	22.7%	26.0%	23.5%	23.8%	21.3%

Community College of Rhode Island Group of 5 Department Chair Evaluations by Faculty

2008 Year	Survey Categories	No. of Items	% of Items
	Leadership	15	40.5%
	Management	11	29.7%
	Problem Solving	5	13.5%
	Planning	2	5.4%
	Communications	4	10.8%
	Totals	37	100.0%

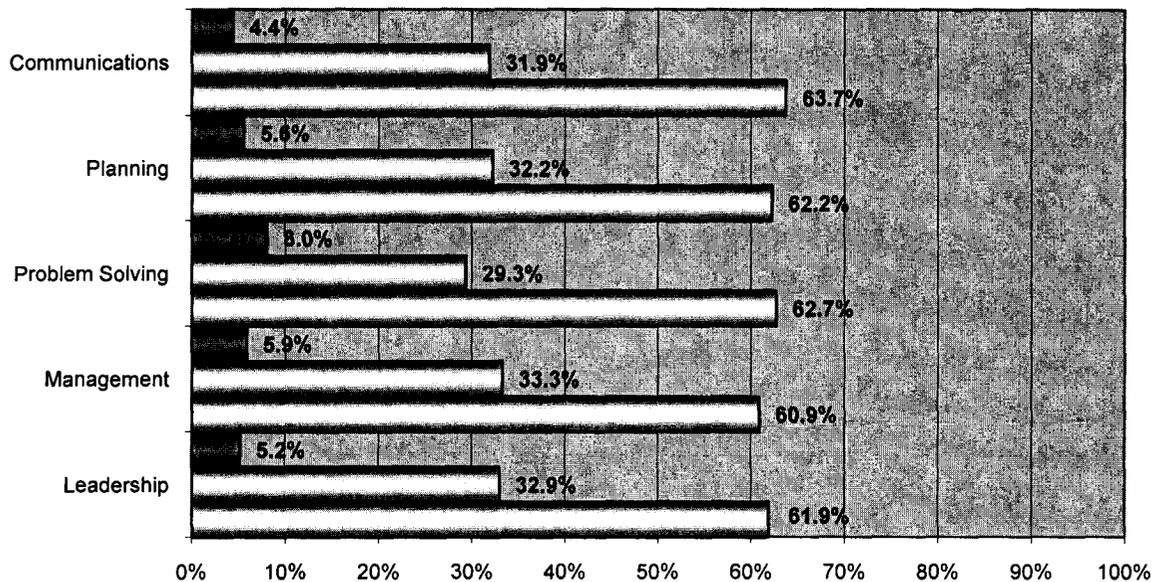
GROUP: Nursing II & Health Care Interpreter, Nursing & Fire Science, Allied Health, Dental Health, Rehabilitative Health and Emergency/Disaster Management*

Counts of Items Chosen	Leadership	Management	Problem Solving	Planning	Communications	Total Counts
Exceeds Expectations	419	300	141	56	116	1,032
Satisfactory	223	164	66	29	58	540
Unsatisfactory	35	29	18	5	8	95
Totals	677	493	225	90	182	1,667

*excludes emergency/disaster mgt.

Percents	Leadership	Management	Problem Solving	Planning	Communications
Exceeds Expectations	61.9%	60.9%	62.7%	62.2%	63.7%
Satisfactory	32.9%	33.3%	29.3%	32.2%	31.9%
Sub-Total of above	94.8%	94.1%	92.0%	94.4%	95.6%
Unsatisfactory	5.2%	5.9%	8.0%	5.6%	4.4%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%

Department Chair Evaluations by Faculty: Nursing, Allied & Dental Health & Rehabilitative Health Group



	Leadership	Management	Problem Solving	Planning	Communications
■ Unsatisfactory	5.2%	5.9%	8.0%	5.6%	4.4%
□ Satisfactory	32.9%	33.3%	29.3%	32.2%	31.9%

Standard Six

Students

SVI-A Division of Student Affairs Assessment Calendar

10.27.08

**Community College of Rhode Island
Division of Student Affairs
Assessment Calendar**

<u>January</u>	<u>Who</u>	<u>How</u>
<ul style="list-style-type: none">• Orientation Evaluation Form• Late Registration Satisfaction Survey	All orientation participants All late registrants	Paper Paper
<u>February</u>		
<u>March</u>		
<u>April</u>		
<ul style="list-style-type: none">• Access Tutoring Evaluation Form	All participants	Paper
<u>May</u>		
<ul style="list-style-type: none">• RIETS Evaluation Form• Access ENGL 1000 Course Evaluation• Co-op LIBA 1010 Course Evaluation• LRCT 1020 Course Survey• SAASP Assessment	All ETS participants All students in Access sections All students in LIBA 1010 All students in LRCT 1020 All student athletes	Paper Paper Web Paper Paper
<u>June</u>		
<u>July</u>		
<u>August</u>		
<ul style="list-style-type: none">• Orientation Evaluation Form• Late Registration Satisfaction Survey	All orientation participants All late registrants	Paper Paper
<u>September</u>		
<u>October</u>		
<u>November</u>		
<ul style="list-style-type: none">• Access Tutoring Evaluation Form	All participants	Paper
<u>December</u>		
<ul style="list-style-type: none">• Access ENGL 1000 Course Evaluation• Co-op LIBA 1010 Course Evaluation• LRCT 1020 Course Survey	All students in Access sections All students in LIBA 1010 All students in LRCT 1020	Paper Web Paper

10.27.08

Ongoing or at each instance

- | | | |
|---|--|-----------------|
| • Student Success Training Evaluation | All training attendees | Web |
| • Student Success TutorTrac Tutoring Eval. | All students completing any tutoring session | POA
computer |
| • Access Orientation/Transfer Trip Evaluation | Participants | Paper |
| • ETS Field Trip Evaluation | Participants | Paper |
| • EOC Service Evaluation | All clients | |
| • Running Start Feedback | Participants upon completion of program | Telephone |

New Assessments coming online this academic year

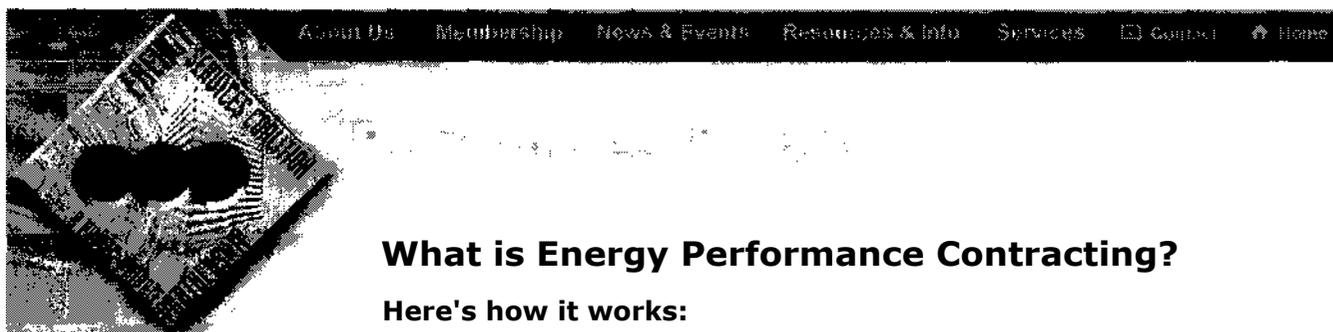
- | | | |
|---|---------------------|-------|
| • Admissions Info Session Feedback Form | After every session | Paper |
| • Tutoring Satisfaction Survey | Monthly | Web |
| • Workshop Satisfaction Survey | Monthly | Web |
| • System-wide Satisfaction Survey | February | Paper |

Standard Eight

Physical and Technological Resources

SVIII-A Energy Performance Contracting

SVIII-B Series25® Scheduling and Space Analysis

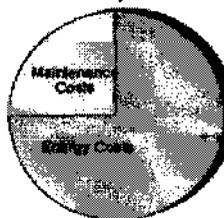


What is Energy Performance Contracting?

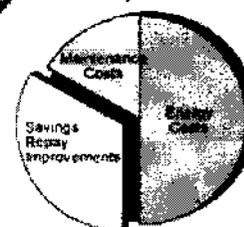
Here's how it works:

You enter into an agreement with a private energy service company (ESCO). The ESCO will identify and evaluate energy-saving opportunities and then recommend a package of improvements to be paid for through savings. The ESCO will guarantee that savings meet or exceed annual payments to cover all project costs—usually over a contract term of seven to 10 years. If savings don't materialize, the ESCO pays the difference, not you. To ensure savings, the ESCO offers staff training and long-term maintenance services.

Before Improvements



After Improvements



Many types of building improvements can be funded through your existing budgets—new lighting technologies, boilers and chillers, energy management controls and swimming pool covers, to name a few.

A qualified ESCO can help you put the pieces together:

Identify and evaluate energy-saving opportunities;

Develop engineering designs and specifications;

Manage the project from design to installation to monitoring;



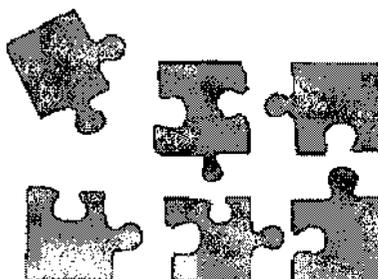
Arrange for financing;



Train your staff and provide ongoing maintenance services; and



Guarantee that savings will cover all project costs.



RESOURCES & INFO

- What is PC?
- 0 5 Steps to Success
- 0 Workshop in a Box
- ▢ PC Activities by State
- ▢ State Programs
- 0 Federal Programs
- 0 Financing
- 0 Legislation
- ▢ Model Documents
- Documents
- ▢ Links

The Many Benefits

Better Buildings

By updating or replacing equipment that is old and obsolete with newer, more efficient technologies, you will have higher-quality systems, fewer breakdowns and reduced maintenance. When building occupants experience improved lighting, better air quality and more comfortable room temperatures, they are likely to be happier and more productive.

A Wise Investment

Energy performance contracting allows you to divert funds that would be spent on energy bills into investments in your buildings. For governments, this means limited budgets can stretch further, putting taxpayers' money where it really counts. For all building owners, more modern, efficient energy systems can increase your property value and improve marketability of your buildings.

Improvements Without Sacrifice

Energy performance contracting allows you to tackle energy efficiency projects now even if no funds are available. This means you can still afford improvements when faced with budget cuts or competing priorities. And, with energy performance contracting, you can take a comprehensive approach that will optimize your benefits.

Cost Savings

New systems and equipment can lower your energy costs. Many building owners see energy savings of 15 to 35 percent and also reduce their long-term maintenance costs. You keep all the savings once the equipment is paid off, plus any excess savings during the contract term.

Proven Technology and Expertise

Since the late 1970s, performance contracting has become a widely accepted and reliable way to make energy improvements. Today's ESCOs use industry-standard practices and proven energy-saving technologies and have excellent track records for satisfying their customers. ESCOs have a financial incentive to make sure savings are achieved throughout the contract term.

One-Stop Shopping

Performance contracting offers a streamlined approach to making facility improvements because, with a single contract, you can tackle multiple energy-efficient projects throughout your facility, rather than doing one project at a time. Your ESCO can provide a full range of services and continue working with you once the projects are complete to ensure that you get optimal long-term energy performance.

Frequently Asked Questions

How do I find those energy savings?

By working in partnership with a professional energy service company (ESCO), you can tap its expertise to determine what building improvements make the most sense for improved comfort, easier maintenance and your budget. An ESCO's recommendations might include replacing lighting equipment, modifying or replacing boilers and chillers, installing modern energy management control systems, replacing motors or even installing pool covers or more efficient kitchen equipment.

Can't I do this myself?

Sure, if you have the time, money and expertise. But an ESCO can work with you to put together a complete package of services that meets your needs and saves you time and money. An ESCO can identify and evaluate energy-saving opportunities, provide engineering services, order and install equipment, and manage all phases of

construction. To complete the package, the ESCO can guarantee the savings and even arrange financing.

How risky is this for me?

ESCOs typically work under a performance guarantee that shifts the risk to the ESCO. Your guaranteed energy savings pay for the upgrades, so you have no up-front costs. If energy savings don't materialize, the ESCO pays the difference, not you.

What can I do to get started?

It's simple: Contact the Energy Services Coalition. Act today and get those energy savings working for you.

Click [here](#) for 5 steps to successful energy performance contracting.

Energy Services Coalition (ESC)

e.s.c@energyservicescoalition.org.

Or contact the [Board member](#) nearest you.

Last Updated: 09/12/2008

ESCO PROGRAM DESCRIPTION

Rhode Island Office of Energy Resources (RIOER)
List of Energy Service Companies (ESCOs)
April 25, 2007

The RIOER is establishing a list of ESCOs for use by building owners and operators. Firms that are included on the RIOER list have met our criteria to offer a legitimate service proposal and provide effective energy management services; The RIOER conducted a comprehensive evaluation of these firms including reviews of the following: experience, staffing, references, and financial stability. Although it is our opinion that these firms are qualified to provide these services, it is important that any building owner conduct its own detailed evaluation of a firm before entering into a final contract. It is important to note that circumstances may have changed for any given ESCO since being placed on the RIOER list or a more detailed evaluation may reveal an undisclosed concern. It is also important to note that firms may have varying skills or specialties. For example, some firms may be interested in only large projects or may have a particular technology or approach it favors that should be taken into consideration by building owners. These approaches may relate to a particular type of Energy Conservation Measure (ECM), a method of financing or an approach to savings measurement and verification. All of these things must be specifically evaluated for your project before entering into a final contract.

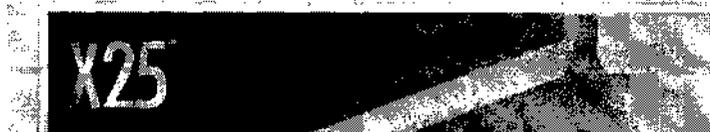
We also strongly urge that each building owner obtain the services of a 3rd party engineering consultant to assist them in administering the bidding and selection process and ultimately the construction, commissioning and contract administration process. It is recommended that projects be structured such that the costs of the services of this consultant will be covered by the savings from the project. This person will be like an insurance policy, protecting your interests throughout the term of the contract and assuring that promised energy and cost savings are delivered. The RIOER can assist you in getting started and in the hiring of this consultant.

The RIOER endorses the concept of ESCO contracting. It is an effective way to achieve comprehensive energy savings, replace old equipment, and modernize facilities and hedge against the inevitable rise in energy costs. The State of Rhode Island recently entered into a contract for three of its most prominent state buildings and has plans underway to address all of its most substantial buildings through ESCO contracts. We urge you to follow this same path and will be glad to help.

The State has also developed a standard contract that is available for your use. This contract has many safeguards and provisions that will help to make your project a success. This contract will be available on RIOER's website and may be downloaded for your use.

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Series25' Scheduling & Space Analysis



Space Analysis featuring Real-Time Benchmarking

*** Web Admissions**[Online](#)[Commencement](#)[Is Faculty](#)[and Course Evaluation](#)[Tuition](#)[Processing](#)[Contact Us](#)

X250 web-based space analysis is the only product of its kind on the market today. X25 analyses give you detailed, data-rich, easy-to-understand graphical views of your scheduling effectiveness, inventory fitness, and space utilization. Its unique, professional quality analytics provide the insight you need to make informed space construction, renovation, and closure decisions and to improve operational efficiency.

[Request Information](#)**How Your Institution Benefits**

X25 shows you which classes and departments are getting the equipment they need for teaching. You see whether classes are well-sized for their rooms. You know which departments are spreading class times and which aren't. You find out where the potential for student class conflicts is highest. And, perhaps most importantly, you compare to benchmarks as you monitor campus progress.

By examining and improving the effectiveness of your scheduling, you can get more satisfied students and faculty, better retention, and more on-time graduations. Unlike timetabling products, X25 doesn't replace your good judgment or automate decisions for you. Instead, it provides the decision support and concrete analytics you need to make the best space planning decisions for your school given your mission and priorities.

Let X25 Help Improve the Student and Faculty Experience on Your Campus

- Discover opportunities to improve and extend your space to best meet student course needs and faculty preferences
- See if your classroom equipment and special services support your pedagogical requirements
- Pin down critical "pressure" times when it's difficult for students in certain departments to get the classes they need to graduate, and explore how best to relieve that pressure
- Determine how to avoid class overcrowding so students can receive the individual attention they deserve and faculty can successfully provide it
- Find out how taking a building offline for renovation or replacement will impact classroom availability and fit for students and faculty
- Provide departments the space analysis information they need to optimize academic scheduling for their students and faculty
- Build a convincing case for increased facilities funding when you need it

Real-Time Benchmarking™

Using the Real-Time Benchmarking™ capability, you can compare your latest analysis results against previous results to monitor your scheduling effectiveness progress over time.

The Advantages of Web-based Delivery

Based on cutting-edge Web 2.0 technologies, CollegeNET hosts X25, featuring Real-time Benchmarking, for you on our proven, secure, high-availability, on-demand infrastructure. The advantages to you are:

- No software to install and maintain
- 24 x 7 access at work, home, the airport, a conference—anywhere you have access to the web
- Ongoing, immediate access to the latest X25 capabilities - "liquid versioning"
- Proven scalability to accommodate continuing growth of usage and data
- Secure, distributed access permitting your colleagues to view the facts themselves

To Find Out More

Contact us to arrange for an X25 demo and a discussion of your space analysis and benchmarking needs.

Phone: 503.973.5200

Email: sales@collegenet.com [Information Request Form](#)

[Customer Success](#): Read how some of our customers are benefiting from their use of X25.

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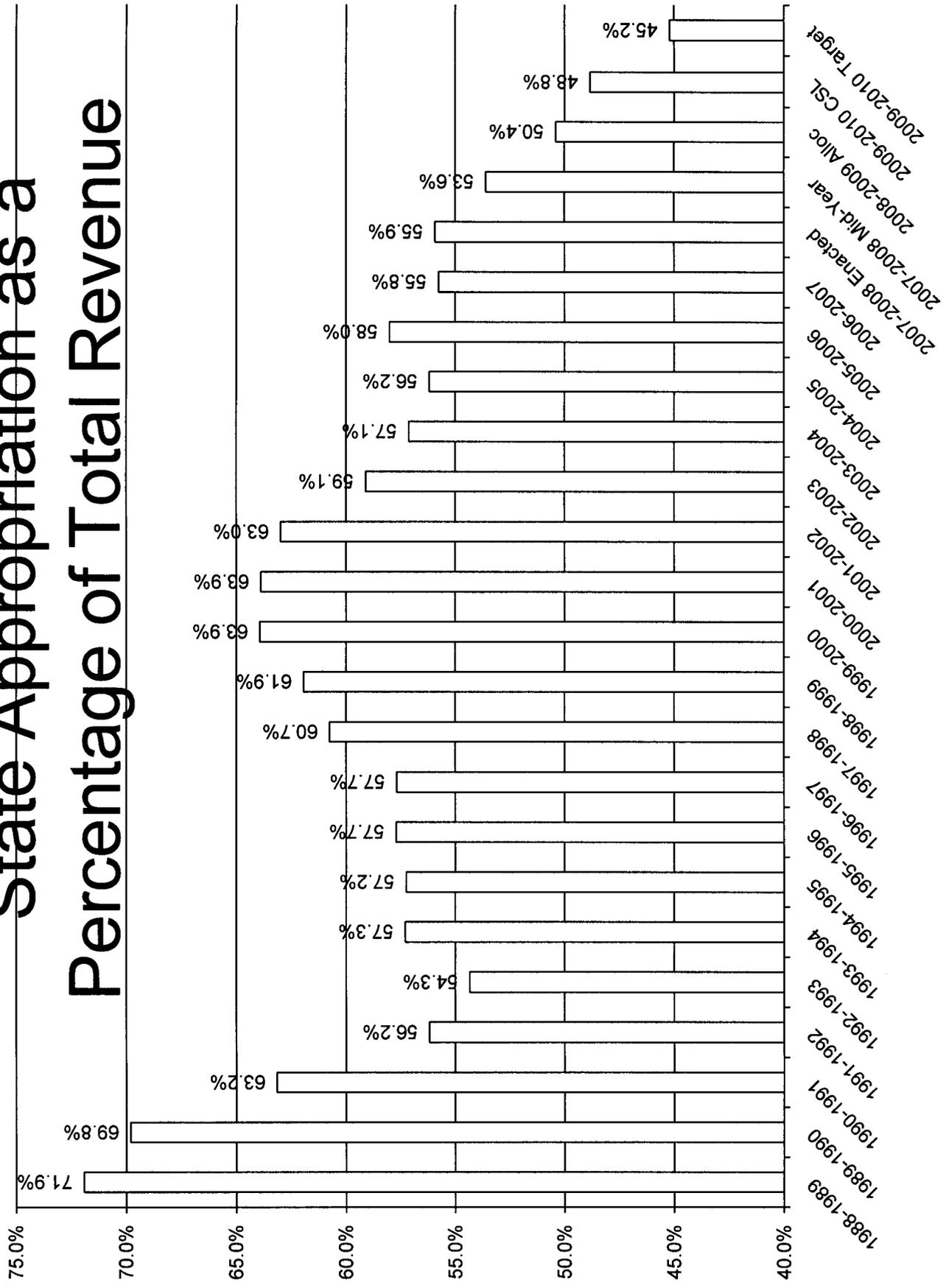
[Terms of Use](#)

Standard Nine

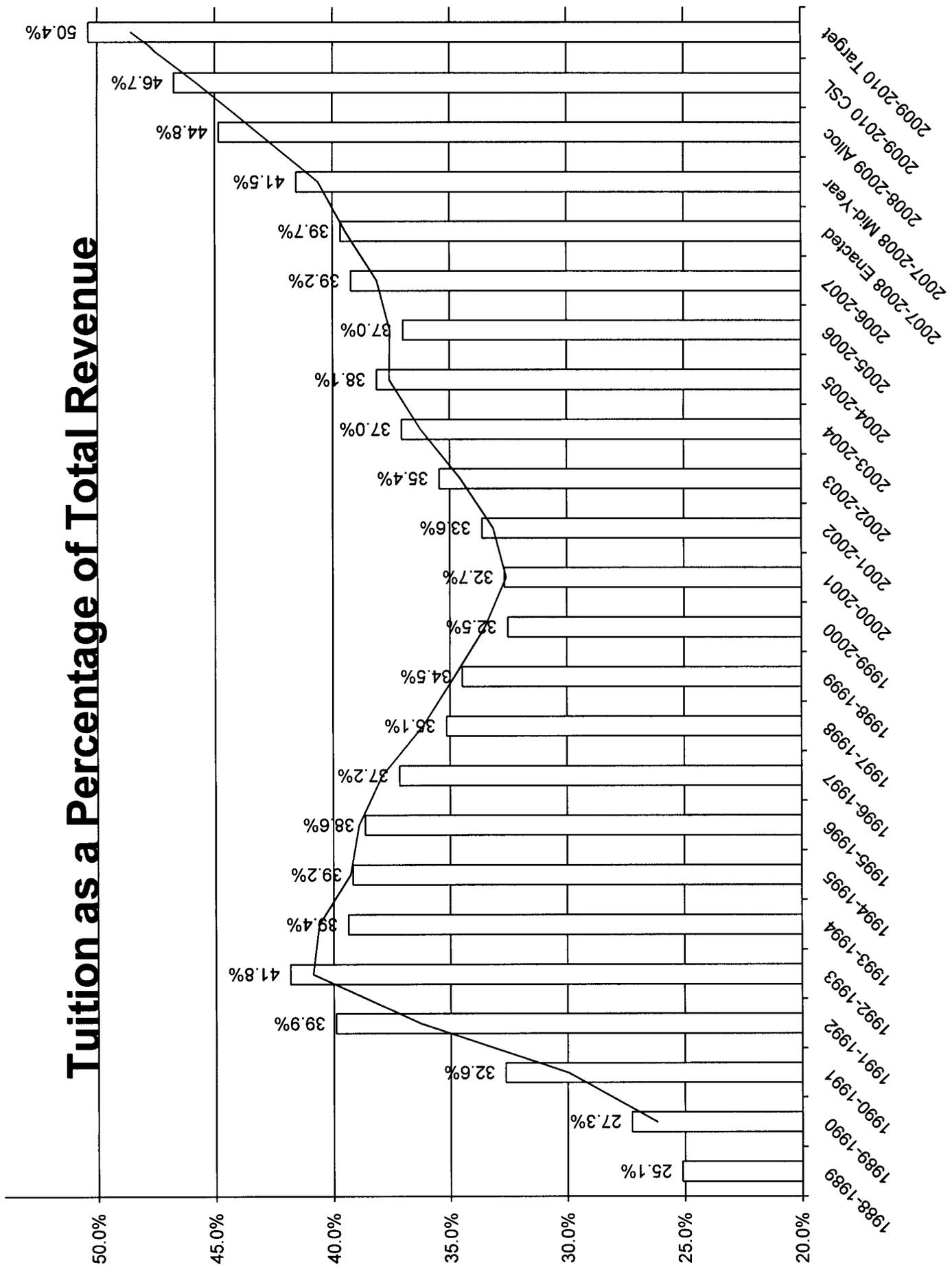
Financial Resources

SIX-A Chart comparing Fiscal Balance between state appropriation and student tuition

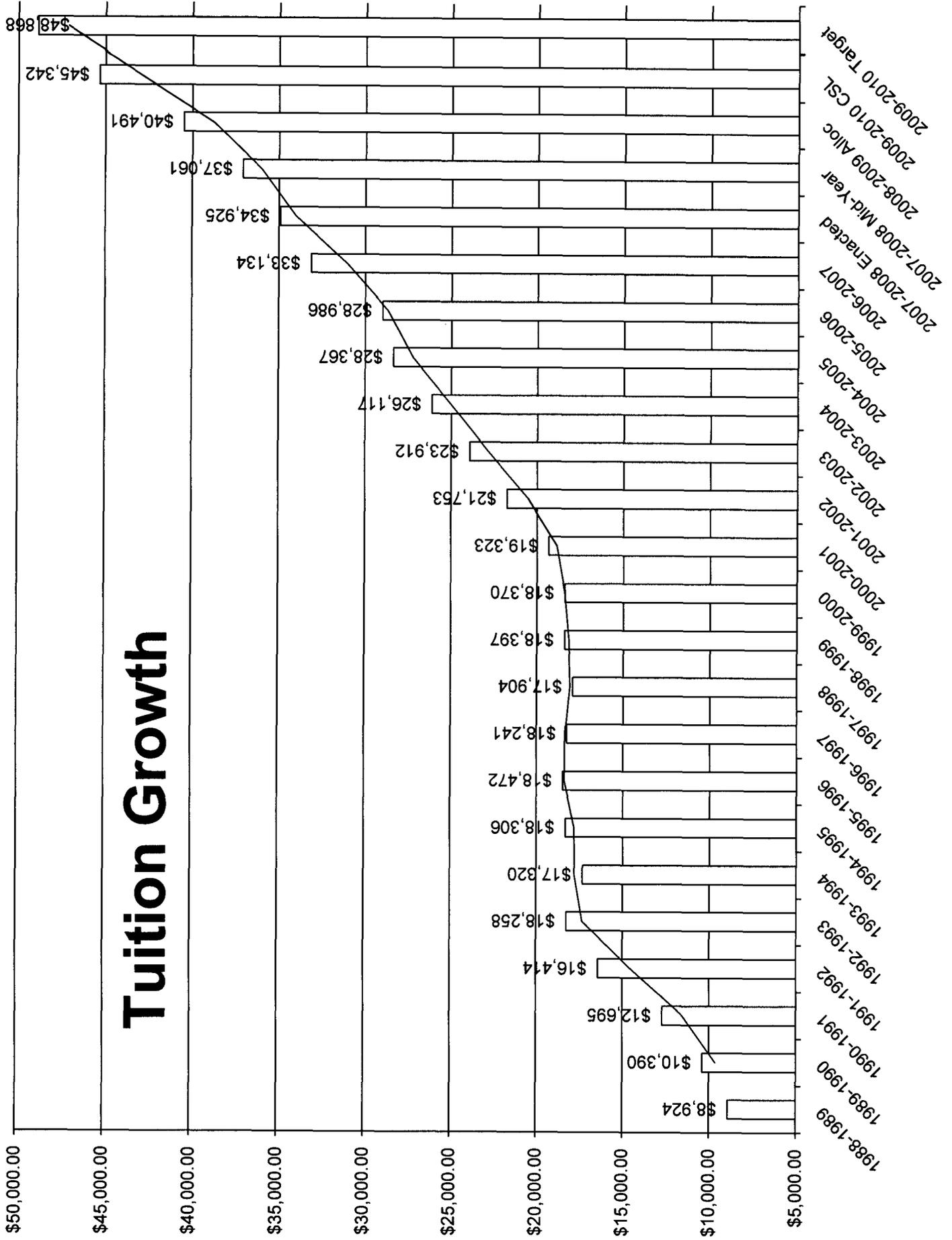
State Appropriation as a Percentage of Total Revenue



Tuition as a Percentage of Total Revenue



Tuition Growth



Standard Ten

Public Disclosure

SX-A Matrix linking college documents with public disclosure Information

Community College of Rhode Island		Standard 10: Public Disclosure	
Paragraph	Information	Web Addresses	Print Publications
10.1	The information provided allows students and prospective students to make informed decisions about their education. The Web site includes information specified elsewhere in this Standard.	www.ccri.edu	Catalog, Course Bulletin, Student Handbook, Viewbook, Course Highlights
10.2	Institution informs public of the information available about itself and how inquiries can be addressed. It is also responsive to requests for information about itself.	www.ccri.edu and www.ccri.edu/OES and www.ccri.edu/publicrelations/news-events.shtml	Inquiry cards, Viewbook, Catalog, Highlights newsletter, Departmental and Institutional brochures
	Upon request, institution provides notice about its publications' availability and its most recent audited financial statement or a summary.	http://www.ccri.edu/businessaffairs/businessoffice/Financial_Summary.shtml	Copies available through the controller's office
10.3	Catalog describes the institution consistent with its mission statement, and archival editions are available.	www.ccri.edu/Catalog	Catalog, Course Bulletin, Student Handbook
	presents information relative to admission and attendance	www.ccri.edu/oes ; www.ccri.edu/catalog Catalog	
	Student and institution obligations and responsibilities described.	www.ccri.edu/Advising/Student_Services/handbook.shtml	Student Handbook
10.4	All print and electronic publications are consistent with catalog and are accurate.	www.ccri.edu electronic, are consistent collegewide.	Yes, all communications, print and
10.5	Institution publishes its mission, objectives, and expected educational outcomes;	www.ccri.edu/about/mission.shtml ; www.ccri.edu/catalog ; www.ccri.edu/dean-as/docs/acadprogrevdoc.doc	Catalog, Bookmark
	admission and transfer credit requirements and policies;	www.ccri.edu/OES/admissions and www.ccri.edu/pdfs/transfer.pdf and www.ccri.edu/catalog/pdfs/admiss-reg.pdf ; www.ccri.edu/advising/transfer_information	Catalog, Course Bulletin, OES Fact Sheet, Viewbook
	fees, charges, refund policies	www.ccri.edu/bursar/tuition_fees.shtml	Catalog, Course Bulletin, OES Fact Sheet; Course Highlights; Office of Bursar handouts
	student conduct rules and regulations	www.ccri.edu/Advising/Student_Services/handbook.shtml	Student Handbook

	attending and withdrawing information	www.ccri.edu/bursar/refunds.shtml	Student Handbook, Catalog
	academic programs	www.ccri.edu/acadaffairs/programs.shtml and www.ccri.edu/catalog/programs.shtml and www.webforccri.edu/ccriprog/selection.cfm	Catalog, OES Fact Sheet, Viewbook
	courses offered and other educational opportunities	www.ccri.edu/Catalog , www.ccri.edu/cwce and www.ccri.edu/acadaffairs/programs.shtml	Catalog, Course Bulletin, departmental brochures, CWCE bulletin
	academic policies and procedures	www.ccri.edu/oes/AcademicRetention.shtml ; www.ccri.edu/catalog/pdfs/acadinfo.pdf	Catalog
	requirements for degree and other academic recognition	www.it.ccri.edu/documentation/pipeline/student/degree_audit.shtml	Catalog
10.6	List of current faculty w/ departmental/program affiliation; status, degrees held and institution granted from	www.ccri.edu/facultyindex.shtml ; www.ccri.edu/catalog/pdfs/directory-faculty.pdf	Catalog
	names of administrators and names, with principal affiliations of members of the governing board	www.ccri.edu/acadaffairs and www.ccri.edu/hrp1/2007/pdfs/CareerPlacementClassof2006.pdf ; www.ccri.edu/catalog/pdfs/presmessage.pdf	Catalog, Career Placement and Graduate Transfer Report
10.7	Institution publishes locations and programs available at branch campuses with program and services available description	www.ccri.edu/about/Campuses.shtml , www.ccri.edu/westerly and www.ccri.edu/Catalog	Catalog, Course Bulletin, Viewbook, Career Placement and Transfer Report, Bookmark; Westerly Satellite Flier
10.8	Indicates programs, courses, services, personnel <u>not available during academic year</u>	N/A	N/A
10.9	Publishes description of the size and characteristics of student body	www.ccri.edu/irpl/	CCRI Fast Facts, OES Fact Sheet, Viewbook
	describes campus setting	www.ccri.edu/about/Campuses.shtml	Viewbook, Catalog
	availability of academic and other support services	www.ccri.edu/Catalog/student_services.shtml	Student Handbook, Viewbook, Catalog, Course Bulletin
	range of co-curricular and non-academic opportunities available to students	www.ccri.edu/catalog/pdfs/stuserv.pdf ; www.ccri.edu/service_learning/clubs/index.shtml ; www.ccri.edu/cooped/about.shtml	Catalog, Student Handbook, Viewbook, Student Guide, Student Services fliers, Other departmental fliers

	institutional learning and physical resources from which a student can expect to benefit	www.ccri.edu/lerc/lib.htm	Catalog, Viewbook
10. 10	Institution publishes statements of students' educational goals and achievement of them	www.ccri.edu/AcademicRetention.shtml ; www.ccri.edu/irpl/publications.shtml	Career Placement and Graduate Transfer Report, Institutional Research Fact and Figures brochures, Viewbook, OES Fact Sheet, Image ads, Student Success Stories in press releases, Green & White Alumni Newspaper, Currents Newspaper
	information on measurement of student success including retention, graduation, and other as it relates to the mission	www.ccri.edu/irpl	Career Placement and Graduate Transfer Report, Institutional Research Fact and Figures brochures, OES Fact Sheet, Viewbook
	passage rates for licensure examinations published	Not currently available	Not currently available
10.11	information on total cost of education, including availability of financial aid and length of study	www.ccri.edu/bursar/fee_explanations.shtml ; www.ccri.edu/bursar/tuition_fees.shtml	Catalog, Institutional Research and Planning Facts and Figures brochure, Course Bulletin, Financial Aid Brochure, Bursar's Office fliers
	expected amount of student debt upon graduation	N/A	N/A
10.12	Has available valid documentation for any statements and promises regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty	www.ccri.edu/irpl/publications.shtml	Career Placement Report
10.13	Statement about accreditation status is accurate and explicitly worded	www.ccri.edu/president/neasc/index.shtml and www.ccri.edu/Catalog/pdfs/presmessage.pdf	Catalog
10.14	Institutional effectiveness		
	Through systematic process of periodic review, institution ensures all publications are complete, accurate, available and current		Marketing & Communications has internal review process for all institutional publications; Electronic Surveys were done in early 2008

	Results of review are used for improvement	Currently using survey results to refine our publications to better serve our audiences; Internal review process helps M&C improve publications
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