

# Community College of Rhode Island – Strategic Planning Step One

March 23-24, 2017

## SWOT-C Themes

### Strengths: What does CCRI do well?

#### **Affordability/Accessibility**

- Affordability to Students, Cost effective (9)
- Convenient /Multiple Locations (3)
- Location – geographic accessibility
- Only CC in state
- Great number of affordable programs
- Flexibility of multiple campuses (logistically)
- Accessibility w/campus locations (3)
- CCRI is accessible by all areas of state
- Open access to education/school of opportunity
- Open enrollment – creates opportunity for students
- Only game in town/model that is financial aid/open access/cost (affordability)
- Only CC in RI and largest in NE
- Competition all private – more expensive than CCRI
- CCRI offers a good value in education. Having credits transfer easily to four year schools is a plus.
- Not much, perhaps maybe provide free education to the lower class of people who are not willing to work for the money towards tuition.
- meets needs of multiple groups in the community; health care programs, transfer options and workforce development options. High performing healthcare programs; good transfer rate and number of partnerships with outside agencies for development of workforce.
- CCRI welcomes all learners. Students who are deciding on a career path, those who want to begin their college career while being at home and those students who find classes and going to school a real challenge find help and hope at CCRI.
- Provides many access points (in-person at several locations and online) to first and second year level college courses (with quality and affordability)
- CCRI does well on things like offering numerous Associate & Certificate degrees for students who wants to obtain college degree with skills & knowledge needed at workplaces.
- Serves as an open admission college that prepares students for AA degrees and/or eventual BA degrees.
- We educate students who may not have applied themselves in high school by giving them the tools and incentives to succeed. This is proven by the graduates who go on to four year colleges and careers
- CCRI makes students feel welcome and provides an accessible and inexpensive education. This is

evident in the diverse population of students that we have. Some of these students might otherwise not have access to a college education

- CCRI offers affordable way for students to complete 2 years of college. The JAA program is a great resource for Rhode Islanders. The college fills in the gap for those students who are not ready for a 4-year school
- CCRI does a great job of offering an excellent education at affordable prices. I know this because I am able to compare what I am doing in my classroom with colleagues at various institutions. I am always pleasantly surprised that textbooks, projects, tests and material covered are similar
- CCRI keeps higher education affordable. We know this by published tuition rates of schools inside and outside of Rhode Island
- Statewide reach
- Is open to everyone. We are very diverse
- CCRI taps into the community at large bringing in a diverse student population.

#### **Diversity**

- Great diversity (3)
- Diverse student body
- Some depts. have high diversity
- Encourages diversity, remains open-minded to trends and changes while true to academics.
- Ethnic & age diversity of student body (3)
- Diversity in students, faculty & staff  
CCRI enrolls and educates a diverse student body in terms of age, ethnicity, sexual orientation, etc. I am proud when I walk around campus and see all the different groups engaged in learning and/or socializing.

#### **Strength of Faculty and Staff**

- Long tenured, dedicated staff
- Student focused President
- Professors are very knowledgeable and experienced, students gain valuable information and knowledge during courses. We prepare nurses, dental hygiene and assistants, and other professionals
- Teach....the strength of CCRI is it's educators.....student feedback and evaluations. Adapt to job demand...new certification programs, tech. Industry etc.
- Faculty quality
- We offer support to thousands of under-prepared students every year. Our faculty and staff are incredibly caring and work hard to ensure that students are challenged and supported.
- Dedicated faculty and staff
- Dedicated individuals that go out of their way to accommodate students.

- Committed staff (Student Affairs)
- A lot of skilled and diverse faculty
- Caring faculty
- Dedicated faculty and staff
- Institutional knowledge
- Engaged faculty
- New administration (renewed focus on improvement)
- Fine faculty
- Talent pool of employees
- Engaged & commitment of faculty & staff
- Experienced employees
- Dedicated alumni as Trustees
- Collaborative spirit among Faculty, Pres, Support services
- I think that the majority of people who work at the college care deeply about the students and want them to succeed. We do our best under difficult circumstances and the students tend to appreciate it. I see it happening every day
- Individual departments, the people within the departments, do their jobs well. \* Campuses are safe and facilities are clean. Plenty of parking. \* Education is affordable. \* Accelerated Math and English courses.

### **Culture and Environment**

- Supportive environment – student services
- Supportive environment – student services, student success
- Strong sense of community
- Engaged student body
- Well-connected college – more personal connections Strong reputation in Health Sciences
- Institutional pride
- College pride
- Strong sense of community
- We have the potential
- We do well given our role--a community college.
- We are the people's college, not corporate America's college

### **Academic Components**

- Small Class Size (3)
- Low student to instructor ratio
- Good academic models to build new ones
- We have great Liberal arts courses and 2-year degree programs. I teach in the Biology Dept. and see the students succeed
- CCRI offers learners a range of options which serve the educational and training needs of the greater community which may include academic degrees, credentials and certificates. Students can reach their goals in a targeted and time efficient way or more slowly in order to complement their reality of balancing work, family and education

- Academic programs are meeting the needs of our students and our state
- Academic Programs that are offered
- We are providing a pipeline of nurses that are more diverse than other institutions, turning out nursing graduates that are diverse
- CCRI prepares students for Bachelors programs, provides great second language tutoring, and brings in instructors that come from a variety of backgrounds. I know this from earning my AA in Liberal Arts from CCRI and utilizing the tutoring service and experiencing great instruction from a variety of professors. New master schedule (still improving)
- CITLA -- the events are high quality, faculty who attend take things back to their classroom to improve their teaching Honors program -- most students have high quality experiences, some are supported to present their projects at a regional meeting Teaching -- most faculty care about their students and many do an excellent job teaching
- Transfer agreements
- Academic accessibility
- Multitude of programs
- Prepare students to move on
- Articulation agreements w/many colleges
- Their flexibility of classes and how they accommodate students with the opportunity to perfectly match their personal schedule is nearly perfect, and I say this because nothing is perfect. I know this is done well because as soon as I came to NY I was confronted with time conflicts leading to extra semesters just to complete a 2 year program.
- CCRI is helping a large number of students with very diverse needs. As an adjunct faculty member and the Knight Campus Writing Center Coordinator, I have seen improvements in students' writing, attitudes, and learning abilities. There have been some students who have been coming into the writing center for help for more than one semester. Even though not all students improve a lot, a majority of the CCRI students do improve over time. (I have seen a few students for six or more semesters, and I enjoy being able to help and watch these students to improve over time.)
- It's small and personal

### **Student Services/Activities**

- Provides specialized services to students
- Student support service concepts
- Provides unique and helpful services to students
- Connect student's w/ resources
- Their website is very informative and clear. You don't have to call them for your questions because everything is online

- Caring/empathetic/support working environment
- Open/welcoming
- We understand our students
- sports activities
- Advising, I know they did this well as they were always helpful every time I needed them. Teaching is amazing, I had little problems with the professors while there and they were all a lot more dedicated towards their student's success than I thought they would be.
- Student support, offers class catering to students needs. Class times have been changed to allow students more time in the morning. Support is offered to students though success center. Several programs offer at the college preparing students for specific fields and professions. Programs have good outcomes.

#### **Marketing/Recruiting**

- Marketing the College – advertisements seem to be more prominent
- Recruiting students
- Our diversity in our student population is a huge strength
- We cover a lot of times of day and geographic areas
- Branding and name recognition
- Reaching out to the wealth of the community and making it attainable for the average person to come back to school.

#### **Facilities/Safety/Infrastructure**

- Cameras/card access/blue lights – low crime reporting – safe campuses
- IT/Facilities provide excellent services
- Enhancing College safety training/communication (blue lights, card access, cameras)
- Facilities are clean
- Technology resources available
- Have technology for online learning
- Standard technology is available
- CCRI does a great job at supporting faculty with technology and related training. I know this because I use the technology extensively in class and have completed individual IT training sessions. Also, if I have a technical issue in class, I can call and someone comes promptly to the classroom. I am impressed.
- Public transit to Liston
- Technology department
- State of the art dental hygiene and dental assisting program. We have most of the latest equipment and technology to keep students up to date in their training. I know these things are being done because I teach in both programs

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## SWOT-C Themes

**Weaknesses:** In what areas does CCRI need to improve?

### Lack of Viable Programs/Course Availability

- Need for more programs
- Need more job specific programs
- Mismatch between job demands and program offerings
- Limited courses offered at smaller campuses (and at larger)
- Not creating new programs to meet the needs of industry
- Lack of career/professional resources to prepare students for jobs
- Need more career pathways for undeclared or General Studies students
- Not enough online courses
- Inability to complete a degree at Liston
- Certificate programs not meeting the needs of job market
- Course & degree completion availability across campuses
- Diversity of course offerings @ each campus, especially social media
- More usage of online learning
- General Education needs to be updated
- Opportunities for continuing education is lacking currently.
- I really can't pinpoint an area of improvement but if I was to nitpick I would say more variety in majors or the option to create a major. This is minute and is not a necessity but can be viewed as an added bonus to an already amazing school.
- Not enough 2 year degree programs and certificate programs.

### Lack of Adequate Services or Processes

- Students would benefit from having an assigned advisor who may be employed in Advising and Counseling or who is a members of the faculty department that represents the declared major
- Advising office knows nothing about the programs, and direct you in all the wrong ways. The facts in which would be crucial to your decision towards a program of study are LEFT out due to lack of integrity, so your money can simply be absorbed based upon false hopes. Student support service delivery too fragmented
- We seem to have difficulty turning unprepared students into successful students. Our graduation rate is terrible, we need to somehow convert these students into graduates.
- Lack of Student Services/Support: Writing Center – understaffed, not enough hours; Student Employment – there should be point person (full time staff member, NOT student) on each

- campus to assist students with the paperwork needed to work on campus
- CCRI needs to do a better job of promoting the value we offer as an institution. CCRI also needs to do a better job at a smoother transfer process between schools. In particular transferring to in-state schools.
- More structure for the student pursuing an associate degree. expansion of on-line learning. re-thinking module/short term options, including J-terms and enhanced summer programs. This will require creation of pathways, identification of meta majors and Instructional design
- Salaries for retention & recruitment
- Student advisors need to be better informed & trained to provide consistent information to students
- Locating services (CWCC/Student Services)
- Lack of advisors in targeted academic/professional areas
- Not enough advisors
- Not enough qualified “foot soldiers” to face-to-face with students.
- Faculty & staff time to get involved (not enough staff/faculty)
- Advisement to students who struggle in Dev. Ed. (and all students) is insufficient
- Gen Studies no chair yet biggest problem
- Inconsistent services – ESL, DSS (lack of FT)
- CCRI needs to improve radically. We are open enrollment and have students reading and writing at third grade levels sitting in classes designed for college ready students. We do not have the needed structure and support necessary to help those students succeed. Adults with those cognitive challenges typically don't benefit from a 15 week semester, meeting twice a week. On some campuses we have only part time Disabilities Services available and in addition they are staffed, with a student worker 5 hours one day a week proctoring for testing. We have fewer than 20 full time advisors for a student population of typically 15,000 students. We have no mandatory orientation. We have too few tutors - all part time, while the administration is on a hiring spree building redundancy and bloat at the administrative level
- Challenge to instruct students of wide range of abilities
- Updated curriculum and flipping the classroom
- Students are not college ready – need services
- Availability of tutoring, more accessible and built into student schedules
- Many state residents have experienced CCRI (but not graduated-official alumni)
- Lack of articulation agreement between CCRI/RIC and URI

- Transferability to RIC and URI
- Transfer process is difficult for student and sister institutions
- In a time when many young adults are entering college with real academic challenges, the more support staff the better; literacy & math help, tutors, social workers, etc.
- Handling remedial skills (math, reading, writing); so many students are under-prepared - shocking how poorly prepared
- I hate the fact that CCRI makes students take some General Education classes like Art, History, Literature, Mathematics, Music, and Science that students already took or completed during high school years. This is one Weakness CCRI has. In able to improve this weakness, CCRI must accept credits from high school from above subjects I mentioned. As a result, students do not waste their time and be able to complete degree in timely manner
- Tutoring for incoming students so that our students have the basic tools and foundations for learning in our classes.
- Student to staff interaction. The ratio of student support to students enrolled is unbalanced. Campus employee morale
- Student success for Nurses
- Removing toxic employees
- Students need remediation and this is the fault of the secondary and elementary schools passing students who are not prepared for college. students who have taken remedial reading at cirri still have poor comprehension to be prepared for a health science program. A more specific program is needed.

### **Lack of Diversity**

- Lack of diversity
- Lack of diversity to mirror student population
- Faculty & staff diversity needs to match students
- I think student life and community connection could improve some, get some students more involved and maybe try to offer or make students aware of service opportunities in the area(s).

### **Organizational Culture**

- Not enough collaboration or trust between departments or faculty & staff and administration
- CCRI needs to improve morale and get everyone working together. There seems to be a culture of fear and high anxiety developing. This is not healthy and does not help students
- Ability to respond quickly (empowerment)
- CCRI needs to honor the mission of co-governance. under this new administration

(Hughes and Enright) the lack of higher ed experience is crushing the faculty morale

- Cynicism/disillusionment
- Culturally unable to respond well to change, some cynicism
- Lack of engagement and sense of community
- Lack of engagement
- Insufficient institutional knowledge
- There is a disconnect between administration and faculty. Faculty do not feel respected. They are not consulted or included in decisions that directly affect them. This is huge
- Dysfunctional culture
- Disillusionment/morale (why bother getting involved), cynicism
- 4 campuses mean less cohesiveness
- Perception of leadership over the past 10 years
- Engagement is low
- Cultural competence – we're diverse, but lack competence (i.e. no place for Muslim students to pray)
- Territorial-ness
- Collaboration...this survey suggests effort. Intradepartmental collaborative efforts could be improved upon.
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### **Lack of Internal/External Communication**

#### ***Internal***

- Communication! (can also be opportunity)
- Communication Admission, Enrollment services and advising and counseling These areas need to really work with students so when they enter programs they are not off on their own. Communicate to programs about enrollment. Banner needs to be replaced with modern system that works,
- There is a lack of communication between departments. There is a lack of understanding of what it is that the other departments do and how those departments relate. \* Students are not always given the proper information and are sent to the incorrect department for assistance. This is frustrating/discouraging for first time students. \* Administration communicates information too late. \* Several department managers/directors have become content with how things are (status-quo) and do not strive for improvement or new ideas. Lack of vision and future planning. \* There is a disconnect between IT and Academics. IT implements tools that don't full support the end user and does not communicate what they implement. Academics tends to gets frustrated by this and "push back". \* College spaces could be better utilized and classrooms could be better designed, especially for accessibility. \* There aren't enough electronic (computer lab) classrooms. It becomes

difficult for an instructor who needs to use one for one or two classes during the semester. \* Classroom and space scheduling needs to be improved. \* Summer sessions begin too early, starting before high school graduations. High school students who want to get a head start on college don't have the opportunity because they are still in school

- Lots of silos – poor internal communication
- Not enough communication between departments or faculty & staff and administration
- Communication throughout the institution
- Lack of communication
- Internal communication. There is a lot to do. Faculty and administrators don't seem to be working at the same place, and there is mutual distrust and contempt. Communications – no idea of what counterparts are doing at other campuses
- Communication is difficult in multi-campus environment
- Specialized services to students (how well these are communicated)
- Faculty/staff that aren't familiar w/other services offered by the College
- Lack of communication between departments
- Lack of communication (admin to faculty, across depts.)
- I think our advising process could be better to make sure students take classes that best suit their needs. One idea is for faculty to be involved in advising (if compensated). We also could use a more diverse faculty, and more full-time faculty lines.

#### **External**

- Lack of communication w/external community partners
- Branding, very few departments have the same look and feel. I.e. Signatures on email. Salutations on letters, shouldn't we all look and feel like CCRI. Improvements to the campus in Warwick. Cement block walls look like a jail, instead of being inviting. Very dated desks and office furniture. things don't match. Not a very warm and inviting campus. ramp up from the parking lot has bird poop many days, lots of cracks and aging when coming into the building
- Marketing needs to improve our specific programs of study need to be advertised more. CWCE programs need to be marketed for. Many of the course instructors market their own course. It is challenging.
- We need to be more competitive in marketing out programs of study and specific areas of study
- New website design
- Communication to student body

- Communication between institution and students
- Curriculum mapping – not sure how to or what used for
- External reputation/brand
- Negative perception that CCRI is not a “real” college; just take gen. ed courses & move on
- Need to advertise all the programs effectively (example: Nursing is well-known but what about other Health areas)
- Lack of local & regional marketing & advertising
- Website is lacking (keep it simple – too – much educ speak)
- Better targeted marketing
- Communication about resources available, information not shared
- Marketing is very narrowly focused on CCRI branding
- Advertising – not enough marketing & marketing plan
- Not enough connection w/business (internships, apprenticeships, etc.)
- Do faculty, community, students know what employment opportunities exist w a CCRI degree?
- I cannot think of any areas that could be improved from my experience. I however graduated in 1998 and have since gone on to earn a BA in Education and MA in Public Administration. With distance learning/instruction as an option, it could be beneficial to reach out to former students like myself to become distance learning instructors. While many of us live out of state, the school provided us with a great foundation in education and we would love to give back
- Marketing of Programs. It's amazing how many people do not know about CCRI's many programs.

#### **Lack of Staffing and Training**

- The advisors are not all on the same page so much improvement is needed. I took classes that I did not need to transfer
- Lack of staffing which causes additional stress and miscommunication
- Lack of training for management
- Training not mandatory
- Additional faculty development -- CITLA is amazing, but they have limited resources and support from the administration; also, many faculty don't attend events and those are often the ones who should attend Part time staff put in full time positions – consistency and reliability
- Staffing, as more services and technology has become available, there is less staff to support it
- Professional development

- Lack of effective training and succession planning
- Understaffing – reliance on student aides
- Limited opportunities for staff to advance professionally or economically

### **Facilities/Safety/Infrastructure**

- A lot of technology needs upgrading (10% to 80% teachers using technology)
- Facilities don't allow us to have institutional effectiveness; facilities are not kept up to date
- Campus utilization
- No residence halls
- Centralized dispatch – 4 campuses
- Campus utilization (off schedules)
- Condition of the building (what happened to improvement plan?)
- Lack of quiet study space – individual and group
- Transportation between campuses
- RIPTA to be improved for our students
- Transportation between campuses

### **Lack of Organizational Effectiveness**

- Reactive
- We have a MAJOR disconnect between the upper-levels of the administration and the needs of the faculty, staff, and students. It feels as though we have two heads: one going in the direction that administration feels is best, the other focusing on the needs of students/faculty/staff. There is little connectivity between the two.
- The area of Community Programs / Lifelong Learning / Workplace and Community Education continues to need bulking up. This division holds a pivotal mission in running programs outside the matriculated student model. The CWCE staff does a fine job; the complaint is that it lacks the full force of institutional support, and CCRI as a whole is therefore falling short of its true mission
- Reactive v proactive (minimal planning)
- Faculty don't feel much support or encouragement to take risks and use high-impact practices in the classroom (e.g. incorporating student research). There is no reason (external to the individual) to go over and beyond the minimum required. Motivation comes from within, but that starts to get a little worn down after more than a decade.
- Lack of follow-thru w/ideas & committee work
- Departments do planning but never get to implement change
- Hard decisions don't get made – just keep putting it off (ex: unprepared students who are critically unprepared – set them up to fail by

letting in; Why burning resources w/PTEX when high schools not doing job of this prep

- Inconsistency of performance
- We need to hold ourselves accountable for doing our jobs rather than always looking for the payment for each minutes of our time. Faculty need to be present to teach.
- Lack of accountability
- Inconsistency of application of policy
- Don't streamline or integrate best practices that get implemented or celebrate successes
- Unwillingness to remove persistent barriers for students
- Promoting people to positions of leadership who are not qualified.
- Lack of autonomy to innovate
- Internal silos – lack of continuity in services
- Bureaucracy – can't be responsive & nimble

### **Lack of Data/Analytics /Evaluation**

- Can't get access to good data (faculty can't get data about students)
- Chair needs unduplicated headcount + majors – who to call?
- Available analytics
- Faculty wants to track many more data points – not sure how/when to go? Inst Research can't help because short staffed
- Lack of measurement of student outcomes
- Lack of agreement on performance indicators and how we benchmark
- Lack of analytics model/not data-driven
- Assessment of online learning not in place (no peer evaluation)
- Anecdotally driven (act on few experiences rather than seeking data)
- We need a better evaluation of the effectiveness of programs we offer

### **Funding/Compensation**

- Lack of enough financial resources to our institution
- Need better screening of adjuncts
- Many employees are upset about the low pay. If someone has been a successful employee for a lengthy period of time, receiving the same pay and/or even lower pay over time will result in people sometimes being unhappy. Happy employees will obviously be more successful ones. From my experience of working for decades at many of the area's colleges, I know some colleges do such things as give employees the opportunity to earn extra money by helping out with extra activities and hours, such as by helping out temporarily with advising students, by reading placement essays, by doing extra website content, by helping out with grant proposals/progress reports, by being given

something small--such as \$25--for going to an all-day professional development meeting in the summer, etc.

- Can do better re affordability to students
- Creating programs with no ability to attract students – funding issue
- I can never make above the minimum pay for my level. There is no mechanism to increase my pay, even if I do an exceptional job and am an asset to the college. Lack of funding
- CCRI definitely needs to compensate its professors accordingly. If we are to improve the image of the institution, then professors need to feel that they are valued and just as important as professors at URI and RIC. We work with a more difficult population yet get paid the least.

Structure of responsibilities – there is too much job dumping internally

- Paying their faculty more salary to increase faculty retention rates
- Underpaid faculty is a problem. I have work here for 17 years and I am only making \$55k. Sadly still not what I was making as a dental hygienist when I left the field 17 years ago. Specialized faculty, especially, need to be paid a competitive salary. It is really hard to attract new faculty...
- Financial and other resources declining - need to try faster/different class schedule models



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## SWOT-C Themes

**Opportunities:** Are there circumstances in the marketplace that CCRI can take advantage of or benefit from?

### New Programs/Partnerships

- HDHW job – see Brookings report
- Opportunity to build new programs based on data
- Dual and concurrent enrollments – missing the boat!
- Yes...health advocacy and public health initiatives. More programs geared toward business development and marketing
- Add new and expand in demand programs
- CCRI should take advantage of some of the trends in offering certificate programs. Some students may wish to become an area expert but do not need/desire a full degree.
- Community outreach opportunities
- More responsive to changing job force needs/demands; also offer variety of full two-year degrees online; do more for veterans  
Collaboration with districts & high schools to bring up the educational level of the state and increase enrollment
- Yes, there are many opportunities for workforce development in Newport. These can supplement opportunities with companies like Electric Boat and Pfizer
- Partner with industry
- Better articulation agreements
- Partnerships with URI & RIC to use all campuses
- The State of RI is predominately made up of small businesses. I am not sure about how much of a relationship CCRI has with the Small Business Administration. I have seen other colleges and universities partner with the SBA
- Become involved in organizations that consist of small business so we can help small business owners become more educated. With larger employers, continue the dialog to find out what course they require of potential employees
- Partnerships in general, not only with our sister schools but with other state agencies and industry
- Yes, more community partnerships for our students to engage in during school. Particularly in the healthcare fields
- Prior learning/reverse transfer
- Work well with other state services
- Unmet demand for degrees/credit
- Apprenticeship/partnership w companies
- Partnerships (internships) with businesses & promotion of these programs
- Provide programs that are relevant to industry needs (eg, cyber Bio Tech)
- New programs
- More certificate programs
- Concurrent & dual enrollment
- Partner with industry
- More programs – stackable credentials, workforce certs
- Intercollegiate relationships/partnerships
- Increase business partnerships
- Articulation agreements w/many colleges
- Create more degrees & certificates that are more responsive to the needs of the region
- Partnerships w/companies & institutions and interdepartmental collaborations w/CWCE
- Partner w/outside “agencies”, non-profits
- DOJ partner – decree for employment of DD
- Examine future career paths & align w CCRI programs
- More accelerated tracks
- Student have opportunity to network w/several professionals
- Employers who are in need of a more skilled workforce can articulate how they will inform, showcase and integrate CCRI students into the workplace. Employers seek workers who have had training in job readiness skills.

### Resources

- Rhode Island Promise proposal based on data
- Local, state & federal resources
- National/political buy-in
- Free tuition program opportunity for colleges to make multiple changes
- Workforce training grant money – can offer credit & noncredit classes
- If we could fund more full-time faculty lines, there are plenty of qualified educators out there to fill those roles! The job market is so tough for them.
- Yes, there are so many marketplace circumstances that CCRI could benefit from. Here is only one example: Especially since a majority of the higher education research studies are being done with 4-year college students, doing a research study, journal article, etc. at CCRI as a part of a federal or state grant would be one way to effectively bring in extra money, as well as to enhance CCRI's reputation. Here is a second example: RISCA has some grant opportunities. (URI, for example, has been receiving some money from RISCA.) There are many other possibilities
- New England Tech is the regional leader for technical/trade education. They would be competition for possible degree programs, but they don't offer trade education that a for-profit school would, such as cosmetology. \* Associate degrees are the new "high school diploma" and certificates help with employee training. CCRI

can promote that benefit. \* RIC and URI don't have satellite campuses, other than the Shepard Building, unlike CCRI who has multiple campuses. RIC and URI could "rent" and use CCRI facilities as their satellite campuses. \* Partner/Collaborate with companies to see how CCRI can better meet the education needs of the state's/region's leading industries. \* During the summer, the classrooms aren't heavily used during the day, but they are during the night. Possibly different types of classes, targeting a different type of demographic, could be held during the day in the summer.

### **Delivery/Technology**

- Distance learning/online courses
- Online courses
- Opportunity to use technology for online learning
- Instructional technology/new classrooms – need pedagogical support
- Distance education/hybrid competency-based education
- We really need to have more distance learning opportunities. Why can't we make our nursing programs hybrids, some in person classes, some distance learning. We need to innovate, new programs for our new economy
- Internet and TV

### **Marketing/Communication**

- Marketing and communication
- Marketing needs to be able to market more programs. The college seems to always be behind the times with the rest of the industry
- Market 1st two years here then transfer - push JAA and PC transfer programs, highlight the cost of a 4 year degree if started at CCRI vs starting at any other college in the state. Let students see the actual numbers
- The cost of college tuition for other colleges is extremely high. CCRI needs to market themselves much better. For instance, Lincoln Technical (Lincoln, RI) Institute has a Dental Assisting Program, that costs students 19k. The Program is unaccredited and has a horrible reputation in the dental community. They consistently run classes of 50+ students, meanwhile I can't fill my program which has 24 seats and an excellent reputation. The difference is in their advertising! I constantly hear radio spots and see television ads. Not to mention when you do a Google search of Dental Assisting within our own CCRI website, their program shows up first as a paid Google ad!!!
- External data to help drive direction & decision making

- CCRI needs to work more closely with the high schools to recruit students. Do we have admissions representatives that go to the high schools to let students know what we have to offer? All these years we have been so close to the RI Mall. I always imagined how great it would be if CCRI could expand into that space or some of it and offer new and exciting programs. A shuttle could transport students and faculty back and forth between buildings.
- The cost of education and easy transfer of credits and diverse work background of your staff (i.e. many of them have outside experience where they have applied their knowledge) are worth promoting. These are areas that add value to what CCRI offers.
- Community relations & outreach/brand promotion
- Highlight the bargain of obtaining an associate degree and transfer to sister institutions. expansion of programs that utilize technology- medical office administration, health care administration, engineering expansion
- Price, CCRI is the least expensive option. More focused advertising on easy credit transfers and the more gentle transition to college life and work might benefit the school
- Innovative and more effective ways to communicate
- Social media presence
- Recruiting component in Admissions area
- LBGQ – recruit from this market
- Improving To be unique in our strengths rather than replicate competition
- Re-brand – different marketing strategy
- Market affordability & transferability
- Yes we are the best bang for the buck in 2 year degree programs. Also for transfer students

### **Internal Processes**

- Improved Advising and counseling for students
- Increase tutoring, availability of classes, more online classes
- Improved advising and counseling for students
- Comprehensive plan/guide for students
- This strategic planning process
- Advisors to El Sec – outreach that is more targeted to different programs
- Build career pathways or internships
- Building & improving student transfer process for specific programs
- On-campus job and career placement
- General Ed/Gen Studies
- Include adjunct Faculty – be more inclusive
- Harness much energy to improve (if not for apathy, time, etc)
- To do our own measures

- Renewable energy companies are springing up everywhere. CCRI could set a great example by installing solar panels or wind turbines, and by putting in chargers for electric vehicles. We could publicize our courses in renewable energy better. Also, more of our students should have the chance to learn ArcGIS (digital mapping); it is a marketable, useful skill in almost every profession nowadays
- Universal design
- Research Center of Excellence on community colleges
- Sharing interdepartmental modeling of processes – seamless transition of Nursing transfer to schools
- Urban league bldg.?

#### **Student Related**

- Work/study opportunities
- Cater to service learning
- Job search for students
- Retention
- Shuttle bus to and from other campuses
- Shuttle bus to/from other campuses
- Emergency food pantry
- Daycare – the daycare offered on campus is not practical.
- Prior learning, reverse transfer
- The jobs that are advertised maybe they can strike a deal with the employers to hire a certain amount of students each quarter. Many students don't have the experience just the education

# Community College of Rhode Island – Strategic Planning Step One

March 23-24, 2017

## SWOT-C Themes

**Threats:** What external factors are standing in the way or blocking CCRI from making progress?

### Funding/Debt/State Procedures

- Volatility of state budget, always unknown resources
- \$\$\$\$\$
- Lack of funding from the state
- Funding, changing past attitudes, more collaborative/team spirit
- A lot of factors are financial. For example, here are some ideas that would make an impact, and many wouldn't cost much: mini-grants or course release for faculty to apply for to incorporate high impact practices in their teaching; a faculty mentor to work with faculty on their teaching (I think we have technology mentors like this?); raises or bonuses that are tied to performance not just how long you've been there
- Other factors are recognition of value outside of the college, especially by politicians. There are political appointees to positions who should really have a deep understanding of academia.
- State procedures & policies that we are mandated
- I don't know of anything specific. Funding for higher education, I suppose.
- I always think that colleges need increased funding and support from the State
- more funding (including State support); for one, the Flanagan Campus needs State bond to overhaul and expand - maybe create a couple of entirely new state-of-the-art bldgs on the campus: - e.g. bldg dedicated to Nursing and Allied Health and another bldg for bio, chem, physics and math
- Funding, perception of the institution as being non-responsive or slow to react to requests Lack of funding
- Funding and salary equity
- Dwindling funding from State, uncertain economic future
- Lack of communication and funding
- Crushing debt
- Crushing student debt
- Cuts in state and federal funding

- Funding – performance, fund raising, need to diversify funding streams
- Decline in financing from the state
- Cutting of services and classes

### Government/Regulation

- The state legislature get too involved in details of running the college, in deciding which programs should run. Too much micro management at the state level
- Volatility of current federal government
- Governmental mandates and union discord
- Top down (legislative directions w/o institutional input)
- Fear of litigation is a big problem that interferes with our functions
- The promotion of free community college in RI among some politicians is an external factor that blocks your school. It does not ensure that students will value an education that they paid nothing for or that citizens will place value on a school where these students only need to earn a 2.0. Student's should have a final stake in their education, even if it is only 1/3 of the cost and 2/3 subsidized. People place less value on things that they do not pay for
- Cost of compliance regulations (cost of programs & reporting, and requirements
- Poorly prepared students, economic factors, our students work full time to pay for their lives. Perfect world they don't have to work as much.
- 
- Potential & current POTUS policies (i.e. immigration, Title 9, etc.)
- Politics – external
- Lack of substantive support from Legislature w/o meaningful dialog/relationship
- Lack of local corporate support
- Perceived relevance of mission
- “Niche” – quality vs quantity
- Politics, budget

### Competition

- Competition, i.e. New England Tech
- Support for alignment between CCRI, RIC and URI. Also, unrealistic decisions about state

appropriations that don't even cover contractual obligations. These decisions are, in effect, a budget cut. Experiencing this year-after-year has taken its toll on CCRI

- New England Tech is the regional leader for technical/trade education. They would be competition for possible degree programs, but they don't offer trade education that a for-profit school would, such as cosmetology. \* Students are coming into CCRI, leaving high school, who are not college ready. \* The student success rate does not follow part-time students, it only follows the full-time student. \* Our students don't stay the full two years, they typically transfer to a four year school. \* A better economy drives potential students to four year schools. Possibly believing that it would be a better investment or because they can afford to.
- A state legislature that is not watching "the store" needs to get informed and engaged.
- Competition from privates & URI/RIC for CCRI
- Trade schools
- NE Tech
- School competition
- Trade schools
- Having 4 campuses can be difficult in some ways, but the diversity can also be a plus. Rhode Island is also a small state, so many people in the state believe that more money should go to RIC and URI. CCRI needs to show that it more effectively is using state, federal, and other money to help its students
- Lack of seamless transfer for students course for course. Example RIC creating 4 credit courses so our courses don't transfer
- Competitors, including online
- Competition
- Competition by other institutions offering more relevant programs (need to differentiate ourselves as an institution)
- Competition amongst other higher education institutions
- New Nursing School?
- Competitiveness between CCRI, RIC, URI – will state step in & allocate rules for us?
- Private institutions
- High school prep
- Dropping enrollments
- NEA

### Technology

- Not keeping up w national trends in online learning
- Growing complexity of technology environment
- Technology – being on the forefront

### Staffing

- Toxic employees

- Heavy administrative hiring
- Diversity in staff/leadership
- Understaffing
- Diversity
- Understaffing leads to job dumping
- Heavy administrative hiring
- Attrition
- Employee morale
- Adjunct faculty rate of pay
- Generational lack of respect and the image of CCRI
- No clear pathways for faculty & staff for accomplishing goals
- Knowing what your role is
- Help with finding jobs after graduating

### Marketing/Communication/Image

- Reputation
- Perceptions of community colleges in general. I don't think people have as much respect for two year schools as they do for four year schools
- Image in the community
- The stigma about going to CCRI. Students feel they are a second-class student here.
- CCRI is often viewed as a last resort school. Also other schools may offer a wider variety of classes.
- Reactive & proactive
- Bad press – news about grad rates, etc. Try and turn it around! "Success" doesn't have to be completely & solely tied to grad rates.
- Perception is key!
- Lack of information – 10% graduation rate and the media is misrepresenting this
- Talk – no action/follow-through/accountability
- Visibility of programs

### External Concerns

- Our students are under prepared. The K-12 system in RI is failing our students by graduating young men and women whose reading, writing, and math skills are sub-standard. Diminishing high school yields
- Decline in high school enrollment & completion
- Declining enrollment of HS
- Growing complexity of the environment
- Poor K-12 education, especially in math and science. Unsupportive families. An anti-intellectual culture that is suspicious of people who want to learn
- Students are not college ready
- Better educated HS students would reduce that amount of developmental courses required
- College preparedness/dev education

### Security/Safety

- Campus safety

- A data breach (cyber security) could pose a threat
- Training/preparedness for all emergencies
- Local law enforcement agencies are not trained on the campuses they would be responding to (CCRI) does coordinate service

## **Community College of Rhode Island – Strategic Planning Forum One**

*March 23-24, 2017*

### **SWOT-C Themes**

## **Greatest Challenge Impacting CCRI**

### **EXTERNAL FACTORS**

- Funding
- Not being able to match workforce level of skills
- strengths of our graduates
- Open access is a challenge.
- Lack of statewide coordinated workforce model. Too many agencies; too many competing agencies & educational entities
- Performance-based outcomes education
- Students who are graduating from high school and entering college but are not ready to enter the world of independent learning
- The demand of bi-lingual speaking employees when there are plenty of people who don't fit that criteria
- Your greatest challenge may be the free education proposal as it will diminish the value of your school by giving away education rather than subsidizing it.
- Recruitment of students and also the student's readiness for college. They seem to come out of high school more and more unprepared. The public-school system is letting these kids down. We have to pick up the pieces.
- Limited resources

### **INTERNAL FACTORS**

- Creating a culture of civility and respect.
- RIJC still following us – “REJECT”
- Finding our identity on one college.
- One problem is career administrators who see the college as a stepping stone in their careers instead of a commitment, have no educational experience, and never bother to sit in on a class or listen to faculty. Faculty are not disposable employees who can easily be replaced. Leadership and management mean trusting and supporting the people who work for you, paying them decently, and helping them do their jobs.
- Graduation rates.
- Staff ability, interest, and workforce size in specific areas to move College forward
- Staffing – incentives for improvement
- Infrastructure challenges
- Lack of innovation and vision, which is directly tied to funding.
- Culture of the College
- Increase graduation rates
- Meet the needs of job seeking students (HD/HW)
- Employment community recognizing Toxic faculty
- Ability to collaborate with all sectors of the college with a common vision that is strongly supported. Faculty engagement.
- Raising the level of student competency (address problem of so many students in need of remedial help); not sure what the answer is but there are higher ed models out there; we need to raise math, reading and writing standards across the curriculum - reinforce, build on skills in every course students are enrolled; less reliance on scan type multiple choice tests and more short/ long essays that require real knowledge of subjects; challenge students with more rigorous learning

- This is a learning institution. With many programs and areas of study. Faculty face many challenges with the student population we educate. Support and understanding is need from faculty and administration. We cannot water down the college education system, there are standards in our programs that need to be met. Not everyone is always going to be successful and there needs to be understanding of that.
- Money problems are the biggest challenge. People working at CCRI also often have to multi-task too much, or they sometimes can't multi-task. Multi-tasking can hurt or help, depending on the situation. For example, should someone text while driving? For an opposing example, should someone look at the street, as well as what's on the street, while driving? Note: I would have gone to one or more of the Strategic Planning meetings; however, when the peer tutors are working in the writing center, I can't attend meetings. (I need to stay with and supervise one or more peer tutors, partially because there are sometimes unique situations with disabled students, students who are misbehaving, students who might be on drugs, etc.) While attending meetings is a way that I can help out at CCRI, mentoring and overseeing even one or two peer tutors is also helping out at CCRI. When one of the peer tutors helps a student, both the peer tutor and the student are learning. Plus, if CCRI gives jobs to some of its students as peer tutors, office assistants, etc., this is the kind of activity that is being looked at as a very positive way of helping CCRI students to learn, to acquire better work skills, to earn some money, etc. If this kind of activity were enhanced and publicized more, CCRI would be looked at as helping the economy, not just as "taking" money from the economy. Note: at least one college in our county has students work at different jobs in order to attain free tuition. Note: I would have gone to the
  - Trying to serve the needs of an entire state!
  - Continuing to stay strong and retain students in a volatile job market. Need to stay current in technology and develop partnerships with employers.
  - I believe the greatest single challenge is the decline in student enrollment. There are many factors that contribute to this decline. However, not all colleges and universities are experiencing the same level of decreases. I am not sure where CCRI is on this issue... but clearly we need the students in the seats.
  - Employee morale
  - Attracting qualified faculty because of low salaries, especially in specialized areas. Being underfunded at the State level.
  - We need leadership that has experience in higher education. Pleasing the governor should not be our goal.
  - Respect
  - The new economy, robots, technology revolution.
  - Retention
  - Leadership Lack of permanent leaders in Deans and CWCE A reclusive style of leadership
  - The administration and faculty are not working together. If we continue on this path, the students will suffer.
  - Lack of preparedness of students coming out of some K-12 systems.
  - Faculty morale. See answer to prior question.
  - Developing a body of employees moving in the same direction, towards the same goals.
  - Getting everyone - authentically - aligned towards 3-5 key goals.
  - Making it attractive to come here, not the perception of going to 13th grade.
  - Show how successful are degree and certificate graduates are in the market place.
- The greatest challenge that the college faces is it's own self leadership. There are some people in official leadership roles; i.e.: managers and directors; who don't provide the proper leadership or vision and have become content with the status-quo. There are also people, who are not managers or directors, who are/were active in committees and town-hall forums, who either retired or have become frustrated with the stagnation. Because of the many retirements within the next few years, younger people will be hired. Some people may be promoted from within. These people may have good ideas, but they may need to be encouraged to participate. People who become new leadership need to be challenged to ask "how can this be better?" They cannot be allowed to be content with the status-quo.
- The greatest challenge is an administration that seems disconnected from its faculty and staff. Six months ago we had open forums on each campus meant to afford faculty and staff the opportunity to express their thoughts concerning SWOT. Next, a committee was formed and representatives approached faculty and staff again for thoughts concerning SWOT. Five weeks ago we had another meeting in Providence. In six months we have not seen the administration actively address, or communicate any plan to address, the concerns shared in these forums. Actions speak louder than words. We have redundancy and bloat at the administrative level- which continues to increase on a regular basis - while we are severely lacking support services and staff. In my opinion, if we choose to be an open enrollment institution, we have an ethical obligation to supply the necessary structure and support that affords our students the best opportunities to succeed. That is not happening.

- CCRI needs to demonstrate and communicate to all of its employees that they all matter. CCRI seriously needs to understand and communicate frequently how each person's work impacts the whole mission.