



ONE BOLD TEAM PLANNING FOR ONE BOLD FUTURE

NECHE SELF-STUDY REPORT | SEPTEMBER 2021

As a leading regional public college, Rhode Island College personalizes the education of the finest quality undergraduate and graduate students in arts and sciences, business, and health professions within a supportive, respectful, and inclusive environment. We engage students in innovative curricula and co-curricula that foster intellectual curiosity and prepare an educated citizenry for responsible leadership.

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Rhode Island College Institutional Characteristics Form

Date: 9/15/2021

- 1. Corporate name of institution: Rhode Island College
2. Date institution was chartered or authorized: 1854
3. Date institution enrolled first students in degree programs:

1854 (one-year normal school)

1920 (four-year college)

- 4. Date institution awarded first degrees:

1855 (one-year normal school)

1924 (four-year college)

- 5. Type of control:

Public

[X] State

[] City

[] Other

(Specify) _____

Private

[] Independent, not-for-profit

[] Religious Group

(Name of Church) _____

[] Proprietary

[] Other (Specify) _____

- 6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

The State of Rhode Island through the Rhode Island Council on Postsecondary Education (R.I.G.L. Title 16, Chapter 59). Authorized degrees are: BA, BFA, BM, BS, BSN, BSW, MA, MAT, MEd, MMed, MPac, MPA (joint with University of Rhode Island), MSN, MSW, CAGS, Ph.D. in Education (joint with University of Rhode Island), DNP.

- 7. Level of postsecondary offering (check all that apply)

[] Less than one year of work

[X] At least one but less than two years

[] Diploma or certificate programs of at least two but less than four years

[] Associate degree granting program of at least two years

[X] Four- or five-year baccalaureate degree granting program

[] First professional degree

[X] Master's and/or work beyond the first professional degree

[X] Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

[X] A doctor of philosophy or equivalent degree

[X] Other doctoral programs

[X] Other (Specify): CAGS



Rhode Island College Institutional Characteristics Form

8. Type of undergraduate programs (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input checked="" type="checkbox"/> Teacher preparatory |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input checked="" type="checkbox"/> Professional
<input type="checkbox"/> Other _____ |

9. The calendar system at the institution is:

- Semester
 Quarter
 Trimester
 Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate: **15** credit hours
- b) Graduate: **9** credit hours

11. Student population:

a) Degree-seeking students (**Fall 2020**):

	Undergraduate	Graduate	Total
Full-time student headcount	4,611	206	4,817
Part-time student headcount	1,387	868	2,255
FTE	5,160.34	708.17	5,868.51

b) Number of students (headcount) in non-credit, short-term courses (**Fall 2020**): **205**



Rhode Island College Institutional Characteristics Form

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Art	National Association of Schools of Art and Design (NASAD)	1978	2016	2025/2026
Certificate in Magnetic Resonance	Joint Review Committee on Education in Radiologic Technology (JRCERT)	2010	2020	2023
Certificate in Radiography	Joint Review Committee on Education in Radiologic Technology (JRCERT)	1990	2018	2026
Clinical Mental Health Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016	2016	2024
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2012	2017	2027
Music	National Association of Schools of Music (NASM)	1973	2017	2026/2027
Nuclear Medicine Technology	Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)	1971	2020	2026
School of Business	International Accreditation Council for Business Education (IACBE)	2020	2020	2027
School of Nursing	Commission on Collegiate Nursing Education (CCNE)	2004	2013 (MSN)/ 2018 (BS, DNP)	2023 (MSN, DNP)/2028 (BS)
School of Social Work	Council on Social Work Education (CSWE)	1979	2018	2026

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

A. In-state Locations	Full degree	50%-99%	FTE
Nursing Education Center	MSN, DNP	MSN (Nurse Anesthesia)	60.57

Rhode Island College Institutional Characteristics Form

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.”
Do not include study abroad locations. NONE

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed. **NONE**

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Rhode Island Hospital	Providence, RI	Medical Imaging	Degree	60
St. Joseph Hospital School of Anesthesia for Nurses	North Providence, RI	Nurse Anesthesia	Degree	56

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.



Rhode Island College Institutional Characteristics Form

19. Record briefly the central elements in the history of the institution:
- College was founded in 1854 as Rhode Island Normal School.
 - In 1920, the RI General Assembly established the institution as a four-year college – Rhode Island College of Education.
 - Soon after, a graduate program was established and the first master’s degrees were conferred in 1924.
 - In 1960, after relocating the college to its current campus on the border of Providence and North Providence, the General Assembly approved the development of the college as a general, comprehensive institution. Reflecting this broader purpose, the name was changed to Rhode Island College

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Ms. Barbara Cottom	Chair, Rhode Island Board of Education	2015
President/CEO	Dr. Frank D. Sánchez	President	2016
Chief Academic Officer	Dr. Helen Tate	Provost/Vice President of Academic Affairs	2020
Academic Dean	Dr. Earl Simson	Dean, Faculty of Arts & Sciences	2011
Academic Dean	Dr. Alema Karim	Interim Dean of Arts & Sciences	2020
Academic Dean	Dr. Jeannine Dingus-Eason	Dean of Feinstein School of Education & Human Development	2019
Academic Dean	Dr. Carolyn Masters	Dean of Nursing	2020
Academic Dean	Dr. Jayashree Nimmagadda	Dean of Social Work	2018
Academic Dean	Dr. Leslie Schuster	Interim Dean of Graduate Studies	2012
Chief Financial Officer	Mr. Stephen Nedder	Vice President for Administration & Finance	2018
Chief Student Services Officer	Mr. Eric Rivera	Interim Vice President for Student Success	2021
Planning	Mr. Clark Greene	Executive Director of Strategic Initiatives	2017

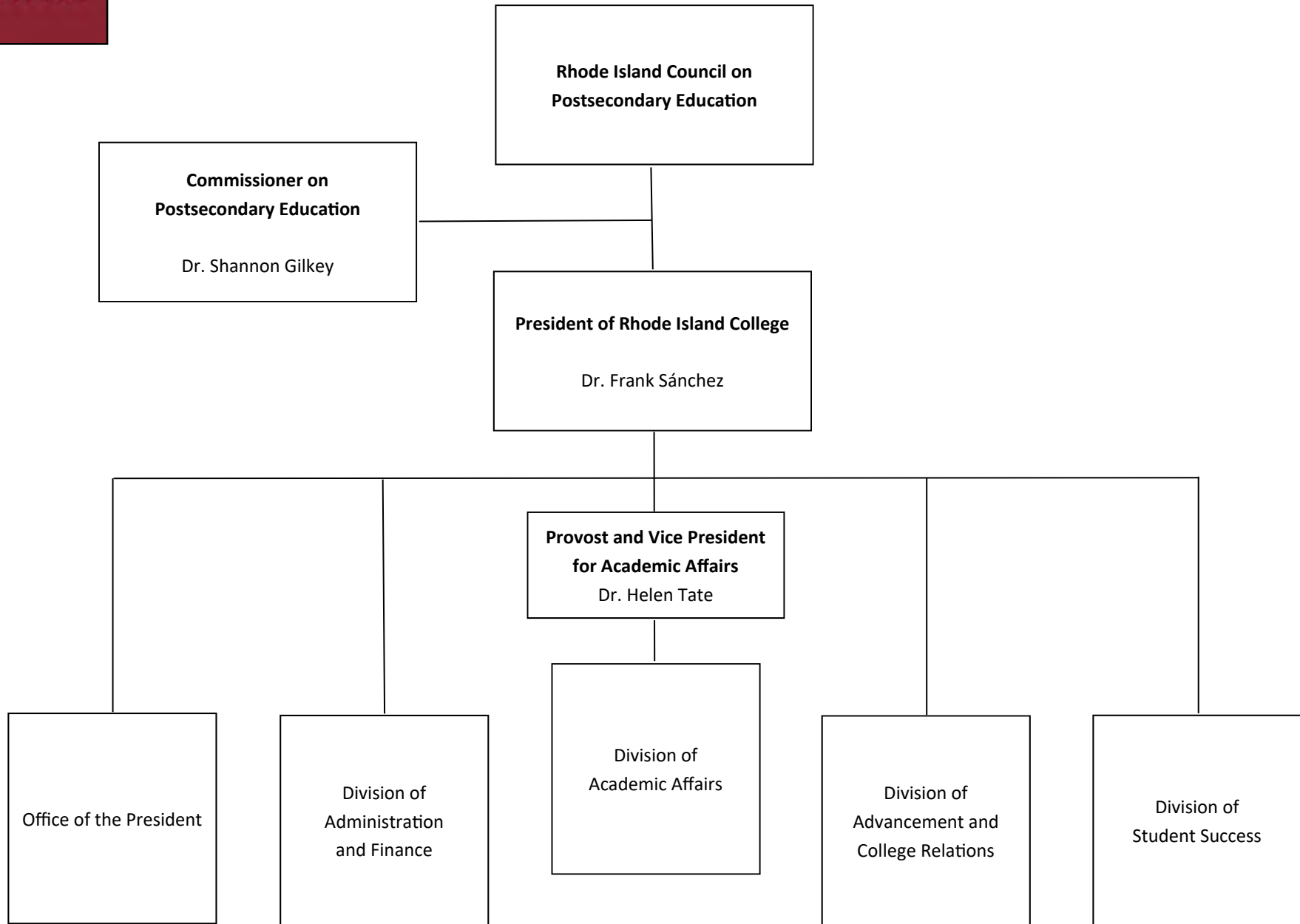
Rhode Island College Institutional Characteristics Form

Institutional Research	Dr. Christopher Hourigan	Director of Institutional Research & Planning	2012
Assessment	Vacant		
Development	Ms. Kimberly Conway-Dumpson	Vice President for College Relations & Advancement	2018
Library	Dr. Carissa Delizio	Director, Adams Library	2016
Chief Information Officer	Mr. Jon Bartelson	Assistant Vice President for Information Services/Chief Information Officer	2018
Continuing Education	Ms. Jenifer Giroux	Associate Vice President, Professional Studies & Continuing Education	2014
Grants/Research	Ms. Nadia Petrovic	Interim Director of Sponsored Programs	2019
Enrollment Management	Mr. James Tweed	Dean of Enrollment Management	2019
Admissions	Mr. Jason Anthony	Director of Admissions	2017
Registrar	Ms. Tamecka Hardmon	Director of Records	2015
Financial Aid	Mr. Daniel Brewer	Director of Financial Aid	2021
Public Relations	Mr. John Taraborelli	Assistant Director, College Communications & Marketing	2018
Alumni Association	Mr. Michael Smith	President, Board of Directors	2018



Rhode Island College Tables of Organization

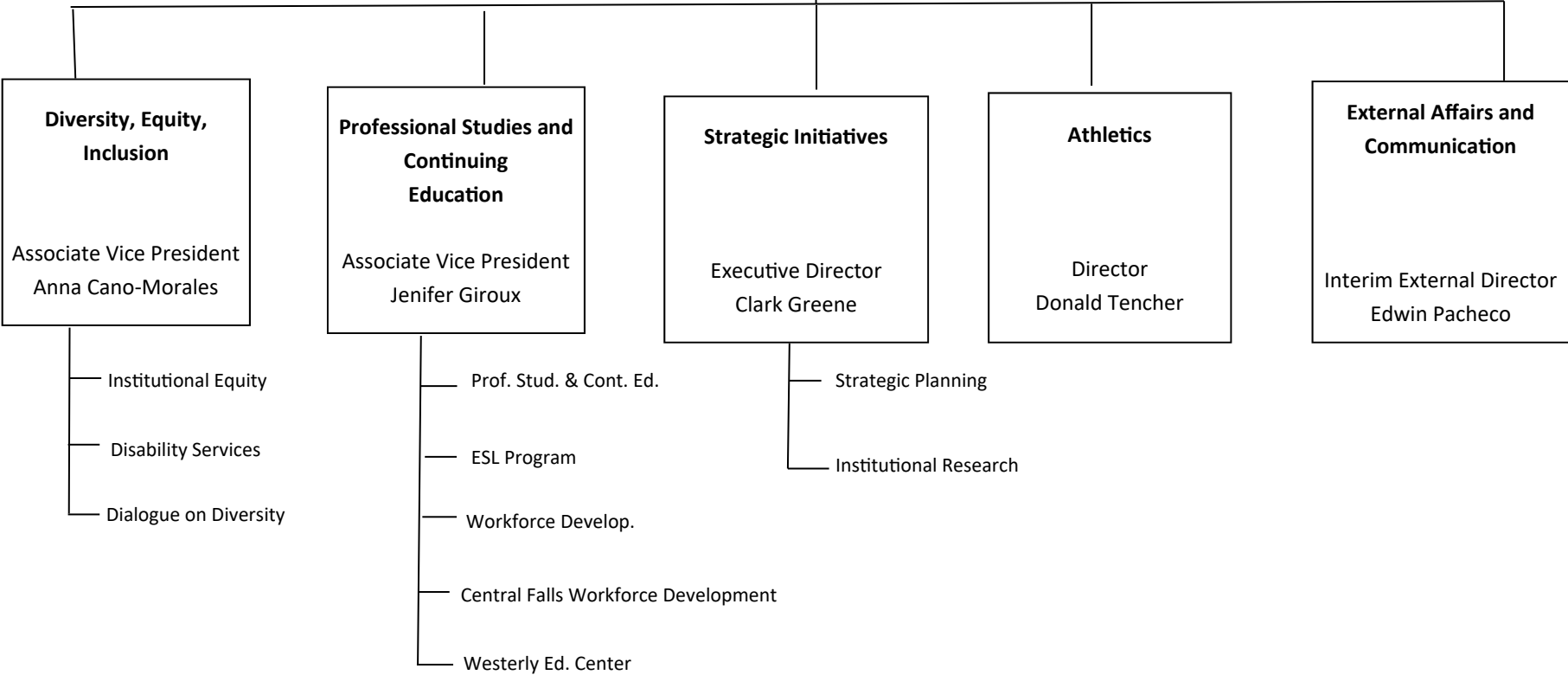
Last Updated: 9/13/21





Office of the President

President of Rhode Island College
Dr. Frank Sánchez

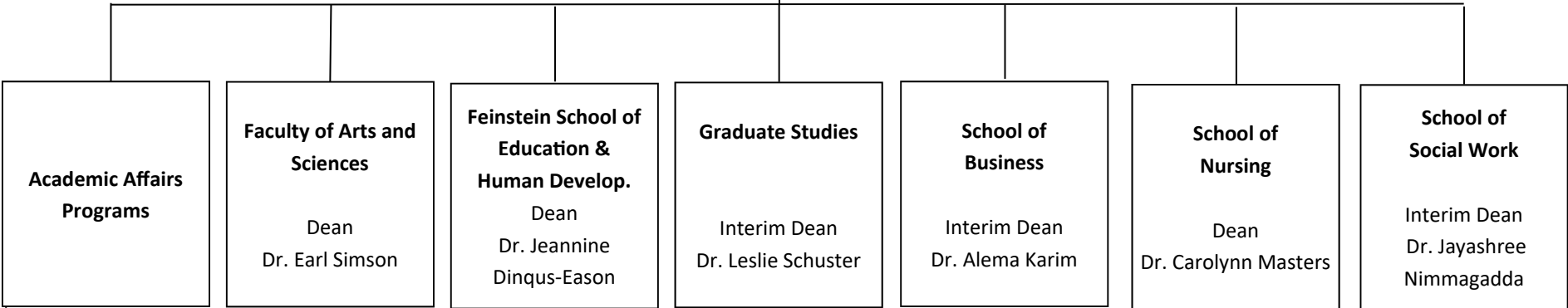




Division of Academic Affairs

Provost/Vice President for Academic Affairs
Dr. Helen Tate

Vice Provost Undergraduate Affairs
Dr. Holly Shadoian



- Adams Library
- Office of Sponsored Projects
- Faculty Center for Teaching and Learning
- Center for Research & Creative Activity
- Sherlock Center
- STEAM Center

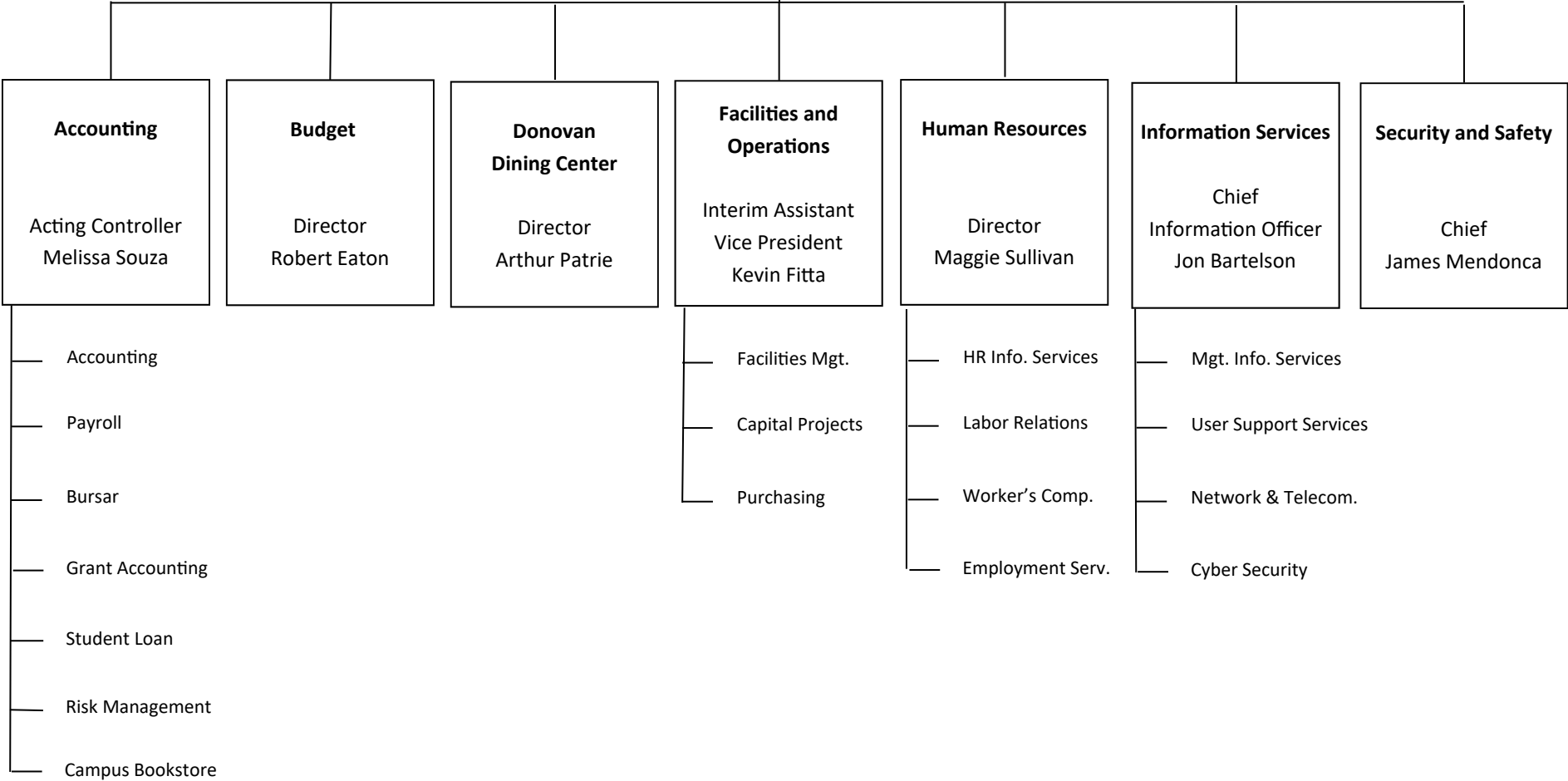
— Nursing Education Center



Division of Administration and Finance

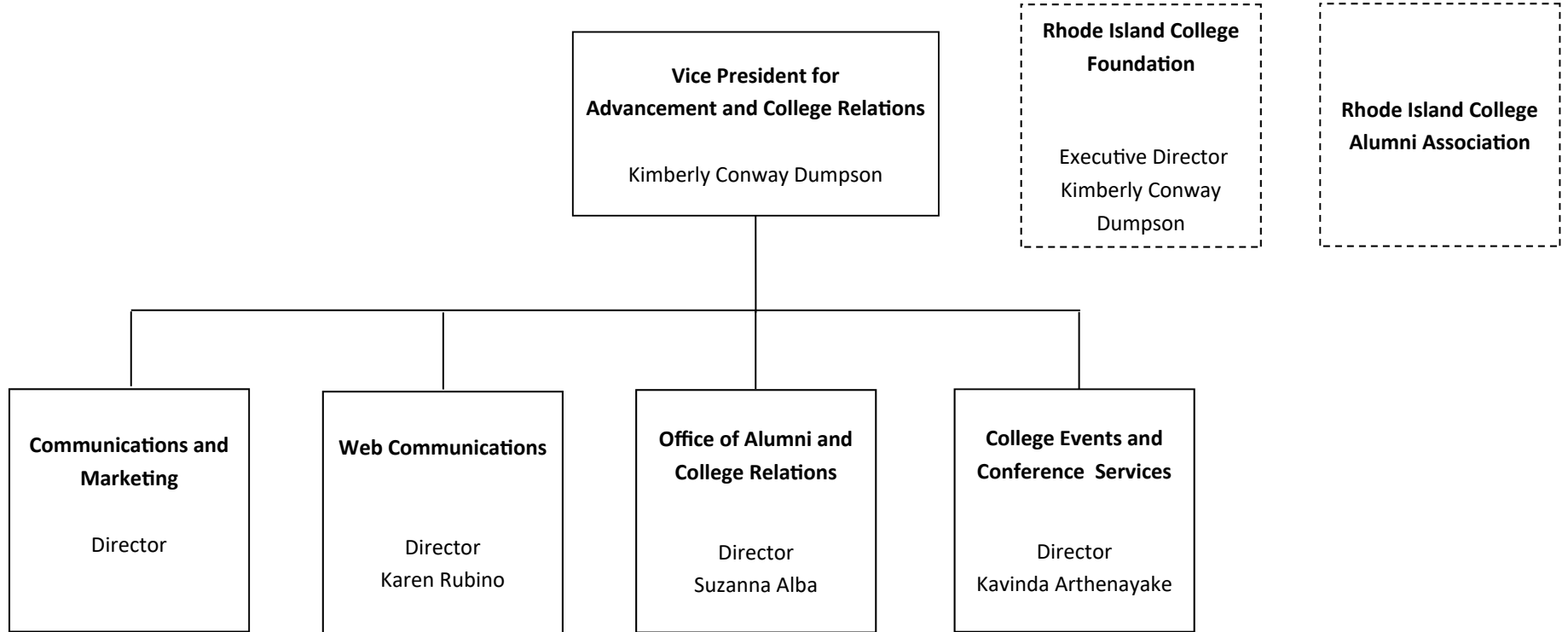
**Vice President for
Administration and Finance/CFO**

Stephen Nedder



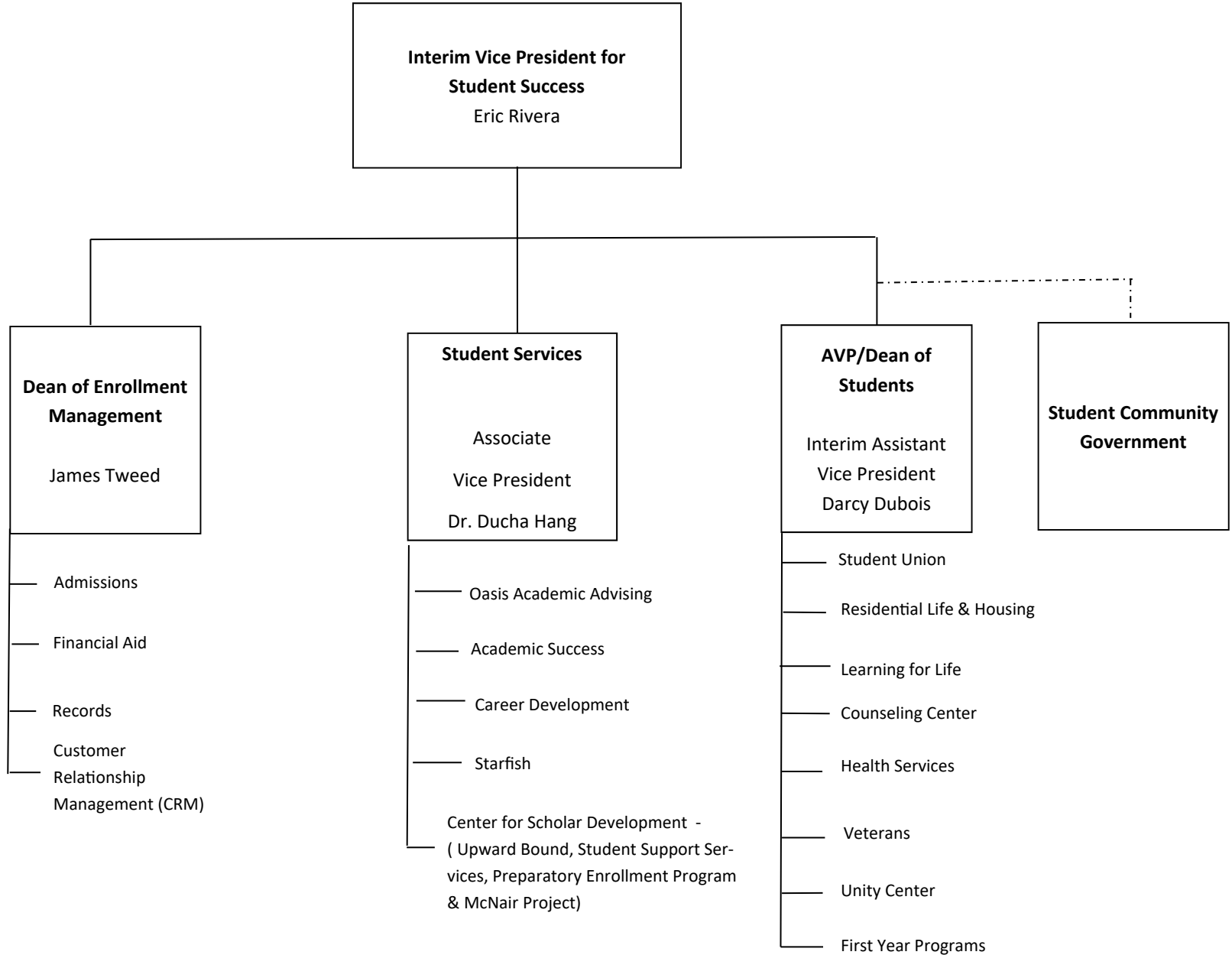


Division of Advancement and College Relations





Division of Student Success



ACRONYMS and MEANINGS

ACTFL – American Council on the Teaching of Foreign Languages
ADA – Americans with Disabilities Act
AFSCME – American Federation of State, County, and Municipal Employees
AIB – Academic Integrity Board
ALO – Accreditation Liaison Officer
APRA – Access to Public Records Act
ARDMS – American Registry for Diagnostic Medical Sonography
ATAC – Academic Technology Advisory Committee
AVP – Associate Vice President

BET – Behavioral Engagement Team
BIPOC – Black, Indigenous, and People of Color
BOG – RIC Employees who are “Board of Governor’s (BOG)” non-union staff

CAGS – Certificate of Advanced Graduate Study
CAPP – The Committee on Academic Policies and Procedures
CAS – Council for the Advancement of Standards
CASO – The Committee on Assessment of Student Outcomes
CCRI – Community College of Rhode Island
CCS BHT – Certificate of Continuing Study in Behavioral Health Training
CCS – Certificate of Continuing Study
CESE – The Council on Elementary and Secondary Education
CEU – Continuing Education Units
CGS – Certificate of Graduate Study
CHP – Cambridge Hill Partners
CIO – Chief Information Officer
CITI – Collaborative Institutional Training Initiative
CLEP – College Level Examination Program
COGE – The Committee on General Education
CPE – The Council on Postsecondary Education
CRM – Customer Relationship Management
CSCI – Computer Science/Computer Information
CUS – Certificate of Undergraduate Study

DDI – Dialogue on Diversity and Inclusion
DEI – Office of Diversity, Equity, & Inclusion
DLT – Department of Labor and Training
DNP – Doctor of Nursing Practice
DSC – Disability Services Center
DSP – Directed Self-Placement

EEP – Early Enrollment Program
EFC – Expected Family Contribution (to a student’s college aid)
EMU – Enrollment Management Unit

EPEC – Extended President’s Executive Cabinet
ERP – Enterprise Reporting System (in reference to Peoplesoft systems)
ESL – English as Second Language

FAFSA – Free Application for Federal Student Aid
FAS – Faculty of Art and Sciences
FCI – Force Concept Inventory
FCTL – Faculty Center for Teaching and Learning
FERPA – The Family Educational Rights and Privacy Act
FIPSE – Fund for the Improvement of Post-Secondary Education
FOCUS – Fueling Our College’s Undeniable Strengths
FSEHD – Feinstein School of Education and Human Development
FYS – First Year Seminar
FYW – First Year Writing

GASB – Governmental Accounting Standards Board
GCC – Graduate Curriculum Committee

H.O.P.E. – Helping Others Pursue Excellence
HIPAA – Health Insurance Portability and Accountability Act
HUT- Howard Union of Teachers

IACBE – International Accreditation Council for Business Education
IACUC – Institutional Animal Care and Use Committee
IELTS – International English Language Testing System
INGOS – International Nongovernmental Organizations
IRB – Institutional Review Board
IT – Information Technology

JAA – Joint Admissions Agreement

L4L – Learning for Life

MA – Master of Arts
MAPP – Manual of Academic Policies and Procedures
MAT – Master of Arts in Teaching
MEd – Master of Education
MFA – Master of Fine Arts
MLC – Math Learning Center
MLIS – Master of Library and Information Science
MM – Master of Music
MPA – Master of Public Administration
MPAc – Master of Public Accounting
MRC – Military Resource Center
MTP – Metropolitan Tuition Policy Program

NACE – National Association of Colleges and Employers
NACEP – National Alliance of Concurrent Enrollment Partnerships
NCAA – National Collegiate Athletic Association
NEASC – The New England Association of Schools and Colleges
NEBHE – The New England Board of Higher Education
NECHE – The New England Commission of Higher Education
NEN – Northeast Neighbors
NSP – New Student Programs
NSSE – National Survey of Student Engagement

OASIS – Office of Academic Support and Information Services
OCM – Office of Communications and Marketing
OIE – Office of Institutional Equity
OIRP – Office of Institutional Research & Planning
OPC – Office of the Postsecondary Commissioner
OSL – Office of Student Life
OSP – Office of Sponsored Programs

PEC – President’s Executive Cabinet
PEP – Preparatory Enrollment Program
PI – Principal Investigator
PIO – Public Information Officer
PLA – Prior Learning Assessment
PSA – Professional Staff Association

RA – Resident Assistant
RIC – Rhode Island College
RIDE – Rhode Island Department of Education
RINEC – Rhode Island Nursing Education Center

SAILS – Student Assistance and Intervention for Learning Success
SBRPC – Strategic Budget and Resource Planning Committee
SCG – Student Community Government
SCI – Student Consumer Information
SERT – Student Engagement Response Team
SHEEO – State Higher Education Executive Officers Association
SOB – School of Business
SON – School of Nursing
SPG – Strategic Preparedness Group
SSS – Student Support Services
SSW – School of Social Work

TOEFL – Test of English as a Foreign Language

UB – Upward Bound

UCC – Undergraduate Curriculum Committee
UI – Unemployment Insurance
UNAP – United Nurses and Allied Professionals
URI – University of Rhode Island

WID – Writing in the Discipline
WPAC – Workforce Planning Advisory Committee

DATA FIRST FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit		
		Certified:	Qualified	
Financial Results for Year Ending:	?	06/30	Yes/No	Unqualified
	?	2020	Yes	Unqualified
	1 Year Prior	2019	Yes	Unqualified
	2 Years Prior	2018	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2021
Next Year	2022

Contact Person:

Title:

Telephone No:

E-mail address:

Table of NECHE Actions, Items of Special Attention, or Concerns

Date of Commission Letter	Detailed Actions: Items of Special Attention, or Concerns	NECHE Standards cited in Letter	Self-Study Page Number
12/8/17	The institution should provide evidence of its success in integrating its comprehensive strategic planning and financial processes and demonstrating a realistic course of action to achieve its identified objectives	2.1, 2.3, 2.4; 7.6	Chapter 2, p. 7; Chapter 7, p. 69
12/8/17	The institution should provide evidence of its success in admitting students who can be successful in the Certificate of Undergraduate Study in the College and Career Attainment (CUS CCA) program and ensuring that advising and academic support services are sufficient to support the program.	5.6, 5.10; 6.19; 7.21	Chapter 5, p. 47
12/8/17	The institution should provide evidence that it is assessing student learning outcomes in the CUS CCA program and using the results to make improvements	8.3, 8.6, 8.8	Chapter 8, p. 82

INTRODUCTION

The Director of the Office of Institutional Research and Planning (OIRP) attended a NECHE Self Study workshop in fall 2017 and the Interim Provost and a member of the President's Executive Council (PEC) attended a similar workshop in fall 2018. The self-study process at Rhode Island College began early in 2019, with a fall 2020 comprehensive visit, and the selection of standard writers and committee members. The chairs of each standard along with staff of the Provost's office and the Director of OIRP comprised the Self-Study Steering Committee. We met with NECHE's Senior Vice President, Patricia O'Brien, discussed the standards, selected committee members, shared materials, started filling in the Data First forms, and began writing drafts of the chapters. We discussed the goals for the project: to produce a thorough review of the standards by early fall 2020 that would indicate the college's successes in meeting the requirements; to present a clear and cogent discussion of the challenges that the college has faced; and to document the strategies that will resolve the challenges and move the college forward.

The Steering Committee met monthly, while standard committees worked independently until mid-March 2020, when COVID resulted in the end of in-person meetings. We requested a delay and were awarded a new date in spring 2021. We began meeting remotely in fall 2020, with a plan to be ready early in 2021. Drafts were submitted at the end of 2020 and were reviewed by Steering Committee leadership. Each standard writer was provided feedback and given a new date for submission. Using the newly created webpage for the accreditation process, the second drafts were made available to the campus community. Feedback was broadly solicited and was captured in a Qualtrics survey embedded in each standard chapter; the survey looked at whether the chapter accurately and thoroughly told RIC's story. As a result, the second draft was reviewed by a larger group of reviewers as well as the President's Executive Council (PEC), and again, writers were provided feedback to weave into a third draft.

Early in spring 2021, we requested and received a new visit date in fall 2021, due to the hiring of a new Provost, the complications of COVID, and concerns that we were not ready. We also changed the structure of the Steering Committee, so that three of us (the director of Academic Initiatives, the director of OIRP, and the former Interim Provost) took on the leadership roles, under the broad direction of the Provost. Meetings were held with the Steering Committee and PEC to discuss and collaboratively identify emergent themes in the self-study. The third draft was submitted late in June and has been the basis of our self-study. This draft has been reviewed by the committee's leadership and the PEC. More specifically, PEC was asked to discuss the projections outlined by the standard committees. In addition, Vice President of NECHE, Carol Anderson reviewed the draft in August 2021, and the document was revised late in the summer.

Public announcements about the accreditation process were placed in the *Providence Journal*, the state's major daily newspaper, the college's newspaper, *The Anchor*, on the college website, and its social media platforms, late in October. We met with the Vice President for College Advancement to discuss ways we could engage the college community in our planning and preparation. We determined to use several strategies: an

announcement/conversation at the opening coffee of the importance of the accreditation visit, a series of articles in weekly college newsletters, focused on understanding the standards and their importance, one-page notes and table tents about what the standards are and how we fit, portable signs, and use of our electronic screen messages, and the t-shirts (of course) with the logo of One BOLD Team, One BOLD Future.

The development of the self-study was supported by comments from several groups and individuals with different perspectives over the two years of its creation. The Steering Committee consisted of chairs of each of the Standard groups and the staff of the Provost's office. That group was led by Patrice Mettauer, Christopher Hourigan, and Sue Pearlmutter. Helen Tate, RIC's Provost joined us in June 2020, and accepted the leadership role.

Christiane Lambert joined us in fall 2019 as an editor/reviewer and she returned to work with us early in 2020 in the same role until August 2021. We also worked with Rosemary Golini, an editor for the final draft of the self-study. In the table below, we show the members of the Steering Committee and all the participants in writing or reviewing the document.

Table 1: The Self-Study Teams and members of the Steering Committee (Steering Committee members names are emboldened)

RIC Self-Study Steering Committee Members and Teams	
Standard One: Mission and Purposes	
Val Endress, Associate Professor, FAS	Prachi Kene, Professor, FSEHD
Patrice Mettauer, Provost's Office	
Standard Two: Planning and Evaluation	
Lesley Bogad, Professor & Chair, FSEHD	Elisa Miller, Associate Professor, FAS
Todd Borgerding, Associate Professor, FAS	Mark Motte, Professor, FAS
Michelle Brophy-Baermann, Chair, FAS	Maureen Reddy, Professor, FAS
Dragan Gill, Associate Professor, Adams Lib.	Megan Sumeracki, Associate Professor, FAS
Standard Three: Organizational Governance	
Stefan Battle, Associate Professor & Chair, SSW	Patrice Mettauer, Provost's Office
Jeff Blais, Professor <i>Emeritus</i> , SOB	Mark Motte, Professor, FAS
Vince Bohlinger, Professor, FAS	Steve Nedder, Vice President, A&F
Claire Creamer, Associate Professor, SON	Medini Padmanabhan, Associate Professor, FAS
Carol Cummings, Professor & Interim Associate Dean, FSEHD	Frank Sánchez , President, Rhode Island College
Clark Greene, Executive Director of Strategic Initiatives	
Standard Four: The Academic Program	
Erik Christiansen , Professor, FAS	Christine Marco, Professor, FAS
Lisa Church, Associate Professor, SOB	Tom Schmeling , Professor, FAS
Matt Duncan, Associate Professor, FAS	
Standard Five: Students	
Ducha Hang , Associate Vice-President, SS	Jayne Nightingale, Assistant Director, OASIS
Megan DiBonaventura, Coordinator, OASIS	Ryan Porell, Interim Director, SS

RIC Self-Study Steering Committee Members and Teams	
Laura Faria-Tancinco, Coordinator, PSCE	Keri Rossi-D'entremont, Assistant Dean of Students, ODEI
Joyce Garzon, Director, SS	Kristen Salemi, Director, RIC Student Union
Alexandria Hallam, Interim Director, SS	Don Tencher, Director of Athletics
Demetria Moran, Director, SS	Jim Tweed , Dean of Enrollment Management
Maria Muccio-Raposo, Director, SS	Tamika Wordlow-Williams , Associate Vice-President/Dean of Students
Standard Six: Teaching, Learning and scholarship	
Mikaila Arthur , Professor & Chair, FAS	John Margarida, Assistant Professor, SOB
Wendy Becker , Associate Professor, SSW	Patrice Mettauer, Provost's Office
Bethany Coia, Associate Professor, SON	Earl Simson , Dean, FAS
Standard Seven: Institutional Resources	
Jon Bartelson, Chief Information Officer, A&F	Maggie Sullivan, Director, A&F
Carissa DeLizio, Director, Adams Library	Steve Nedder , Vice President, A&F
Rob Eaton, Director, A&F	Susan Weiss , Associate Professor & Chair, SOB
Standard Eight: Educational Effectiveness	
Mikaila Arthur, Professor & Chair, FAS	Maureen Reddy, Professor, FAS
Christopher Hourigan, Director, OIRP	Debbie Servello , Professor & Chair, SON
Jayashree Nimmagadda , Interim Dean, SSW	Wayne Tikkanen, Director, FSEHD
Standard Nine: Integrity, Transparency, and Public Disclosure	
Christopher Hourigan, Director, OIRP	Keri Rossi-D'entremont, Assistant Dean of Students, ODEI
Peggy Lynch-Gadaleta, Director, ODEI	John Taraborelli, Assistant Director, CCM
Mimi Mumm , Professor, SSW	

Volunteer Reviewers for Standards

Kieran Ayton, Associate Professor, Adams Lib.	James Magyar, Professor, FAS
Lynn Blanchette, Associate Professor & Associate Dean, SON	Corinne McKamey, Associate Professor & Co-director, FSEHD
Anna Cano Morales, Assistant Vice President, ODEI	Margaret Mock, Professor, SON
Andrea Del Vecchio, Associate Professor, FAS	Ellen Morais, Information Technologist, SON
Clark Greene, Executive Director of Strategic Initiatives	Demetria Moran, Director, SS
Brandon Hawk, Associate Professor, FAS	Jason Pagano, Purchasing Coordinator, A&F
Claus Hofhansel, Professor, FAS	Christopher Schuler, RIC Foundation
Liz Kiesewetter, Assistant Professor, FAS	Michael Smith, President, Alumni Assoc.

As mentioned above, additional faculty, staff, students, and alumni provided feedback via anonymous surveys.

RHODE ISLAND COLLEGE Institutional Overview

Rhode Island College (RIC) is located on a 180-acre park-like campus in the Mount Pleasant section of the capital city of Providence. This location combines a suburban atmosphere

with easy access to the benefits and resources of the metropolitan area. Founded in 1854, RIC is the state's first public institution of higher education and is one of only three public colleges in the state; it serves as an important economic driver for Rhode Island. The college operates under the aegis of the Council on Postsecondary Education, one of two councils that comprise the Rhode Island Board of Education.

Academic offerings are provided in five schools: the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Business, the School of Nursing, and the School of Social Work. RIC serves roughly 5,998 undergraduate and 1,074 graduate students (Fall 2020) through over 50 Bachelor's Degree Programs in the arts, humanities, mathematics, sciences, social sciences, education, business, nursing, and social work, and 24 Master's Degree/CAGS programs. Additionally, the College offers 13 Undergraduate Certificate Programs, 18 Graduate Certificate programs, and 6 joint undergraduate/graduate programs. About half of undergraduates are enrolled in professional programs with the remaining students distributed in liberal arts and business. Education and social work enroll nearly three quarters of graduate students. RIC offers two doctoral degrees, the Doctor of Nursing Practice (DNP) and the Ph.D. in Education, a joint program with the University of Rhode Island.

The students we serve come primarily from Rhode Island (over 85%), as well as nearby Massachusetts and Connecticut, and are increasingly diverse; nearly half are first-generation and Pell eligible. Students of color make up nearly 40% of the student body, and Hispanic students are the largest and fastest growing demographic, representing 23% of the total student body (and 25% of undergraduates), as of Fall 2020. Recently, the college demographic make-up places us at the threshold of becoming a Hispanic Serving Institution (HSI). RIC embraces its identity as a college of opportunity and is recognized for its role in advancing social mobility for students traditionally underserved in higher education.

With a strong emphasis on intellectual and personal growth and professional development, RIC is a force for positive change in the lives of its students, in the state and region. The College prioritizes affordability, a student-centered experience, small class sizes, experiential learning, and committed and caring faculty and staff.

The location in Providence, with its urban charm and proximity to Boston and New York, is a tremendous asset. RIC's public-access mission evokes strong loyalty and is appealing to faculty who see education as a mechanism for social justice. With improved salaries and workload, and recent renovations to academic buildings, the College is able to attract and retain faculty who have world-class qualifications, strong affinity for teaching, a terrific spirit of innovation and determination, and the ability to fulfill the mission of a "caring community that respects diversity and values academic excellence."

Context

Change has been constant at RIC in recent years. Since our five-year review early in 2016, there have been multiple changes in leadership at the institution. Vice Presidents for Student Affairs/Student Success have come and left; an interim currently is in place. The

Vice President for Academic Affairs retired, a Provost was hired and was replaced with an interim; a new Provost was hired in June 2020. The Vice President for Administration and Finance left in 2018; the Controller was promoted into the position in 2019. All these changes affected the business of the college. They have had impacts for staff, for faculty, and for students.

For the last several years, we have been losing students. Fewer new students have been entering the college, while larger numbers of students have been leaving. Although increases in departing students can be partially attributed to larger graduating classes, some of the loss is comprised of students leaving without degrees. In fall, 2016, we had 7,446 undergraduate students and 1,066 graduate students; in fall 2019, we had 6,440 undergraduate students and 1,091 graduate students, a reduction of 13.5% among undergraduate students and an increase of 2.3% among graduate students. The losses in 2020 were limited but fall 2021 enrollment is expected to be down by 15-19%.

RIC also has lost many of its transfer students. In 2017, the Rhode Island Promise passed the RI Legislature. It was a bill to provide free tuition to new students at the Community College (CCRI) who agreed to take a full schedule of classes and be finished with a degree in two years. In 2019, the college first experienced the absence of applications from CCRI.

Finally, the variation in funding from the state of Rhode Island has affected the college. There are no guarantees of funding and while the Governor often supports the college, the legislature may not. In particular, the speaker of the house makes these decisions.

Declining enrollment has also affected the college's financial position. In spring 2020, the College implemented austerity measures (limiting hiring, travel, overtime, and other discretionary spending) to reduce expenditures. In addition, in June 2020, the state of Rhode Island revised its budget and reduced its state appropriation to the three educational institutions. For 2021, austerity measures were to continue, and the College began planning for additional reductions, which included cuts to each division, cuts in staffing, and continued limitations for faculty hiring. These conditions have been very challenging to all. During spring 2021, the President authorized a committee to examine our enrollment and to plan for strategies to meet enrollment goals. The group has met during the summer of 2021 to begin its work.

Despite these challenges, the need for self-reflection as an institution has led to positive developments. The strategic enrollment committee has been formed, there is a new prospective student center, a broad marketing and branding campaign is in process, and new advising plans to focus on retention have been developed. In 2019, the president formed a Strategic Budgeting and Resource Planning Committee (SBRPC), which examines cost drivers, evaluates new projects, assesses the results of ongoing projects, suggests new sources of revenue, and recommends decisions to the president that utilize the college's resources more effectively. Last, the College now has an [Executive Director of External Affairs](#) who will coordinate "legislative activities at the state and federal level while engaging external stakeholders in support of the mission, goals and priorities of the college."

The College has had success in seeking bond issues to modernize four classroom buildings on campus (Gauge, Craig-Lee, and Horace Mann, plus an addition to the School of Nursing) and Clark-Science recently received bond funding. Most of the bonds were funded with other buildings for the University or for CCRI. RIC also shares the [Nursing Education Center \(NEC\)](#) with the University through a lease to the Council on Postsecondary Education (Brown University has a separate lease on the fourth floor). We share classrooms, a sophisticated simulation center and skills labs, and our graduate faculty and students use these spaces. In 2020, RIC took possession of the [Workforce Development Hub](#) in Central Falls, Rhode Island. The hub works with members of the community and our partners in education, government, health care and industry, to create an economic, educational, and health-centered engine for the citizens of Central Falls and the Blackstone Valley community.

COVID

In March 2020, just as the COVID crisis was underway, RIC had six students in Europe, Korea, and in South America. All of them were brought home early in the month. Rhode Island's first case was announced; this individual's son was a student at RIC and we developed a plan to allow him to take a medical leave. COVID had been a part of leadership discussions for several months, but until early March, we did not determine how to respond. We were concerned about our faculty – more than half of them were over the age of 60, they did not want to be meeting with students in person, and many did not know how to teach in an online environment. We were concerned about students – so many of them commuted to campus; their lives were complicated and many of them preferred to be learning in person. Our staff faced significant responsibilities, managing technology, assuring that faculty and students had what they needed, determining space constraints, cleaning facilities, and supporting faculty and other staff. On March 7th, 2020, we announced a plan to move all our classes online. Students were leaving for spring break and a letter from the administration indicated that spring break would last two weeks. We announced that all our dorms would close except one and that we would keep another open for those who needed to quarantine. On March 23rd, we re-opened more than 1,000 classes, using a variety of resources, and almost no students or faculty left on campus. Many staff worked remotely. We provided refunds to students who chose to leave the residences and cancel their meal plans.

During the seven weeks left in spring semester, our faculty had significant concerns about the change – many had no familiarity with our Learning Management System (LMS – Blackboard); they did not have technology that would allow them to teach online and they were very uncomfortable converting their classes to a distance format. Many did not know how to engage students or keep them focused in the online environment. We encouraged faculty to use tools that were comfortable for them. Some used email with Powerpoint slides and assignments; others learned how to use Blackboard's unexplored tools and components; some purchased ZOOM accounts; others used Google products – classroom, hangouts, etc. So, we had broad faculty and adjunct participation, but not a lot of depth of knowledge. Students were uncomfortable, too. As part of the results of an online survey,

students reported that they found the remote environment more convenient, but often did not have access or proper technology, or course tasks and responsibilities conflicted with their family responsibilities, they lost jobs and had to find others, or they just could not manage the remote learning requirements. Faculty and adjuncts told us that although more than 550 were working with students in the remote environments, the efforts of 50-60 clinical supervisors and off-site supervisors had been cancelled and 240 students disappeared from their online classes or had not checked in at all. In April, we determined that we needed to adjust the grading for the spring semester. We approved a plan to allow students to choose their grade; instructors could assign a grade and if the student believed the grade was going to hurt their overall record, they could decide to request a P (as a passing grade) or an NP (or a non-passing) grade for their course. Students received information that assisted them in their decision and when they decided, they completed a form, and their grade was changed.

Faculty and adjuncts told us in a survey, in spring 2020, that 10% of them were remote only; they used only email and slides, structured assignments, and had few other connections with students. Another 4% used email and some other component, specific to their training or professional requirements. Almost all other faculty used at least two mechanisms to engage students in online learning. They used Blackboard with its collaborative functions (12%), Blackboard and other components (3%), email and Blackboard (23%), video and Blackboard (11%), video and other components (7%). Thirty percent used multiple platforms and other components to engage and retain their students.

We also were fully remote in summer 2020. Faculty had opportunities for training throughout the spring months in the use of Blackboard and in construction and design of online courses. We cancelled about 20% of the classes initially offered because they could not be offered in a remote environment; they were clinical experiences we could not deliver; or because faculty did not wish to teach them. We cancelled more classes than is normal for our programs because overall enrollment in our classes was lower. Nevertheless, we had robust offerings and few of the concerns and complaints that had emerged in the spring.

Our plans for fall 2020 were developed as part of our application to the Rhode Island Department of Health (RIDOH) for their approval of our remote and in-person teaching/learning plan. Overall, our plan was to ensure the health and safety of all on our campus, considering the rules and requirements of the Centers for Disease Control and Prevention (CDC) and RIDOH. Faculty and staff, particularly those who had been set to participate in RIC's strategic planning efforts, provided data, information, and support to the effort.

Academic Instruction: We wanted to ensure the health and safety of our commuter student population and our campus community, while we delivered content; and we hoped to minimize the cost of mitigation. We set aside space for in-person classes in art, rehearsal space for music programming in a courtyard outdoors, and our [students sang at home](#) and danced in our parking lot. Some science laboratory classes met in person and other students in nursing, counseling, and in education had remote classes along with in person

internships/field experiences. We also permitted a few sections of freshmen to participate in a cohort model, with each student participating in three classes together – First Year seminar, First Year Writing, and RIC 100 (a total of about 5% of our classes).

Faculty Development: During summer 2020, the Faculty Center for Teaching and Learning (FCTL) provided instructional design opportunities for full time and adjunct faculty. The FCTL hired three instructional designers, who worked individually with faculty and adjuncts. Courses, workshops, and individual opportunities for support were made available. In addition, faculty received incentive payments of up to \$750 for their participation. In addition, staff from User Support Services offered in-person support and online training sessions in the use of Blackboard and other electronic software. Faculty were encouraged to use Blackboard and other available software: ZOOM, Microsoft Teams, and Google Classroom. Faculty and staff also needed equipment, and laptops also were loaned to them.

Technology: The College spent roughly \$150,000 on “technology,” most of which has been for student hot spots, laptops, the visual-verbal screening tool (the Guardian/Rave application), the materials and technical portion of our virtual computer lab, the materials and equipment for online labs, and several other items. As we learned that faculty needed computers and other equipment, we provided these as well. We also plan to continue spending on technology needs.

Health and Safety: The College purchased software (the Guardian/Rave application) that prepared students, faculty, and staff to check into a building and be approved by a building monitor to enter. The individual would need to indicate that they were safe and healthy to be permitted, that they had no symptoms, no fever, and had not traveled. Student athletes and out-of-state students who traveled, could expect to be quarantined and/or separated from others in residence. Residency was limited and students were tested regularly.

Mitigation: The entire campus was explored so that we could identify spaces which might be used for in-person classes and determine what could be done to assure safety. We determined to use four classroom buildings, two residence halls and a third to be used for quarantining students with exposure. In addition, some larger rooms and auditoria in other buildings would be used for the freshmen cohort groups. Spaces in these buildings were measured, seats were selected for use according to distancing policy, and all were identified. Additional cleaning and disinfection were ordered for these spaces.

The Student Experience: Between August 2020 and May 2021, 207 students at the college tested positive for COVID; 148 students were commuters (they were athletes, they attended in-person classes, they worked on campus, or were in clinical placements) and 59 lived in the residence halls.

We know that students experienced similar grades of Incomplete to those they did in previous years and that grades of D, W, or F were very similar to the previous years, including spring 2020, when students could choose to have a COVID grade. There was a

small decrease in retention between fall 2020 (86.2%) and spring 2021 (85.1%) for those who entered as first-time freshman in fall 2016.

COVID Funding: In total, the College anticipates that it will receive \$47.3 million in COVID relief funding awards. Most of these funds were directly awarded from the federal Department of Education and other federal sources (\$42.7 million). An additional \$4.93 million was awarded from the state of Rhode Island. For emergency student aid, we will distribute \$18.1 million. We've distributed approximately \$16.0 million to-date. We plan to disburse the remaining amount during fall 2021. Other funds, the institutional portion, were used to support the costs of mitigation, supplies, and testing/vaccination, and technology.

The amounts from each area of the federal government included the Cares Act (\$7.8 million), American Rescue Plan Act (ARPA, \$22.24 million), and the Higher Education Emergency Relief Fund (CRRSAA, \$12.62 million) and from Rhode Island, the Coronavirus Relief Fund (CRF, \$4 million), Governor's Emergency Education Relief Fund (\$20,000), and FEMA Reimbursement (\$72,801).

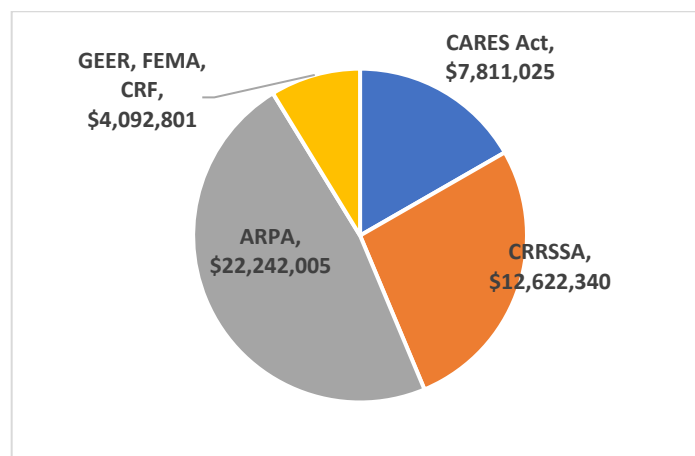


Figure 1 - Federal & State Funds Provided to RIC

Summary of Principal Findings of the Self-study

The reflective and iterative process of writing the self-study resulted in a fair amount of agreement about the priorities of the institutions across constituencies. Below are the themes that were apparent to the team, and the PEC.

1. Self-Advocacy – RIC must reposition itself by providing a better definition of who we are to internal and external audiences. We must clearly state who we are and provide that message consistently to all our audiences
 - a. Work with state legislature, OPC, local schools and organizations to advocate for the college and its students
 - b. Effectively communicate how we meet the needs of diverse students, the work and accomplishments of the faculty, points of pride, and the College's value to the state

- c. Lobby for more resources and timely, predictable resource allocation (budgeting and finance)
- 2. Assessment – make a sustainable investment in assessment and communicate its value to improve the quality of our programs and the student experience (climate)
 - a. Investigate making a substantial investment – hiring of an assessment professional
 - b. Consider ways to forge an institutional effectiveness focus, a “culture of assessment”
- 3. Planning
 - a. Strategic enrollment plan needed to address enrollment decline
 - b. The Divisions of Academic Affairs and Student Success need to work more closely together
 - c. Stop relying on temporary positions and contracts
 - d. Need to do a better job of implementing strategic initiatives
- 4. Shared Governance
 - a. Committee structure, communication plan to improve the flow of information on the campus – we need to know what people, departments, leadership is doing
 - b. Develop more inclusive model that allows us to adapt
 - c. Clarify roles and responsibilities – who is accountable?
- 5. Standardize policies and processes across the college
 - a. Review at regular intervals
 - b. Adopt practices that work together to reduce “the RIC runaround,” as coined by students
 - c. Enhance technology and automate where possible
 - d. Make the advisement system clearer and more organized for students
- 6. Diversity
 - a. Hire faculty and staff that represent the diverse student body
 - b. Change the hours of our support offices so that we can meet the students when they are available
 - c. increase our options for course and degree completion
 - d. Look for opportunities to promote inclusion and foster a more welcoming community

The self-study has provided us an opportunity to bring people together, to finely examine the institution, its structure, and its processes. It has highlighted our strengths and our challenges and assured a compelling picture of how much remains to be done. It has demonstrated that we have the talent and commitment of administrators, faculty, and staff who have contributed their thinking and guidance to this document and its projections. As we complete the process of reaccreditation, the strategic planning group begins its process of change management. We know there is much to be done. RIC’s commitment to

addressing our challenges reflects the strength and resilience of our diverse student body. In fact, our efforts are devoted to them.

NOTE: Data to support the self-study process and documents derived from multiple sources including the Data First forms and College statistics were drawn from the most current information, typically fall 2020. However, data from other timeframes were also utilized to be optimally representative of the topical content of the standards.

STANDARD ONE: MISSION AND PURPOSE

DESCRIPTION

Rhode Island College's Mission and Purposes

Having recently earned distinction as a top college for social mobility among regional public universities in New England, in the US News and World Report 2021 rankings, Rhode Island College (RIC) is one of the leading public colleges in the region and functions as a vital economic driver for Rhode Island (RI). As a force for positive transformational change in the lives of its students and the state, the institution has historically served as a "College of Opportunity" for first-generation college students, providing access to an affordable education of the highest quality to the increasingly diverse population in RI.

The oldest of the state's three public institutions of higher education, RIC's current mission is rooted in its founding in 1854 as Rhode Island's normal school. Early in its history, mission-like statements were asserted by legislators as they approved expenditures for growth; however, they rarely spoke about the purpose of the institution. It was assumed that the institution's function was to train and prepare teachers of high quality for schools in the state. Though this remained the educational focus of the College in its first 100 years, by the 1950's, students benefited from the inclusion of a strong liberal arts foundation. Over the last 50 years, the College has added several professional and graduate programs in response to workforce needs. In its nearly [170-year history](#), RIC has persistently served the educational needs of individual citizens and the workforce needs of the state with a life-changing educational opportunity.

The student community has become increasingly reflective of the diverse demographics of the state. Akin to the institution's rich history of service to the community, RIC has met this evolution with wider outreach and support including: active efforts to maintain affordability; a broad assessment of the campus climate; the initiation of diversity training for campus security; an expansion of the [Disability Services Center](#); the creation of [Learning for Life](#); and expansion of the mission of the [Unity Center](#). Additionally, systematic efforts to increase diversity in faculty and staff are noted in Standard 6.

The current mission statement, from 2014, captures the College's goals and values:

As a leading regional public college, Rhode Island College personalizes higher education of the finest quality for undergraduate and graduate students. We offer vibrant programs in arts and sciences, business, and professional disciplines within a supportive, respectful, and diverse community. Dedicated faculty engage students in learning, research, and career attainment, and our innovative curricula and co-curricula foster intellectual curiosity and prepare an educated citizenry for responsible leadership.

The [Charter](#) for the [Council of Rhode Island College](#) (RIC Council) outlines the strategic planning process which begins with the review and revision, as needed, of the mission and vision statements. RIC Council acts as the representative deliberative body dealing with, and possessing authority to act on, questions of policy related to matters of interest to the

faculty (Refer to Standard 3 for further details). The Committee on College Mission and Goals is a RIC Council Committee and is charged with initiating and recommending changes in the College's mission and purpose.

The adoption of the current mission statement began in the 2012-2013 academic year, prior to initiating a strategic planning process. The Committee reviewed the language in the existing mission statement, sought consultation with campus experts, and engaged in research and discussion to draft a revised mission statement. Revision focused on global trends, accomplishments in research and creativity, graduate studies, and a wider range of programs. Following a public comment period and subsequent revision, the statement was approved by the President, RIC Council, and by the Board of Education on May 12, 2014.

Consistent with the 2014 mission statement, RIC created the [Office of Diversity, Equity, and Inclusion \(ODEI\)](#) under the leadership of a newly established associate vice president position. In service of the goal of inclusive excellence, this office actively promotes a diverse, inclusive, and equitable campus community; ensures compliance with federal and state antidiscrimination policies and laws; and honors the diverse identities of students and employees by building core cultural competencies that are grounded in best practice. Of particular importance, RIC also filled the previously vacant position titled "Director of Institutional Equity" (formerly known as the Affirmative Action Officer) in the [Office of Institutional Equity \(OIE\)](#) to prohibit discrimination.

To further RIC's student-centered approach, elaborated upon in Standard 5, a reallocation of resources allowed for additional investments targeting the needs of an increasingly diverse student body. This resulted, for example, in the creation of the [Division of Student Success](#), which brought together the student services from the former Division of Student Affairs and the enrollment management unit in Academic Affairs (admissions, financial aid, records, and the office of academic support). Additional leadership and staff positions were allocated to the new division. Lastly, an assessment of the First Year Seminar requirement, performed by the RIC Assessment Coordinator, yielded outcomes that led to the establishment of a college success course, RIC 100. Course content addresses the needs of first-generation students. The College is committed to providing an accessible educational opportunity to Rhode Islanders and endeavors to maintain affordability through active advocacy at the State House and responsible stewardship of resources.

Through implementation and completion of the [2010-2020 Capital Projects Master Plan](#), the College made significant progress rebuilding its infrastructure. Accomplishments include: (1) the creation of state-of-the-art learning environments and communal spaces achieved through major renovations of classroom buildings on campus; (2) the addition of satellite locations at the Rhode Island Nursing Education Center in Providence's Innovation District and the Rhode Island College Workforce Development Hub in Central Falls, RI; (3) a renewed commitment to become a model campus for sustainable practices and programs; and (4) significant improvements and expansion of instructional technology resources. Additionally, RIC has renewed its commitment to improve its facilities through the proposed 2023-2027 four-year \$130 million [Capital Improvement Plan](#).

The mission statement is broadly communicated on the [college website](#), [college catalog](#), in the [student handbook](#), through [the Council on Postsecondary Education \(CPE\)](#) and in college publications.

In the summer of 2016, RIC welcomed a new president, Dr. Frank Sánchez. That fall, the RIC Council Mission and Vision committee co-chairs met with President Sánchez to speak with him about his perspective regarding the revision of the RIC Mission and Vision Statements. Following consultation with the President, the committee developed a draft of a revised Mission Statement which was then sent to the President. Subsequently, the draft (presented below) was sent out to the RIC Council in 2017. Though not approved by the RIC Council, the proposed statement informed and influenced the 2017 strategic planning process.

Rhode Island College is a public higher education institution anchored in liberal arts and experiential learning opportunities, with an unwavering commitment to student-centered teaching. Through their experience on campus, and with myriad community partners, students gain knowledge, skills and insight necessary to contribute to, and benefit from, our ever-evolving culture and economy. RIC continually strives to provide a safe and respectful campus environment that assures freedom of thought and expression, rooted in the belief that we, as a community and individually, all benefit from a diversity of ideas, philosophies and cultural representations. With a strong focus on intellectual and personal growth and professional development, RIC is a force for positive change in the lives of our students and in the state and region. (pending formal approval by Council – 4/1/2017)

While the RIC Council considered the proposed statement, an inclusive strategic planning process was initiated by President Sánchez. The exercise resulted in a [Three-Year Strategic Action Plan](#), “Affirming Our Strength, Building Our Future,” grounded in the proposed 2017 mission, vision, and goal statements. The strategic plan was approved by the Council on Postsecondary Education with the revised mission statement, vision, and related goals, even though the revised mission and vision statements were not yet approved by the RIC Council. This resulted in two different versions of the College’s mission and vision circulating in various college documents. Despite having approved the College’s Strategic Plan with the revised mission and vision statements, the Council on Postsecondary Education continued to list the 2014 mission statement as the official RIC mission.

As the College began preparation for the self-study in 2018, this discrepancy came to light. When strategic planning processes commenced in 2019, the Mission and Goals Committee once again revisited the mission and vision statements. Drafted statements were forwarded to the full RIC Council. After discussion, RIC Council asked the committee to reconsider the drafted statements; therefore, the work was not finalized by March of 2020 when the College turned its focus from strategic planning to COVID-19 response. This included a shift of all courses to remote learning. The strategic planning process was restarted Summer 2021 with an initial two-day planning process to include the President’s Executive Cabinet (PEC), the Executive Committee of RIC Council, and the academic deans. All parties have agreed to set an initial direction for the planning process before relaunching the campus-wide strategic planning process in the fall.

APPRAISAL

Efforts to revise the 2014 mission statement have not succeeded, largely because of the absence of an identifiable and articulated process on which all stakeholders could agree.

While there is fairly widespread identification with the 2014 and proposed 2017 mission statements among members of the RIC community, there is some disagreement as to how to articulate that mission. We recognize that we have work to do to realize the goals of our mission more fully. In both our mission and vision statements, RIC makes clear that we see ourselves as a diverse and inclusive community. However, the recent [climate study](#) coordinated by ODEI revealed that there are students who do not feel as welcome at RIC as they should, pointing to the need to create a more inclusive campus community.

Another example is an ongoing concern about the RIC campus police and their interactions with Black, Indigenous, and Other People of Color (BIPOC) students and staff members. A new police chief was hired in 2019 and immediately began the process of obtaining Rhode Island State Law Enforcement Accreditation. The accreditation process encompasses a top-to-bottom examination and analysis of an agency and mandates the implementation of locally and nationally recognized best policies and practices in policing. In response to the killing of George Floyd, the Rhode Island Police Chiefs Association, of which RIC is a member, made a commitment to the citizens of Rhode Island in its [Twenty for 2020 Pledge](#). [Through this pledge](#), the Rhode Island policing community emphasizes its commitment to serving all citizens equally and protecting their Constitutional rights regardless of race, ethnicity, gender, gender identity, sexual orientation, or religion.

Recent enrollment and funding trends have implications for how RIC can effectively meet its mission related to academic quality, access, and affordability. Declining state funding, national and regional demographic decline in the number of traditional age students, and the financial stresses created by the pandemic challenge us to re-envision RIC. In a Spring 2021 college [address](#), President Sánchez stated, “We must go to our students.” His message challenges the College to adapt to address the educational needs of students RIC has not historically served, while sustaining the commitment to academic excellence and the comprehensive offerings of RIC’s schools, departments, and programs. It is the intention of the college-wide academic program review process initiated in the spring of 2021, to strengthen current programs, to shift resources to programs with increasing enrollments, and to invest in the development of programs to meet the needs of the students RIC will serve into the future.

Additionally, the College would benefit from more clearly articulating its value and relevance to the region both as an engine of social mobility and as an economic engine for the region to external audiences. RIC could persuasively tell its story as a “College of Opportunity” in the region and an increasingly first-choice institution for students of color, including a significant Hispanic/LatinX population. Important new efforts to improve the website and advertising have begun in recent years, but more work is needed. The RIC administration recently outlined a more focused strategy in its [Rhode Island College](#)

[Compact](#),” including a more effective and sustained presence with the state legislature to advocate for the College. This is especially important when faced with the challenge to articulate its critical purpose in the state amidst advocacy efforts by the University of Rhode Island (URI) and the Community College of Rhode Island (CCRI).

According to the [Charter and By-Laws of RIC Council](#), strategic planning begins with a review of the mission, vision, and goals, and the RIC Council Committee on Mission and Values is expected to participate in any review. The current strategic planning process was initiated by the President and got underway before the Council Committee on Mission and Vision was consulted. When the oversight was discovered, the co-chairs of the strategic planning process worked with the Mission and Goals committee to craft new statements which were forwarded to the full RIC Council. Council did not approve the statements. The committee is defined by the charter as advisory to the president, but the RIC Council Charter does not clearly outline whether committee recommendations on mission, vision, and goals must be voted on by the full Council. Given these discrepancies, the administration has reengaged with the committee and the full RIC Council to clarify processes before re-launching strategic planning activities.

As will be noted in Standard 3, RIC has experienced significant turnover in leadership since the 2011 NEASC accreditation review. Such changes have brought novel perspectives and leadership to the College, but the rapid turnover in key positions has also brought disruption and loss of momentum. While new leadership has energized the College, at times the campus has also struggled to maintain institutional memory and to honor RIC’s traditions, strengths, and programs. In this way, administrative turnover has tested our ability to maintain focus on mission and vision. Assuring that our mission and vision were approved through all appropriate levels of shared governance is one example of the challenges that have come with leadership transitions. RIC’s model of shared governance will be further described in Standard 3. At the same time, RIC’s faculty, staff and administration have joined together to advocate on behalf of the College forming a team that has been successful in advancing the College’s interests in the state. We are hopeful that our renewed commitment to collaborative efforts on behalf of the students we serve will provide common ground for our ongoing work.

PROJECTIONS

By spring 2022, implement and evaluate the effectiveness of the new mission and vision statement on an annual basis.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission and Vision Statement	https://www.ric.edu/meet-rhode-island-college/mission-vision-core-values	5/12/2014

Mission Statement published	Website location	Print Publication

Related statements	Website location	Print Publication

Please enter any explanatory notes in the box below

STANDARD TWO: PLANNING AND EVALUATION

DESCRIPTION

Planning

History and Change Over Time. Institutional planning at Rhode Island College (RIC) flows from the strategic plans (implemented in 2004, 2007, 2015, 2017, and 2019), and a number of offices and planning committees that address such matters as facilities, technology, data, general education, workforce planning, and budget and resources. Some of these committees are recent creations, the result of budgetary pressures caused in part by the COVID crisis. Additionally, the [Office of Institutional Research and Planning](#) (OIRP) is an invaluable resource, especially for evaluation and planning.

Over the last ten years, RIC has changed the way it undertakes strategic planning and the evaluation of its programs. Commenting on RIC's first strategic plan, *Plan 150* (2004-2007), which was named in recognition of RIC's sesquicentennial year (2004), the Commission on Institutions of Higher Education (NEASC) noted that the College should better coordinate planning and evaluation processes among its divisions and schools; that its planning should focus on a longer time frame; and that the College should work to dispel the notion that its planning initiatives were a top-down process. In *Plan 2010* (2007-2010) efforts were made to broaden participation by including direct involvement by faculty and staff from the outset and by instituting a Strategic Plan Monitoring Committee to track progress. The committee provided annual implementation reports for plan elements through 2010.

With the presidential transitions from John Nazarian to Nancy Carriuolo in 2008 and, subsequently, from Carriuolo to Frank Sánchez in 2016, the approach to strategic planning at RIC evolved to become more inclusive of key constituencies across the College. In the 2015-2017 strategic plan, *Vision 2020*, the College shifted the primary focus of planning to address more intentionally its increasingly diverse student population. Since 2016 this plan resulted in an Associate Vice President (AVP) of Diversity, Equity, and Inclusion, a new Affirmative Action and Title IX officer, a more comprehensive Unity Center, more integrated service in L4L/the Writing Center/Office of Academic Support (OASIS), and the establishment of a new Division of Student Success. *Affirming Our Strength, Building Our Future* (2017-2020) saw RIC's strategic planning embrace more input from diverse campus and community stakeholders; listen more attentively to previously excluded voices, including those of Black, Indigenous, and Other People of Color (BIPOC) students; and support the creation and expansion of policies that respond to our region's rapidly changing demographics. RIC's students increasingly identify as racial and ethnic minorities, as LGBTQ+, as veterans, as people with disabilities, and as students of all ages with work and family commitments. For example, over 47% of incoming freshman in Fall 2020 self-identified as racial and ethnic minorities, and RIC has recently become eligible to become a federally designated [Hispanic Serving Institution \(HSI\)](#).

These facts led the College to create a new campus-wide strategic planning process, *FOCUS*, in 2019. *FOCUS* (Fueling our College's Undeniable Strengths) maps out a transparent and research-informed process to identify and achieve goals in the areas of academic excellence, student experience, and resource stewardship. A new feature of this process is

that all aspects are to be informed by principles of community partnership and diversity, equity, and inclusion. The steering committee, which is made up of faculty, staff, and administration, is co-chaired by a faculty member and a senior administrator. Teams charged with overseeing the areas of academic excellence, student experience, and resource generation/financial stewardship are also co-chaired by members of the faculty and administration. Because of the COVID crisis, this plan was paused. A Fall 2021 relaunch of the campus-wide strategic planning process is noted in Standard 1.

Integrating Strategic Planning and Financial Processes. NECHE requested that the College respond to concerns about the evidence of success in integrating its comprehensive strategic planning and financial processes and demonstrating a realistic course of action to achieve its identified objectives. Such processes were not part of prior strategic planning. Under Dr. Sánchez, the intent to bring the processes together has begun. The Budget Director has established a budgeting process that begins at the level of each department and includes individual meetings with department heads and faculty chairs. Everyone must identify expenses for equipment, new faculty or staff, or repairs. These meetings begin in the prior year, in March and continue through April when each division head meets with the President to agree to a budget. The Budget Director also meets with the Dean of Enrollment Management to review enrollment projections. The budget is then prepared for the [Postsecondary Council](#) (CPE), which must approve it. The budget requires approval by the governor and then the legislature. More information about this process is in Chapter 7.

The strategic planning process requires a similar plan and budgets will be developed for any new programs or effort. Vice presidents will be asked to plan for investments to be made through the strategic plan, with identification of resources. Budgets for the plan will require discussion with the CPE when the plan is presented for their approval.

Committees for Planning. The Data Governance Council was chartered in 2019 to promulgate effective data governance policies and procedures at the College. The council consists of senior leaders at RIC who have policy-level responsibility for data, a faculty representative, and a member of the Professional Staff Association. The Chief Information Officer (CIO) and the Director of OIRP co-chair the council.

In response to the most recent NEASC review, the College has taken measures to improve its planning around infrastructure. The Facilities Committee, formed by the college administration and RIC [AFT](#) with membership drawn from faculty, staff, and administration, advises the president on facilities, access, health and safety, and master planning. The work intersects with the initiative [Building Futures](#), which, during the past four years, has explored matters related to capital needs and planning, long- and short-term fiscal needs, and facilities planning. The College updates its Campus Master Plan every four to five years, most recently in [2018 when an update](#) to the [2010 Master Plan](#) was completed by Saratoga Associates. The [Master Planning Committee](#) included members of the Administration and Finance and the President's Executive Cabinet (PEC). Members of the planning team met with senior personnel representing academics, administration, and support. This update, presented to the campus community in 2017, noted improvements

that had been implemented since the 2010 Master Plan and included short and long-term planning goals and/or concepts (see Standard 7).

The [Strategic Budget and Resource Planning Committee](#), co-chaired by the Provost/Vice President for Academic Affairs (VPAA) and the Vice President for Administration and Finance (VPAF), was established in March 2020, to explore cost savings and revenue generating opportunities. This group of 15 administrators and faculty members appointed by the president delivered their report to the President in April 2021. The committee examined data on all aspects of college operations with two time horizons in mind: first, streamlining expenditures and fortifying the budget during the pandemic and the attendant state budget cuts; and second, identifying ways to address structural budget problems by more effectively aligning college investments and expenditures with patterns of student enrollment demand, professional best practices, and innovative methods of delivering academic programs, student support services, and administrative responsibilities.

The office of Information Technology (IT), which plans for the efficient and effective use of current technology resources, gets input from the RIC Council Academic Technology Advisory Committee (ATAC), which also advises the Council of Rhode Island College (RIC Council), the AVP/CIO, the Provost/VPAA, and the VPAF on technology matters specific to academic computing needs and ensures that those needs are addressed in strategic planning initiatives. ATAC consists of faculty, staff, and student representatives as well as of four non-voting administrators who offer IT expertise. Additionally, the [Workforce Planning Advisory Committee](#) (WPAC) was established in 2017 to “make recommendations to the president following consideration of the priorities of the College, the alignment of strategic goals, the availability of funding, and a review of possible alternatives” when determining whether to fill a vacant non-faculty position or create a new one (see Standards 3 and 7).

Planning For and Responding to Contingencies. The teams associated with the current strategic plan began their work in January 2020 but were redeployed to address the COVID response. This allowed the College to carry a crisis response across the campus. COVID affected the College’s financial situation and some of its most pressing priorities, including strategic planning. A relaunch of the strategic planning process will get underway in Fall 2021, after an initial two-day planning meeting including the PEC, the RIC Council Executive Committee, and the academic deans. The goal will be to complete a landscape analysis (things have changed and are continuing to change) and set an initial direction for planning before relaunching the campus-wide strategic planning process.

Evaluation

RIC has a long history of engaging in evaluation and assessment efforts, though more recent efforts have developed a culture of broad-based and integrated focus on the quality, integrity, and effectiveness of our institutional activities. Long before outcomes assessment was a standard activity, academic departments at RIC were participating in pilot assessment programs such as those sponsored by the [Fund for the Improvement of Post-Secondary Education \(FIPSE\)](#). By the year 2000, it had become clear across the campus that a turn to more coherent assessment would be required, and over the ensuing two decades

a variety of offices and programs have developed assessment and evaluation protocols and procedures to guide their activities. (See Chapter 8)

The OIRP provides support for reporting and data needs at the College, including initiatives as varied as strategic planning, academic program review, accreditation support, and administrative policy development. The OIRP takes responsibility for ensuring that the College meets its external reporting requirements to the Federal government, state government, accrediting agencies, and other organizations; completes or assists with a variety of surveys for such entities; and responds to ad hoc requests from external constituencies when appropriate. Examples include accreditation reports, the [Integrated Postsecondary Education Data System \(IPEDS\)](#) reporting, [RI Department of Education](#), the [RI Office of the Post-Secondary Commissioner](#), and Access to Public Records Act (APRA) reports. By statute, the state designates part of the College's funding based on performance metrics that tie into the goals of the strategic plan. The results of recent evaluations are discussed in the Appraisal section. The OIRP generates standard reports each term to keep the campus community informed on key trends regarding enrollment, course taking patterns, faculty, etc.; and responds to requests for data from internal constituencies. Enrollment projections and tracking, census reporting each semester, retention reporting, faculty salary and load information, are examples of data points and reports produced.

[The Committee on Assessment of Student Outcomes \(CASO\)](#), in keeping with shared governance norms, brings administrators and professional staff involved in assessment together with faculty from across the academic divisions of the College to supervise and guide academic assessment work. Each of the academic divisions has at least one assessment coordinator, and some have their own assessment committees, as detailed in Standard 8. [The Committee on General Education \(COGE\)](#) shares responsibility for the assessment of general education outcomes with the assessment coordinator of the Faculty of Arts and Sciences. In recent years, four of the eleven learning outcomes for general education have gone through a full outcomes assessment, and the Faculty of Arts and Science (FAS) Assessment Coordinator is beginning to work with COGE on the development of a robust assessment of the remaining learning outcomes.

A College-wide Program Review Process. A Program Review Committee, composed of faculty, administrators, the Provost, and the Director of OIRP, was created in Fall 2020 to draft a transparent process within the College's shared governance structure. The committee presented its proposal in Spring 2021 with a plan to provide further workshops on how to complete reports in Fall 2021. Reporting will focus on mission alignment, enrollment trends, student outcome trends, assessment, and program resources. Reports will be used by academic deans and the provost in academic planning. The committee will review the process and data collection tools after the initial reporting cycle. Many academic programs are separately [accredited](#) by their professional associations, including programs in education, social work, art, music, nursing, and counseling, and these comply with the specific reporting and evaluation standards of their particular accrediting agencies. More specific information about assessment and evaluation is provided in Standard 8.

While robust evaluation of the academic program is clearly an institutional priority, evaluation occurs outside of academic units as well. Student life and student success initiatives are informed by student surveys such as [NSSE](#) and the [Campus Climate Survey](#), and, as discussed in Standard 8, the new Division of Student Success is moving forward with plans to develop more robust evaluations of co-curricular activities.

Faculty receive annual performance evaluations that reflect their teaching and other professional competence (including scholarship, creative activity, and service both within and beyond the institution), and these performance evaluations draw on student evaluations of teaching, colleague teaching observations, and documentation of other faculty activities. The [RIC/AFT](#) faculty union conducts an annual evaluation of the performance of administrators, including academic deans and directors and all positions at the AVP level and above. In addition, the president is evaluated by the Council on Postsecondary Education with an annual "Management Letter." Each year the president provides a detailed report of the accomplishments of the institution, including achievement of all goals and priorities set in the previous year. In turn, each vice president (VP) meets with the president annually to set goals for the year and to report on the achievement of those goals in an annual evaluation. VPs follow human resource policy in the conduct of annual evaluation of direct reports as outlined in Article XI of the [professional staff association \(PSA\) contract](#). The Office of Human Resources (HR) provides a [standard evaluation form](#).

Less formal staff performance evaluations exist, though there are contractual limitations on these evaluation methods that may make it impracticable to measure the ability of staff to impact the student experience.

The College's response to the pandemic is a key example of engagement in ongoing evaluation activities and acting on their findings and recommendations. A student survey conducted at the end of the Spring 2020 semester shed light on the student experience in the remote learning environment. Survey responses resulted in devoting stimulus relief funds to acquiring necessary technology and to providing students with internet access to address identified concerns. In subsequent surveys conducted at the end of Spring 2020, respondents showed less concern for these issues. The development of this survey also led to online student evaluation of all courses offered by the College.

APPRAISAL - Planning

As of 2021, there have been four RIC strategic plans, so the institution is still fairly new to this process, and recent years have seen plans appear with increasing frequency (2015, 2017, 2019). Still, RIC has made considerable progress in developing plans with broader participation among the college community and with ongoing monitoring of initiatives. Most faculty and staff members seem to be aware of the strategic plan—at least in broad outline—and understand their role in bringing it to fruition. The College hopes to increase the impact of the next strategic plan by ensuring that a steady flow of plan updates on progress toward each of the goals reaches the campus community. *FOCUS*, the most recent plan, which had hardly gotten off the ground before the COVID crisis, shows the way

forward with its emphasis on broad campus participation, diversity, and community involvement.

Participation in strategic planning at RIC has increased with each successive plan, but especially since *Vision 2020*. Both recent plans drew from stakeholders across campus and included faculty, staff, administrators, union leaders, students, and alumni/ae. While the President and Provost/VPAA approved the list of individuals who would serve on steering committees, neither of these senior administrators participated directly in the process. Research, deliberation, and the making of recommendations were accomplished by members of the strategic planning team. Several open meetings and stakeholder surveys were conducted, and drafts of the plan were posted online for review and comment.

In addition, the [state performance-based funding initiative](#) provides a valuable way for the College to evaluate its success in meeting strategic goals. The [most recent report](#) shows that RIC has met or exceeded its goals in time to degree completion, diversity hiring (both faculty and staff), and credits earned by incoming students in various categories.

Since RIC's last accreditation self-study report, our strategic planning efforts have continued to focus on "student centeredness." We have seen major shifts in the institution reflecting that priority, from improved signage across campus to the creation of [Learning for Life \(L4L\)](#) to new scheduling patterns that meet the needs of working students. Under President Sánchez the College created a new [Division of Student Success](#) in 2018 as well as a new [Office of Diversity, Equity and Inclusion \(ODEI\)](#), specifically devoting the campus to integrating diversity, equity and inclusion in all campus practices. An academic advising software program, [Starfish](#), was purchased in 2018 to help improve student retention and graduation rates. The [full-time faculty union contract](#), renegotiated in 2018, clarifies expectations for professors' advising loads. However, more work is needed to make critical "student facing" offices such as Records and Financial Aid more responsive to students' needs, especially the needs of first generation and BIPOC students.

RIC Faces External Challenges. RIC strives to maintain the academic excellence and comprehensive offerings of RIC's schools, departments, and programs in the face of declining state funding (part of which is the legacy of the 2008 recession); decreasing enrollment due to national and regional demographic shifts; and, most recently, problems created by the COVID crisis. RIC also faces pressures caused by the [RI Promise](#) a state program that funds two years of free college at the Community College of Rhode Island (CCRI) The RI Promise has contributed to decreasing enrollment as more students take their first two years at CCRI instead of becoming first-year students at RIC with the goal of earning their baccalaureate degree here. In a time of declining enrollments across the region, there is more competition from other schools for CCRI transfer students. RIC must improve its recruitment efforts for high school graduates as well as community college graduates and prospective students from nontraditional populations. Indeed, this fact led to the hiring of a new Dean of Enrollment Management in 2020.

As a result of the College's commitment to strategic planning during the last ten years, RIC has responded comprehensively and successfully to a state audit of hiring and human

resource management practices as well as budget management procedures; undertaken an economic impact study that articulated to stakeholders RIC's extraordinary contributions to the regional economy; systematized master planning activities and better aligned them with student/faculty needs and budgetary considerations; achieved the financial wherewithal to support needed building renovations and other capital projects (with four consecutive, successful public bond approvals). It professionalized enrollment management practices by hiring a Dean of Enrollment Management and recently has qualified for status as a Hispanic Serving Institution. The division of Student Success and the office of Diversity, Equity and Inclusion have increased strategies for serving students. Expanded fund development initiatives yielded the institution's second largest ever private gift of \$1.2 million. Through increased capacity for outreach, advocacy and community partnerships, we are better able to respond to the needs of our communities of color.

Evaluation

The College uses the results of its academic and non-academic evaluation activities to make improvements in all areas of programming. Results of the [National Survey of Student Engagement](#) (NSSE) related to students' perceptions about their capstone experiences have informed efforts to be more explicit about the structure and purpose of coursework in students' majors, and NSSE and other survey results have informed some adjustments to academic advising policies and procedures. Similarly, the ODEI oversaw a [Campus Climate Survey](#), the results of which have informed (among other things) the creation in 2021 of a new bias response process for the College. RIC 100, a 1-credit student success course that new first-year students take in their first semester was created in response to assessment information from the First Year Seminar (FYS 100). Starting in the first term, pre-course and post-course surveys of students' knowledge have been used to change the syllabus. A summer institute was created to prepare faculty to be effective instructors in the First-Year Seminar program. Detail on the assessment is provided in Standard 8.

The [Office of Institutional Research and Planning \(OIRP\)](#) has made great strides in enhancing the College's data resources and capabilities, including administering alumni surveys that permit the tracking of recent graduates, as well as use of [National Student Clearinghouse](#) and other datasets to trace longer-term outcomes. As previously mentioned, the Data Governance Council was established to create and approve institutional data policies, processes, and standards; prioritizing and approving data governance-related projects; acting as the champion for data governance at RIC; and providing regular communication on the status of data governance work at the College. As the discussion in Standard 8 shows, RIC has evaluation processes in place, and both faculty and staff believe in the cycle of assessment, using data to help improve practice, but resources to support these activities are thin in some areas.

Overall, the College needs a stronger data system and additional staffing to do evaluation tracking effectively. Historically, we have not been consistent in connecting strategy, intervention, and outcomes. The new Academic Program Review process, described above, will provide data to guide planning and development of the academic programs going forward. However, no similar program review process exists to date to assess the contributions of Administrative Offices. Given the recent expansion of non-academic

offices at the College, which are the direct result of strategic planning, such a review process should be developed. It will be critical to the success of the FOCUS strategic plan, as well as academic and administrative program review, to establish benchmarks as a means of measuring effectiveness and accountability.

Findings from administrator evaluations have informed changes in the way administrators have communicated with faculty and other campus constituencies, including the development of more town-hall-style meetings to discuss administrative priorities, the College's fiscal and budgetary position, and external initiatives. However, the process of evaluation for administrators, and especially staff, is less systematic than the one in place for faculty. The HR Office oversees the annual evaluation process of mid-level staff by department directors and supervisors at the College. [Standard evaluation forms](#) are provided and maintained by HR and have become part of an employee's record. Due to the COVID pandemic, evaluations were not conducted in AY 2020 and AY 2021. HR is assessing whether evaluation will be possible in AY 2022. Council 94 employees, such as administrative staff, are considered state employees and are subject to a separate contract delineating hiring and evaluation procedures. These are not defined by the College and employees are not evaluated by supervisors at the College. This presents challenges as supervisors are unable to meaningfully impact classification of positions as well as employee performance through a systematic evaluation process.

Communication and coordination among various offices and committees to prevent misconceptions and duplication of effort has been problematic. Missteps in the development of mission and vision statements as well as the initiation of strategic planning as described in Standard 1, illustrate these concerns. Communication around difficult budget decisions affecting academic program offerings, faculty hiring decisions, loss of professional staff and administrative assistants in academic departments has been irregular, especially considering the impact on the College and service to its students.

PROJECTIONS

Beginning in Spring 2022, PEC will establish a work group whose task will be development of a program review process to identify and assess outcomes for academic and institutional support departments that will be piloted in AY 2022 - 2023.

By Spring 2022, the Strategic Planning Committee and the director of OIRP will evaluate the achievement of the priorities/goals of strategic planning on a regular (e.g., annual) basis, making adjustments as appropriate.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
 Current Strategic Plan
 Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
?	?	?
	2015 - 2017	Vision 2020
2017	2017 - 2020	Affirming Our Strengths
	2021 - 2024	FOCUS

Other institution-wide plans*

Master plan
 Academic plan
 Financial plan
 Technology plan
 Enrollment plan
 Development plan
 Diversity plan

Year completed	Effective Dates	Website location
2020	2010 - 2020	Master Plan
	2021 - 2022	Technology Plan Overview
	2021 - 2022	Enrollment Plan Executive Summary
	2022	Advancement Goals and Objectives
2013		Diversity Plan

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

?			

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
 Program review schedule (e.g., every 5 years)

Website location
?
No less than every 6 years

Sample program review reports (name of unit or program)*

Available in Digital Evidence Room

?	Digital Evidence Room

System to review other functions and units

Program review schedule (every X years or website location of schedule)

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Sample program review reports (name of unit or program)*

Other significant institutional studies (Name and web location)*

<i>Example: Advising: www.notrealcollege.edu/advising</i>
Campus Climate Survey
Capital Improvement Plan
RIC Foundation Plan

Date
2014
2019
2023 - 2027
2022

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

STANDARD THREE: ORGANIZATION AND GOVERNANCE

DESCRIPTION

As Rhode Island's (RI) only public postsecondary institution in the Carnegie Classification category of "Master's Colleges and Universities," Rhode Island College (RIC) is a complex organization, the governance of which is shared among a variety of external and internal parties. The institution consists of a main campus in the Mount Pleasant section of Providence, as well as the [Nursing Education Center \(NEC\)](#) in Downtown Providence. Undergraduate students pursue part of their Nursing curriculum at NEC, while graduate Nursing students take their classes exclusively at NEC throughout the academic year. In addition, RIC has contract relationships with two medical organizations in Rhode Island: Rhode Island Hospital and St. Joseph's Hospital School of Nurse Anesthesia, at which a portion of the College's programs in Medical Imaging and Nursing Anesthesia, respectively, are delivered. Finally, the College offers over 40 courses to local high school students through its [Early Enrollment Program \(EEP\)](#), whereby students take courses at their secondary schools and earn RIC credit. During the most recent academic year, an unduplicated count of 3,466 high school students took advantage of this program.

External Governance. The authority, responsibilities, and relationships among the Rhode Island Board of Education, the Rhode Island Council on Postsecondary Education (CPE), the college administration, faculty, and staff are described in [Title 16, Chapter 59 of the General Laws of the State of Rhode Island](#); in the [regulations](#) of the Board of Education and of CPE; in the [Charter and By-Laws](#) of the Council of Rhode Island College, and in the [faculty collective bargaining agreement](#).

[Organizational charts](#) that show the relationship between the College and the state's higher education agencies and between the college's senior administrative offices are published on the website. Charts portray chains of reporting across offices of the president, provost and vice presidents, deans and directors, and faculty and staff at department level.

The Board of Education. As part of a statewide initiative to better align, articulate and communicate the goals and expectations of PreK-through-postgraduate education and to develop seamless pathways for students as they progress through the public education system, the state legislature created a new [Board of Education \(Board\)](#) in 2014. The Board oversees the work of two affiliated bodies: the [CPE](#) and the [Council on Elementary and Secondary Education \("CESE"\)](#), both of which were established in 2014. The two councils replaced, respectively, the Board of Governors for Higher Education and the Board of Regents for Elementary and Secondary Education, which had operated for many years without a unified board structure to oversee and coordinate their work. The General Assembly's decision to integrate educational oversight within a single Board of Education, advised by CPE and CESE, was made under the terms of [Article XII](#) of the state constitution, which confers upon the legislature all rights to fund and promote public education.

The Council on Postsecondary Education. The CPE oversees the [Office of Postsecondary Commissioner \(OPC\)](#), which is its administrative arm, and two of the three public institutions of higher education: the Community College of Rhode Island (CCRI) and RIC. Effective February 2020, the University of Rhode Island (URI) no longer operates under the purview of the CPE and the Board but instead is overseen by its own board of trustees. The OPC performs staff functions and provides legal advice to the CPE. The OPC is directed by the Commissioner of Postsecondary Education, who participates in the oversight of the two college presidents whose work falls under the aegis of the CPE and the Board. The commissioner is responsible for overseeing policies adopted by the CPE as well as the centralized initiatives of the Board. Over the last several years, there have been significant reductions in the OPC's staffing and core capacity as resources have been reallocated to other initiatives.

In January 2021, CPE appointed Shannon Gilkey, Ed.D., to serve as Commissioner of Postsecondary Education. The OPC, the commissioner, and RIC's president work to inform the CPE about RIC's activities and to help define quality, integrity, and student outcome standards for the College, which reflect the Board's and CPE's mission and goals. The core values promulgated by the Board and CPE are directed at making a high-quality public education at RIC efficient, inclusive, accessible, and affordable.

The independence of the CPE is legally established by its status as a constituent part of the Board, which is a public corporation. The governor appoints eight voting members, who serve three-year terms, directly to the CPE, as well as an in-state student from one of the two public colleges, who serves as a non-voting member for a two-year term. [Of note, there has been a recent transition in the governor's office. Former lieutenant governor Dan McKee replaced Governor Gina Raimondo upon her appointment as commerce secretary in the Biden administration.] The chair of the CESE, who also has the right to vote on matters before the CPE, holds the tenth seat. The chair of the CPE must be one of the eight voting, direct appointees and is chosen by the governor. The other appointed CPE members serve three-year terms, renewable up to three times. All CPE members serve *pro bono*, and, by regulation, none is allowed to have any financial interest in either of the state colleges, a status that is enforced annually through mandatory filings of public conflict of interest forms with the RI Department of Administration.

The CPE members are instructed in their responsibilities as fiduciaries and overseers and are charged, by statute, with serving the interests of the two institutions that the CPE oversees. The CPE meets in regular session; regular sessions are open to the public. It is the role of the CPE to review and approve the mission statement and scope of each public institution. The CPE examines data on admissions, enrollment, finances, and staffing submitted by RIC and CCRI each year as the basis for evaluating the status of the institutions, their programs, and the extent to which they are achieving their respective missions. Every new or significantly revised program at the College, which is deemed to be outside of its approved scope, must be approved by the CPE.

A major task of the CPE each year is to submit a budget to the Board of Education for that body's review. CPE's recommendation goes to the governor, who then presents a budget to

the General Assembly. The state's appropriation for higher education is made by the General Assembly in response to the CPE's budget request. The CPE approves changes in student tuition and fees in response to the allocated appropriation for the upcoming fiscal year. To minimize tuition increases, the CPE and the Board search for ways to trim expenses by reducing duplication of effort in all aspects of college operations. This role has been consequential since this institution's last full accreditation self-study submission to NEASC. Since 2011, the state has reduced its annual appropriation consistently, as a percentage of the amount needed to support operations to RIC's budget. (Refer to Standard 7 for a discussion of recent trends in the size of the College's annual appropriation.)

The CPE has several methods in place to improve its effectiveness. Every new member attends an orientation held by the CPE chair and OPC staff. An annual retreat is scheduled for the CPE membership to facilitate discussions of known and anticipated challenges and opportunities that face public higher education in Rhode Island. Speakers are invited to the retreats to provide specialized knowledge on pressing topics.

Evidence supporting the close collaboration between RIC's administrative team, the CPE and the OPC is found in the array of programs and initiatives that have been developed and implemented since our last accreditation self-study. All such work is aligned with both the CPE's and RIC's missions and strategic plans. A few examples include: The opening of the [Joint Nursing Education Center](#), a shared teaching and research facility for RIC and URI's nursing programs, which is located in downtown Providence and overseen by OPC; the creation of two new administrative areas--the RIC [Office of Diversity, Equity and Inclusion \(ODEI\)](#) and the RIC [Division of Student Success](#)--for the purposes of promoting college access for a more diverse population, continuous improvement in co-curricular supports and content innovation as well as student retention and timely degree completion; the joint behavioral health and wellbeing initiative for students known as [H.O.P.E. \(Helping Others Pursue Excellence\)](#) and the renovation and expansion of several of the main campus's largest buildings used for teaching, including the new nursing facility in the Fogarty Life Science's Building, Gaige Hall, Craig-Lee Hall, and Horace Mann Hall. See this list of additional [examples of collaborative work](#). We appreciate these efforts, recognizing that OPC has had significant budget reductions in the last few years.

Faculty and staff from CCRI and RIC, including the applicable vice presidents, attend and provide reports at CPE meetings that relate to academic affairs and student success. Such reports may include proposals for consolidation or reconfiguring existing programs, renaming programs, or making changes consisting of at least 25% of a program's content.

The president of RIC is the chief executive officer and was appointed by the CPE upon approval of the Board, following a national search, during which CPE sought involvement and feedback from the campus community. The appointment is made in three-year terms. The CPE's Personnel Review Committee assesses the president's performance using the annual management letter to evaluate the president's progress toward meeting the College's mission as well as the stated mission of the CPE and the Board.

The CPE is prohibited by law from becoming involved in the administration and operation of the two institutions under its purview. The CPE empowers the president of RIC to manage the College, oversee its operation, and establish policies, programs, and actions to accomplish its goals. The president is designated as having full autonomy in these matters and discretion to direct operations in consultation with the faculty and staff. Institutional effectiveness is assessed in the annual management letter from the president to the CPE. The letter requires the president to address, through annual planning, the fulfillment of the CPE's goals. Here is a comprehensive list of the [CPE's bylaws, policies and procedures](#).

Internal Governance

The President. As the chief executive officer of the College, the president is responsible for maintaining the integrity of its internal governance structure. The president is supported by the President's Executive Cabinet (PEC), which meets weekly; and the Extended PEC, which meets monthly. The PEC is made up of ten members: the President, Provost/VP of Academic Affairs (VPAA), VP of Student Success (VPSS), VP of Administration and Finance (VPAF), VP of College Advancement and External Relations, AVP of Professional Studies and Continuing Education, AVP of Diversity, Equity, and Inclusion, Executive Director for Strategic Initiatives, Interim Executive Director of External Relations and Communications, and Assistant to the President. To serve a more inclusive approach to governance, the Extended President's Executive Cabinet (EPEC) was created and is made up of 32 members, the PEC, plus 22 others: deans of the 5 academic schools, Dean of Graduate Studies, Vice Provost for Undergraduate Affairs, AVP of Student Success/Dean of Students, Dean of Enrollment Management, AVP of Administration and Finance, AVP/Chief Information Officer, Director of Budget, Assistant Controller, Director of HR, Director of Security and Safety/Chief of Campus Police, Director of Athletics, Chair of College Council, and presidents of the five faculty and staff unions.

The President communicates with the College community through listening tours, coffee hours, formal presentations, fielding questions monthly during the academic year from the [RIC Council](#) and its Executive Committee, of which he is a member, periodically attending the spectrum of collegewide policy and planning committees, and informal conversations on important topics such as state-wide legislative actions, strategic plans, the results of college-wide surveys, and initiatives such as online education. Monthly newsletters are emailed to the college community with updates on governance, planning, budgetary and programmatic developments, challenges, and accomplishments.

The Administration. As part of a reorganization of the college administration in 2017, the position of the academic vice president was elevated to Provost and VPAA. The provost is responsible to the president and oversees the deans of the five academic schools, the Dean of Graduate Studies, Director of James P. Adams Library, Vice Provost of Undergraduate Affairs, directors/coordinators of the following – Academic Initiatives, [Office of Sponsored Programs](#), Student Outcomes Assessment, [Faculty Center for Teaching and Learning](#), [Center for Research and Creative Activity](#), [Honors Program](#), and [Study Abroad](#). The academic leadership, in turn, works in concert with faculty to maintain and improve the quality of the academic programs through the academic departments as well as various committees of RIC Council. The Provost/VPAA serves on or appoints a designee to these

committees. Under the RIC Council's bylaws, the president has final say over the approval of all academic and curricular changes. All academic programs, those offered at nights and weekends or through continuing education, are overseen by the Provost/VPAA in the same way through the College's consultative, committee-driven governance structure.

The College reorganization in 2017 also reflected the College's strategic plan which emphasized "*Diversity and Inclusion*" and "*Student Success*" as two of the five pillars identifying important institutional goals. Organizationally, an associate vice president position was created to oversee the new ODEI, which includes Institutional Equity, Title IX, and Disability Services. The VPSS now oversees the units that make up student life, student academic services, and enrollment management. Through a realignment of resources, additional positions were created in Student Success: an AVP, AVP/Dean of Students, Dean of Enrollment Management, and Director of Academic Advising. Other changes to the administrative structure include Institutional Research and Planning reporting to the Office of the President, and the creation of the President's Commission on Inclusive Excellence, which is comprised of a diverse group of community-based stakeholders, drawn from the state's private, public, nonprofit, and voluntary sectors. The [reporting structures of the various divisions](#) across campus can be found in the organizational charts.

The Council of Rhode Island College (RIC Council). The principal system of shared governance within the institution is the RIC Council and its 24 standing committees, whose organization, duties, and responsibilities are defined in its charter. The charter establishes the RIC Council as the chief regulatory agency of the faculty, with authority to act on matters of policy in "areas of interest to the faculty" including, *inter alia*, curriculum, instruction, academic standards, and faculty welfare. The [RIC Council charter](#) clarifies the roles of the faculty and the administration, to improve communication among all parts of the College, and to provide an effective mechanism for the faculty's execution of their responsibilities. As such, the governance system is designed to engage multiple constituencies in decision-making. The RIC Council consists of 38 members: in addition to the president and provost/VPAA, there are two professional staff members, two undergraduate students, 31 faculty members, and a seat for adjunct faculty. The RIC Council and [its committees](#) develop academic and other institutional policies in areas defined by the RIC Council's charter and bylaws. Committees of RIC Council include but are not limited to: the Undergraduate Curriculum Committee, the Graduate Committee, the Committee on Academic Policies and Procedures, the Committee on Academic Standing, Academic Integrity Board, Committee on Academic Advising, Academic Technology Advisory Committee, Committee on College Lectures, the Library Advisory Committee, and the Advisory Committee on Undergraduate Admissions Policy. Selected committees with key functions are further elaborated upon below. [Information about RIC Council](#) membership, leadership, duties, charter, bylaws, and committees' bylaws are available.

The [Charter of the College Council](#) describes the relationships between the CPE, president, and faculty, and outlines the scope of responsibilities that are appropriately aligned with the role of faculty at an educational institution. Through monthly meetings of both the RIC Council's executive board and the full RIC Council, timely action is taken on institutional plans, policies, curricular change, and other key considerations. The [RIC/AFT](#) also holds its

Assembly meetings once a month to discuss issues related to the faculty contract and maintains multiple standing committees to ensure contractual obligations are met.

Evaluation of executive leadership is directed by a standing committee of the RIC/AFT. The RIC/AFT Evaluation Committee develops the initial survey, collects and compiles data, and disseminates data to the respective individual. The current survey has been in place for the past five years. Surveys are disseminated electronically to ensure confidentiality. Raw data is viewed only by the RIC/AFT committee. Reports are prepared for everyone being evaluated as well as for the direct supervisor. Reports include quantitative data and, when individual faculty members allow, qualitative data. The CPE receives the report on the president. The RIC/AFT Executive Committee also sees the quantitative results with selective qualitative statements (as allowed). The reports are available for review by faculty in the RIC/AFT office.

Aspects of shared governance are established through collective bargaining agreements, including, for example, criteria and procedures for faculty tenure and promotion, duties of department chairs, and working conditions. Through the collective bargaining process and agreement, faculty have a defined role in communicating personnel matters and a role in academic leadership. A comprehensive [list of various policies is included here](#).

Departments and Advisory Committees. Within each school at Rhode Island College, each department and/or Departmental Advisory Committee, develops and revises program curricula and academic policies. Oversight and approval of the undergraduate curriculum is provided by the [Undergraduate Curriculum Committee \(UCC\)](#). Faculty representatives are elected by their peers from various department constituencies. The [Graduate Committee](#) reviews and approves graduate curricula and is elected in a similar way.

The Role of Faculty. Developing, approving, implementing, and directing academic programs is a central role of the RIC faculty. The UCC is responsible for approving undergraduate curricula, including program requirements, program retention requirements, addition of new courses, course descriptions, course credits, and honors programs. The responsibility of the UCC is generally exercised by [acting on proposals](#) sent to the Committee by academic departments and programs. Most recently the UCC has approved significant curriculum changes for several programs in the Feinstein School of Education; revisions to the theater program, English major/minor, and health sciences; the creation of RIC 100 (see standard 5); and the creation of a new Data Science major, among many other curriculum revisions since the last five-year report to NECHE.

The [Committee on General Education \(COGE\)](#), a subcommittee of the Undergraduate Curriculum Committee, develops policies on general education and reviews curricular changes that support a comprehensive general education program, which provides a foundation for study in a range of academic disciplines. Since RIC's last accreditation, a [new General Education program](#) was established following discussions by faculty and students across campus. COGE approves new courses, which are then sent to the UCC for approval.

The Committee on Academic Policies and Procedures (CAPP), a committee of the RIC Council, is chaired by faculty and reviews and proposes changes to college-wide academic policies. [Policies approved by CAPP](#) are adopted through the actions of the RIC Council and the various standing and *ad-hoc* committees comprising faculty, staff, and students. Policies are under continuous review and are subject to modification. The vice provost for undergraduate affairs is charged with reviewing existing academic policy and practice to ensure transparency, fair and equitable treatment of students. Recommendations for policy revision are forwarded to CAPP. CAPP has reviewed and approved revisions to existing policy related to academic standing and probation, the adjudication of disruptive student behavior, early admission tracks for undergraduates entering graduate programs, the add/drop period, and the awarding of degree.

The [Graduate Committee](#) oversees graduate curricula and programs and serves to advance the interest of graduate programs and students at RIC. Faculty make up most of the membership in both the UCC and the Graduate Committee. New and revised curriculum proposals are reviewed along with policies related to graduate studies. Updated by-laws for both the undergraduate and the graduate Committees have increased the efficiency for both bodies. The Graduate Committee has addressed proposals for several 5-year Master of Arts programs, new programs in the School of Nursing, and revisions to the Master's in Teaching and Special Education.

Other faculty-led committees include the Honors Committee and the [Writing Board](#). Faculty hold leadership positions in college centers and institutes such as the [Lusophone Institute](#), the [Social Policy Hub for Equity Research and Education \(SPHERE\)](#), the [Faculty Center for Teaching and Learning](#), the [Center for Research and Creative Activity](#), the [Institute for Education in Health Care](#), and the [Institute for Early Childhood Teaching and Learning](#).

The Role of Students: Students are represented in the College's governance system. A student representative serves on the CPE, with a RIC student assuming this role on a rotating basis with CCRI (the other public institution). Two students serve as voting members of the RIC Council and serve on almost all Council Committees. Most of these student seats are appointed by [Student Community Government \(SCG\)](#). Effort is made by SCG and the RIC Council alike to ensure that student seats on Council committees get filled. Students also serve on other campus-wide committees—for example, the Campus Climate Survey Committee, the Bias Response Committee, and the Strategic Plan Committee. Some departments include students in departmental committees. SCG oversees student organizations and represents student interests to the administration and faculty. The PEC meets at least once per semester with the SCG executive council to gather students' views on college policy and activities.

APPRAISAL – External Governance

Rhode Island formed a state-wide team of experts and representatives from higher education to develop appropriate policies and protocols in the earliest stages of the pandemic. This has been most helpful, and it is ably administered by staff from CPE. While many of the pressing questions surrounding the pandemic and RIC's plans for the immediate future have been answered, ambiguity persists. The impact of the Spring 2021

gubernatorial transition, the removal of URI from the purview of the CPE, the reduced capacity at OPC and the related loss of advocacy for RIC in multiple public forums, as well as the ongoing impact on RIC enrollment of the RI Promise Program at CCRI remain challenges for the College. Amid this uncertainty, the RIC community sees the need to strengthen our self-advocacy in the formulation of priorities within external and internal governance structures, so that critical decisions continue to align with the College's mission and remain congruent with the interests of our students.

RIC's programs contribute significantly to the state's economy and civil society. Our exceptional value proposition is undeniable, as are our contributions to the state and the region. RIC administrators, faculty and staff must continue to provide to our overseers, including the new RI governor, the new OPC commissioner, the CPE and legislators, robust evidence of our contributions and to convey coherent, persuasive, and unified messaging about the quality, range, and relevance of our academic offerings. RIC is working hard to ensure that its own strengths and contributions are presented clearly to external stakeholders and advocating strongly to maintain public support for the quality, diversity, reach and impact of the College's unique mission and programming. To improve effectiveness, RIC has made efforts to align and coordinate advocacy among a variety of internal and external stakeholders, including the Foundation and the Alumni Association.

Because CPE is responsible for centralized decision-making and planning, the nonpartisanship of CPE and OPC is critical, as decisions or actions at one institution may have an impact on the other. For example, decisions pertaining to reduction of duplication of effort at RIC and CCRI (both still under the purview of CPE) demand an unbiased and objective approach. Presidential autonomy over campus decision-making is well specified in CPE regulations; however, CPE imperatives may supersede this autonomy. RIC concerns for autonomy were raised in 2016 with the RI governor's hiring and placement of a Rhode Island Innovation Officer at RIC. The office, located on the RIC campus, reported to the governor but was funded and operated through the RIC Foundation. For many in the RIC community and in the public at large, this action was an overreach by the executive branch into RIC's administration. As we continue to appraise the relationship between state government, the CPE, and RIC, the College will continue to be vigilant on matters of how to preserve its authority to conduct research, initiate and submit for review the College's own recommendations to run its affairs effectively and efficiently.

That CPE no longer has authority over URI is impactful. Public higher education in RI consists of only three entities: the community college, RIC and the flagship research institution, URI. When all three were under the purview of CPE, they were able and expected to set statewide public higher education policy. This is no longer the case. There is now a need to redefine governance roles and functions. This was the latest in a series of changes to higher education governance in recent history. As with any board, this lack of continuity hinders quality as operations are disrupted. CPE must now devote time and effort to clarifying their role and the responsibilities of their members. Subsequently, they will need to revisit operational issues such as training, committees, and evaluation.

APPRAISAL - Internal Governance

The variety of institutional stresses caused by declining enrollments and an increasingly challenging budget – all compounded by COVID – have drawn attention to issues related to shared governance. In principle, the charter of RIC Council describes a model of shared governance for the College by clarifying the roles of the faculty and the administration, enabling communication among all parts of the College, and providing a framework for faculty engagement. As evidenced in this report, RIC Council and many of its committees have carried out their assigned duties leading to productive discussion and inclusive engagement around critical issues at the College. In practice, there are discrepancies in perceptions of shared governance and its application at the College. RIC administration created parallel shared governance structures involving and engaging a great number of people across the campus, such as the 2019 strategic planning process as described in Standard 1, and the creation of the [Strategic Budget and Resource Planning Committee](#) in 2020. The RIC Council has raised concerns about its level of involvement in these and other administrative decisions, such as the announcement of the closing of the Henry Barnard School, an academic department.

RIC Council has attempted to serve as a stabilizing force during the last seven years, as the College faced several abrupt, unexpected departures of administrators: a president, two provosts/vice presidents of academic affairs, three vice presidents of administration and finance, four vice presidents of student success, two deans of students, as well as turnover in academic deans in four of RIC's five schools. These departures presented opportunities for new ideas and energy, yet they have also been a challenge for the institution. Replacements for these positions, whether permanent or interim, have often come from outside campus. Acclimation and adjustment for all parties requires time, including time to learn the College's governance structure, to discern those processes not explicitly stated, and to understand the overall culture. Additionally, this six-year period saw the creation of at least five administrative positions (AVP of diversity, equity, and inclusion; AVP of student success; dean of enrollment management; director of advising, and executive director of strategic initiatives), resulting from realignment of resources to address new priorities.

Such changes have often come with shifts in the stated priorities of realigned or new positions in a manner that impacts the progress and momentum of critical ongoing initiatives. In one sense, campus leadership has altered decision-making patterns to use data and deploy personnel to improve enrollment and financial outcomes more effectively. At the same time, leadership change and modified priorities have created the perception among many faculty and staff that their voices are not being represented in the decision-making process. This perception of a lack of transparency can only be countered by continuing administrative efforts to adopt more inclusive management practices. Minor issues related to shared governance occur in even the best of circumstances, but the cumulative effects of external policy, budgetary pressures, and internal turnover in recent years have revealed stress points that create anxiety among faculty and staff, which directly and indirectly impacts students. Despite these issues, there is goodwill among campus leaders to commit to improving communication, shared governance, and collaboration, while increasing transparency.

The [campus climate survey](#), conducted in 2018-2019, was a comprehensive undertaking to give stakeholders on campus a platform to voice their concerns. For example, staff members often state that they feel excluded from the governance structure. They have a small representation (2 of 38 seats) on the RIC Council. The President and his executive cabinet saw the importance of providing the RIC community the means to voice their opinions and concerns. As a result, the climate survey gave all campus stakeholders an opportunity to weigh in. In response to faculty and staff opinions about current governance practices, the administration is working to promote greater inclusivity, transparency, and communication in key facets of campus decision-making.

The RIC administration is in the process of rebranding RIC to clarify what RIC “is” so that the College gets the attention it deserves within its region and beyond. While the rebranding effort is primarily aimed at showcasing RIC to the outside world, it is also designed to instill a sense of pride and belonging in our students, staff, faculty, alumni, and community partners. It is expected that a positive brand image will encourage students to become more actively engaged in the life of the campus as well as the College’s governance. With a predominantly commuter student population, that faces many financial and personal obstacles, creative ways are needed to ensure such participation.

Effective communication across campus constituencies presents challenges, making improving communication and creating inclusive, shared governance processes the highest priorities in 2021 and beyond. Additional pressures from declining student enrollment and the consequent financial stresses, combined with the ongoing problem of inadequate financial support from the state, call for frequent and open exchanges of information as we collectively work to improve governance for rapidly changing campus and community environments.

PROJECTIONS

Beginning Fall 2021, PEC and RIC Council will evaluate the structure of shared governance by reviewing RIC Council membership, By-Laws, and committee organization to adapt the current design to better support the work of the institution.

RIC will continue to work with the CPE and OPC to encourage the review and update of CPE policies, particularly those of the no-longer operating Rhode Island Board of Governors for Higher Education.

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

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

Name of the sponsoring entity

[Rhode Island Board of Education](#)

Website location of documentation of relationship

[Council of Postsecondary Education](#)

Governing Board

By-laws

Website location

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

Board members' names and affiliations

<https://www.riopc.edu/page/council%20members/>

Board committees *

?	

Website location or document name for meeting minutes

Major institutional faculty committees or governance groups*

Rhode Island College Council

Dialogue on Diversity and Inclusion

Website location or document name for meeting minutes

<http://ricollege.prod.acquia-sites.com/department-directory/council-rhode-island-college>
[Committee](#)

Major institutional student committees or governance

Student Community Government

Website location or document name for meeting minutes

[SCG](#)

Other major institutional committees or governance groups*

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Website location or document name for meeting minutes

--

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

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Standard 3: Organization and Governance (Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			2018	2019	2020
IV Main campus	Providence, RI/USA	3/19/1905	9,391	9,390	8,581
IV Other principal campuses					
IV Branch campuses (US)					
IV Other instructional locations (US)*	Providence, RI/USA	9/1/2017	106	110	109
IV Branch campuses (overseas)					
IV Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			2018	2019	2020
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
IV Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs**	Over 40 courses offered	1980	3,178	3,430	3,466
Contractual Arrangements involving the award of credit***	2	1979	143	114	121

*Enter the annual unduplicated headcount for each of the years specified below. Uses IPEDS 12-Month Enrollment Methodology.

Please enter any explanatory notes in the box below

*Students enrolled at the "Other instructional locations (US)," which is the Nursing Education Center (NEC), are NOT included in the Main campus figures, since they do not take any courses on the main campus. **Dual enrollments are not included in the "Main campus" unduplicated enrollments above. ***Contractual programs are 1.) Medical Imaging with Rhode Island Hospital and 2.) Nurse Anesthesia with St. Joseph Hospital School of Nurse Anesthesia.

STANDARD 4: THE ACADEMIC PROGRAM

DESCRIPTION

Overview

Through its [academic programs](#), Rhode Island College (RIC) advances its mission by fostering intellectual curiosity; developing students' academic, creative, and professional skills; enhancing the social and economic mobility of our students; and preparing an educated citizenry for responsible leadership. It does so by providing a broad liberal arts education with a variety of majors and pre-professional programs. The undergraduate academic program at RIC consists of nearly 60 baccalaureate degree programs (active as of 2020-2021) plus a student-designed major. The graduate program consists of 28 master's degree programs, active as of 2020-2021, and 2 doctoral programs. RIC also offers 17 Certificates of Undergraduate Study (C.U.S.), 24 Certificates of Graduate Study (C.G.S.), and 1 Certificate of Advanced Graduate Study (C.A.G.S.). Students may also pursue an individualized master's degree or C.A.G.S. RIC offers no associate degrees.

The curriculum for these programs is delivered by faculty in five schools, which served 5,998 unduplicated undergraduate students as of Fall 2020. Undergraduate degree/certificate enrollments were distributed as follows: 2,881 students (46.3% of the total) in the [Faculty of Arts and Sciences](#) (FAS), 1,055 (17%) in the [School of Nursing](#) (SON), 1,010 (16.2%) in the [School of Business](#) (SOB), 977 (15.7%) in the [Feinstein School of Education and Human Development](#) (FSEHD), and 282 (4.5%) in the [School of Social Work](#) (SSW).

Enrollments have declined over the three years covered by the Data First forms, with the unduplicated undergraduate headcount decreasing from 7,080 in Fall 2017 to 5,998 in Fall 2020—a 15.3% decline. These enrollment losses were unevenly distributed: FAS (-12.3%), SON (-14.2%), SOB (-16.7%), FSEHD (-16.8%), and SSW (-2.8%). Enrollment in degree/certificate graduate programs has been stable, averaging under 900 students each year.

All programs and courses at RIC are at the collegiate level, except for developmental/remedial Math and English courses, and non-credit or CEU-based programs that offer only CEU and CCS rather than academic credit. All undergraduate programs require at least 120 credits, and master's programs require a minimum of 30 credits to complete. Though the Autism Education CGS program requires 14 credits, all other undergraduate and graduate certificate levels (CUS and CGS) require a minimum of 15 credits to be approved.

Assuring Academic Quality

Academic Planning, Program Design and Approval. Departments continually update their programs and course offerings to maintain currency with disciplinary advancements and pedagogical innovations. In 2018-19, the [Undergraduate Curriculum Committee](#) (UCC) processed 377 proposals, ranging from program creations and deletions to prerequisite changes for individual courses. Periodic program self-studies and external reviews (see below) frequently result in curricular changes. RIC faculty have primary responsibility for developing and revising academic programs, courses, and other elements of the

curriculum, with the support and oversight of the college administration. These activities are governed by policies and procedures stated in the [Manual of the Committee on Academic Policies and Procedures](#) (CAPP), the [Undergraduate](#) and [Graduate](#) Curriculum Committees (UCC; GCC), other policies in the [College Catalog](#), and regulations established by the [Council on Postsecondary Education](#) (CPE)/[Office of the Postsecondary Commissioner](#) (OPC).

New programs and courses, changes to programs or course descriptions, and changes to prerequisites must all be approved by the department chair and the UCC or the GCC. These committees share responsibility for ensuring that a degree and certificate program has a coherent design and content that is consistent with published learning goals. They exercise oversight over the integrity, coherence, methods of delivery, appropriate breadth, depth, and sequence of learning in the College's academic programs. Their procedures ensure that expectations for student achievement fit the subject matter and degree level.

Courses that are proposed to meet the requirements of RIC's General Education program are reviewed by the [Committee on General Education](#) (COGE) to ensure that there are learning goals. Changes must be approved by the deans of each of the five schools.

Approval for programs and courses ensures that proposals address student and institutional needs and adequate resources to implement and administer them. The [UCC Manual](#) requires that [proposals](#) for new and revised programs or courses be approved by any department whose resources are required and be acknowledged by affected departments. UCC requires the proposer to specify the impact on students, departments, and other resources, including faculty, instructional space, equipment and library resources. All require approval of the relevant dean, the provost, and the president.

Program deletions are approved by UCC/GCC and administration and governed by UCC/GCC and CPE/OPC policies to protect students; they require program continuation until completion, or arrangements to "teach out" the remaining students. A proposal for deletion explains the impact on students, faculty, staff, and institutional resources. In addition to the RIC policies outlined above, the CPE has promulgated policies for the approval, review, and deletion of certain programs.

Program Administration. The academic department that delivers a program is responsible for managing it, with oversight by the relevant dean and the provost. In interdisciplinary programs that exist outside of a department, such as Global Studies, Liberal Studies, Environmental Studies, or Africana Studies, the program director reports directly to the dean.

The UCC requires that proposals indicate the frequency with which a course is offered. This information is published in the catalog. An ongoing review is conducted by the deans and the UCC to remove from the Catalog courses that have not been offered for three years.

Course offerings for each semester are made available to students in an [online course bulletin](#) and in the MyRIC portal, through which students register for classes. The College

offers courses frequently enough for students to complete their programs in a timely manner. Chairs and program directors work to ensure that required courses are offered according to the schedule. In recent years, Student Success has provided chairs and program directors with bi-weekly estimates during the registration period of the number of students who have not yet registered but are expected to do so.

Program Resources. Financial support for academic programs is provided through an annual budget process that attempts to allocate appropriate resources for each program. The department chair or program director meets with the college budget director to review the program's needs, using the previous year's operating budget as a starting point. The operating budget includes the cost of adjunct faculty. Department personnel budgets, including the number and salaries of full-time faculty and staff, are not considered. Faculty hires, including replacement of retirees, are requested by the department, and approved by the dean, provost, and president. Decisions to renew or add a faculty line considers enrollments, competing program needs, available funding, and current FTE cap.

RIC students benefit from several resources provided by third parties, such as Blackboard Learning Management System, Zoom, Starfish, Office365, Google Classroom, the bookstore, and the use of the [Nursing Education Center](#). Written agreements provide for service and/or technology, as well as maintenance and continuity of service. Students are instructed in the use of these services in a variety of ways, from orientation sessions to the RIC website.

Program Reviews. Effective program administration is enhanced through a CPE policy that programs must conduct, on a regular basis, a self-study aided and informed by an external review: [Policy on Academic Program Review](#). The policy stipulates a review timeframe, rationale, and composition of the review team. The deans are primarily responsible for ensuring adherence to the College's internal review cycle. No college policy documents specify the content, procedures, authority, channels of communication, etc., but in FAS, review of programs not accredited by external agencies is guided by the 2014 FAS [Program Review Template](#). Accredited programs follow their requirements and procedures. Reviews are received by the relevant dean and the provost. No evidence exists that the CPE receives or responds to regular program reviews. This list contains [dates of recent program reviews](#) for all departments or degree programs at the College. Four of the five schools have been reviewed recently: SOB (2019), SSW (2019), SON (2018), and FSEHD (2016). Reviews involved both a program self-study and an external review by either a professional organization, accrediting agency, or an external reviewer in the field. Program reviews in FAS have not occurred as planned due to lack of funding.

Undergraduate Degree Programs

All baccalaureate programs require the completion of a minimum of 120 credits. These programs consist of the common 40-credit general education, plus a disciplinary or interdisciplinary major. They give students an introduction to the broad areas of human knowledge and allow them to develop mastery in one disciplinary or interdisciplinary area. Each program also provides a [Rhode Map](#), to guide students' progression through General Education requirements and their major. The individual student's MyRIC Academic Advisement Report also makes these same requirements clear to the student and tracks

their progress toward the degree. Programs publish the learning goals for the major or concentration on their web page. These goals address the knowledge, intellectual and academic skills, or specific career-preparation practices to be mastered.

[The UCC Manual](#) stipulates that liberal arts majors are generally limited to 40 credits, not counting courses that also fulfill General Education requirements. With clear rationale and formal approval of the UCC, this may be extended up to a maximum of 60 credits. The Manual restricts the major in professional programs to 80 credits unless further credits are required. Programs in which the number of credits exceeded the maximum when established were allowed to continue but must reduce credits upon the next revision.

The minimum number of credits to complete a major ranges from 31 to 119. Adding the 40 required credits of General Education means that students must earn between 71 and 159 credits to complete their degree. This table shows the [minimum number of credits required](#) to complete each RIC undergraduate degree program. Most of the higher credit programs are in the School of Education (These are minimum credits, including General Education: Early Childhood=156, Elementary Education=128, Secondary Education=130, and Special Education=147). This graph shows the [median number of credits earned](#) at graduation, by major, for students who graduated in 2018-19.

Because of the large variations in the number of required credits, the number of unrestricted electives available to students varies greatly across academic programs. In programs with the fewest required courses, students have approximately 40 unrestricted credits after completing the General Education Program and their major. On the other hand, twenty-five percent of majors require a minimum of 80 or more credits, leaving students *no* room for any elective credits (for programs above in the School of Education, for Wellness and Exercise Science, Art and Music Education, Physical Education, and World Languages; Health Care Administration; Music; Nursing; and Studio Art).

Course Prerequisites. The UCC Manual states that courses numbered at the 300 and 400 level are advanced courses and are to have prerequisites. The number and content of such prerequisites must be justified in a UCC proposal when a course is created or when prerequisites are modified. All proposals are subject to review and approval.

English Language Mastery. Undergraduate competence in written English is promoted by the First Year Writing program and the requirement that students earn at least a C grade in Writing 100. Students who need developmental work in written English take Writing 010 before they can complete Writing 100. The College has adopted a requirement that every major have at least one required course designated as [Writing in the Discipline](#) (WID). Information on the WID requirement for each program is published on the department or program website. Oral communication skill is one outcome in two General Education course categories, [First Year Seminar](#) and [Connections](#), and in courses within the majors.

For non-native English speakers seeking undergraduate or graduate admission, [minimum](#) English Language Proficiency Scores on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required. SAT scores and

high school transcripts are required for students whose native language is English. For Continuing Education students who transition from ESL classes and/or the ESL Intensive Program for adult learners to degree classes, a secondary or postsecondary transcript and successful completion of the ESL Intensive Program often serves as proof of English proficiency for Admissions. Through ESL courses and personal interactions, the ESL office's [Project ExCEL](#) supports 50 - 75 degree students who are bilingual and/or were formerly ESL students. The Intensive Program serves about 250 adult learners annually.

General Education. All students must complete the same General Education program, regardless of school or major, though students in the College Honors Program enroll in advanced General Education courses. Implemented in 2012-2013, the minimum 40-credit [General Education program](#) provides students in all academic majors and professional programs with the knowledge and skills of a college-educated person. General Education addresses several of the eleven outcomes: Written communication, critical and creative thinking, research fluency, oral communication, collaborative work, arts, civic knowledge, ethical reasoning, global understanding, quantitative literacy, and scientific literacy.

General Education reinforces and assesses these outcomes through three core courses, seven distribution areas, and writing in each of the disciplines. The three core courses are [First Year Writing](#), [First Year Seminar](#), and [Connections](#). First Year Writing provides a foundation for writing at all levels throughout the curriculum. First Year Seminar courses focus on specific topics and use discipline-specific methods to help students develop essential skills. Connections courses, taken after students have earned 45 credits, use a topical and comparative approach, often multidisciplinary perspectives, to strengthen academic skills. The Distribution requirement allows students to choose courses in each required field that will advance professional goals, enhance personal interests, or explore new areas. Students must complete one course each in the arts, literature, history, mathematics, natural sciences, and social/behavioral sciences, plus a second course in either mathematics or science. Criteria for evaluation of specific distribution courses are contained in this [chart](#). Writing in the Discipline courses purposefully and explicitly develop student writing appropriate to the style and context of the discipline. Embedded in each major, they do not add to the number of credits required for General Education.

While the General Education program is nominally 40 credits, RIC students also must achieve “milestones” that add up to nine credits to their program of study. Incoming freshmen are required to take a 1-credit course, RIC 100, to help students navigate college in general and RIC specifically. Students must demonstrate competency in a second language equivalent to two semesters of study. They can demonstrate language competency by achieving a minimum score on the SAT II or passing an examination (CLEP or ACTFL oral proficiency interview). Many students take at least one foreign language course to satisfy that requirement. Students who do not demonstrate basic math competency through a passing grade on a placement exam must take Math 010 (Basic Mathematics Competency). While this is not for credit, it is required for graduation. Achieving math competency is also a prerequisite for many social, physical, and natural science courses. A significant number of incoming students in 2019 and 2020 failed to satisfy the math competency requirement on their first attempt at the placement exam; a

large minority of students must take Math 010. In 2019-2020, 41% of the full-time first-time freshmen entering in fall 2019 enrolled in Math 010 at some point during the academic year or the summer prior.

The Major or Concentration. All degree-seeking students must complete a program of study that provides them with in-depth knowledge of an academic and/or professional discipline. The learning goals for each program are spelled out on the department or program web page. These goals address knowledge, methods, theories and information resources relevant to the course of study. Majors include sequenced introductory-level and advanced coursework in a disciplinary or interdisciplinary field, but there are no overall requirements for the number of upper-level courses required in the major. Individual majors require between eight and 63 credits at the 300 or 400 level, with half requiring 30 or more upper-level credits.

Nearly all offer an associated minor. There also are several minors not associated with a major, such as [International Nongovernmental Organizations](#) (INGOS). Minors consist of at least 18 credits and are approved through the same process as other academic programs.

Graduate Degree Programs

RIC offers more than 40 graduate programs, which are overseen by the Interim Dean of Graduate Studies and the GCC. All program elements conform to the policies and standards of the [Graduate Studies Policies and Procedures Manual](#) and the [College Catalog](#). Program rationale, goals, objectives, and curriculum information are found in the College Catalog and on individual program websites.

All graduate programs have a Plan of Study that specifies the required coursework. Level of specificity ranges from prescribed professional programs that specify courses on a strict sequential basis, to more flexible research-oriented programs in FAS. Requirements reflect the complexity, specialization, and advanced nature of the work include:

- In master's programs, coursework is typically at the 500-level or above. Use of 400-level coursework is limited to a maximum of 9 credit hours, with prior permission. Courses numbered 300 and below may be required for remedial purposes but are not allowed to count as credits toward a graduate degree.
- In the Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) programs, coursework is scheduled on a sequential basis, marking progression through the programs. DNP courses are numbered at the 700-level.
- For the Master of Social Work (MSW) program, courses are specified on a sequential basis and listed in the catalog.
- In Feinstein School of Education and Human Development (FSEHD), prerequisites exist for many advanced courses, including capstone courses (e.g., capstone project, student teaching), which ensures students are prepared for advanced work.
- In FAS and the School of Business (SOB), the progression of courses for the Master of Arts (MA) programs is less prescribed; prerequisites for thesis/capstones ensure that students are prepared for advanced work.

Expectations. Expectations for graduate programs exceed those for undergraduate programs and require more responsibility, independence, and academic rigor. All students admitted to a degree or certificate program develop a Plan of Study with an advisor. The Plan of Study lists degree requirements, including coursework both required and elective, independent research, exams, assessments, and any prerequisites.

Graduate program policy states that grades below B do not indicate graduate quality work. Students earning a grade below B and/or whose cumulative GPA has fallen below 3.0 will have their status reviewed by their program, which may result in probation or dismissal.

Graduate Program Faculty. Many faculty teach in both programs, so the College does not specify credentials for faculty who teach in Master's programs, except that specific faculty are hired into the programs with concentrations in Educational Psychology, Nursing, and Social Work respectively. Doctoral programs require faculty to have a doctoral degree and two of the three programs reported greater scholarly expectations of graduate faculty.

Most programs (22 of 29) use full-time faculty in their graduate courses. Six programs reported about equal numbers of full-time and adjunct faculty for graduate courses, and one program reported that their courses were primarily taught by adjunct faculty. Twenty-one programs (including both doctoral programs) reported that faculty were active scholars.

Graduate Student Preparation. Applicants must provide evidence of their qualifications, including a baccalaureate degree from an accredited university, official transcripts of all college and graduate-level coursework, letters of recommendation, and a statement of goals. Students must demonstrate their acquisition of appropriate knowledge and skills. This summary details [admission requirements](#) and continuation in graduate programs.

Directors, responding to a 2019 survey, reported challenging students beyond undergraduate knowledge and competence to advanced seminar courses; ensuring greater volume and higher level of reading, particularly with research literature; adopting higher standards for communication; encouraging the use of higher-level skills when working with clients; teaching independent research, advanced critical thinking, statistical and analytical skills; building knowledge and use of professional ethics; advancing students to meet criteria for advanced national or state-level certifications; and moving to competencies for system change, leadership, and practice scholarship in the DNP program.

Graduate Program Rationales. Research-oriented doctoral programs, and disciplinary or research-oriented master's degree programs, are designed to prepare students to generate new knowledge through advanced research in a significant field of study. The joint Education Ph.D. identifies research to generate new knowledge as a program goal. It provides broad mastery of the subject through its courses. Research skills are developed sequentially in the program, leading to independent research capacity, demonstrated through the required dissertation. Student cohorts follow the prescribed courses and core seminars are completed sequentially.

Master's programs in FAS are considered disciplinary or research-oriented programs including Biology, English, History, Sociology, and Psychology. They prepare students for doctoral programs and/or to enter the workforce in advanced positions. Curricula and Plans of Study require coursework in foundational theory, research methods, graduate seminars, advanced disciplinary topics, and professional writing. Progression is less prescribed than for professional programs. Programs have prerequisites in which students must demonstrate proficiency, and all capstone experiences have prerequisites.

[Professional or practice-oriented graduate programs](#) are either business-related, clinical, or focused on teacher education. Some lead to certification or licensure. Coursework provides conceptual mastery of the field of professional practice through the content, theory, and methods. They also offer practicum, internship, student teaching, and/or clinical practice courses to further develop the analytical and professional skills needed. All except three (Master of Professional Accountancy, Master of Arts in Teaching [MAT] in Elementary Education, and (MAT) in Secondary Education) include instruction in appropriate qualitative or quantitative research methodology. They describe the research component in their mission or learning objectives and include a discipline-appropriate research course. Development of professional skills is reflected in the prerequisites or co-requisites for upper-level coursework and through sequential *practica*, student teaching, and/or internships. None of the graduate programs has a degree hierarchy (offering a master's degree as a part of the Doctoral degree).

Integrity in the Award of Academic Credit

The award of degrees and academic credit at Rhode Island College is aligned with common higher education practice, and consistency is maintained through policies published in the College Catalog and the [Manual of Academic Policies and Procedures \(MAPP\)](#). Across the five schools, RIC requires a minimum cumulative grade point average of 2.0 on a 4.0 scale for undergraduates and a 3.0 average for graduate students, both overall and in the major (and minor, if applicable) for graduation. Standards for grading are in the [catalog](#).

Course credit hours are determined by college policy, as stated in the MAPP (14.1.b.) and are in exact accord with NECHE and federal policies. One credit hour requires 50 minutes of face-to-face contact per week (with two added hours of work expected for every contact hour) over a 15-week semester. The UCC (or GCC) requires explanations of credit awards for new or revised courses. Proposals must explain discrepancies between contact hours and credit hours. The number of credits will usually be no more than four, with exceptions for internships, student teaching, clinical courses, and *practica*.

The award of academic credit for other work is overseen by faculty and deans. As of fall 2019, about 80% of RIC's undergraduate programs offer forms of internship or experiential learning, 41% through a required course. Independent study proposals, for internships or other work, must be approved by chairs and appropriate dean, who ensure academic content (MAPP - 3.10.a.). Credits earned in a study abroad program are evaluated by chairs.

Prior Learning Assessment (PLA). Credit may be granted for prior learning through PLA. In addition to CLEP and Advanced Placement exam credit, credits have been granted for

some military and law enforcement experiences. It is assessed based on student submission of portfolios with the guidance of a faculty sponsor ([MAPP, 3.8](#)). Neither course/credit proficiency, field experience, or prior learning credit may be counted toward the residency credit requirements at RIC. A [portal](#) on the PLA [web page](#) allows the student to begin the process of obtaining credit through portfolio submission.

Award of Transfer Credit. Transfer credit is evaluated according to college and statewide policies. The [College Catalog](#) contains policies governing transfer of credits to RIC, as does the Office of Admissions [website](#), which also links to the [statewide articulation agreement](#). The [catalog](#) states that students may be awarded a maximum of 75 transfer credits, so that a minimum of 45 credit hours must be earned at RIC to fulfill degree requirements. Of the 45 credit hours at RIC, a minimum of 15 credit hours must be in the major.

Articulation and transfer between Rhode Island's public institutions of higher education is governed by CPE policy, particularly in the [Policy for Articulation and Transfer](#) between Public Institutions of Higher Education in Rhode Island, last amended in 2017. To assure that transferred courses meet the learning goals of the receiving program, program chairs, directors, and deans from the three institutions review and approve articulation agreements at an annual meeting. A publicly accessible [transfer guide](#) specifies how courses transfer among the three RI institutions and covers specific course transfer to RIC from a number of regional and national institutions.

About two-thirds of students transferring to RIC come from CCRI, so ensuring proper transfer between these two institutions is critical. RIC has worked to accommodate CCRI transfers. As of September 2021, 1031 courses can be transferred from CCRI to RIC for credit with 378 courses that transfer as an equivalent of a RIC course. The remainder transfer as elective credit and count towards the 120 credits needed for graduation. A large number of elective courses are 1 or 2 credits.

When CCRI develops a new course, department chairs of each school communicate to see if there is a potential course-to-course match or a possibility for elective credit. There has been some pressure to allow all CCRI courses to transfer for credit regardless of content or level. However, RIC has restricted transfer to courses that fit in a baccalaureate-granting institution.

RIC has taken additional steps to facilitate transfer from CCRI by creating a [series of programs](#) for CCRI students seeking the most efficient route to a bachelor's degree. The first 15 plans developed are among the most popular transfer majors. Following these plans will enable students to complete two years at CCRI, transfer as juniors to RIC, and graduate in two years. Such students follow the application procedure used for transfer applicants and are guaranteed admission with a minimum cumulative G.P.A. of 2.0.

The [Joint Admissions Agreement](#) (JAA) with CCRI also enables students to move efficiently from the associate degree level to the baccalaureate degree level. JAA plans allow students to graduate from CCRI with an Associate in General Studies with 60 credits that will be applied directly to a specified bachelor's degree program at RIC. Students sign up prior to

30 credits at CCRI, they must select an approved JAA Transition Plan, graduate with a minimum of a 2.4 GPA and complete their associate degree within five years of their enrollment in this program. They are required to meet with advisors at CCRI and at RIC. RIC also established articulation agreements with Bristol Community College in Fall River, MA, and Quinebaug Community College in CT. A review of the agreement with Bristol Community College began in 2019 and has not yet been completed.

In 2019, the College instituted an academic policy that created [transfer minors](#). Students who complete an associate degree at CCRI in one of several (currently eight) programs are eligible for a transfer minor to be included on their RIC transcript. Transfer students from Bristol Community College may benefit from 5 transfer minors created for their programs as well. These are minors that RIC does not offer; should the College ever develop its own minor in the same field, that transfer minor would be discontinued. All coursework for a transfer minor must be completed prior to matriculation to RIC.

If the transfer guide does not cover a course or institution, credit is granted for courses completed at a regionally accredited college in which the student has achieved a minimum grade of C. RIC reserves final judgment on any such decision. The chair of the student's major department determines how the credit is to be applied in the program of study.

In the graduate program, at least four-fifths of graduate level courses must be taken at RIC. In general, transfer credit at the graduate level is strictly limited to six credits, and all credit must be approved by the student's advisor, the program director, and the academic dean.

Academic Standing and Graduation. Policies regarding academic standing, probation, dismissal, and readmission are published in the [MAPP](#) and in the College Catalog. The academic standing and probation policies, which are administered by the Committee on Academic Standing, were revised by CAPP in 2019 to allow for earlier detection and intervention with at-risk students, with the intention to have a positive impact on retention. Graduation requirements are published in the [Catalog](#), the MAPP, and on the [Records webpage](#), and all undergraduate degree candidates at RIC must complete these.

Academic Honesty Policies and Practices. [Section 9 of the MAPP](#) contains the policies related to academic integrity. The [Academic Integrity Board](#) (AIB) at RIC is composed of students, faculty and administration. The AIB has authority to establish, publish and implement procedures for adjudicating alleged violations of academic integrity. The MAPP specifies steps to be taken by faculty to help prevent cheating and plagiarism, as well as the steps to be taken if any type of academic dishonesty is suspected. The [FCTL](#), which provides professional development for faculty, also conducts workshops focused on the prevention of plagiarism. Faculty are expected to report suspected cases. Faculty are encouraged (by procedures in section 9 of the MAPP, through FCTL, other resources provided by the [AIB](#) through departmental/campus culture) to incorporate explanatory language regarding plagiarism and cheating into every syllabus and course, and to report all suspected incidents. First Year Seminars and RIC 100 courses pay particular attention.

Online and Other Academic Settings. Distance (fully online) and hybrid courses present opportunities and unique challenges regarding academic integrity. Online courses must be approved and scheduled by the department chair, with the approval of the dean. Faculty cannot be required to teach online, so only those instructors comfortable with online formats offer distance courses. Students generally access course materials and submit assignments through Blackboard, which has the student identity verification method most used by higher education institutions, in accordance with Title IV funding rules. There are no academic policies regarding the delivery of online or distance courses. In negotiating the faculty contract, an MOU was developed to ensure that faculty and administrators drafted policies for online class sizes, delivery methods, and assurance of academic standards. CPE distance learning policy emphasizes that “commitment to maintaining academic quality must remain paramount.”

The Instructional Designer with the [Faculty Center for Teaching and Learning \(FCTL\)](#) aids faculty in creating distance and hybrid courses. Students in online courses have Blackboard support and RIC’s User Support Services. Full-time or adjunct faculty teach RIC’s distance learning offerings. Communication occurs via email and is integrated into Blackboard. Synchronous classes (most classes during the pandemic) meet using Zoom or Blackboard Collaborate, subscribed to by the College. Students at FSEHD use Google Classroom.

RIC maintains direct control over all course offerings, including dual and concurrent enrollment, distance learning, and continuing education. Dual enrollments are regular college courses, taught on campus by appropriate faculty or adjunct faculty. Distance courses are overseen by departments and deans using regular course guidelines. Summer courses must be approved by chairs and deans. Instruction time and other course requirements match those of regular semester-long courses. Total enrollment in the two summer sessions offered in 2020 equaled 2,690 undergraduates and 712 graduate students. Since its introduction in 2009, RIC's Early Spring session has grown to include 31 sections and an enrollment of 474 in 2020.

The [Early Enrollment Program \(EEP\)](#) contains the only courses offered for RIC academic credit that are taught by non-RIC faculty. A concurrent enrollment program provides over 3,000 high school students annually with the opportunity to take college-level courses in their high school. [RIC’s program](#) is the second largest and oldest in New England. It continues to grow with about 4,000 course enrollments annually in the roughly 50 courses available at more than 50 partner high schools in RI and MA. Upon successful completion of EEP courses, students earn college credits at RIC that may be transferred into RIC and other institutions of higher learning. In 2019, 229 first year students and 49 transfer students matriculated to RIC after previously earning EEP credit. The faculty and courses that are accepted into the program must meet [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) and RIC EEP standards. NACEP requires that courses offered in the high school are: of the same quality and rigor as the courses offered on campus at the sponsoring college or university; that students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; and that instructors meet the academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution. At RIC, each proposed EEP course and instructor is

reviewed by the relevant department to ensure that faculty credentials and the course syllabus meet the above standards. A designated faculty member travels to the school to observe instruction ensuring that it meets the standards.

[Certificate of Continuing Study \(CCS\)](#) programs serve adults through postgraduate students with non-credit/Continuing Education Unit-based training and/or professional development. CCS programs are designed by schools, departments, and programs in consultation with community partners and the [Office of Professional Studies and Continuing Education \(PSCE\)](#) to address industry-specific workforce and/or incumbent worker professional development needs in the greater RI College community. Most CCS programs serve nondegree students. CCS programs must be approved by the provost and president and are announced in the President's update at a subsequent RI CPE meeting.

RIC CCS programs include Behavioral Health Training; Bookkeeping and Accounting Training; Clinical Issues in Adoption and Foster Care; English as a Second Language (ESL); Computer Assisted English Language Learning; Foundations in Community Health Worker Training; HIV Certificate Program for Case Managers and Direct Care Staff; Insurance Technician Training; Interdisciplinary Studies for Assessment and Treatment of Trauma; Leadership Development for Healthcare Professionals; Medical Assistant Training; Navigating for Success; Working with and Supporting Older Adults for Direct Service Workers Training. RIC is expanding CCS offerings to meet the development needs of working professionals and address workforce needs of RI industry sectors in cooperation with the RI Department of Education, the RI Department of Labor and Training (DLT) through the [Real Jobs RI](#) program, and the RI Office of the Postsecondary Commissioner's Adult Learners Initiative.

RIC has been a leader in nationally recognized I-BEST (locally referred to as RI-BEST) and bridge-to-college programming for adult education students by combining (1) CCS programs with credit-based course components and (2) credit-based CUS programs with contextualized and/or CCS CEU-based professional specialty trainings. College level study in English as a Second Language and health sciences medical terminology are examples of credit-based courses that have been offered with the CCS in Medical Assistant Training and CCS Behavioral Health Training (CCS BHT). The CUS in Early Childhood Education Birth to 3 was developed as a contextualized bilingual program for incumbent Spanish-speaking providers of in-home Birth to 3 day care and a CUS in Social and Human Service Assistance is offered as a contextualized program with ESL and writing for the social services. In 2020, RIC opened a [Workforce Development Hub](#) in Central Falls, RI. It will offer certificate, credit, and non-credit programs through the PSCE. These include several CCS programs, with credit and non-credit components; three levels of non-credit ESL intensive programs; and potentially an academic program in the form of a CUS in Social and Human Service.

APPRAISAL - Overview

RIC students have access to a diverse set of strong academic programs. Undergraduate programs range from traditional liberal arts majors in which students gain transferrable skills, including analytical, critical and quantitative reasoning, creativity, and oral and written communication, that prepare them for a variety of careers, to programs that train

students for entry into specific in-demand professions. RIC's graduate offerings have continued to expand and include highly renowned programs such as our Nursing and Social Work programs. RIC has developed a variety of shorter-term certificate programs that offer a sought-after professional credential or an introduction to an emerging sub-field. The Education program, which was, for most of RIC's history, the "soul" of the College, has substantially revised its curriculum following the suspension of several programs and other interventions by the RI Department of Education that have dampened enrollment in the short term. The revisions are aimed at meeting the demands of 21st century public education and are further discussed below.

All RIC programs are well-suited to creating social and economic mobility for RIC's core clients: first generation college students. RIC's high ranking (77th [in the Northeast region](#)) as a *Washington Monthly* "Best Bang for the Buck" institution reflects our success in helping students achieve their goals, especially students from low-income and traditionally underserved backgrounds. Additionally, RIC ranked [second among public regional universities in New England on US News and World Report's 2021 social mobility rankings](#), and [first in affordability and outcomes](#) (24/7 Wall Street) in the state of RI. The programs are created and delivered by a highly qualified faculty who continue to innovate to align the curriculum with both advances in human knowledge and the needs of our students. Despite our strengths, there is room for improvement. There are three broad areas that should be addressed: the processes we follow; the creation and enforcement of standards that preserve quality; and the allocation of resources.

APPRAISAL – Assuring Academic Quality

Planning, Program Design and Approval. Significant issues related both to internal institutional processes and those external to the College need resolution. Existing processes and oversight for curriculum development and change are effective, but responsibility for communicating curricular changes (program creation, revision, or deletion) is diffuse. This has sometimes led to inconsistent or even contradictory information being published in the College Catalog or on web pages. In order to ensure that approved changes are published correctly RIC needs to review its processes for updating printed and online information, including removing outdated web links.

Prior to 2014, the CPE [policy governing academic changes](#) required CPE approval for the establishment, significant revision, or deletion of programs. Since changes were made to the statute in 2014, CPE approval is no longer required. The CPE has stated that old policies that conflict with more recent statutes are obsolete but has not made revisions or drafted new policies. In this vacuum, RIC adheres to the obsolete policies. Clarification of CPE policies regarding the establishment, abolition, merger or transfer of an academic unit, or the development of distance learning programs is needed.

Program Resources. Whether the "institution allocates resources on the basis of its academic planning, needs, and objectives" is a question at the heart of the ongoing strategic planning process. The 2011 NEASC report noted this as an area of particular concern, recommending that RIC do more to link budget allocations to priorities identified in the strategic plan. Unfortunately, budget cuts appear to be the driving force, rather than any

strategic planning, especially during the past three years. RIC is currently reconsidering how decisions are made regarding resource allocation, within the academic program and elsewhere, with the goal of making better use of available enrollment and retention data. [Surveys](#) of department chairs and directors indicated that some programs lack resources.

Program Reviews. The College has not followed the program review cycle for non-accredited programs, nor has it adhered to the schedule of reviews announced in the 2016 NEASC interim report. Leadership changes in OPC, as well as in academic affairs at RIC, has led to some confusion in processes and oversight. CPE/OPC involvement or interest in program reviews and academic planning at RIC has been inconsistent over the past decade. Of the 27 degree programs in FAS, four were established after 2013 and have not yet been reviewed. Nine programs have conducted a self-study and been reviewed by an external reviewer since 2013. Six more were reviewed in 2012-2013. Eight programs have not had an external review in the last decade. More effort is required to track the program review schedule and guide chairs and program directors. The College, with input from faculty, should create policy documents that specify the procedures, authority, channels of communication, etc., for program reviews.

Additionally, program reviews should formally consider how undergraduate and graduate programs interact with and support each other. Although the College has assessment and program review processes for both levels, they tend to occur independently and in isolation. However, the interdependence of the two levels is apparent. For example:

- Bachelor's degree to master's degree early admissions tracks such as the BSW/MSW program (averaging 20 students per year over its first three years) allow for smoother transitions into graduate programs. The early admissions option allows exceptional undergraduate students to apply for graduate program admission after completing 60 undergraduate credits. Accepted students are conditionally admitted and allowed to take graduate courses after completing 90 undergraduate credits. If they complete their coursework in good standing, then they are fully admitted to their graduate programs upon completion of the baccalaureate degree. Early admissions pathways must be approved by the Graduate Committee.
- Some programs have Advanced Standing opportunities that allow students who have recently completed a prescribed set of courses to enter the graduate program at an advanced level.
- Undergraduate students who are not BA/MA early admissions students may request permission to take one graduate course as an undergraduate student. This allows undergraduates to test their interest in graduate-level study prior to application.
- Graduate Studies has Graduate Teaching Assistantships. Assistants help a faculty mentor with an undergraduate course (e.g., lab sections, tutoring students, supervising student researchers), but are not permitted to be responsible for teaching the course.

In Spring 2021, the provost established a Program Review Committee to establish a more standardized approach to program review. This process includes a deliberate and data-driven approach to decision making for planning for programs, with closer attention to enrollment and student needs, and features a standardized annual "program review

report” that will more closely track enrollment and data on student outcomes, such as retention, completion, and employment.

Undergraduate Degree Programs

Number of Credits. A significant number of degree programs cannot be completed within 120 credits, resulting in additional time and expense for students to complete their degrees. The College must continue to work to find the proper balance between the need to deliver high quality programs and students’ ability to complete their degrees in a timely manner.

A clear and robust policy does not exist regarding the number of upper-level credits a student should earn as part of their degree program. The only college-wide requirement for the number of upper-level courses that students must take is a policy, stated in the Catalog, that students must complete a “minimum of 120 credit hours, with a minimum of 45 credit hours taken at RIC. Of the 45 credit hours, a minimum of 15 credit hours must be in the major (12 of which must be at the 300- or 400-level).” Only 10% of a student’s curriculum is required to be at the advanced level. In addition, since students’ Academic Advising Reports do not list this requirement, it appears that even this minimal requirement is not being enforced. Students often are required to complete significantly more upper-level credits for their major, and students in the College Honors and/or Departmental Honors Programs must take advanced courses, including a Junior Year Honors Colloquium and a Senior Year Departmental Honors Project. This policy should be reviewed and revised to align with requirements at peer institutions.

The course-numbering practices of departments bear review. While some programs offer undergraduate courses at the 100-400 levels, others offer only 200 and 300 levels. Both practices are consistent with policies laid out in the UCC manual, but the differences can be confusing to students who may expect programs to follow the same numbering practices.

General Education at RIC. The program cannot be said to “embod[y] the institution’s definition of an educated person” as RIC does not have such a definition. Defining what an educated citizen is will be helpful as RIC considers its future as the state’s public college.

The General Education program is nominally 40 credits. The second language requirement and RIC 100 are not technically part of the General Education program but would probably be counted as such at other institutions. We are somewhat inconsistent in how these courses are designated. The Second Language Requirement is listed on the General Education webpage as the “Second Language Requirement of General Education,” but it does not appear among the “General Education Categories.” RIC 100 and the language requirement add 1 to 9 credits to a student’s graduation requirements, depending on whether the student achieved proficiency in a second language before coming to RIC. Many students must take Math 010 to complete the mathematics General Education requirement. They may take up to 53 college credits to meet the RIC General Education requirements.

Graduate Degree Programs

Program Rationale. All graduate programs clearly state their mission/rationale, and program/learning outcomes/goals on their webpages, except for two (MAT World Languages and MA Youth Development) in FSEHD. Other FSEHD programs do not clearly identify such information as learning outcomes *per se*; while some FSEHD sites identified the program mission, others had general information that might be either a mission or learning objective or they provided a general overview combining a mission with learning objectives, and seven programs provided minimal mission-related information (Special Education programs, MAT in World Languages, MA in Youth Development).

Integrity in the Award of Academic Credit

Course Offerings with Sufficient Availability. RIC does not offer enough evening sections of courses to tap a potential market of employed workers. This appears a question of capacity, as many departments simply do not have the faculty to staff every required course or for electives. The exact size of this market is unclear, and the College should consider an analysis to determine the level of demand for evening offerings.

The processes of student registration should be examined with the goal of getting more students to register in a timely manner. Despite a regular registration period, students are free to register for classes through the first week of classes and there is not incentive to register earlier. Late registrations by large numbers of students unnecessarily complicate the difficult process of determining whether and which classes must be cancelled before the semester begins. This has resulted in under-enrolled courses being closed even though there are often sufficient unregistered students to fill them. Thus, students are locked out of courses needed to complete their programs. RIC should consider adopting a late-registration penalty of the kind used at most Colleges or create some other incentive for students to register in a timely way.

Academic Standing. The development of a new academic standing policy was supported by a review of D, W, F grades awarded at RIC as well as similar policies at peer institutions. The new policy provides early intervention and supports for students achieving lower than a 2.00 GPA in any semester and to recognize students who were in good academic standing. Similarly, a careful review of D, W, and F rates led the adoption of a new policy on the use of the “W” grade in classes. Accumulating many W grades poses significant financial challenges (related to tuition and aid eligibility) for students and makes timely degree completion more difficult. The new policy, which was created by a committee led by the Vice Provost, consisting of faculty from departments with high D, W, F rates, clarifies the conditions under which W’s can be awarded, limits the number of W’s students can receive during their RIC career, and communicates the potential impacts of earning a W grade.

Credit for Prior Learning Assessment. A new PLA [web page](#) directs students to complete a web form. While this system may be sufficient for the current low numbers of students seeking credit through PLA, it is probably inadequate if RIC wishes to expand the number of adult students returning to earn a degree. While departments should have the final say regarding what activities meet the criteria for awarding course credit, the process would be more efficient for students if the College had a better support system in place.

Transfer Credits. The College must continuously reexamine its policies for transfer credit, such as the second language requirement for multilingual students, balancing the goal of removing unnecessary roadblocks from the student's path to a degree with the need to maintain the quality of our academic programs.

Adoption of Online Instruction Capacity. RIC has been slow to adopt academic policies for online courses. In Spring 2020, a committee of faculty and administrative staff presented a policy proposal that encompassed online class sizes, delivery methods, and assurance of academic standards. The RIC Council voted to approve the policy, but the President has not approved it. As the College moved almost all courses online for 2020-2021, there was still no approved policy regarding online instruction. The Provost's Office needs to implement recently formulated class size policies and online course policies. The college needs to assess lessons learned during the COVID pandemic and examine how they can be leveraged to create more flexible on-line learning opportunities for our students.

The Adequacy of Resources. Even prior to the COVID-19 pandemic, academic programs at RIC struggled with inadequate resources. In real-dollar terms, annual state appropriation levels never fully recovered from the 2007 recession and, according to the State Higher Education Executive Officers Association (SHEEO), Rhode Island is [among the bottom states in terms of the percentage of the state budget devoted to higher education.](#)

In Fall 2020, in response to budget cuts, a Scheduling Committee met to examine course offerings and to direct resources toward courses that are necessary for first-year students, those needed for General Education requirements, and those required for majors. The result has been a dramatic reduction in elective courses. The work to develop better scheduling practices continues.

PROJECTIONS

In AY 2021 - 2022 the provost's office and the program review committee will begin implementation of the program review processes and procedures developed by the Program Review Committee to include: 1. Clear roles and responsibilities and a calendar for the review process, 2. Trial implementation of the annual report template.

To ensure that program requirements and course scheduling do not create obstacles to degree completion, in AY 2021 - 2022, RIC will:

- Request the UCC review credit hour requirements in all programs.
- Request COGE review the General Education program and its requirements for transferability and other barriers to student progression, such as the second language requirement.
- Charge academic departments with review and possible revision of programs and course schedules to improve student progression.
- Revise the PLA process using best practice models to address the needs of adult learners.

As resumption of annual articulation meetings gets underway in AY 2021 - 2022, and to create seamless, transparent pathways for CCRI transfer students, the provost's office, department chairs and faculty will review transfer and articulation policies with their counterparts at CCRI and colleagues at OPC, with the goal of creating more alignment of courses to prevent credit loss upon transfer.

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

Fall Enrollment* by location and modality, as of Census Date, Fall 2020

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	n/a	4,587	184	0			1	4,772
Main Campus PT	n/a	1,284	428	0			42	1,754
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT			8	0				8
Other Locations PT			73	13				86
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	n/a	5,871	693	13	n/a	n/a	43	6,620
Total FTE	n/a	5,101.20	534.39	7.44	n/a	n/a	17.44	5,660.47
Enter FTE definition:	n/a	Undergraduate Semester Credits/15	Graduate Semester Credits/9	Graduate Semester Credits/9	n/a	n/a	Graduate Semester Credits/9	SUM of UG & GR FTE
Degrees Awarded, Most Recent Year	n/a	1,312	298	0	n/a	n/a	1	1,611

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Enrollments at "Other Locations" are graduate Nursing students who take all of their courses at the Nursing Education Center in Downtown Providence.

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

Fall Enrollment* by location and modality, as of Census Date, Fall 2020

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking UG Certificates	Title IV-Eligible Certificates: Students Seeking GR Certificates	UG Non-Matriculated Students	GR Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	1	2	23	11		37	4,772	4,809
Main Campus PT	6	78	97	231		412	1,754	2,166
Other Principal Campus FT						0		0
Other Principal Campus PT						0		0
Branch campuses FT						0		0
Branch campuses PT						0		0
Other Locations FT						0	8	8
Other Locations PT		3				3	86	89
Overseas Locations FT						0		0
Overseas Locations PT						0		0
Distance education FT						0		0
Distance education PT						0		0
Correspondence FT						0		0
Correspondence PT						0		0
Low-Residency FT						0		0
Low-Residency PT						0		0
Unduplicated Headcount Total	7	83	120	242	0	452	6,620	7,072
Total FTE	2.93	44.00	56.21	104.89	0.00	208.03	5,660.47	5,868.50
Enter FTE definition:	Undergraduate Semester Credits/15	Graduate Semester Credits/9	Undergraduate Semester Credits/15	Graduate Semester Credits/9				SUM of UG & GR FTE
Certificates Awarded, Most Recent Year	31	7						

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Enrollments at "Other Locations" are graduate Nursing students who take all of their courses at the Nursing Education Center in Downtown Providence.

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

E

?	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
?	International Nongovernmental Organizations Studies (INGOS)	23-24	1	2	3	1
	Non-profit Studies	16-17	1	5	1	0
	RTTE Program	37+	9	18	11	15
	Social & Human Services Assistant	19	4	10	2	1
	Total		15	35	17	17
						22
Associate (add more rows as needed)						
?	NOT APPLICABLE					
	Total		0	0	0	0
Baccalaureate (add more rows as needed)						
?	Arts & Sciences					
	Africana Studies	120	4	10	11	5
	Anthropology	120	23	27	20	18
	Art (Studio)	120	203	186	186	158
	Art Education	127-128	51	60	43	44
	Art History	120	8	11	10	6
	Biology	120	227	231	241	203
	Chemical Dependency/Addiction Studies	120	35	35	44	48
	Chemistry	120	60	45	40	41
	Communication	120	224	201	219	195
	Computer Science	120	180	199	185	187
	Dance Performance	120	23	24	28	28
	English	120	141	133	119	95
	Environmental Studies	120	53	44	39	41
	Film Studies	120	44	45	41	33
	Gender & Womens Studies	120	10	12	11	7
	Geography	120	8	7	2	1
	Global Studies	120	2	1	3	-
	Health Sciences	120	124	122	134	171
	History	120	65	61	62	49
	Justice Studies	120	322	331	313	276
	Liberal Studies	120	1	13	14	19
	Mathematics	120	26	33	35	30
	Medical Imaging	120-124	312	305	286	284
	Modern Languages	120	24	28	28	26
	Music	120	30	29	34	28
	Music Education	130	52	52	50	50
	Music Performance	120-122	23	22	23	20
	Philosophy	120	20	18	18	14
	Physics	120	10	12	9	11
	Political Science	120	97	87	88	79
	Psychology	120	487	489	507	451
	Public Administration	120	19	25	27	23
	Sociology	120	46	62	82	85
	Spanish	120	1	-	-	-
	Theatre	120	73	84	90	80
	Student-Designed	120	0	2	3	3
	Undeclared/Exploring Arts & Sciences	--	258	110	93	72
	Total		3,286	3,156	3,138	2,881
						2,821
	Business					
	Accounting	120	301	296	274	237
	Computer Information Systems	120	78	75	67	78
	Economics	120	23	18	20	19

Finance	120	90	94	87	79	76
Healthcare Administration	120	115	115	122	103	100
Management	120	350	318	306	289	271
Marketing	120	153	132	132	130	123
Undeclared/Exploring Business	--	103	76	68	75	68
Total		1,213	1,124	1,076	1,010	954
Education & Human Development						
Community Health & Wellness	120	83	72	62	42	34
Early Childhood Education	120	146	141	131	119	111
Elementary Education	136-139	311	286	253	231	209
Elementary & Special Education	141-146	155	151	160	125	117
Health Education	120	80	75	80	73	71
Physical Education	120	86	80	96	87	88
Secondary Education	120-128	214	177	179	171	159
Technology Education	120	24	17	13	11	9
Wellness & Exercise Science	120	-	-	-	41	41
World Languages Education	126-128	14	5	16	20	32
Youth Development	120	61	39	59	57	59
Total		1,174	1,043	1,049	977	930
Nursing						
Nursing	120	1,229	1,189	1,128	1,055	1,003
Total		1,229	1,189	1,128	1,055	1,003
Social Work						
Social Work	120	290	279	289	282	280
Total		290	279	289	282	280
Total Undergraduate		7,207	6,826	6,697	6,222	6,010


*Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing).

- Program not active

Please enter any explanatory notes in the box below

Note: Includes first, second and intended majors. Therefore, totals are greater than the number of students enrolled. Required credit figures represent the *minimum* number of credits students can take to complete the program, based on Rhode Maps prepared for each program. Many students require additional credits due to developmental needs, the language requirement, etc.

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

 For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021

Master's (add more rows as needed)

Arts & Sciences						
Art:Media Studies	34-36	8	6	4	0	0
Art Education (MA)	36	4	4	4	0	0
Art Education (MAT)	48	7	5	7	7	7
Biology	30	5	5	3	1	1
English	30	8	11	11	12	14
History	30	4	5	3	2	2
Justice Studies	30-31	1	2	9	9	9
Mathematics	30	5	6	5	4	4
Music	30	1	4	4	0	0
Music Education (MAT)	45	0	3	3	4	4
Psychology	30	13	9	8	10	9
Individualized Program	30	0	2	1	1	1
Total		56	62	62	50	51
Business						
Accounting	30	16	11	18	23	28
Healthcare Administration	38-52	11	14	20	17	20
Operations Management	30	-	8	18	6	6
Total		27	33	56	46	54
Education & Human Development						
Adv. Studies in Teaching/Learning	30	7	9	7	6	6
Clinical Mental Health Counseling	60	42	54	55	64	74
School Counseling	39	18	6	4	0	0
Educational Leadership	31	13	0	0	0	0
Elementary Education	45	30	32	22	26	25
English (MAT)	37-46	0	0	0	1	1
Health Education	30-37	3	3	7	6	8
Mathematics (MAT)	37-46	0	0	2	1	1
Music (M.MEd)	36	0	0	0	2	2
Reading	33	13	6	5	0	0
Secondary Education	37-46	7	3	1	0	0
Special Education	30-35	46	62	74	61	68
Teaching ENG as a Second Lang.	31-33	49	19	26	29	28
World Languages (MAT)	30-32	-	3	0	4	4
Youth Development	30-32	-	-	7	21	21
Individualized Program	30	32	33	27	38	41
Total		260	230	237	259	280
Nursing						
Nursing	42-56	86	90	87	81	79
Total		86	90	87	81	79
Social Work						
Social Work	62	230	261	249	220	218
Total		230	261	249	220	218

Doctorate (add more rows as needed)

Education	58	55	53	49	43	40
Nursing Practice	90	4	10	13	13	21
Total		59	63	62	56	60

First Professional (add more rows as needed)

NOT APPLICABLE						
Total		0	0	0	0	0

Other; specify (add more rows as needed) CAGS & CGS

Arts & Sciences						
Adv Study of Creative Writ (CGS)	15	4	0	2	0	0
Adv Study of Literature (CGS)	15	0	0	0	0	0
Historical Studies (CGS)	15	0	0	0	0	0

Modern Biological Sciences (CGS)	15-17	0	1	1	0	0
Public History (CGS)	15	0	0	0	0	0
Total		4	1	3	0	0
Business						
Financial Planning (CGS)	19	1	1	1	0	0
Project Management (CGS)	15	-	-	17	0	0
Total		1	1	18	0	0
Education & Human Development						
Advanced Counseling (CGS)	15-27	41	23	16	11	7
Autism Education (CGS)	14	2	1	1	2	2
Co-Occurring Disorders (CGS)	15	0	0	0	13	13
Counseling Mental Health (CAGS)	60	2	1	0	0	0
Credential Review Pathway (CGS)	variable	27	14	15	10	8
Elementary Educ.- Special (CGS)	20	0	0	0	0	0
Math Content Spec: Elem. (CGS)	15	3	1	0	0	0
Middle Level Education (CGS)	15	10	3	9	6	8
Physical Education (CGS)	15	0	0	0	0	0
School Psychology (CAGS)	69	31	30	34	39	42
Secondary Educ.-Special (CGS)	23	0	0	0	0	0
Severe Intellectual Disab. (CGS)	20	2	4	7	5	7
Teach for America (CGS)	18	3	2	0	0	0
Teaching E.S.L. (CGS)	21	16	9	39	53	53
Total		137	88	121	139	141
Nursing						
Healthcare Qual & Patient Safety (CGS)	15	-	-	-	1	0
Nursing Care Management (CGS)	15	3	4	5	8	11
Total		3	4	5	9	11
Social Work						
Child & Adolescent Trauma (CGS)	18	-	-	8	13	13
Integrated Behavioral Health (CGS)	15	-	-	13	16	16
Non-profit Leadership (CGS)	15	2	0	0	4	4
Total		2	0	21	33	33
Total Graduate		865	833	921	893	927

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)**

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	2017	2018	2019	2020	2021

Undergraduate (add more rows as needed)

Accounting	6,438	6,198	5,703	5,529	5,257
Anthropology	3,281	3,116	2,811	2,644	2,461
Art	5,744	6,092	5,567	5,168	5,000
Biology	13,628	13,556	12,801	12,398	12,016
Communication	6,943	6,103	5,665	5,670	5,307
Counseling & Educational Psychology	660	603	687	880	978
Economics and Finance	4,392	5,036	4,233	3,707	3,538
Educational Studies	3,104	3,000	3,397	3,709	3,945
Elementary Education	4,623	3,942	3,431	3,198	2,830
English	16,649	15,551	13,876	12,678	11,579
Gender and Women Studies	1,840	1,692	1,392	1,278	1,133
Health and Physical Education	4,344	4,181	3,605	3,591	3,377
History	9,383	8,600	7,793	7,343	6,768
Marketing & Management	8,925	9,560	8,651	9,624	9,908
Mathematics & Computer Science	14,754	15,280	15,088	13,306	12,885
Modern Languages	9,772	10,256	9,875	10,025	10,117
Music, Theater, and Dance	6,455	5,976	6,059	5,525	5,252
Nursing	11,524	10,298	10,496	10,089	9,665
Philosophy	4,739	4,166	3,612	3,529	3,203
Physical Science	8,487	9,255	8,462	8,040	7,919
Political Science & Geography	7,174	6,838	5,986	4,860	4,278
Psychology	14,582	14,443	13,753	13,400	13,029
Social Work	5,233	5,194	5,387	5,849	6,074
Sociology	8,421	7,580	7,990	7,390	7,092
Special Education	2,428	2,112	2,226	1,826	1,670
Interdisciplinary/Misc.	10,044	10,456	12,568	10,733	11,080
Total	193,567	189,084	181,114	171,989	166,362

Graduate (add more rows as needed)

Accounting & Computer Information System	228	135	195	291	342
Anthropology		4			0
Arts	171	210	129	81	67
Biology	141	131	156	122	118
Counseling & Educational Psychology	2,643	2,323	2,064	2,338	2,260
Economics and Finance	117	39	24		0
Educational Studies	2,367	2,030	2,030	2,269	2,250
Elementary Education	1,017	1,053	903	658	575
English	201	198	236	165	158
Gender and Women Studies		6			0
Health and Physical Education	138	138	252	303	407
History	60	48	87	69	78
Marketing & Management	42	336	614	988	1,000
Mathematics and Computer Science	183	164	96	102	86
Modern Languages			30	6	6
Music Theatre and Dance	55	51	62	91	110
Nursing	1,393	1,581	1,480	1,492	1,487
Physical Science	33	30	33	33	33
Psychology	105	201	108	123	147
Social Work	5,270	5,493	6,229	5,221	5,246
Sociology	3	24	140	126	133
Special Education	1,284	1,059	1,372	1,283	1,307
Interdisciplinary/Misc.	0	4	0	0	0
Total	15,451	15,257	16,240	15,761	15,810

Information Literacy Sessions

Main campus

Sessions embedded in a class	124	169	119	114	115
Free-standing sessions	1,510	1,326	1,087	368	250

Branch/other locations

Sessions embedded in a class	NA	NA	NA	NA	--
Free-standing sessions	NA	NA	NA	NA	--
Online sessions	133	140	315	567	520

URL of Information Literacy Reports:

<https://library.ric.edu/aboutadams>

Please enter any explanatory notes in the box below

1. Credits reported based on department offering course over 12-month period (Summer I, Fall, Spring, Summer II) of given academic year. Interdisciplinary/Misc. category includes courses that do not belong to one specific department (Africana Studies, Continuing Education, Environmental Studies, Film Studies, etc.). 2. Decreased number of "Sessions embedded in a class" in 2019 due to library faculty medical leave, which resulted in 25% fewer instructional library faculty. Changes in session numbers in 2020 due to COVID19 pandemic protocols.

STANDARD FIVE: STUDENTS

DESCRIPTION

Rhode Island College (RIC) identifies itself as a “College of Opportunity” and is recognized for its role in advancing social mobility for students traditionally underserved in higher education. The College is home to one of the most diverse student bodies in the state, serves largely first-generation commuter students, and prioritizes the provision of a student-centered experience. The RIC community consists of 7,072 students, including 5,998 undergraduates and 1,074 graduate students (Fall 2020). 5,182 undergraduate students are Rhode Islanders, 50 are out-of-state, and 766 undergraduate students are regional, admitted through the New England Board of Higher Education (NEBHE) Regional Student Program or Northeast Neighbors (NEN)/Metropolitan Tuition Policy (MTP) Program. RIC enrolls 960 in-state, 98 regional, and 16 out-of-state graduate students. Students of color make up nearly 40% of the student body. As of fall 2020, Hispanics are the largest and fastest growing demographic, representing 23.4% of the total student body (25% of undergraduates). Of note, the number of undergraduate students who identify as Hispanic/Latino has increased 25% since 2015; 1,502 currently enrolled undergraduate students identify as Hispanic/Latino. RIC enrolls mostly commuter students at 85.3%; 14.7% (Fall 2019) of undergraduates are residential students. The percentage of the total undergraduate enrollment that is female is at a five-year high, 69.6%. The percentage of undergraduates who are Pell eligible (the highest need level) continues to increase, now 47.1% of undergraduates. In 2020, the percentage of the total undergraduate enrollment that identifies as a student of color is 40.8%. Similar trends are evident in graduate enrollment. In 2020, 25.7% of graduate students identified as students of color. With a strong emphasis on intellectual, socio-cultural, and personal growth and professional development, RIC is a force for positive change in the lives of all our students.

RIC provides a broad range of services to help our diverse student body succeed. The Division of Student Success is comprised of Enrollment Management, Academic Support Services, and Campus Life. Enrollment Management consists of Admissions, Financial Aid, and the Records Office. Campus Life consists of the offices of Residence Life and Housing, Health Services, Counseling, Learning for Life, Dean of Students, and Student Life (Unity Center, Student Union, and Military Resource Center). Lastly, the Academic Support Services include the Office of Academic Support and Information Services (OASIS - advising and tutoring), New Student Programs, Career Development, and the Center for Scholar Development. The Office of Disability Services reports to the Office of Community, Equity and Diversity and works very closely with the various student support services across the campus. Staff in all areas are qualified for their positions and have degrees in relevant fields and/or extensive experience in their professions.

Student access, excellence, and success are at the core of the mission of the Division of Student Success. The work of the division is intended to enable RIC’s diverse student population to achieve at the highest levels while ensuring students’ academic progress, personal growth, and well-being. Staff in the division foster a community where all students feel welcome, connected, valued, healthy, challenged, supported and a sense of belonging. The division is committed to eliminating barriers that lead to a college degree and to supporting all students as they continue to engage, learn, grow, and graduate.

Recruitment and Admissions

Noted by *Money Magazine*, as a college offering the best value in the region, RIC recently [affirmed its pledge](#) to provide easy access to an affordable degree. The College enrolls primarily in-state students (87%), 21% of whom graduate debt free, with 70% of alumni (with valid RI addresses) choosing to stay in the state after graduation. As the front door to RIC, Enrollment Management staff play an important part in broadcasting RIC's value to prospective students and their families.

Undergraduate Admissions. The undergraduate admissions office identifies, communicates with, and processes prospective students' inquiries and applications for admission. The College utilizes the Common Application and manages two application cycles (Fall and Spring) on a rolling basis. Admission of all undergraduate degree students is authorized by the Office of Undergraduate Admissions. Students may be admitted as freshmen (traditional, Preparatory Enrollment Program, or performance-based admission), transfers, second-degree candidates, readmitted students, or international students. Admissions policy is formulated by the Advisory Committee on Undergraduate Admissions Policy, a committee of RIC Council consisting of faculty, administrators, and students. Admission guidelines are reviewed and approved on an annual basis. Candidate selection is determined using a [holistic review process](#).

A comprehensive, sustained, and integrated communication plan to multiple student audiences and their influencers (families, alum, guidance counselors, teachers, and community-based organizations) is produced with the support and collaboration of the Office of College Communications and Marketing. The undergraduate recruitment materials outline the institution's admission policies and procedures, and are broadly communicated via print material, email campaigns, and the [website](#). These communications are reviewed annually at a minimum, and reflect the College's commitment to ethical practices, equity, diversity, and inclusion.

Undergraduate Admission coordinates a variety of comprehensive campus visit experiences and opportunities for prospective students and their families to tour campus. Recruitment begins in earnest with fall travel for the incoming class, where the professional admissions team visits area high schools and attends regional college fairs in identified markets. Travel occurs once again for the following year in late spring. Professional staff are identified as designated contacts for freshmen, transfer, international, Preparatory Enrollment Program, Second Bachelor's Degree, and readmit applications to facilitate the admissions process and to provide personalized communication and assistance to students.

Financial Aid. RIC students are increasingly challenged in their ability to meet the costs of furthering their education. The role of the [Office of Financial Aid](#) in serving new and returning undergraduate and graduate students is critical to removing this barrier to accessing a degree. To do so, Financial Aid staff manage an extensive program of scholarships, grants, loans, and part-time employment opportunities and currently administer more than \$42 million in total Federal Aid and another \$6.8 million in institutional aid to RIC students per year. Approximately, 80% of RIC undergraduate

students complete and submit the Free Application for Federal Student Aid (FAFSA), and of those who submit a FAFSA, 46% reported being a first-generation college student. The financial aid office coordinates outreach, education, review, and disbursement of all financial aid resources and assigns financial aid advisors to students to coordinate communication and assistance.

The College's financial aid programs are communicated and delivered in a student-centered, equitable manner and in full compliance with all state and federal guidelines. Financial aid literacy, including access to institutional, foundation, state, federal, and private tuition assistance, is a focus of the department, and it serves the needs of the college's diverse student body and aligns with the college's strategic plan. Financial aid information, including a comprehensive award guide, is produced annually in collaboration with College Communications and Marketing. Award verification and entrance and exit counseling are conducted to ensure financial aid recipients are fully aware of their financial obligations. Most of the financial aid available at RIC is based on financial need. Limited dollars are allocated to support merit scholarships or performance-based awards. The College is unable to meet demonstrated need of all applicants; as a result, the Office of Financial Aid provides broad access to information and resources to assist students with paying for college and partners with [Learning for Life \(L4L\)](#) and the [Rhode Island College Foundation](#) to assist those with the greatest need.

Records Office. [Records](#) is responsible for registration processes, recording student academic progress, scheduling course offerings, collaborating to maximize classroom utilization, preparing degree evaluations, certifying graduation, providing transcript services, voter registration, and certifying attendance to external agencies on behalf of students. In addition, the Records Office maintains and adheres to federal guidelines regarding student information and communicates with all students, faculty and staff about the Family Educational Rights and Privacy Act (FERPA), alerting the College community to students' rights/access to their educational records. The Records Office maintains this information on the College's website and in the [Manual on Academic Policies and Procedures](#) (16.1-16.3). Students are advised to provide written consent to grant permission to release such information. Currently, all students' academic records are in print and located in a locked area in secure filing cabinets within the Records Office.

Student Services and Co-Curricular Experiences

Student Services. Serving the complex needs of the increasingly diverse student body at RIC has required the division to work closely with colleagues in other divisions to adapt and innovate. Stubborn retention numbers underscore the importance of building additional support that removes obstacles to students' academic success. In the reallocation of positions and resources to create the division of student success in 2018, the College aligned resources with the priorities for student success outlined in the [2017 strategic plan](#). A summary of key retention initiatives follows:

Orientation and First Year Experience. The 2014 strategic planning process identified several goals related to retention efforts on campus, one of which asked the former Director of the Office of Academic Support (OASIS) to convene a campus-wide committee to

review orientation programming for incoming students. With broad representation from across the campus, the committee met in 2015, recommended the creation of a Coordinator of Orientation and New Student Programs in 2016, and later recommended the creation of a Director of New Student Programs and the New Student Programs Office (NSP). NSP currently directs New Student Orientation for first year and transfer students and their families, supports Welcome Weekend Programming, and oversees the [RIC 100](#) Peer Mentor program. The RIC 100 Peer Mentor Program supports RIC 100: Introduction to Rhode Island College (see Standard 6). With an instructor from RIC faculty or staff and a peer mentor, RIC 100 provides first-year students with the tools to navigate college successfully.

To ensure student success in college level coursework, all students are required to participate in math and English placement at New Student Orientation and to follow the proper sequence of recommended courses. Approximately 25% of first-year students who entered in the fall of 2016 enrolled in the developmental math course at some point during the academic year. Of first-year students who entered in Fall 2017, 27% enrolled in the developmental math course, while 25% of students who enrolled in fall 2018 took developmental math at some point during the academic year. RIC saw an increase of students enrolled in the developmental math course (+16%) for the fall of 2019 cohort. It is important to note that the College changed the math placement exam during the summer of 2019 from the Accuplacer to a new math placement exam. The percentage of first-year students who enroll in developmental courses for English is approximately 1%. RIC students participate in [Directed Self-Placement \(DSP\)](#) at New Student Orientation. A faculty member from the [First-Year Writing Program](#) is present to guide students through the DSP process.

Academic Advising. The advising relationship, a key ingredient of student success, is bolstered by a mandatory advising model for all undergraduate degree candidates. Faculty advisors are assigned to students in their academic program while professional advisors work with exploring/undecided majors, intended nursing majors, and students admitted through the [Joint Admissions Agreement \(JAA\)](#) from the Community College of Rhode Island. A designated faculty member serves as the [Director of Faculty Advising](#), chairs the Committee on Academic Advising, supports faculty advisors with training and referrals, and assists with resources and systems to support the advising experience of students and faculty. The [Director of Academic Advising](#) oversees the professional advisors in the Office of Academic Support and Information Services (OASIS) and works closely with the Director of Faculty Advising. In fall 2020, professional advisors were added to the OASIS team to support the advising of first-year intended nursing majors collaboratively.

The Director of Faculty Advising and the Director of Advising have played an instrumental role in the implementation of Starfish since its adoption in Fall 2018. Starfish is an advising, early-alert, and retention tool that enhances the advising experience for advisors and students through one-click access to a holistic picture of a student – including past advising activity, flags, courses, grades, demographic data, notes, and referrals. Students are introduced to [Starfish](#) during New Student Orientation; [faculty and staff](#) are offered training and tutorials.

Tutoring. Academic development and tutoring support, critical resources that advance academic excellence at RIC, can be found in [OASIS](#) at [Tutorial Services](#), the [Math Learning Center](#), and the [Writing Center](#). Tutorial services offers peer tutoring in subject areas including biology, chemistry, history, psychology, sociology, social work, time management organization, test preparation for course work and for national exams such as GRE, PRAXIS, SAT, and ACT. The Math Learning Center (MLC) provides tutoring in mathematics and administers the math placement exam. The Writing Center provides students the chance to connect with a writing specialist. All tutors and writing specialists participate in training. Students may access additional online tutoring any time through the online program, [Smarthinking](#).

Additional work has been done in OASIS to impact students' academic success positively. The [Student Assistance and Intervention for Learning Success \(SAILS\)](#), an early alert program, was developed in Spring of 2016 and enabled faculty teaching first-year students to notify OASIS when they had concerns about students in their courses. Then with the adoption of a new academic standing policy in 2016-2017, OASIS advisors worked closely with students on probation as they created academic improvement plans that outlined a path back to good academic standing. Finally, during academic years '16 -'17, and '17- '18, Tutorial Services staff partnered with faculty teaching courses with high D, F, W rates, and those teaching large lecture sections to test a variety of course related supplemental instruction efforts to improve student outcomes.

Other Supports. The College has seen increases over the last several years of students reporting various disabilities, with most students seeking accommodation for psychological/psychiatric conditions, attentive deficit/hyperactivity disorder and learning differences. Since 2010, the College has seen a 65% increase in students seeking accommodations for Psychological/Psychiatric diagnoses. The [Disability Services Center \(DSC\)](#) is the central location on campus for disability-related services for students and is a primary resource to educate, train, and guide the college community in understanding disability access, rights, and responsibilities. Students who self-identify and provide the DSC appropriate documentation of their condition may be eligible to receive reasonable accommodation in accordance with [Section 504 of the Rehabilitation Act of 1973](#), the [Americans with Disabilities Act](#), and analogous state laws.

The [Center for Scholar Development](#) (formerly known as Student Support Services) provides pathways of support for underrepresented and first-generation students and is the home to 4 Federal TRIO Programs, which identify and provide outreach services to students from disadvantaged backgrounds. Programs include [Upward Bound \(UB\)](#), two [Student Support Services](#) (STEM and traditional), and the [McNair Scholars Program](#). Upward Bound provides opportunity for students who meet federally defined eligibility criteria as low-income and potential first-generation college students with the skills and motivation to complete high school and to enter and graduate from college. Student Support Services (SSS) includes two grant funds the SSS-Traditional and SSS-STEM, awarded in August of 2020, which are designed to level the playing field for students who identify as first generation, low income, and students with a documented disability. The McNair Scholars Program, awarded in October of 2017, serves 25 eligible undergraduate

students annually with support for undergraduate research and pursuing graduate education. In addition to the TRIO programs, RIC offers The [Preparatory Enrollment Program \(PEP\)](#) which focuses on the academic and personal development of first-generation and low-income Rhode Island high school graduates by providing programs and services, including individual advising and the PEP Summer Transition Program at RIC.

Assistance for the expanding number of multilingual students and English Language Learners (ELL) is furnished by the Excellence in College for English Learners program, better known as [Project ExCEL](#), which offers academic and non-academic support to an average of 50–75 multilingual students annually. It includes ExCel courses, referrals to tutors and support services through the Writing Center, OASIS, peer study groups, academic networking and personalized advice for navigating college services.

To support veterans and their families as they pursue their educational goals, the [Military Resource Center \(MRC\)](#) is a one-stop shop and clearinghouse of information on programs and services at RIC. Staff offers guidance and support navigating the resources available to veterans and their families, such as social support, programming, and frequent outreach.

The [Career Development Center](#) assists all students at RIC (current and alumni) with career and professional development, exploring majors and careers, facilitating campus employment, honing students' networking and interviewing skills, and providing graduate school application support. Students are also provided with education and coaching on job search strategies and preparing job search materials, and the CDC has designed a 4-year plan that provides a pathway towards career preparation. Lastly, the CDC coordinates student employment, including federal work-study opportunities.

NECHE requested information about the students enrolled in the Certificate of Undergraduate Study in the [College and Career Attainment \(CUS CCA\)](#) program and ensuring that advising and academic support services are sufficient to support the program. According to a student and faculty survey completed in Fall 2019, 73% of students in the program reported that academic advising was very helpful to them and was a valuable service, and 27% indicated that it was somewhat helpful. Academic advising took place with a faculty member. In addition, students had a peer mentor who worked with them and was also available to meet with them. The program coordinator was available to them as well. Academic support services were provided by OASIS and the Writing Center. Students also appreciated meetings with faculty. Ninety-two percent of students appreciated the in-class supports (accommodations, class notes, assignment help, and access to RIC resources. Many of the students (86.7%) appreciated mentoring supports (assistance with professor communication, quiz preparation, emailing classmates, and understanding course content). Fifteen students were currently active in the program in Spring 2019, five participants had discontinued their participation and one person was on academic probation. The College provided materials and equipment, either through the College's supplies, through the Sherlock Center, or using grant-related funding. The program is completing its final year. The federal funding was not renewed, so the program will be closed this fall.

Athletics. RIC is a member of the National Collegiate Athletic Association (NCAA) and a charter member of the [Little East Conference](#). The College sponsors 21 varsity sports: men's and women's soccer, men's and women's basketball, men's and women's golf, women's lacrosse, men's and women's indoor track, men's and women's tennis, men's and women's outdoor track, men's and women's cross country, women's swimming, women's volleyball, women's gymnastics, men's wrestling, men's baseball, and women's softball. The [Athletic Department](#) prides itself on providing its student-athletes with athletic, academic, and life skills programming. The Student-Athlete Success Center provides academic assistance and personal development opportunities for student-athletes. In the summer of 2021, the Athletics Department will be conducting a self-study that will result in a report by the fall semester.

Health and Well-Being. RIC students lead complicated lives, often balancing full-time coursework with a full-time job and family responsibilities. To enhance students' academic potential, promote emotional wellness, support student health, and improve overall well-being, the Division of Student Success advocates for healthy learning environments at RIC. To do so, the College offers the following services to students:

Health Services. [Health Services](#) provides supportive, timely, cost-effective, and high-quality medical care visits for students along with appropriate and effective patient education and is a member of the American College Health Association (ACHA). RIC Health Services employs a Physician, Nurse Practitioner, 2 Registered Nurses as well as supportive staff. Providers and nursing staff receive continuing education following the ACHA and other national medical standards. The needs and risks of the student populations are maintained in the Electronic Medical Records system which tracks reasons for appointments, student demographics, diagnoses, and treatments. Health Services staff collaborate with the Rhode Island Department of Health to receive free vaccines, free condoms, and free oral HIV testing supplies. Health Services organizes annual Influenza vaccine clinics and helps to manage emergency responses, such as the COVID-19 pandemic. The Health Services team has been instrumental in the COVID-19 planning for the College, and with CARES funding, hired a COVID-19 Response Coordinator and COVID-19 Test Site Coordinator to support the COVID response.

Counseling Services. Providing consistent, quality psychological services to all students is the goal of the [Counseling Center](#). Staff has worked to create easier access to mental health services and launched an on-line scheduling tool in fall of 2018, allowing students to filter through counselor characteristics (e.g., race, gender, sexual orientation, religion, etc.) to facilitate the potential fit between the student and their prospective counselor. The College saw an increase of 187% total appointments in September of 2019 as compared to September 2018, with most of the increase attributed to new clients. In support of our largely commuter population, we have initiated the RIC HOPE line ([Protocall Services](#)) to provide a 24/7 care option to students every day. This service includes after-hours access to mental health provider. In response to COVID-19, the Counseling Center moved to telehealth services. From August of 2020 to March of 2021, the College has seen a 23% increase in counseling appointments as compared to the previous August to March.

Learning for Life. Since its inception in 2012, [Learning for Life \(L4L\)](#) has been shaped by a collective of stakeholders, including founding and ongoing partnerships with the [College Crusade of Rhode Island](#), [College Visions](#), and the [RIC School of Social Work](#). L4L facilitates the Navigator-to-Scholar (peer to peer) case management model of support, helping students identify and problem solve barriers to academic and personal success and connecting them with on- and off-campus resources. In addition, L4L conducts the Food 4 Thought pantry, created in 2016, to help the College combat food insecurity among students. L4L has managed the emergency fund requests, and working with Financial Aid and Academic Advising, developed the Economic Crisis Response Team. The team reviewed and processed 200 emergency fund requests during AY 20-21, awarding over \$56,000 to students to help them graduate or stay enrolled in classes. Students learn about L4L in a variety of ways – through the college application and recruitment process, at New Student Orientation, through referrals from peers, faculty, or staff.

Diversity and Inclusion. To identify, assess, and eliminate institutional inequalities for both protected and unprotected classes, The [Office of Diversity, Equity and Inclusion](#) provides leadership and commits to promoting a campus climate that is diverse, supportive, welcoming, and safe for all. In 2019, the College undertook a [campus climate survey](#) to evaluate the current campus climate as it is experienced and perceived by all members of the College community. Student respondents had positive attitudes about their academic experiences with 75% of students indicating they “strongly agreed” or “agreed” that they felt valued by RIC faculty. The efforts to identify, assess, and eliminate institutional inequalities for both protected and unprotected classes at RIC are ongoing.

Unity Center. For the past 25 years, the [Unity Center](#) has provided students a safe space. It encompasses the Office of LGBTQ+ and Gender; Office of International, Immigrant, Undocumented and Refugee Students; the Interfaith Center; and the Intercultural Office.

Co-Curricular Experiences

Student Activities and Student Organizations. The [Office of Student Activities](#) seeks to support student learning, personal development, and a sense of belonging by supporting student-led co-curricular activities. With over 50 clubs and student organizations, there is a wide array of opportunities for all students to learn, grow and lead as a part of their educational experience. The College also supports healthy living and recreation through its recreation and club sports program. The recreation program is student focused and involves an array of activities including intramurals, outdoor education, fitness programs and opportunities for students to engage in “free play”. Students can take advantage of campus events and service-learning opportunities. Leaders of clubs and student organizations attend an orientation each year, which provides a review of institutional policies and expectations, program and event planning protocols, risk management, budget management and information on support for clubs and organizations.

Student Community Government. Established as an independent corporation in 1975, [Student Community Government, Inc.](#) (SCG) is run for the students and by the students. SCG maintains a Student Parliament, which acts as a central forum for students to bring forth and address issues of concern. RIC SCG has several corporation and College

committees affiliated with its day-to-day operation, including the Academic Affairs Committee, Conditions and Services Committee, Finance Commission, Public Relations Committee, Student Entertainment Committee, and the Student Organizations Committee. SCG oversees the distribution of the Student Activities Fee to fund student organizations and hosts the Storgy Awards to recognize excellence in student organization programs.

Student Leadership. RIC student leadership and community service provides opportunities for students to be agents of change and positively impact others and their communities through leadership development and service to others. Students can serve as executive members of student clubs and organizations and can participate in programs such as the Emerging Leaders Program or serve as leaders in positions, including Resident Assistants, L4L Navigators, Admissions Ambassadors, or Orientation Leaders.

Student Safety. RIC is committed to providing a safe campus environment for faculty, staff, students, and visitors. While all areas of campus have a responsibility in helping to create a safe learning environment, specific campus units have a more direct role. These include Campus Police, Clery Coordinator, Title IX Coordinator, Residential Life and Housing, Health Services, the Counseling Center, and the Dean of Students Office.

Campus Police. The primary goal of the [Campus Police Department](#) is to provide service and protection to the RIC campus, properties, faculty, staff, visitors, and students. In 2019 RIC worked to recruit and select a new Chief of Police. Within two years of hire, the Campus Police Department has developed and promulgated over 60-policies and procedures that conform with locally and nationally recognized best practices in policing and was fully accredited by summer 2021. To ensure compliance with reporting requirements, the College is currently conducting a search for a full-time Data Management and Clery Compliance Coordinator. This will allow RIC to gather and review data for patterns that may need additional attention and will provide greater transparency concerning campus safety. RIC has also hired its first full time Title IX Coordinator to support compliance with regulations, to develop and revise policies, to develop preventive programming and to educate the campus community.

Residential Life and Housing. [Residence Life and Housing](#) provides safe, clean, and comfortable facilities with engaging programming to support student learning, personal development, individual responsibility, and appreciation for diversity. The department worked with the [Dean of Students Office](#), the [Office for Diversity, Equity and Inclusion](#), [Facilities and Operations](#), and [Public Safety](#) to update and standardize its operating procedures manual to respond better to residential concerns and issues. These changes have improved the student experience and provided staff with guidance to carry out their responsibilities in a professional and consistent way.

In 2019, the newly hired Director of Residential Life and Housing reviewed and revamped the Resident Assistant (RA) recruitment and selection process as well as its training program. RA training now includes sessions from the Office of Institutional Equity to review Title IX and Non-Discrimination policies; the Police Department and Clery Coordinator to review information related to the Clery Act; Dean of Students Office to

review information related to the [conduct code](#) and how it relates to the residential handbook; the Health and Wellness Unit to review information and services to support students' mental and physical health. Residential Life and Housing works closely with the police department and facilities management to implement safety protocols.

Student Conduct. All members of the campus community share a responsibility for maintaining and enhancing an environment guided by mutual respect, high standards of integrity, and reason. To that end, the College has established this Student Conduct Code ([The Code](#)), which outlines standards of behavior that promote the safety and welfare of the RIC Community and serves as the basis for addressing student conduct violations. RIC expects that all students will abide by the policies of the College as well as state, local, and federal laws. The Code sets institutional standards to guide student grievances. In addition, the [Student Bill of Rights](#) outlines student rights and responsibilities as members of the RIC community and The [Student Handbook](#) serves as a guiding document for students. Information is provided on academic facilities and services, student organizations, academic policies and procedures, and rules of student conduct. Information pertaining to the Code, Student Bill of Rights, and Student Handbook is published on departmental webpages, is discussed during New Student Orientation, is a dedicated class session in RIC 100, and in other appropriate campus events. It is also available through the Dean of Students Office for individuals requesting a hard copy.

Students of Concern. At times, a student's behavior may not meet the threshold of a policy violation but may require intervention in the form of outreach and support. In fall 2019, RIC amended its behavioral intervention reporting structure and worked to create a bifurcated system, which consists of a Behavioral Engagement Team (BET) and the [Helping Others Pursue Excellence](#) (H.O.P.E.) Team, which serves as a cares team. Staff serving on these multi-disciplinary teams receive annual training. The BET and HOPE Teams have established guidance for review and evaluation of referrals and to make recommendations for supportive intervention services through the development and proposal of individual action plans to maintain a safe environment for the College student community.

In fall 2018, Rhode Island College implemented the software tool, Maxient, a database system that manages student records pertaining to student and residential conduct, academic integrity, institutional equity, as well as Behavioral Engagement Team (BET) and Helping Others Pursue Excellence (HOPE, care/concern) matters that involve students. Prior to acquiring this, the College did not have a central location for the management of non-academic student records. Through the utilization of this system, RIC has generated various reporting and referral forms, created workflow templates to streamline operations, worked to track and store private information more securely, and to build custom reports to understand the experiences of our students, and how to best support and address the needs/issues facing them. Information obtained is considered part of a student's educational record and is therefore managed in accordance with the [Family Education Rights and Privacy Act \(FERPA\)](#). Students are provided with information regarding FERPA each year via a campus announcement and on the [Records webpage](#).

APPRAISAL - Admissions

RIC is proactively addressing the challenge of declining enrollments with assessment of our strategies and development of new strategies to recruit and retain students.

To address the institution's enrollment challenges, the College has invested in enrollment management and student success initiatives. With the addition of the Dean of Enrollment Management position in 2019, the College has begun developing a strategic enrollment plan that includes a series of initiatives to evaluate services, deploy effective outreach strategies and communication, review staffing and technology needs, and identify and measure outcomes to stabilize enrollment. The College has used its data to better understand the student recruitment cycle, from how a new prospect first learns about the College to what happens at each critical point in the enrollment and registration process.

Recruitment Strategies. Since 2017, total undergraduate enrollment has declined 15.2%, or just over 1,000 students. Though overall enrollment is declining, the College's acceptance rate is rising, now over 80%, up nearly 10 percentage points since fall of 2017. During the same period, graduate enrollment has decreased 1.8%, 20 students. In 2019, for the first time in five years, total new undergraduate student enrollment increased 5.5%, or 85 students. The number of first-time freshmen increased by nearly 100, or 10%, between fall 2018 and fall 2019.

Drawing from the 2016 NEASC Interim Fifth Year Report, the Enrollment Management Unit (EMU) had success in implementing several strategies including streamlining some admission processes, reorganizing several positions in the undergraduate admissions office, and implementing a weekly report on admissions staff activities. Systematic changes to the undergraduate admission process, including access to an online portal for candidates to track the status of their applications, positively impacted application completion rates, providing candidates with decisions in a timelier fashion.

Despite considerable investments, the fall undergraduate application volume plateaued around 6,000 due to changing demographics across the state and region and the impact of RI Promise. In response, the College reimaged the Metropolitan Tuition Policy Program (MTP) to expand recruitment to all Northeast Neighbors (NEN) – Connecticut, Long Island and Metro New York City, Maine, Massachusetts, New Hampshire, and Vermont – and provided a discounted out-of-state tuition rate for students ([these students would pay the in-state rate plus 50% of that rate](#)) in an effort to increase the college's geographic market, expand diversity in the student body, increase the number of on-campus residential students, grow the College's undergraduate enrollment, and increase tuition and housing revenue. Results show marginal gains. In 2015, the percentage of total undergraduates enrolled from out of state equaled 14.2%; and in 2019, 14.4%. The decrease to 13.6% in fall 2020 was possibly related to the pandemic. In 2015, 15.4% of the total undergraduate enrollment lived on campus, 1,144 students. In 2019, that percentage fell to 14.3%, or 924 students (COVID-related capacity restrictions were enacted in fall 2020, resulting in an even lower number of on-campus students). Developing brand identity and growing new student enrollments in new markets is challenging. In a highly competitive market, investments may mean maintaining current enrollment and avoiding more drastic losses.

The Office of Undergraduate Admissions, the financial aid office, the Honors Program Director, College Communications and Marketing, and the Budget Office reviewed, assessed and reconceptualized the Presidential Scholarship into a Presidential Grant Scholars Program that awards merit-based scholarships to high-achieving Rhode Island students to cover tuition and fees. The academic profile of 2020 deposited scholars: Avg. High School GPA= 4.01; Avg. Combined SAT Score = 1,263. Thirty-seven Presidential Scholars enrolled fall 2020, and 32 returned for spring 2021 semester (86.4%).

Additional efforts to address enrollment concerns include reimagining the 2019 Fall Open House event; organizing and directing the launch of the College's Fall 2020 Senior Search Program/Campaign to purchase names of high school seniors from the College Board and the College's own inquiry pool; and establishing a Prospective Student Center in Roberts Hall. The Prospective Student Center provides a high-touch, high-tech environment to welcome prospective students and their families to campus and places a priority on building relationships to grow new student enrollments.

Enrollment services is conducting a thorough review of enrollment funnel data to understand the profile of a successful Rhode Island College undergraduate student, with success defined as graduating in 4, 5 or 6 years; to identify the common attributes from the point of initial admission, such as high school curricular preparation, GPA, standardized test scores, etc.; and to further segment the analysis by academic program of study. This information will inform marketing and admission standards considering student enrollment goals. The College has prioritized the development of infrastructure to track and use prospective student data for inquiries and leads. Acceptance rates, yield rates, and melt rates are being analyzed to prioritize outreach. Admissions has reengaged the implementation of a customer relationship management (CRM) tool, Salesforce, to further capture record-level data and to personalize and enhance the customer experience.

Financial Aid Awarding. From Fall 2011 to Fall 2020, full-time, in-state undergraduate tuition increased 37.6% or \$2,415.00, and full-time fees increased 23.3% or \$240.00. However, during that same period, the institutional financial aid budget did not keep pace, even as the percentage of students qualifying for the Federal Pell Grants remained over 40%. As a result, the most financially vulnerable students had to overcome the substantial gap between tuition/fees and aid. Further aid strategies designed to attract and enroll students from the NEN markets and others require thorough review.

Financial Aid reports are now being refined and/or developed to track aid applications, financial exposure, need, expected family contribution, Pell, and gap. The Office of Financial Aid will provide critical data to support the development of predictive models as it relates to use of institutional aid, as well as a comprehensive education and communication strategy to guide more students into the aid process and to assist students and families to better understand the value of their financial aid award.

Retention Strategies and Initiatives. For the fifth consecutive year, in 2020 the number of returning students declined, and the rate of decrease has continued to widen year over

year since 2017. Further, cohort retention of first-time, full-time freshman hovers at 74%. National benchmarking data suggest RIC's freshman cohort retention is in line with like institutions. However, attrition rates at the end of the third and fourth semester signal the need to focus research and resources toward these student populations. With declining enrollments, the College has looked to develop and implement strategies to ensure our current students persist to their next semester/year. Strategies include personalizing professional academic advising, particularly for new students, launching Starfish, developing first year experience initiatives, and supporting students' health and wellness.

APPRAISAL – Student Services

Continued Efforts with First Year Experience. RIC has expanded support for first year students through the development of key programs and initiatives that center the first-year experience at the College (i.e., New Student programs and RIC 100). Based on pre- and post-tests provided to all students enrolled in RIC 100 in fall of 2019, students indicated increased knowledge of where to go for help on non-academic and academic issues and knowledge of resources available for career preparation. Working with Admissions, New Student Programs has developed a communication plan for proactive and intrusive outreach to new students from the time a student deposits, registers for orientation and starts in the fall semester. As Starfish is rolled out more broadly across campus, the Student Assistance for Intervention and Learning Success (SAILS) alert will be phased out as we build a more comprehensive early alert program for first year students.

Academic Advising. Collaborative efforts are underway to improve the onboarding experience for new students. The Spring 2021 New Student Programs Advising Pilot will address a need for more personalized academic advising at Orientation, as well as during a new student's first year at RIC. Based on RIC's 2018 administration of the [National Survey of Student Engagement](#) (NSSE), academic advisement at RIC generally appears to be more effective for seniors than for freshmen. Eighty-one percent of RIC freshmen report that academic advisors never or only sometimes reach out to them regarding academic performance, like the percentage at comparison institutions. RIC freshmen indicate they discussed academic interests, course selections, and/or academic performance with an advisor an average of 1.71 times, significantly lower than at comparison institutions. This demonstrates there are opportunities for improving advising in the first year, especially since 32% of RIC freshmen who completed the NSSE indicate the advisor assigned to them is their primary source of advice regarding academic plans.

A recent [“Non-Returning Student Survey”](#) was administered by the Office of Institutional Research and Planning in Spring 2017 and Spring 2018 to degree-seeking undergraduates who were enrolled in the fall term but did not re-enroll in the spring or graduate by the end of the fall, the survey shows, to some extent, students leave based on their future plans, but most indicate a combination of personal, financial, and institutional factors for not re-enrolling. These included the cost of education, family responsibilities, difficulty getting needed classes, and lack of helpfulness from campus staff. While some non-returning students say there is nothing the College can do to make them come back, many say they could use financial assistance, more flexible course offerings, and better advisement.

We have responded to these concerns by implementing a caseload approach within professional advising as well as leveraging technology to centralize advising. Since Spring 2019, OASIS began assigning advisees to a specific advisor instead of assigning students with a general advisor (i.e., “OASIS advisor”). The caseload approach was initiated to ensure exploring majors were able to identify their point of contact for advising. To determine impact, OASIS staff is tracking student engagement and course registration. At the end of the 2020 fall semester, 66.7% of registered students in advisors’ caseloads were registered for Spring 2021 (195 out of 292). Of those advisors who have a caseload entirely of first-time students who registered for Fall 2020, 73% were registered for Spring 2021. The advising team in OASIS continues to enhance their advising approach with intentional outreach, increased student contact, and personalized communication during key times, such as midterm and registration.

With the acquisition of Starfish in fall of 2018, RIC planned to leverage the use of technology to make advising more accessible. Starfish was first launched through a pilot of 28 participants (18 faculty and 10 staff members) in Spring 2019. As a result of the pilot, 300 student profiles were created, and 372 appointments were generated. Of the faculty who used Starfish for academic advising, 86% indicated they felt comfortable or extremely comfortable using the system. Fifty percent of faculty advisors indicated that the scheduler and the ability to raise flags for students of concern were the most valuable functions of Starfish. Of the faculty who used Starfish to engage with students in their courses (raising flags, sending kudos, scheduling appointments), 100% felt comfortable using the system. Since the Spring 2019 pilot, RIC has been increasing the number of users across the campus. In Fall 2020, there were 140 faculty users and 2,400 student users, and the numbers continue to grow. Going forward, the College plans to build out Starfish with features targeted to specific cohorts of students (i.e., first year students).

Records Office. The office is examining course offerings, enrollments by course, and the course scheduling and registration processes for improvements to support student needs. Many processes rely on manual data entry resulting in Records functioning as a processing unit with minimal time for student interaction and insufficient data to plan scheduling based on student needs. Ongoing improvements include removing obstacles to student enrollment through proactive outreach to students with holds on their registration and a task force has been formed to develop a data strategy for predicting course needs.

Appraisal – Co-Curricular Experience

Health and Wellness. RIC is deeply committed to maintaining our high quality, high value education while keeping our students, faculty, and staff healthy and safe throughout the academic year. We understand that the health and well-being of our students leads to success in and out of the classroom. As the College confronts an increase in mental health concerns among RIC students, especially in light of the global pandemic, we are developing a model of Health and Wellness to better coordinate education efforts and services in Health Services and the Counseling Center.

Students of Concern. As noted earlier, the College did not have a central location for the management of student records pertaining to student and residential conduct, academic

integrity, institutional equity, Behavioral Engagement Team (BET) and Helping Others Pursue Excellence (HOPE, care/ concern). As a result, intervention and student support was not timely. While there has been much progress, the creation of the H.O.P.E. team has also highlighted policies and documents that can be enhanced to better support students. For example, RIC seeks to formalize its voluntary and mandatory medical leave of absence process to be more transparent to and supportive of students in need of assistance. RIC is updating its [Student Handbook](#) to provide better guidance on programs and services available to students. In addition, work has already begun to create a Freedom of Expression policy, to update the Student Conduct Code and the protocol for voluntary and involuntary hospitalizations, as well as the establishment of a formal Leave of Absence policy. As we continue to enhance our services, policies will be reviewed and updated.

In June 2020, the College established the Accessibility Committee which represents a diverse body of stakeholders who review accessibility matters across the campus. The scope of work addresses issues of accessibility pertaining to the following: experiences in and out of the classroom; facilities; communication; technology; and student life. This will result in a set of phased recommendations to enhance the accessibility, inclusivity, and climate of the campus for our students.

Finally, in the wake of recent events on college campuses and in the context of the current political climate, the College has formalized administrative structures to optimize these proactive processes. The Division of Student Success established the Campus Life Strategic Preparedness Group (SPG) and the Student Engagement Response Team (SERT) to support the campus community in balancing free speech and other College priorities such as safety, well-being, open dialogue and maintaining the educational process. The SPG operates to proactively prepare for campus dialogue, ensure student safety and well-being, enhance freedom of expression, support our tradition of shared governance, promote productive, meaningful dialogue on topics of interest to our community, and ensure that administrative actions follow College policy. SERT members take the lead in responding to the challenges and opportunities that activism brings to our community. Through its members and other staff, SERT provides direct observation and anticipates issues of concern to students. It works to intercede proactively before disturbances begin.

Projections

The President will establish a strategic enrollment management committee charged with creating, monitoring, and assessing a strategic enrollment plan that is aligned with RIC's mission and vision.

RIC's enrollment management division will identify and begin working with a Strategic Enrollment Partner to ensure the College's financial aid dollars support the institution's enrollment goals.

By Spring 2022, as a collaboration between the Divisions of Student Success and Academic Affairs, the Committee on Academic Advising will develop a mission and philosophy of academic advising at the College.

By AY 2022 – 2023, the Division of Student Success will develop and implement a plan to assess student satisfaction and priorities (such as administering the Noel-Levitz Satisfaction Survey) to improve the quality of the student experience at RIC.

In AY 2022 - 2023, the Dean of Students/AVP Student Success will work with the Office of the Provost to develop a process for policy review. The process will be codified, inclusive of student feedback, and documented as appropriate.

By Spring 2022, the Division of Student Success, in partnership with the Division of Academic Affairs, will define and develop a health and wellness model to guide the current and future structure for the Division and with the goal of strengthening the health and wellness model, services, education, and programming for and with students based on evaluation data.

Standard 5: Students
(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Freshmen - Undergraduate					
Completed Applications	4,848	4,615	4,830	4,775	4,755
Applications Accepted	3,567	3,360	3,800	3,888	4,013
Applicants Enrolled	1,091	884	981	843	781
% Accepted of Applied	73.6%	72.8%	78.7%	81.4%	84.4%
% Enrolled of Accepted	30.6%	26.3%	25.8%	21.7%	19.5%
Percent Change Year over Year					
Completed Applications	na	-4.8%	4.7%	-1.1%	-0.4%
Applications Accepted	na	-5.8%	13.1%	2.3%	3.2%
Applicants Enrolled	na	-19.0%	11.0%	-14.1%	-7.4%
Average of statistical indicator of aptitude of enrollees: (define below)					
Mean SAT	986	1000	986	1001	993
Transfers - Undergraduate					
Completed Applications	1,172	1,226	1,201	1,035	996
Applications Accepted	921	964	974	833	809
Applications Enrolled	625	665	653	535	511
% Accepted of Applied	78.6%	78.6%	81.1%	80.5%	81.2%
% Enrolled of Accepted	67.9%	69.0%	67.0%	64.2%	63.2%
Master's Degree					
Completed Applications	493	586	530	536	555
Applications Accepted	344	404	323	301	292
Applications Enrolled	253	315	277	256	260
% Accepted of Applied	69.8%	68.9%	60.9%	56.2%	52.6%
% Enrolled of Accepted	73.5%	78.0%	85.8%	85.0%	89.2%
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications	20	19	21	10	8
Applications Accepted	14	13	17	6	5
Applications Enrolled	11	12	17	6	5
% Accepted of Applied	70.0%	68.4%	81.0%	60.0%	59.3%
% Enrolled of Accepted	78.6%	92.3%	100.0%	100.0%	100.0%

Please enter any explanatory notes in the box below

**Standard 5: Students
(Enrollment, Fall Term)**

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



Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
UNDERGRADUATE						
First Year	Full-Time Headcount	1,610	1,308	1,287	1,186	1,074
	Part-Time Headcount	188	185	174	172	167
	Total Headcount	1,798	1,493	1,461	1,358	1,241
	Total FTE	1,684	1,375	1,385	1,273	1,164
Second Year	Full-Time Headcount	1,237	1,155	1,052	966	890
	Part-Time Headcount	231	235	210	181	167
	Total Headcount	1,468	1,390	1,262	1,147	1,057
	Total FTE	1,301	1,233	1,119	1,026	948
Third Year	Full-Time Headcount	1,287	1,344	1,261	1,099	1,046
	Part-Time Headcount	419	397	410	354	336
	Total Headcount	1,706	1,741	1,671	1,453	1,381
	Total FTE	1,433	1,485	1,423	1,250	1,198
Fourth Year	Full-Time Headcount	1,330	1,301	1,350	1,353	1,361
	Part-Time Headcount	778	763	696	680	651
	Total Headcount	2,108	2,064	2,046	2,033	2,012
	Total FTE	1,607	1,571	1,597	1,601	1,599
Unclassified	Full-Time Headcount	0	0	0	7	7
	Part-Time Headcount	0	0	0	0	
	Total Headcount	0	0	0	7	7
	Total FTE	0	0	0	10	10
Total Undergraduate Students						
	Full-Time Headcount	5,464	5,108	4,950	4,611	4,378
	Part-Time Headcount	1,616	1,580	1,490	1,387	1,320
	Total Headcount	7,080	6,688	6,440	5,998	5,698
	Total FTE	6,025	5,664	5,523	5,160	4,919
	% Change FTE Undergraduate	-	-6.0%	-2.5%	-6.6%	-4.7%
GRADUATE						
	Full-Time Headcount	204	260	228	206	210
	Part-Time Headcount	890	823	863	868	862
	Total Headcount	1,094	1,083	1,091	1,074	1,072
	Total FTE	721	765	755	708	705
	% Change FTE Graduate	na	6.1%	-1.3%	-6.2%	-0.5%
GRAND TOTAL						
	Grand Total Headcount	8,174	7,771	7,531	7,072	6,770
	Grand Total FTE	6,746	6,429	6,278	5,869	5,623
	% Change Grand Total FTE	-	-4.7%	-2.3%	-6.5%	-4.2%

Please enter any explanatory notes in the box below

FTE Definition: Undergraduate Semester Credits/15; Graduate Semester Credits/9.

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

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

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

<https://www.ric.edu/admissions-financial-aid>

Three-year Cohort Default Rate*

(FY 2018)	(FY 2019)	(FY 2020)
8.2	7.3	8.6

Three-year Loan repayment rate **
(from College Scorecard)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year***	Goal (specify year)
(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

Student Financial Aid

Total Federal Aid	\$45,821,297	\$43,193,707	\$42,008,417	\$19,883,605	\$40,227,563
Grants	\$15,346,364	\$14,535,838	\$14,220,508	\$7,115,148	\$13,690,732
Loans	\$30,474,933	\$28,657,869	\$27,787,909	\$12,768,457	\$26,537,708
Work Study					
Total State Aid	\$2,053,326	\$1,979,005	\$2,486,434	\$979,681	\$2,760,204
Total Institutional Aid	\$6,956,293	\$6,582,872	\$6,780,710	\$2,906,333	\$6,700,604
Grants	\$6,956,293	\$6,582,872	\$6,780,710	\$2,906,333	\$6,700,604
Loans					
Total Private Aid	\$6,784,959	\$6,630,313	\$10,388,606	\$3,182,752	\$10,388,606
Grants	\$1,649,754	\$1,342,898	\$4,714,924	\$883,600	\$4,714,924
Loans	\$5,135,205	\$5,287,415	\$5,673,682	\$2,299,152	\$5,965,009

Student Debt

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

Undergraduates	77%	77%	76%	79%	77%
Graduates	52%	52%	54%	38%	53%
First professional students					

For students with debt:

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

Undergraduates	\$27,737	\$26,927	\$26,658	\$27,354	\$26,135
Graduates	\$29,691	\$27,044	\$27,835	\$27,497	\$27,002
First professional students					

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

Undergraduates	\$13,085	\$13,329	\$12,387	\$13,938	\$12,065
Graduate Students	\$18,596	\$17,230	\$23,815	\$18,461	\$27,490
First professional students					

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

English as a Second/Other Language	1%	1%	1%	2%	1%
English (reading, writing, communication skills)	1%	2%	1%	1%	1%
Math	25%	27%	25%	41%	30%
Other					

Please enter any explanatory notes in the box below

*Default rate data used for these reporting years represent FY 2015, FY 2016, and FY 2017. **Repayment rates represent three-year averages from the College Scorecard for 2017, 2018, and 2019. ***"Current Year" figures represent funds disbursed up to December 2020. ****Developmental Course enrollment data based on first-time students enrolled in fall 2016, 2017, 2018, and 2019 terms and taking course any time during the academic year.

Standard 5: Students (Student Diversity)

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information*	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	3,765	3,188	919		
Male	2,034	1,524	455		
Unknown	11	9	4		
Graduate Admissions information**	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	438	259	220		
Male	108	48	42		
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
Category of Students (e.g., male/female); add more rows as needed					
Female	3,251	921	4,172	3,602.23	3,990
Male	1,357	463	1,820	1,533.40	1,701
Unknown	3	3	6	4.71	7
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
Category of Students (e.g., male/female); add more rows as needed					
Female	167	696	863	571.78	866
Male	39	172	211	136.39	206
Unknown	0		0	0.00	0

Please enter any explanatory notes in the box below

*Undergraduate Admissions information presented here represents the sum of the two categories presented in 5.1, freshmen and transfers. **Masters degree and doctoral students only, does not include certificates.

**Standard 5: Students
(Student Diversity)**

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information*	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
American Indian/Alaskan Native	51	37	6		
Asian	240	200	39		
Black/African American	949	690	117		
Hispanic/Latino	1,470	1,171	375		
Native Hawaiian/Pacific Islander	2	2	1		
Non-Resident Alien	1	1	1		
Two or More Races	62	53	26		
Unknown	605	485	111		
White	2,430	2,082	702		
Graduate Admissions information**	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
American Indian/Alaskan Native	2	1	1		
Asian	17	7	7		
Black/African American	46	28	23		
Hispanic/Latino	76	50	45		
Non-Resident Alien	0	0	0		
Two or More Races	8	7	7		
Unknown	67	40	28		
White	330	174	151		
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
Category of Students (e.g., male/female); add more rows as needed					
American Indian/Alaskan Native	20	8	28	21.67	26
Asian	126	40	166	143.87	152
Black/African American	444	172	616	508.14	598
Hispanic/Latino	1,171	331	1,502	1,292.64	1,533
Native Hawaiian/Other Pacific Islander	3	0	3	2.80	3
Non-Resident Alien	4	5	9	5.60	8
Two or More Races	108	26	134	117.37	131
Unknown	257	115	372	303.78	343
White	2,478	690	3,168	2,764.48	2,905
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
Category of Students (e.g., male/female); add more rows as needed					
American Indian/Alaskan Native	1	0	1	1.00	0
Asian	3	28	31	18.00	32
Black/African American	20	56	76	52.78	85
Hispanic/Latino	43	107	150	115.78	161
Native Hawaiian/Other Pacific Islander	0	1	1	0.33	0
Two or More Races	8	10	18	16.50	21
Unknown	27	81	108	74.33	112
White	104	585	689	429.44	660

Please enter any explanatory notes in the box below

*Undergraduate Admissions information presented here represents the sum of the two categories presented in 5.1, freshmen and transfers. **Masters degree and doctoral students only, does not include certificates.

Standard 5: Students (Student Diversity)

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
? Category of Students (e.g., male/female); add more rows as needed					
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
? Category of Students (e.g., male/female); add more rows as needed					
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
? Category of Students (e.g., male/female); add more rows as needed					
Commuter	4,269	1,373	5,642	4,805.58	4,894
Resident	342	14	356	354.77	805
			0		
			0		
			0		
			0		
			0		
			0		
			0		
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
? Category of Students (e.g., male/female); add more rows as needed					
				0	
				0	
				0	
				0	
				0	
				0	
				0	

Please enter any explanatory notes in the box below

Commuter/resident breakdown applies mostly to undergraduate students; therefore, graduate student data not presented here. Commuter/resident status not formally reported for applications and acceptances.

Standard 5: Students (Student Diversity)

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
? Category of Students (e.g., male/female); add more rows as needed					
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
? Category of Students (e.g., male/female); add more rows as needed					
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed					
Pell Eligible	2,282	544	2,826	2,480.67	2,669
Not Pell Eligible	2,329	843	3,172	2,679.68	3,030
			0		
			0		
			0		
			0		
			0		
			0		
			0		
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
? Category of Students (e.g., male/female); add more rows as needed					
			0		
			0		
			0		
			0		
			0		
			0		
			0		

Please enter any explanatory notes in the box below

Pell eligibility applies mostly to undergraduate students; therefore, graduate student data not presented here. Pell eligibility not formally reported for applications and acceptances.

Standard 5: Students (Student Diversity)

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
In-State	3,674	3,049	1,224		
Northeast Neighbors	1,865	1,474	171		
NEBHE	2	2	1		
Out-of-State	362	258	20		
Graduate Admissions information*					
Category of Students (e.g., male/female); add more rows as needed					
In-State	401	272	236		
Northeast Neighbors	100	25	18		
NEBHE	2	2	2		
Out-of-State	43	8	6		
Undergraduate Enrollment information					
	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
Category of Students (e.g., male/female); add more rows as needed					
In-State	3,913	1,269	5,182	4,417.34	4,900
Northeast Neighbors	653	106	759	694.50	745
NEBHE	7	0	7	6.97	9
Out-of-State	38	12	50	41.53	45
Graduate Enrollment information					
	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (2021)
Category of Students (e.g., male/female); add more rows as needed					
In-State	183	777	960	634.17	948
Northeast Neighbors	16	79	95	59.39	106
NEBHE	2	1	3	3.11	1
Out-of-State	5	11	16	11.00	17

Please enter any explanatory notes in the box below

"Northeast Neighbors" is a program whereby non-RI residents of the New England states and the New York City metropolitan area pay a reduced out-of-state rate to attend RIC. *Master's and doctorate students only.

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

DESCRIPTION

The College's central resource and asset in its mission to educate students is its well-qualified and highly engaged faculty. As such, Rhode Island College (RIC) places considerable emphasis on recruiting, hiring, evaluating, supporting, developing, and sustaining its faculty base.

Table 6.1 Full-Time Faculty Characteristics

	2017		2018		2019		2020	
	N	%	N	%	N	%	N	%
Sex								
Female	205	61.2%	203	60.8%	209	63.1%	197	61.8%
Male	130	38.8%	131	39.2%	122	36.9%	122	38.2%
Race/Ethnicity								
American Indian/Alaska Native	2	0.6%	2	0.6%	2	0.6%	2	0.6%
Asian	30	9.0%	28	8.4%	26	7.9%	28	8.8%
Black/African American	6	1.8%	9	2.7%	8	2.4%	8	2.5%
Hispanic/Latino	12	3.6%	13	3.9%	13	3.9%	13	4.1%
Native Hawaiian/Other Pacific Islander	2	0.6%	3	0.9%	3	0.9%	3	0.9%
Two or More Races	5	1.5%	5	1.5%	5	1.5%	5	1.6%
White	278	83.0%	274	82.0%	274	82.8%	260	81.5%
Rank								
Professor	114	34.0%	115	34.4%	119	36.0%	119	37.3%
Associate Professor	104	31.0%	102	30.5%	110	33.2%	118	37.0%
Assistant Professor	117	34.9%	117	35.0%	102	30.8%	82	25.7%
Tenure Status								
Tenured	224	66.9%	224	67.1%	236	71.3%	242	75.9%
Tenure Track	75	22.4%	79	23.7%	64	19.3%	49	15.4%
Non Tenure Track	36	10.7%	31	9.3%	31	9.4%	28	8.8%
Grand Total	335	100.0%	334	100.0%	331	100.0%	319	100.0%

The collective bargaining [agreement](#) (hereafter “the contract”) between the RIC Chapter of the American Federation of Teachers (AFT) and the Council on Postsecondary Education (CPE) specifies the duties associated with faculty positions at RIC. This contract details categories of full-time faculty; standards for appointment, progression, and tenure; faculty responsibilities; salary and benefits; and criteria for evaluation. The 2018-2021 contract established a new salary system for faculty pegged to national average salaries for faculty in comparable institutions, with salary increments providing for automatic increases. This salary system also governs initial salary placements for new faculty, reducing the potential for salary disparities based on gender, race, or other characteristics. Full-time faculty salaries are specified according to scales that can be found on pages 62 and 63 of the [contract](#). A separate collective bargaining [agreement](#) for adjunct faculty determines their evaluation and criteria for advancement.

While most full-time faculty are tenured or tenure track, some faculty have one-to-three year limited-term contracts that may be renewed for up to 6 years. During the 2020-2021

academic year, there were 27 full-time faculty in these term positions. In the 2020-2021 academic year, seven faculty held temporary positions as defined in the contract.

Table 6.2 Part-Time Faculty Characteristics

	2017		2018		2019		2020	
	N	%	N	%	N	%	N	%
Sex								
Female	249	59.6%	238	59.4%	228	61.1%	183	62.2%
Male	167	40.0%	160	39.9%	141	37.8%	108	36.7%
Unknown	2	0.5%	3	0.7%	4	1.1%	3	1.0%
Race/Ethnicity								
Asian	2	0.5%	2	0.5%	4	1.1%	2	0.7%
Black/African American	10	2.4%	11	2.7%	13	3.5%	15	5.1%
Hispanic/Latino	23	5.5%	20	5.0%	22	5.9%	15	5.1%
Native Hawaiian/Other Pacific Islander	1	0.2%	2	0.5%	0	0.0%	0	0.0%
Two or More Races	8	1.9%	8	2.0%	4	1.1%	1	0.3%
Unknown	47	11.2%	39	9.7%	35	9.4%	26	8.8%
White	327	78.2%	319	79.6%	295	79.1%	235	79.9%
Grand Total	418	100.0%	401	100.0%	373	100.0%	294	100.0%

The main responsibility of adjunct faculty is delivery of instruction, and, as a result, their evaluation is tied entirely to teaching. Adjuncts are required to have at least a master's degree, although some instructors in music and dance have bachelor's degrees. Adjunct faculty members' role in departmental decision-making and the criteria and process for advancement are detailed in the adjunct faculty contract.

Qualifications. The preparation and qualifications of all faculty are closely tied to their fields and the level of assignment. As of Fall 2020, 270 of the 319 full-time faculty held a doctorate, while 49 held a master's degree. Those faculty holding a master's degree as their highest degree are either in limited-term positions or hold master's degrees appropriate to their positions (e.g. MFA or MLIS).

Each full-time faculty member is responsible for 12 faculty load hours each semester. One Full Time Equivalent (FTE) corresponds to 12 load hours, typically three or four courses. Workloads for faculty in the Adams Library are defined separately. Faculty Load Hours (FLH) are also allocated for administrative duties such as department-chair appointments, certain committee work, and other assignments made by the administration. In addition to the specified load hours, faculty participate in department and college governance; program assessment; service to the college community, the off-campus community, and professional organizations; and academic advising.

Numbers of Faculty. The number of full-time faculty has dropped over the last three years (from 335 in 2017 to 319 in 2020). Enrollment has dropped during this period, from a head count of 8,174 to 7,072. The number of FTE students in 2020 was 5,869, so FTE enrollment per FTE instructor was 14.

Due to the decrease in head count and to COVID-related austerity measures, the number of adjuncts teaching at the College has decreased from 418 in 2017 to 294 in 2020. The

number of FLH taught by these adjuncts also dropped (to an average of 4.59 FLH, about a 13.9% decrease). In Fall 2020 full-time faculty accounted for 271.1 FTEs of instruction (and an additional 40.7 FTEs of overload), accounting for 73.5% of FLH taught.

Other categories of academic employees include those working in the Library and graduate assistants. As outlined by the director, the Library has 18 full-time staff, including the Library Director, 6 faculty librarians, and professional and support staff. Faculty librarians offer support for collection development support and library instruction; in 2019-2020, 145 instruction classes reached about 2,569 students. In AY2020-2021, faculty liaisons transitioned to virtual instruction classes and through January 2021 provided 78 classes to 336 students. Details about library resources and services are provided in Standard 7.

Graduate Assistants. The College employs a small number of graduate assistants in teaching-related assignments (21 funded positions during Fall 2020). The departments with graduate assistants involved in teaching are History, English, Biology, Psychology, Mathematics, Music and Nursing. Each department is responsible for assigning, training, supervising, and evaluating its graduate assistants. GAs also work in other offices throughout the College, such as assisting first generation students in navigating the college environment, academic support, and preparing students for assessment testing in professional programs at the College.

Hiring and Diversity. Recruitment of faculty begins with departments requesting new faculty positions to the appropriate dean. Once positions are approved, postings are advertised nationally through general and discipline-specific venues. The process of hiring faculty is described in the [Search Committee Guide for Faculty Hiring](#).

Priority is given to developing a diverse faculty. In addition to compliance with federal and state regulations on hiring, RIC works hard to recruit and hire faculty who have a variety of perspectives and backgrounds that enrich the learning environment. In 2020-2021, 18.5% of the full-time faculty identified as people of color, and the majority of full-time faculty identify as female. 8.8% of faculty identify as Asian, 4.1% as Hispanic/Latino, and 2.5% as Black. Among part-time faculty to the College, 5.6% identify as Black and 5.6% identify as Hispanic/Latino. The majority identify as female.

Faculty Evaluation. Tenure is a highly valued and important feature of the RIC academic organization. It allows faculty to pursue their intellectual interests and encourages faculty to invest their concern and effort in the long-term welfare of the institution, including work on program assessment, curricular reform, new course development, and academic advising.

Tenure-track faculty must be reviewed for tenure and promotion to associate professor no later than the fifth year of employment. Consideration for tenure can only occur once and results in approval or denial. However, in exceptional cases, a one-year delay may be approved. The [process](#) by which faculty achieve tenure consists of a comprehensive review of the faculty member's contributions. The faculty member develops a portfolio addressing the criteria for evaluation, and that portfolio is reviewed by the Departmental Advisory

Committee, the chair, the dean, the Provost/VPAA, and the president; tenure is officially granted by the Council on Postsecondary Education. The Provost conducts annual workshops for faculty on tenure and promotion.

Since the criteria for evaluation are embedded in the faculty contract, which is renegotiated every two to three years, periodic review of these criteria is built into the process. At the time of contract renewal, administration and faculty bring to the table issues needing clarification or modification, and agreement is generally reached in a period of a few months. Policies outside of the contract that pertain to the academic function or that impact faculty are reviewed and approved by the RIC Council.

Full-time faculty are evaluated each year on teaching effectiveness and professional competence, as defined in the contract. Every year, faculty submit a Personal Data Form detailing the previous year's activities, and the chair provides a written annual assessment of the faculty member's contributions. Student course evaluations and peer observations of teaching are also conducted. Based on these data, faculty members receive a rating according to a performance rubric included in the faculty contract. Faculty rated as having unsatisfactory performance due to gross incompetence, serious and/or neglect of duty, or moral turpitude can be subject to progressive discipline, with due process provisions.

Faculty Development. The College enjoys a strong culture of collegiality and collective focus on teaching. Support of this culture through faculty development is a high priority at the College. The Faculty Center for Teaching and Learning ([FCTL](#)), established in 2011, has developed a robust offering of programs. The FCTL offered 43 programs in the AY2019–2020, supporting both full-time and adjunct faculty. A list capturing faculty development programs and participation may be found [here](#). In addition, the College provides support for research through sabbaticals, research reassigned time, and the provision of funds to the [Committee for Faculty Scholarship and Development](#).

Based on the unprecedented global pandemic of COVID 19, RIC quickly and effectively launched programs to facilitate the development of faculty skills needed to improve online teaching and enhance the learning and engagement of students. The FCTL hired additional temporary instructional designers to assist faculty.

Academic Freedom and Responsibility. Academic freedom is a strong tradition and precepts are codified in the full-time and adjunct contracts. Academic freedom is indispensable to scholarship and teaching and to the preservation, extension, and dissemination of knowledge, and its benefits accrue to society as much as to individuals.

Faculty conform to standards for ethical conduct. Three committees serve to maintain compliance in research: the [Institutional Review Board](#), the [Institutional Animal Care and Use Committee](#), and the [Institutional Biosafety Committee](#). Online training in the responsible conduct of research through the [Collaborative Institutional Training Initiative \(CITI\)](#) program which ensures faculty understand their responsibilities as researchers. A listing of research-related policies is provided on the webpage of the [Office of Sponsored Programs](#). The Office of the Postsecondary Commissioner has also established [policies](#) that

discourage conflicts of interest and nepotism, and the College adheres to federal policies related to use of faculty-authored textbooks in the classroom.

The educational mission of RIC is founded on an atmosphere of mutual trust and respect between all members of the academic community. Faculty members, especially managers and those with supervisory or evaluative responsibilities, carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect. [Personnel](#) and other [equity](#) policies note and support the positive atmosphere.

Teaching and Learning

Faculty readily accept their responsibility as stewards of the academic program. The [Undergraduate Curriculum Committee](#) consists of 17 faculty representing all disciplines or groups of disciplines at the College and three administrators (two voting). The [Graduate Committee](#) has a similar composition and functions in the same way. The [RIC Council](#) has full responsibility for the [Manual of Academic Policies and Procedures \(MAPP\)](#). And the [Committee on General Education](#) has had a very busy year! Assessment of teaching is discussed further in Standard 8.

Every program elicits the involvement of multiple faculty, and thus students in each program are taught by a variety of faculty. Given the limited class size, many general education courses are offered in multiple sections, necessitating the coordination of multiple faculty delivering the same course.

Faculty use both traditional and technologically based instructional methods. In fall 2016, 57% of undergraduate courses and 62% of graduate courses used Blackboard. By the fall of 2019, 64% of undergraduate and 67% of graduate courses did. This use, along with the use of other instructional technology tools, significantly increased given the emergency pivot to remote learning in Spring 2020 due to COVID-19. During Fall 2020 and Spring 2021, over 90% of course sections were conducted remotely.

A survey on faculty activities related to teaching, learning, and research was conducted early [2020](#). These data show that RIC faculty use a diverse set of teaching modalities depending on the courses they teach. RIC faculty are attentive to best practices in teaching and learning as they strive to deliver courses that are engaging and that promote student learning. Faculty were also asked to indicate whether they had participated in various activities related to pedagogical development or course improvement over the past three years. Most respondents (77%) had engaged in at least one of these activities, with the median respondent having engaged in four of them. The most common activities include revising or enhancing existing courses and experimenting with pedagogical methods. The survey provides additional detail about faculty members' use of time. In a separate [2019 survey](#), however, faculty expressed their concerns regarding the resources available to them for teaching graduate students and for managing their responsibilities.

Most faculty respondents to a 2020 survey on faculty supported student research noted their [work with students on research projects](#).

Integrity. Faculty work systematically with the administration to ensure an environment supportive of academic integrity. The academic-integrity policy was modified in 2013 by Council to create separation between disciplinary procedures for academic integrity violations and for other types of disciplinary issues. Faculty have the option of using SafeAssign, a plagiarism-prevention system. The detection of student violation of the academic integrity policy depends on faculty who report cases of academic dishonesty to the VPAA/Provost. Faculty comprise four of the seven seats on the [Academic Integrity Board \(AIB\)](#), a committee of the RIC Council that adjudicates cases of academic dishonesty.

Advising. As outlined in the faculty contract, all faculty must take responsibility for, and are evaluated on, advising. While no faculty member is required to accept more than 30 advisees per semester, additional compensation is available for faculty members who agree to higher advising loads. Students are required to meet with their faculty advisor each semester before registering for the following semester's classes. The rationale for universal advising is that students receive (and faculty will provide) clear and comprehensive academic information about courses and plans of study in their majors.

Scholarship, Research, and Creative Activity. The College recognizes the importance of faculty engagement and currency in research and creative activity. The forms by which scholarly pursuit are manifested and recognized are flexible, allowing individual schools and departments to pursue their own forms of scholarship. Professional practice in fields such as nursing, accounting, education, and social work as well as successful grant-writing are valid ways to engage in scholarship. Artwork and performance are recognized forms of scholarship by faculty in the arts. Writing and presenting for a community of practitioners and scholars are recognized, with greater weight given to peer-reviewed outlets.

Sabbaticals are awarded to 5% of the full-time faculty each year for either one semester or a full year. The College provides 48 load hours per year of research reassigned time, and 16 faculty received some reassigned time through this mechanism in FY 2020. The College provides \$100,000 per year to the Committee on Faculty Scholarship and Development to support faculty research expenses, and faculty development awards used primarily for travel and professional activities. In the spring and fall of 2019, 77 awards were made for a total of \$129,344. [Recipients must submit a report](#) documenting their work. External grant funding is another way that research is supported. Additional information may be found in the [Annual Reports](#) compiled by the Office of Sponsored Programs.

APPRAISAL – Faculty and Academic Staff

Our public-access mission evokes strong loyalty and exerts a magnetic appeal to faculty who see education as a mechanism for social justice. With improved salaries and recent renovations to academic buildings, the College is able to attract and retain faculty who have world-class qualifications, strong affinity for teaching, a spirit of innovation and determination, and ability to fulfill the mission of a "caring community that respects diversity and values academic excellence." However, we are facing significant challenges, as evidenced by the recent enrollment decline, diminished state support, and an expanding misalignment of faculty positions with student program enrollments.

During Fall 2020, 171 full-time faculty carried a total of 40.7 FTEs of overload, though not all this overload was for instructional purposes. This is an average of 2.85 FLH extra load hours compensated per person who worked overload for that semester (or 1.5 FLH extra per person across all faculty). While reliance on overloads does have some advantages over reliance on adjuncts, such as students' increased access to faculty, elevated workloads can reduce faculty scholarship and teaching quality. It was hoped that the salary increases that were negotiated would decrease faculty overloads. While overloads have declined somewhat, from a peak of 70.6 in 2018, in part due to the decline in both full-time and adjunct faculty, overload assignments remain. In some departments, overload assignments are necessary to provide sufficient coverage for the upper-level curriculum, especially where faculty losses have been most acute.

Budget restrictions have made hiring additional full-time faculty difficult. The College conducted searches for 24 in 2017, 18 in 2018, 9 in 2019, and only 1 in 2020 (due in part to the impacts of COVID), resulting in a decrease in full-time faculty over this period from 335 to 319. When searches are approved, they often occur late in the academic year, limiting the applicant pool. Some departments have been particularly impacted by the lack of replacements for faculty who have left the College, which has made it especially important that when the College is able to return to hiring full-time faculty it will assess the areas of greatest need. A new program review process, being established in Spring 2021, will assist in this regard. Adjunct faculty numbers have also decreased, which has enabled the College to move toward a better balance of full-time and adjunct faculty.

Library staffing has decreased by 5 full-time and 2 part-time members. While the need for library services and support for the RIC community and instruction continues to grow, budget cuts have reduced the availability of library resources. On the other hand, with increased demand due to COVID-19, the College added instructional designers.

Fiscal challenges have impacted the College's progress in diversifying its faculty. Increasing diversity among the faculty was a key goal in the 2017-2020 strategic plan. Since Fall 2012, the proportion of full-time faculty of color has increased from 14% to over 18% in Fall 2020. In Fall 2012, less than 5% of part-time faculty were of color, while today that figure is over 11%. These are clear steps in the right direction, but progress has stalled over the past few years, particularly as concerns Black, Latino and Native American faculty recruitment. The College needs to continue to grow these numbers for a variety of reasons: diverse perspectives are essential to a strong culture of intellectual inquiry; 21st century problems cannot be solved without a broad array of voices at the table; and the increasingly diverse student body deserves to see their futures represented in their faculty. Increased full-time faculty salaries are still not always enough to attract promising candidates to the College, and the fact that hiring often occurs very late in the academic year further limits recruiting. If the College can hire and retain faculty of color, the percentage of faculty of color will continue to increase over time. Improvements to salary, outreach, faculty orientation, and mentoring are among the means pursued to retain faculty.

APPRAISAL – Teaching and Learning

With a strong, dedicated, engaged faculty who use diverse teaching modalities based on student needs and learning goals, the College actively seeks to enhance the quality of teaching and learning and has encouraged experimentation to improve instruction. The FCTL has increased offerings of professional development programming, and thus has advanced both adjunct and full-time faculty knowledge and skills. The FCTL has worked closely with IT staff which enabled faculty to pivot quickly in Spring 2020 due to COVID-19 and has continued to aid with instructional design and training. During the summer of 2020, the FCTL offered multiple classes to aid faculty in transitioning their courses for remote delivery in Fall 2020. Most faculty are now prepared to teach online in either synchronous or asynchronous formats, which will make it more feasible for the College to offer courses and programs in flexible formats going forward (for instance, the proposed fully-online Bachelor of Professional Studies program).

Faculty have actively engaged in ongoing curriculum review. This resulted in a 2012 revision of the general education program. Faculty stepped forward in the development of learning outcomes, course categories, and new courses (see Standard 4). Faculty and departments have pursued changes to major curricula to reflect shifts in academic disciplines and to have greater appeal to student interests. Departments regularly assess and address work force needs through innovative curriculum change (for example Medical Imaging programs, the Professional Writing concentration in English, and the Certificate of Graduate Studies in Behavioral Health). In addition, the number of students with diagnosed learning disabilities has grown rapidly (see Standard 5). Faculty have adapted their teaching practices in light of this changing student population and relevant professional development is routinely offered.

Advising. Implementation of mandatory advising resulted in timely progression towards graduation (see Standard 8). Given high advising loads, the 2018-2021 faculty contract provides compensation for faculty who take more than 30 advisees. This model has helped to ensure that students in several of the high-enrollment majors have access to faculty advisors; however, the need to enhance support in programs with an imbalance of faculty to student ratios remains. The Division of Student Success hired two professional advisors to support students in the School of Nursing as well as students exploring majors. While there has been some discussion of a hybrid advising plan, no decision has been made on how to balance professional versus faculty advising. A [2019 survey of department chairs and program directors](#) on the impact of mandatory advising may be examined; the results demonstrate a high level of support.

Student responses to advising may reflect these challenges. The most recent [NSSE](#) survey (2018) highlighted areas of strength and concern. Overall, NSSE scores for student experiences with advising are comparable to our peers, slightly lower for freshman and higher for seniors. Areas of concern included the fact that advisors only met with freshmen an average of 1.7 times during the school year, and 81% of freshmen reported that academic advisors *never or only sometimes reach out to them regarding academic performance*. The College acquired the Starfish advising platform and has begun the implementation process. The roll out of Starfish has been slow due to staffing limitations,

but when fully implemented it may resolve certain issues. Prior to making any decisions regarding investments in advising, it will be vital to solicit student input. See Standard 5 for additional discussion of advising.

Scholarship, Research, and Creative Activity. A [2020 survey of faculty](#) examined faculty engagement in scholarship, research, and creative activity since 2010. It is worth noting that the majority of faculty have engaged in scholarly activities during this time period, and that a quarter of faculty have received external grant funds. Among just the faculty members responding to these questions, a total of 630 items of scholarship, creative activities, and grantsmanship were completed. Twenty-six faculty members reported grants of over \$100,000, including five who reported grants of over \$1,000,000.

PROJECTIONS

PEC will oversee the development of a strategic plan to increase the diversity of RIC faculty. By Fall 2021, benchmarks and preliminary metrics will be established.

- a. HR will be tasked with Spring 2022 implementation of a recruiting strategy that includes a streamlined position approval and posting process that includes greater outreach to organizations and publications that represent scholars of color.
- b. The College will convene a working group to include the director of the FCTL, representative from HR, the ODEI, union leadership, and administrators, to develop recommendations for recruitment and retention of faculty of color. This strategy will include enhanced mentoring for new faculty and a consideration of how tenure and promotion policies might better account for the unique contributions of faculty of color. Recommendations will be developed by Fall 2022.

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
Fall 2017	Fall 2018	Fall 2019	Fall 2020

? Number of Faculty by category

Full-time	335	334	331	319
Part-time				
Adjunct	418	401	373	294
Clinical				
Research				
Visiting				
Other; specify below:				
Total	753	735	704	613

Percentage of Courses taught by full-time faculty*

60.75%	65.60%	64.61%	69.85%
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? Number of Faculty by rank, if applicable

Professor	114	115	119	119
Associate	104	102	110	118
Assistant	117	117	102	82
Instructor				
Other; specify below:				
Total	335	334	331	319

? Number of Academic Staff by category

Librarians**	7	7	7	6
Advisors***	2	2	3	4
Instructional Designers			1	1
Other; specify below:				
Total	9	9	11	11

Please enter any explanatory notes in the box below

*"Percentage of Courses taught by full-time faculty" is based on undergraduate courses only; undergraduate courses identified using Common Data Set methodology, and labs and other course subsections are excluded. **Includes only library staff with faculty status. ***Advisement at RIC is primarily done by faculty; the advisors reported here are professionals in the Office of Academic Services and Information Systems (OASIS).

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**



3 Years Prior	2 Years Prior	1 Year Prior	Current Year
Fall 2017	Fall 2018	Fall 2019	Fall 2020

Highest Degree Earned: Doctorate

Faculty	Professor	99	99	103	102
	Associate	95	94	104	110
	Assistant	79	88	74	58
	Instructor				
	No rank				
	Other				
	Total	273	281	281	270

Academic Staff	Librarians				
	Advisors				
	Inst. Designers			1	1
Other; specify*					

Highest Degree Earned: Master's

Faculty	Professor	15	16	16	17
	Associate	9	8	6	8
	Assistant	38	29	28	24
	Instructor				
	No rank				
	Other				
	Total	62	53	50	49

Academic Staff	Librarians	7	8	7	7
	Advisors	2	2	2	2
	Inst. Designers				
Other; specify*					

Highest Degree Earned: Bachelor's

Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0

Academic Staff	Librarians	7	6	6	6
	Advisors			1	2
	Inst. Designers				
Other; specify*					

Highest Degree Earned: Professional License

Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

* Please insert additional rows as needed

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

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
Fall 2017		Fall 2018		Fall 2019		Fall 2020	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed*

Professor								
Associate								
Assistant	24	18		9		1		
Instructor								
No rank								
Other								
Total	24	0	18	0	9	0	1	0

Number of Faculty in Tenured Positions

Professor	117		114		119		119	
Associate	115		101		110		116	
Assistant	9		9		7		7	
Instructor				57				
No rank								
Other								
Total	241	0	224	0	236	0	242	0

Number of Faculty Departing*

Professor	2		1		1		2	
Associate	4		1		3		2	
Assistant	6		9		3		4	
Instructor								
No rank								
Other								
Total	12	0	11	0	7	0	8	0

Number of Faculty Retiring

Professor	12		5		3		3	
Associate	3		1		1		4	
Assistant	1		2		2			
Instructor								
No rank								
Other								
Total	16	0	8	0	6	0	7	0

Fall Teaching Load, in credit hours**

Professor	Maximum	23.00	20.16	22.00	22.00
	Median	12.50	12.00	12.00	12.00
Associate	Maximum	19.00	19.50	23.50	23.00
	Median	12.00	12.00	12.56	13.00
Assistant	Maximum	19.60	22.00	19.00	20.00
	Median	13.00	13.00	13.00	13.00
Instructor	Maximum				
	Median				
No rank	Maximum	19.00	15.00	16.00	13.34
	Median	4.00	4.00	4.00	4.00
Other	Maximum				
	Median				

Explanation of teaching load if not measured in credit hours

*Adjuncts are not "appointed" and do not "depart," per se. They are hired on a term-by-term basis according to course needs. **Fall teaching credits include both inload and overload assignments. Inload credit assignments for full-time faculty average 12 credits per term in an academic year.

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (2021-22)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	122	108	230	230
Female	197	183	380	380
Unknown		3	3	3
American Indian/Alaskan Native	2		2	2
Asian	28	2	30	30
Black/African American	8	15	23	23
Hispanic/Latino	13	15	28	28
Native Hawaiian/Other Pacific Islander	3		3	3
Two or more races	5	1	6	6
White	260	235	495	495
Unknown		26	26	26
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	5		5	5
Female	13		13	13
			0	0
Asian	15		15	15
White	2		2	2
Hispanic/Latino	1		1	1

Please enter any explanatory notes in the box below

STANDARD SEVEN: INSTITUTIONAL RESOURCES

DESCRIPTION – Human Resources

Rhode Island College (RIC) employed approximately 1,100 employees as of fiscal 2020, 319 of which were full time faculty and 294 of which were part time faculty. Both full and part time faculty are presently subject to separate collective bargaining agreements, as are certain positions held by administrative and staff personnel responsible for various operating functions of the institution. Among non-faculty employees, the largest category in 2020 is service occupations (N=134), followed by office and administrative support (N=86), student and academic affairs (N=81), management occupations (N=55) and the broad category of community/legal/media/etc. professionals (N=55).

The College maintains, modifies, reallocates and creates staff and administrative positions to ensure that individuals employed by the College possess qualifications consistent with similarly situated positions within the RI higher education system as well as at peer institutions. The College strives to create and recruit for positions that promote efficiencies while addressing talent needs, staffing trends and best practice organizational models. Hence, the College is unwavering in its efforts to recruit and hire highly qualified faculty and staff, as exemplified in its mission: “The role of the Office of Human Resources is to attract, retain, and motivate the employees of the College and to promote the overall interests and strategic goals of the College community.”

The College follows guidelines for faculty and staff compensation by the Council of Postsecondary Education (CPE) and applicable collective bargaining agreements, focusing on consistency and equity. Faculty are evaluated annually and are encouraged to pursue research, professional development, and licensure opportunities. The College’s [Faculty Scholarship and Development Fund](#), subsidized by Deans’ Discretionary funds, is available on a competitive basis to fulfill faculty research and development needs.

APPRAISAL – Human Resources

The number of faculty and staff at the College has declined over the past four years, due in part to enrollment and budget difficulties. How these trends have affected the faculty and their work is discussed in chapter 6. Regarding non-faculty staff, decreases have been sharpest in the service occupations and office and administrative support categories (decreasing by 14% and 20% respectively). While RIC’s ratio of undergraduate students to total non-faculty staff is similar to that of its peer institutions (12:1 compared to 11:1 at peers based on fall 2019 data), many departments/offices at the College are challenged with respect to staffing levels.

Our faculty and staff completed collective bargaining negotiations and ratified their respective contracts in 2019, resulting in salary increases for these groups. The CPE also approved a salary increase for non-union staff. Of note, previous faculty contract negotiations recognized the need to modify the faculty salary structure to enhance recruitment and increase faculty retention. An independent study of the faculty remuneration levels conducted by an external consultant and its faculty union revealed

significant disparities when compared to their peer group. Following contract negotiations, the College and the faculty union agreed to include a major revision of the salary structure in the 2018-2021 collective bargaining agreement to be implemented incrementally over the life of the contract. The new salary structure immediately increased the annual salaries for over 300 full-time faculty according to rank, field, and tenure, ensuring that faculty salaries remain competitive with peer institutions on a long-term basis. Tenured faculty who experienced severe salary compression are now competitively compensated.

During the summer 2020, the College and the Faculty Union entered impact negotiations as a result of the COVID-19 pandemic and the uncertainty of the State's fiscal 2021 budget. This resulted in a one-year deferral of the faculty's cost of living increase (2.5%), but implementation of the second year of the faculty salary increase. This one-year extension of [the contract](#), expiring in June 2022, includes a 2.5% cost of living increase in fiscal year 2022 and the third and final year of the faculty salary increase.

Part-time adjunct faculty continue to be hired to meet demand relevant to class enrollment needs. The ratio of part-time faculty to full-time faculty has fallen slightly, from 1.24 in Fall 2017 to .92 in Fall 2020. The current collective bargaining agreement with the adjunct faculty union expires in August 2021.

In addition to those mentioned above, the College also has union contracts with the [Professional Staff Association \(PSA\)](#), which covers its non-classified, exempt staff. The current collective bargaining agreement expired on June 30, 2021. Classified non-exempt staff are covered by [Council 94, AFSCME](#), whose contracts are negotiated by the state's Department of Administration. These contracts expired on June 30, 2020, and it is the intent of the state to begin negotiations in the fall of 2021. Exempt staff classified as Board of Governor's employees are not covered by collective bargaining agreements.

The Office of Human Resources (HR) continually seeks to update, modify or create policies, procedures and guidelines that meet changing demands while adhering to applicable [CPE](#) and state of RI policies, procedures and mandates, state and federal regulations, as well as applicable collective bargaining obligations. All policies and procedures are available through the [HR website](#) or other related sites. New policies and procedures are vetted through the President's Executive Cabinet (PEC) before distribution. An eye for equity and fairness are integral and necessary to the creation and/or revision of new policies and procedures. Most recently HR created [Staff Recruitment and Hiring Guidelines](#) to ensure consistency in such practices across divisions. Additionally, staff and faculty recruitment advertising were consolidated under the management of HR. This change ensures funds are equitably allocated across divisions and departments, and advertising sources through diverse publications are consistently selected. These approaches allow the College to broaden applicant pools and attract diverse, qualified candidates.

Despite these improvements to its human resources practices and policies, the College needs to place greater emphasis on talent acquisition and development to enhance the quality and diversity of its workforce. At present, the College lacks comprehensive

onboarding procedures to acclimate new employees to their roles and the campus community. Specialized development opportunities for professional staff are limited.

The College has a process of [annual staff performance evaluations](#) for exempt staff (BOG and PSA). This annual process allows for evaluation of staff performance and measurement versus annual goals. Due to the COVID pandemic, evaluations were not conducted in AY 2020 and AY 2021. HR is assessing whether evaluation will be possible in AY 2022. Performance evaluations are not completed for classified non-exempt staff.

In 2019, President Sanchez created the [Workforce Planning Advisory Committee \(WPAC\)](#). As noted in Standard 2, the WPAC is a six (6) member standing committee comprised of staff whose role is to advise the President on decisions with personnel proposals from members of the PEC. These proposals involve the request to fill vacant positions, or to create new position(s) within their respective divisions. The goal of the committee is to make recommendations to the President, which take into consideration the priorities of the College, the alignment of strategic goals, the availability of funding, assessment of human resource capacity, and the review of possible alternatives.

DESCRIPTION – Financial Resources

The College's financial health continues to be a primary focus of the Administration, resulting in concerted efforts to improve the budget and strategic planning process and strengthen the institution's financial outlook, particularly over the last five years. The most recent year's financial report summarized below [dated June 30, 2020](#) indicated that the College's assets totaled approximately \$230 million, while its liabilities totaled \$118 million, resulting in a net position of \$108 million and \$4 million in restricted net assets. For the same period, the Foundation reported a total of \$37 million in total assets.

Strategic and Budget Planning. The State of Rhode Island's annual budget process includes the operating budget of the College, consisting of a single year of operations; this is important to note when reviewing the College's overall budget as well as the institutional ability to prepare and implement multi-year budget strategies. The budget process starts with annual meetings with all department budget managers to identify and request resources to support their respective missions. These requests are aggregated and forwarded to respective Vice Presidents for review. In conjunction with the budget office, the Vice Presidents present annual requests for consideration by the President and consultation of the PEC. This process is completed approximately nine months before the start of the new budget year in July. The College's annual budget is then submitted to the CPE, then to the Board of Education for review and approval in the months of October and November, and finally to the Governor's office for additional consideration. The Governor's budget is released in January to the General Assembly for review and final approval on appropriations. A final enacted budget is released in June, less than one month before the start of the fiscal year.

During the budget development process, senior leadership, including the President, Vice President of Administration and Finance and Budget Director have strategy sessions with key governmental leaders, including the Governor, Speaker of the House, and Senate

President. The goal of these sessions is to develop thoughtful and strategic budget goals that will support the College based on the anticipated state appropriation budget for the College. However, the result is often a funding level that is higher than the governor's recommended budget, but lower than the requested amount. Upon ratification of the enacted budget, the Director of Budget and Financial Planning notifies the budget managers and uploads the annual budget into the College's enterprise resource planning system. This process ensures all areas of the College are notified of their annual operating budgets and are able to monitor spending variances versus designated amounts.

The College presents its capital and operating budget with guidance from the CPE on tuition and fee increases. When the CPE approves the budgets, there is some flexibility that allows tuition and fees to be adjusted if necessary. For example, in fiscal year 2019, the College's original budget request included no increase in tuition. When the governor's budget was released in January, it was determined that a tuition increase was necessary as the state appropriation in the governor's budget was lower than the College's request.

Over the last five years, the College has worked with the [Office of the Postsecondary Commissioner](#) (OPC) to develop a rational tuition policy but we have not been successful in formalizing an official policy. Prior to FY2020, percentage increases were often assigned to the College and not developed with the assurance that increases were covering inflation and incremental fixed costs. Each of the three schools of higher education in the state were required to increase tuition by the same percentage amount, or not increase tuition and fees over the prior year despite increased fixed costs. These actions resulted in the College's tuition being among the lowest in its peer group.

This approach has resulted in the necessary application of austerity measures in order to balance the College's annual operating budget. The College successfully balanced the FY 2019 general education fund with a projected (\$4.5) million deficit going into the fiscal year (austerity measures thus resulted in reductions consisting of \$.5 million in Academic Affairs, \$2.6 million in Administration and Finance, \$.2 million in Student Success, and \$1.2 million in Financial Aid). Prior to the pandemic, the College projected a (\$5.8) million deficit for FY 2020 requiring implementation of austerity measures, as well as divisional reductions of \$1.9 million in Academic Affairs, \$2.3 million in Administration and Finance, \$.5 million in College Advancement/President's Office, \$.5 million in Student Success, and \$.6 million in Financial Aid. To achieve these results, we carefully reviewed potential impacts prior to implementation, to achieve a high level of responsible stewardship in the allocation of conservative resources.

The College's financial aid award strategy uses Federal Methodology (FM). Financial aid awarding algorithms rely on the analysis of need, using information from the Free Application for Federal Student Aid (FAFSA), a student's estimated family contribution (EFC) and the student's status in relation to their cost attendance. As stated in Standard 5, much of the available financial aid resources awarded by the College are in federal aid. In addition, the College administers an average of \$6.7 million annually in institutional aid.

Appropriations. A trend of state revenue appropriations and tuition revenue over the last ten years is incorporated in the table (7.1 below) and chart presented below as Figure 7.1, which shows total state appropriation and total tuition and mandatory fee revenue over the last 10 years. The table and the chart show that the College has increased its reliance on tuition revenue over time. In the past ten years there have been documentable differences in state allocations which were requested by the College as a necessity, to offset contractual obligations such as salary escalations. These remain one of the most significant annual increases in the College’s operating budget due to the cost of its human resources and knowledge capital. In fiscal 2020, as a result of the pandemic, the College’s appropriation was reduced by approximately \$4 million from the state’s initial FY 2020 budget. Coupled with a 6 percent decrease in enrollments between Fall 2019 and Fall 2020, the College implemented the austerity measures employed as noted above.

Table 7.1 State General Revenues 2000-2021 and Funding for RIC
 State General Revenues (excl. Capital Appr.)

Fiscal Year	State General Revenue Appropriation	Gross Tuition and Fees	Other Unrestricted Revenue	Total Unrestricted Revenue	% Approp./ Total Revenue	% Tuition/ Total Revenue	% Other/ Total Revenue	Headcount
2021*	\$52,172,385	\$65,450,540	\$3,248,854	\$120,871,779	43%	54%	3%	7,072
2020**	\$47,805,887	\$65,868,388	\$3,480,659	\$117,154,934	41%	56%	3%	7,531
2019	\$48,845,064	\$70,945,602	\$4,951,460	\$124,742,126	39%	57%	4%	7,771
2018	\$47,903,024	\$72,656,239	\$4,317,699	\$124,876,962	38%	58%	3%	8,174
2017	\$46,996,330	\$69,106,634	\$5,325,712	\$121,428,676	39%	57%	4%	8,446
2016	\$44,790,694	\$70,074,560	\$4,553,818	\$119,419,072	38%	59%	4%	8,512
2015	\$42,651,604	\$66,087,375	\$5,720,297	\$114,459,276	37%	58%	5%	8,641
2014	\$38,889,909	\$66,058,085	\$5,673,919	\$110,621,913	35%	60%	5%	8,700
2013	\$38,482,426	\$65,553,238	\$7,700,954	\$111,736,618	34%	59%	7%	8,869
2012	\$38,239,607	\$64,061,186	\$6,217,764	\$108,518,557	35%	59%	6%	9,044
2011	\$37,567,515	\$62,426,564	\$6,212,134	\$106,206,213	35%	59%	6%	9,155
2010	\$37,654,496	\$57,550,970	\$5,135,481	\$100,340,947	38%	57%	5%	9,260
2009	\$39,895,044	\$51,480,728	\$5,685,295	\$97,061,067	41%	53%	6%	9,085
2008	\$44,346,721	\$45,899,204	\$4,918,658	\$95,164,583	47%	48%	5%	9,042
2007	\$45,024,196	\$42,927,143	\$4,810,270	\$92,761,610	49%	46%	5%	8,939
2006	\$44,069,413							
2005	\$43,892,352							
2004	\$42,624,396							
2003	\$42,361,669							
2002	\$43,582,992							
2001	\$40,700,570							
2000	\$37,781,225							

*FY 2021 is projected pending audited results

**In FY 2020, accounting for NEN tuition was changed to reflect a new rate vs. billed at out of state then discounted, resulting in a decrease in gross tuition

Figure 7.1 below shows the ways in which we have raised tuition to match our appropriations or to extend their value over time.

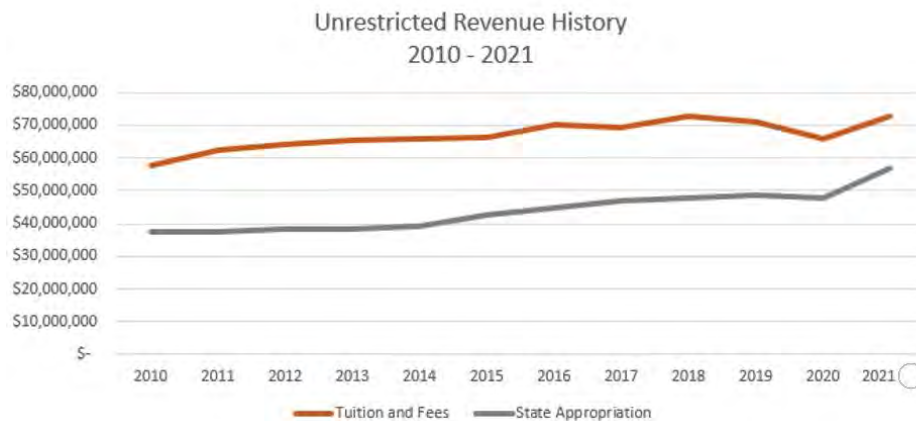


Figure 7.1 Revenue History – Tuition and State Appropriation

On July 6, 2021, the Governor signed FY 2022 State Budget, which funded the College at its initial request of \$58.1 million, almost \$6 million higher than the FY 2021 appropriations.

Ethics and Governance. The College issues its [annual audited financial statements](#) in accordance with Governmental Accounting Standards Board (GASB) requirements. These are publicly accessible on the College’s website. An annual audit is completed by an independent external auditor, O’Connor and Drew, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States of America. The College’s statements, once audited, are sent to the State’s Auditor General for incorporation in the [State’s Comprehensive Annual Financial Report](#). In conjunction with their issuance, the Management’s Discussion and Analysis narrative on the financial results is prepared to accompany the statements as presented.

The budget and accounting functions of the College are structured to ensure the integrity of its finances through prudent financial management, an organized budget process, sound internal controls and timely financial reporting. The Vice President for Administration and Finance/CFO is a certified public accountant with over 20 years of not-for-profit and audit experience. In addition, the assistant controller has significant experience with the financial operations of the College as well as governmental accounting. Professional staff have minimum degree qualifications and experience requirements, while clerical staff have experience requirements relevant to their position. Positions are reviewed and upgraded when a position becomes vacant or at the request of the employee or manager.

The College produces monthly financial reports, account reconciliations, cash projections, and quarterly income statement projections. This allows senior management to review the College’s operations to ensure it has the relevant information to make prudent financial decisions. Another significant control the College has in place is Commitment Control. Documents posted on the Budget Office website provide the process and instructions for requesting a budget transfer. This feature, within the College’s financial and enterprise resource planning system, ensures that departments cannot overspend their budgets.

Should an area run out of funds, the affected department must submit a budget transfer request, moving funds from one account to another. This allows for departments to reallocate resources within their purview. Should a significant expense arise, the budget manager and the Vice President of Administration and Finance would be notified to review and determine funding options. The State's current budget model does not allow for entities to budget contingency funds to have available in the event of a large, unexpected purchase, resulting in the reallocation of resources when large expenses arise.

Fiscal year 2020 required the College to shift focus on its budget process to ensure its financial stability. A new cross-functional group was created by the President, the [Strategic Budget and Resource Planning Committee](#) (SBRPC), which was tasked with reviewing the College's operating budget for efficiencies, new revenue opportunities and the allocation of resources. This cross-functional committee, representing staff, administration, and faculty, submitted a number of cost saving recommendations to the President for FY 2020. The committee continued its work in FY 2021, focusing on both cost savings and revenue generation, reviewing over 80 proposals, and submitting final recommendations to the President. Over the last two years, new revenue generating opportunities have been proposed and reviewed for financial viability. Those deemed viable, such as the [Workforce Development Hub](#) in Central Falls, RI, also require the approval of CPE.

Policies and procedures specific to the administration of the College are contained within the [Division of Administration and Finance's website](#). Policies regarding accounting are located in the [Accounting Office's website](#). As a state entity, the College and its employees must follow the policies and procedures the [Office of Accounts and Control](#).

Fundraising. The [RIC Foundation](#) is a separate 501(c)(3) organization committed to supporting the College's mission and goals through development of philanthropic gifts. The Foundation is led by an interim Executive Director and is directed by a Board consisting of alumni and friends of the College. The resources emanating from alumni, individuals, corporations, and foundations may be restricted to a particular purpose by the donor or unrestricted for use where resources are needed most. The Foundation's total assets as of June 30, 2019, totaled \$36.5 million, of which \$33 million was investments, and \$1 million was restricted funds. Funds raised by the Foundation support student scholarships, academic programs, faculty development, and special initiatives where funding is needed.

APPRAISAL – Financial Resources

Over the past five years, we have faced significant financial challenges, primarily driven by a decline in enrollments, state appropriations that have not kept pace with inflation, and increased operating costs. In an effort to preserve and enhance available financial resources, the College has been able to present a balanced budget that has minimized the impact to the College's core mission.

Despite these challenges, the College's 2020 audited financial statements indicated total assets of \$220 million exceeded total liabilities of \$109 million (exclusive of the Foundation funds) resulting in a net asset balance of greater than \$111 million. Although total assets have decreased approximately 1 percent each year from 2018 through 2020, liabilities

declined as well by a respective 6 percent from 2018 to 2019 and 5 percent from 2019 to 2020. This resulted in an increase in net assets of over 6 percent from 2018 to 2019 and over 4 percent from 2019 to 2020, demonstrating stable liquidity in this period.

As mentioned, in fiscal years 2019 and 2020, the budgets approved by the CPE did not align with the final enacted budgets, resulting in projected deficits of \$4.5 million in fiscal year 2019 and \$5.8 million in fiscal year 2020. To balance the enacted budget, reductions were made by the vice presidents of each division. The College also held many vacancies and reduced non-essential spending. During FY 2020, when COVID-19 affected the campus, the College was notified in June 2020 that its state appropriation was being reduced by \$4.0 million. To preserve its operations, and ensure adequate cash on hand, the College drew down \$3.7 million of its CARES Act funding in June 2020 and applied it toward the cost of remote instruction. This allowed the College to end the year with a small surplus and have the necessary cash available for the summer months.

Management recognizes the need for longer-term budgetary planning and strategies. It has begun the process of increasing the size of the budget office and working with key divisional leadership to develop long-range planning tools to help better serve the College.

Recognizing that revenue is only a part of the budget model, we have implemented several strategies to reduce operating spending and decrease personnel costs as well as other expenses to better reflect the current operating environment on campus, including a decline in enrollment. These strategies include: [Workforce Planning Advisory Committee](#), Capital Planning Committee, Strategic Budget and Resource Planning Committee, and a revamped budget development process. It will be equally important to assess the impact of recent retirements and layoffs due to state budget cuts, and resignations, on institutional capacity to fulfill our mission. It is critical that we look at disbursement of staff and faculty resources to invest scarce resources most strategically where they are needed. A review of five years of the College's operating expenses dated 2014 through 2018 demonstrated that between 39 to 42 percent of total operating expenses are represented by instructional costs, which is consistent with a comparison to the College's peer institutions' average of nearly 43 percent. In addition, FY 2019 data published within the Integrated Postsecondary Education Data System ([IPEDS](#)) Report disseminated by the Institute of Education Sciences detailed that approximately \$10,000 of core expenses per FTE were allocated to instruction, which statistically aligned with the sixteen regional peers of the College for the comparison period. The College's significant commitment of resources to instructional costs demonstrates alignment with its strategic mission as a teaching institution.

With respect to financial aid, although the College has reduced allocated financial aid funds in certain periods, this approach remains consistent with the decline in enrollments. In addition, the College was mindful of the impact that an increase in tuition would have on its students. Unrestricted institutional financial aid expense decreased from \$6.96 million in fiscal year 2018 to \$6.58 million in fiscal year 2019. In FY 2020, the College was able to increase the unrestricted institutional financial aid awarded to \$6.78 million, despite a continued decline in enrollment and a reduction in state appropriation. Approximately \$735,000 in endowed/restricted funds and \$1.75 million in RI State resources was also

awarded as ‘last dollar’ funding. These state dollars were awarded to students based on the program’s requirements, residency, and need. The [Office of Financial Aid](#) has begun to evaluate packaging structures based on the changing demographics of Rhode Island, and its surrounding neighboring states included in the [Northeast Neighbor Program \(NEN\)](#). Packaging parameters have been and are vetted internally by the financial aid staff; under the new enrollment management model, there is a renewed commitment to greater transparency. The College was able to increase its overall investments in financial aid for the most recent reporting period; total resources provided rose from \$25.5 million in 2017 to \$28.8 million in 2020, primarily attributable to additional federal funding. The Division of Student Success, which oversees the financial aid office, has worked to refine the College’s financial aid policies to ensure aid serves the neediest students. A review determined that the financial aid model did not adequately cover the need for students with zero EFC. A reformulation was addressed to provide those students with more aid, assuring more impact for those students with the greatest need.

DESCRIPTION – Information, Physical, and Technological Resources

Information Technology. Information Technology Services (ITS) reports to the Chief Information Officer (CIO), who is a member of the senior leadership team within the [Division of Administration and Finance](#) and is responsible for technology strategy and operations, including enterprise information systems, learning management, instructional technology, data center operations, networking and telecommunications, systems and application administration, technology support, and information security.

ITS supports many instructional technologies and encourages faculty use of technological resources in their pedagogical pursuits and in support of the College’s mission. ITS supports over 2,000 college-owned computers, as well as peripheral learning and research devices. All classrooms are technology enabled, with significant resources devoted to interactive and immersive audio and visual systems. The College’s learning management system (LMS) is hosted in Blackboard’s Software as a Service (SaaS) cloud, with all classes fed into the system automatically. ITS staff lead workshops in the LMS, Microsoft, Adobe, Google and other software applications.

The College’s enterprise e-mail system is standardized on the Microsoft 365 platform with associated tools and software made available through a campus agreement with Microsoft through NERCOMP, an EDUCAUSE affiliated organization.

Library. The mission of the [James P. Adams Library](#) is “to provide students and faculty with access to the sources of information, knowledge and services necessary to support and improve instruction and learning consistent with the objectives of the educational programs of Rhode Island College.”

The Library is centrally located on campus in one building. There is public seating for approximately 600 people in the building, including individual study tables and carrels, as well as group seating. There are 54 public access desktops throughout the library and 10 in-building laptops for student use. The library has an extensive technology lending program that includes 30 Windows OS laptops, 25 MacBooks, 18 Chromebooks, 23 iPads,

and 25 calculators. In addition, there is a Library classroom dedicated to library instruction by the Library's faculty. It was updated in 2018 with the purchase of 30 Chromebooks and moveable tables to provide an active learning environment.

During the academic year, the Library is open 80 hours per week; hours are reduced in the summer and non-class weeks. Extended hours are provided during final exams. The Library provides chat service for most of the hours the library is open.

In Fall 2020, the Library had 18 full-time staff, including the Library Director, six faculty librarians, six professional staff, and five support staff. We employ part-time staff to cover weekend hours at the borrowing services desk and a part-time special collections assistant, in addition to approximately 30 students to assist in Access Services, Reference and Digital Initiatives. Reference librarians are available to assist students and faculty in identifying, locating, and using library resources. The website features chat reference and the reference and research support LibGuide, where students and faculty can request an in-person or virtual appointment with a librarian. The librarians, in collaboration with faculty, provide library instruction in the Library Instruction Facility or virtually. An online course guide is created, which is then accessible from the library's website.

In addition to a rich e-resources and print collection, the Adams Library is a depository for selected U.S. and Rhode Island government publications. The Library's [Special Collections Department](#) houses the College's archives, faculty and alumni publications and student theses, manuscript collections, special-focus collections that document the state's education, cultural heritage and socio-political history, such as the Rhode Island Normal School records and the Cape Verdean Collection. The [DigitalCommons@RIC](#) collects, preserves, and provides access to scholarship by students, staff, and faculty at RIC. This digital repository contains archives, departmental and research documents and showcases resources from the Adams Library's Special Collections Department. Digitizing our special collections has allowed researchers at the College and beyond to access our collections from anywhere in the world.

The Adams Library is a member of the [Higher Education Library Information Network \(HELIN\) Consortium](#), a group of seven libraries at public and private colleges and universities. Borrowing library resources is reciprocal among member libraries. In 2016, HELIN implemented a new fully integrated library system, OCLC WorldShare Management System (WMS). Patrons can facilitate requests via the OCLC WorldCat Discovery, and requested material is delivered via the [Rhode Island Office of Library and Information Services](#) delivery system. Students and faculty can also visit other HELIN libraries for on-site use of their collections. For items not owned by RIC or a HELIN library, RIC patrons can request items via interlibrary loan using WorldCat Discovery.

Physical Resources. Since 1958, the College's physical resources have been located at 600 Mount Pleasant Avenue, in Providence. The College is located on a 180-acre campus, consisting of 42 buildings with 898,000 square feet of assignable space. The buildings include classrooms, lab spaces, offices, residence halls, dining facilities, performance spaces, a library, and recreational facilities. The [Nursing Education Center](#) in the downtown

Providence area, is a shared space operated in common academic interest with the University of Rhode Island and Brown University. The location is near the largest hospitals and health care centers in the State. The College also has a satellite facility in Central Falls, RI, the [Workforce Development Hub](#), operated by the College's Department of Professional Studies and Continuing Education.

APPRAISAL – Information, Physical, and Technological Resources

Information Technology. The College leverages its information technology resources to ensure its efficient ability to plan, administer and evaluate its programs and services. While investment over time has been challenging, specifically due to the rapidly changing nature of technology innovation, the instability of the College's budget, and a shortage of talent, the College continues to make progress toward its technology goals.

Since 2016, we have made significant progress toward modernization of technological resources, including but not limited to:

- Regular IT infrastructure renewal introduced to the College's capital improvement plan and budgeting process in conjunction with the exploration of cloud services
- Redundancy has been created within the College's data center operations and with external cloud providers to increase resiliency and maintain business continuity
- Network infrastructure has been updated to increase stability and resiliency through the addition of redundant pathways throughout the campus
- The College's on-premises enterprise information systems have been brought to technical currency
- The College's video surveillance system has been updated
- Introduced new state-of-the-art learning technologies into recent building renovations in Gaige and Craig Lee halls
- A data governance initiative was established by a small group, led by the Assistant Director of the OIRP, to support the data governance policy (which has not yet been completed)
- Creation of the position of Director of Information Security in 2018, devoting resources to build capacity and awareness among the community regarding technological and data security as well as information privacy issues. This is a necessity for compliance with internal controls from a financial perspective as well.

The College currently utilizes PeopleSoft as its Enterprise Reporting System (ERP). This operating platform, implemented in 1999 because of Y2K, serves as the primary system for general accounting, human resources, payroll, budgeting, student information system, and financial aid. Recognizing that PeopleSoft, as implemented, is approaching its end of useful life, the CIO has begun the process of assessing the ERP needs of the College to recommend a replacement system.

Library. Financial support for the Library originates from the College's budget allocation. The acquisitions budget for FY 2021 is \$963,000 for print and electronic materials. Prior to the 12.9% reduction in FY 2021, the Library's budget had minor fluctuations. Despite the reduction, the Library has been able to accomplish its mission by relying further on interlibrary loan. A portion of today's library budget is allocated for e-resources, including databases, streaming media and ebooks. Weekly headcounts hover around 6,000 during the academic year but are over 7,000 during final exam week. The reference department answered 4,578 questions during FY 2020.

The Library purchases resources that are primarily focused on materials that support the academic programs and the College's mission. The [Collection Development Policy](#) is a guide for faculty and staff to select appropriate resources. Library Liaisons relate to academic departments and schools to facilitate communication about acquisitions and selection of new material for courses and information about other library services. With the transformation of the lower levels and through deselection and rearranging its collection locations, the library has provided additional group study space throughout the facility. The library requires a major renovation to improve the overall structure and modernize the facility. Efforts to implement an upgrade to the Library Instruction Facility have begun but have not been completed due to lack of funding for classroom technology. Expansion of our technology lending program has provided needed technology resources to our students.

Since spring 2020, the Library has experienced several retirements in key positions. During COVID, a hiring freeze has left the Library's staffing in a precarious position; this may lead to reduction of library hours and services that are provided to our students.

Physical Resources. The College completes and submits a five-year plan for capital improvements to the CPE annually. Funding is obtained through several sources: the Rhode Island Capital Fund appropriations, general obligation bonds, and Rhode Island Health and Educational Building Corporation Bonds. A combination of capital appropriations for 2017 amounted to \$25.7 million, while 2018 amounted to \$23.7 million, 2019 amounted to \$19.1 million, and 2020 amounted to \$8.8 million.

Rhode Island voters approved the sale of General Obligation Bonds on behalf of the College, which were earmarked for infrastructure improvements several times over the past decade. In November 2012, \$50 million was approved for the renovations of Gaige Hall, Craig-Lee Hall, and an addition to the Fogarty Life Science building for the School of Nursing; in November 2018, an incremental \$25 million was approved and earmarked specifically for renovation of Horace Mann Hall. In March 2021, voters approved another \$38 million specifically for renovations to the Clarke Science Building in a special election.

During the past decade, a significant number of major renovation and building projects have been successfully initiated and completed. They include: construction of the Recreation Center, in 2012, at a cost of \$13.5 million; the transformation of the former Art Center into Alex and Ani Hall, in 2014, at a cost of \$22 million; the renovation of Fogarty Life Science and construction of the School of Nursing, in 2016-2017, at a cost of \$6 million; renovation of Gaige Hall, in 2017, at a cost of \$22 million; the renovation of the Student

Services Center within the Adams Library, in 2017, at a cost of \$5.5 million; construction of the Welcome/Police Center, in 2018, at a cost of \$3 million; the renovation of Craig-Lee Hall, in 2019, at a cost of \$27 million; the renovation of the Feinstein School of Education within Horace Mann Hall, currently in progress with an estimated cost of \$25 million and expected completion early in 2022, and the renovation of the Clarke Science Building, now in initial stages with an estimated cost of \$38 million and a projected completion date of 2024. This amounts to 64,000 square feet of space benefiting from extensive redesign, renovation, modernization, and construction as well as technology upgrades within the past decade. Parking lot upgrades, landscaping, paving, signage and emergency calling stations have been campus infrastructure improvements and enhancements. Necessary repairs have been made to water, sewer, drainage, steam, electrical and energy systems.

All these infrastructure improvements are completed in accordance with current building codes. This includes compliance with all guidelines of the Americans with Disabilities Act (ADA). The College also executes targeted ADA improvement projects on an annual basis. In addition, major building renovations are required to be LEED (Leadership in Energy and Environmental Design) Certified or equivalent. This results in buildings that are environmentally friendly as well as energy and resource efficient.

We have continued to update campus infrastructure with the goal of improving the student experience. This includes increasing the number of student lounge spaces in renovated buildings, open student maker space, and improved technology infrastructure in the classrooms. Students were also able to participate in renovation decisions that included choosing the desk and chair combinations in newly renovated classrooms.

PROJECTIONS

By the end of FY 2022, the Director of Human Resources, working with representatives from the administration and faculty and staff unions, will devise a plan to attract a highly qualified and diverse workforce, successfully onboarding new employees, and offering meaningful professional development opportunities.

By fall 2024, working with OPC and a committee of RIC faculty, students, and staff, the RIC Vice President of Administration and Finance will spearhead a rational tuition policy; the SBRPC will continue to identify and track institutional costs within the College's control; and the Director of Budget and Financial Planning, with members of the College's finance team, enrollment management, and Institutional Research and Planning, will establish enhanced methods for financial planning.

The Assistant Vice President of Information Services/CIO will convene a group of faculty, administrators, and staff to examine needs of the College's enterprise resource planning system and devise a plan by December 31, 2022, for requirements and enhancements.

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

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

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

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

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	FT	PT	Total	FT	PT*	Total	FT	PT*	Total	FT	PT	Total
Instructional Staff	335	417	752	334	401	735	331	373	704	319	294	613
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians, Curators, and Archivists**	14	0	14	15	0	15	15	0	15	13	0	13
Librarians	0	0	0	0	0	0	0	0	0	0	0	0
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	78	3	81	84	6	90	83	2	85	76	5	81
Management Occupations	52	0	52	54		54	53	0	53	54	1	55
Business and Financial Operations	26	0	26	27	1	28	24	1	25	23	2	25
Computer, Engineering and Science	38	0	38	35	0	35	39	0	39	37	0	37
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	25	0	25	47	2	49	53	1	54	53	2	55
Healthcare Practitioners and Technical	4	1	5	4	1	5	4	0	4	4	0	4
Service Occupations	147	21	168	141	22	163	138	18	156	119	15	134
Sales and Related Occupations	1	0	1	0	0	0	0	0	0	0	0	0
Office and Administrative Support	97	3	100	103	6	109	99	5	104	84	2	86
Natural Resources, Construction, Maintenance	16	0	16	15	0	15	13	0	13	15	0	15
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0

Total	833	445	1,278	859	439	1,298	852	400	1,252	797	321	1,118
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Please enter any explanatory notes in the box below

*Number of adjuncts was adjusted for these years after IPEDS data were submitted. **Librarian totals are included in the category Librarians, Curators & Archivists *only*, to avoid double counting.

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

Fiscal Year ends - month & day: (6 / 30)		2 Years Prior FY 2018	1 Year Prior FY 2019	Most Recent Year- FY 2020	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$23,473	\$18,791	\$23,904	-19.9%	27.2%
?	Cash held by State Treasurer	\$2,714	\$1,822	\$0	-32.9%	-100.0%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$6,550	\$4,121	\$4,198	-37.1%	1.9%
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses				-	-
?	Long-Term Investments				-	-
?	Loans to Students	\$2,398	\$1,747	\$1,260	-27.1%	-27.9%
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$184,276	\$192,137	\$189,844	4.3%	-1.2%
?	Other Assets	\$13,344	\$12,761	\$10,686	-4.4%	-16.3%
	Total Assets	\$232,755	\$231,379	\$229,892	-0.6%	-0.6%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$9,620	\$6,856	\$4,742	-28.7%	-30.8%
?	Deferred revenue & refundable advances	\$2,408	\$2,532	\$3,435	5.1%	35.7%
?	Due to state	\$17,719	\$16,213	\$14,618	-8.5%	-9.8%
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	\$1,568	\$1,496	\$1,984	-4.6%	32.6%
?	Long-term investments	\$16,617	\$15,577	\$14,506	-6.3%	-6.9%
?	Refundable government advances	\$2,465	\$2,521	\$1,582	2.3%	-37.2%
?	Other long-term liabilities	\$81,711	\$78,963	\$77,121	-3.4%	-2.3%
	Total Liabilities	\$132,108	\$124,158	\$117,988	-6.0%	-5.0%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$97,157	\$103,564	\$108,209	6.6%	4.5%
?	Foundation				-	-
	Total	\$97,157	\$103,564	\$108,209	6.6%	4.5%
	Temporarily restricted net assets					
	Institutional	\$3,490	\$3,657	\$3,695	4.8%	1.0%
?	Foundation				-	-
	Total	\$3,490	\$3,657	\$3,695	4.8%	1.0%
	Permanently restricted net assets					
	Institutional				-	-
?	Foundation				-	-
	Total	\$0	\$0	\$0	-	-
	Total Net Assets	\$100,647	\$107,221	\$111,904	6.5%	4.4%
	TOTAL LIABILITIES and NET ASSETS	\$232,755	\$231,379	\$229,892	-0.6%	-0.6%

Please enter any explanatory notes in the box below

During Fiscal Year 18, the College implemented GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits other than Pensions. As a result, the statement of net position was restated by \$25,527,769, causing the unrestricted net position to change from (\$23,044,769) to (\$48,572,538).

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

Fiscal Year ends - month & day: (6 / 30)	3 Years Prior FY 2017	2 Years Prior FY 2018	Most Recently Completed Year FY 2019	Current Year FY 2020	Next Year Forward FY 2021
OPERATING REVENUES (in 000s)					
⌵ Tuition and fees	\$69,107	\$72,656	\$70,946	\$65,868	\$65,572
⌵ Room and board					
⌵ Less: Financial aid	-\$23,814	-\$27,151	-\$25,394	-\$17,445	-\$14,345
Net student fees	\$45,293	\$45,505	\$45,552	\$48,423	\$51,227
⌵ Government grants and contracts	\$25,508	\$27,174	\$26,423	\$26,754	\$29,390
⌵ Private gifts, grants and contracts					
⌵ Other auxiliary enterprises	\$19,908	\$19,374	\$17,283	\$16,508	\$7,896
Endowment income used in operations					
⌵ Other revenue (specify): Sales and services of educational dep	\$3,414	\$2,871	\$1,766	\$1,815	\$2,211
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$94,123	\$94,924	\$91,024	\$93,500	\$90,724
OPERATING EXPENSES (in 000s)					
⌵ Instruction	\$51,111	\$51,425	\$51,643	\$53,495	\$51,810
⌵ Research	\$10,767	\$11,480	\$12,174	\$10,470	\$11,240
⌵ Public Service	\$1,424	\$985	\$817	\$784	\$693
⌵ Academic Support	\$12,153	\$12,190	\$12,145	\$12,518	\$12,178
⌵ Student Services	\$9,799	\$10,228	\$10,805	\$10,456	\$9,625
⌵ Institutional Support	\$13,890	\$16,460	\$14,501	\$15,548	\$23,145
Fundraising and alumni relations					
⌵ Operation, maintenance of plant (if not allocated)	\$18,187	\$18,321	\$18,107	\$15,917	\$15,771
⌵ Scholarships and fellowships (cash refunded by public institution)	\$5,549	\$4,781	\$5,098	\$8,926	\$7,218
⌵ Auxiliary enterprises	\$15,866	\$17,408	\$18,155	\$14,806	\$10,802
⌵ Depreciation (if not allocated)	\$8,950	\$10,248	\$10,823	\$11,148	\$11,764
⌵ Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$147,696	\$153,526	\$154,268	\$154,068	\$154,246
Change in net assets from operations	-\$53,573	-\$58,602	-\$63,244	-\$60,568	-\$63,522
NON OPERATING REVENUES (in 000s)					
⌵ State appropriations (net)	\$46,996	\$47,903	\$48,845	\$47,806	\$52,172
⌵ Investment return	\$103	\$271	\$155	\$199	\$102
⌵ Interest expense (public institutions)	-\$1,540	-\$1,402	-\$1,306	-\$1,171	-\$1,066
Gifts, bequests and contributions not used in operations	\$818	\$649	\$1,057	\$1,172	\$1,565
⌵ Other (specify): Federal Grants	\$991	\$527	\$1,965	\$1,633	\$10,847
Other (specify):				\$6,492	\$11,317
Other (specify):					
Net non-operating revenues	\$47,368	\$47,948	\$50,716	\$56,131	\$74,937
Income before other revenues, expenses, gains, or losses	-\$6,205	-\$10,654	-\$12,528	-\$4,437	\$11,415
⌵ Capital appropriations (public institutions)	\$25,697	\$23,690	\$19,100	\$8,864	\$2,492
⌵ Other (specify):	\$182			\$256	
TOTAL INCREASE/DECREASE IN NET ASSETS	\$19,674	\$13,036	\$6,572	\$4,683	\$13,907

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

FISCAL YEAR ENDS month & day (6 / 30)		3 Years Prior FY 2017	2 Years Prior FY 2018	Most Recently Completed Year FY 2019	Current Year FY 2020	Next Year Forward FY 2021
	Long-term Debt					
	Beginning balance	\$37,673,573	\$35,646,573	\$33,341,784	\$30,915,513	\$28,371,121
	Additions	\$2,290,000	\$0	\$0	\$0	\$0
	Reductions	(\$4,317,000)	(\$2,304,789)	(\$2,426,271)	(\$2,544,392)	(\$2,679,524)
	Ending balance	\$35,646,573	\$33,341,784	\$30,915,513	\$28,371,121	\$25,691,597
	Interest paid during fiscal year	\$1,536,000	\$1,638,000	\$1,378,000	\$1,311,000	\$1,229,385
	Current Portion	\$2,304,789	\$2,426,272	\$2,544,393	\$2,679,524	\$2,679,524
	Bond Rating	A1/Aa3	A1/Aa3	A1/Aa3	A1/Aa3	A1/Aa3
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-13.95	-14.42	-16.12	-15.18	-17.11
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.33	0.33	0.29	0.25	0.23
	Debt to Assets Ratio Long-term Debt / Total Assets	0.16	0.14	0.13	0.12	0.11

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

The College has 4 revenue bonds, Rhode Island Health and Educational Building Corporation Higher Education Facility Revenue Bonds, Series 2010 A, Series 2013 D, Series 2016 C, and Series 2013 B, with interest rates ranging from 2.0% to 5.0%. Principal and interest payments for these bonds extend through 2040. Included in the College's debt are obligations payable to the State of Rhode Island for various construction and energy projects. The interest rates associated with this debt range from 2% to 5%, with principal and interest payments due through 2030. The College has a note payable with the US Department of Education with an interest rate of 5.5%, with principal and interest payments through 2024. The College is in compliance with all debt covenants.

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

The College does not have any outstanding lines of credit.

Future borrowing plans (please describe).

The College does not have any future borrowing plans. General Obligation bonds are taken out by the State of Rhode Island, and as such, these borrowings are taken out by the State with the principal and interest payments paid by the State of Rhode Island.

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

FISCAL YEAR ENDS month & day (6 / 30)	3 Years Prior FY 2017	2 Years Prior FY 2018	Most Recently Completed Year FY 2019	Current Year FY 2020	Next Year Forward FY 2021
NET ASSETS					
Net assets beginning of year	\$93,466,719	\$87,613,147	\$100,648,849	\$107,220,918	\$111,904,281
Total increase/decrease in net assets	(\$5,853,572)	\$13,035,702	\$6,572,069	\$4,683,363	\$13,913,710
Net assets end of year	\$87,613,147	\$100,648,849	\$107,220,918	\$111,904,281	\$125,817,991
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$6,321,828	\$6,956,293	\$6,582,872	\$6,780,710	
Federal, state and private grants	\$17,500,577	\$19,049,444	\$17,857,741	\$20,421,866	
Restricted funds	\$1,704,935	\$1,649,754	\$1,342,898	\$1,631,461	
Total	\$25,527,340	\$27,655,491	\$25,783,511	\$28,834,037	\$0
% Discount of tuition and fees	36.9%	38.1%	36.3%	43.8%	
? % Unrestricted discount	9.1%	9.6%	9.3%	10.3%	
Net Tuition Revenue per FTE	\$6,485	\$6,657	\$6,952	\$7,489	
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	N/A	N/A	N/A	N/A	
Please indicate your institution's endowment spending policy:					
Consistent with Foundation policy, the Board has approved up to 4% of the consolidated invested assets of the endowments based on a 3 yr rolling average fair market value. Annual distributions should be calculated on 9/30 balances for spending in the subsequent fy. The annual distribution shall not exceed total endowment return unless approved by the Board. The Foundation expects the current spending policy to allow 3% average annual endowment growth, consistent with the Foundation's objective to maintain the purchasing power of the endowment assets held in perpetuity for a specified term as well as to provide additional real growth through new gifts and investment					
Please enter any explanatory notes in the box below.					

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

FISCAL YEAR ENDS month & day (6 / 30)	3 Years Prior FY 2017	2 Years Prior FY 2018	Most Recently Completed Year FY 2019	Current Year FY 2020	Next Year Forward FY 2021
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$30,700,154	\$33,689,546	\$24,033,727	\$20,078,556	\$24,573,270
Cash Flow from Operating Activities	(\$41,314,074)	(\$45,465,072)	(\$50,504,929)	\$7,866,734	(\$47,660,031)
Cash Flow from Investing Activities	\$103,317	\$271,496	\$154,504	\$199,280	\$101,739
Cash Flow from Financing Activities	\$44,200,149	\$35,537,757	\$46,395,254	(\$3,571,300)	\$48,411,530
Cash and Cash Equivalents end of year	\$33,689,546	\$24,033,727	\$20,078,556	\$24,573,270	\$25,426,508
LIQUIDITY RATIOS					
Current Assets	\$44,488,179	\$32,820,609	\$24,804,618	\$28,198,873	\$36,687,006
Current Liabilities	\$22,208,887	\$21,591,215	\$18,073,844	\$19,131,330	\$14,449,182
Current Ratio	2.00	1.52	1.37	1.47	2.54
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	75.98	76.93	55.81	44.46	57.70
<p>Please enter any explanatory notes in the box below that may impact the institution's cash flow.</p> <p>For the last 3 years, the College invested resources back into its facility, primarily through the use of reserves within the auxilliary enterprises. The use of cash was planned, and a direct result of spending reserves in alignment with our strategic plans. This accounts for the decrease in the days cash on hand and the decrease in the current ratio.</p>					
<p>Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</p> <p>No.</p>					
<p>Please enter any explanatory notes in the box below.</p>					

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

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021

Total Expenditures

Materials	\$1,049,491	\$1,161,605	\$1,096,897	\$1,105,874	\$963,254
Salaries & wages (permanent staff)	\$1,953,656	\$1,862,093	\$1,821,216	\$1,320,685	\$1,439,441
Salaries & wages (student employees)	\$106,388	\$90,436	\$111,802	\$95,977	\$120,000
Other operating expenses	\$8,085	\$3,635	\$3,888	\$3,259	\$1,147

Expenditures/FTE student

Materials	\$151	\$167	\$158	\$170	\$159
Salaries & wages (permanent staff)	\$282	\$269	\$263	\$295	\$238
Salaries & wages (student employees)	\$15	\$13	\$16	\$17	\$20
Other operating expenses	\$1	\$1	\$1	\$1	\$0


Collections


Percent available physically	49%	51%	38%	33%	26%
Percent available electronically	51%	49%	62%	67%	74%
Number of digital repositories	1	1	1	1	1

Personnel (FTE)

Librarians - main campus	16	16	16	16	13
Librarians - branch /other locations	N/A	N/A	N/A	N/A	N/A
Other library personnel - main campus	5	5	4	4	4
Other library personnel - branch/other locations	N/A	N/A	N/A	N/A	N/A

Availability/attendance

 Hours of operation/week main campus	7:45 AM-10PM	7:45 AM-10PM	7:45 AM-10PM	7:45 AM-10PM	7:45 AM-10PM
Hours of operation/week branch/other locations	N/A	N/A	N/A	N/A	N/A

 **Consortia/Partnerships**

HELIN Library Consortium

URL of most recent library annual report:

N/A

Please enter any explanatory notes in the box below

"Materials" includes: Office Supplies, Dues & Subscriptions, Library Books, Library Subscriptions, Library Electronic Resources, Printing and Binding, Copier Repairs & Maintenance, Software & Maintenance Agreements, Computer Supplies & Software. "Other operating expenses" includes Lecturers, Other Contracted Services, Advertising, Travel, Food, Miscellaneous, Personal Reimbursement, and Conference Registration. For personnel, "Other library personnel" defined as Classified staff. Figures only include "Full-time" personnel and not part-time.

See Form 4.5 for data about Information Literacy

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

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
FY 2017	FY 2018	FY 2019	FY 2020	FY 2021

Course management system

Blackboard Learn SaaS Continuous Release

Number of classes using the system	2,247	2,339	2,337	2,639	2,650
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Bandwidth

On-campus network	1G	1G	1G	1G	1G
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Off-campus access	1000	1000	1000	10000	10000
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commodity internet (Mbps)	1000	1000	1000	10000	10000
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high-performance networks (Mbps)	N/AC	N/AC	N/AC	AC/AX	AC/AX
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Wireless protocol(s)	N/AC	N/AC	N/AC	AC/AX	AC/AX
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Typical classroom technology

Main campus: Projector, Computer, Sound, Control System, Internet Access

Branch/other locations: Projector, Computer, Sound, Control System, Internet Access

Software systems and versions

Students	Oracle PeopleSoft Campus Solutions 9.2
Finances	Oracle PeopleSoft Financials and Supply Chain Management 9.2
Human Resources	Oracle PeopleSoft Human Capital Management 9.2
Advancement	Blackbaud Raiser's Edge 7.96 / Financial Edge 7.87
Library	OCLC Worldshare Management Systems, Springshare, Bepress (all SaaS)
Website Management	SharePoint 2012 (migrating to Acquia Cloud Platform/Drupal April 2021)
Portfolio Management	Portfolium
Interactive Video Conferencing	Zoom, Microsoft Teams and Blackboard Collaborate
Digital Object Management	Perceptive Content 7.2.2

Website locations of technology policies/plans

Integrity and security of data	https://www.ric.edu/department-directory/information-technology-services/information-security
Privacy of individuals	https://www.ric.edu/student-consumer-information
Appropriate use	https://www.ric.edu/documents/policy-responsible-computing
Disaster and recovery plan	
Technology replacement	

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources

(Physical Resources)

Campus location	Serviceable	Assignable Square
	Buildings	Feet (000)
Main campus	42	898,000
Other U.S. locations	Leased buildings (2)	52,730
International locations		

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Revenue (\$000)					
Capital appropriations (public institutions)	\$25,697	\$23,690	\$19,100	\$8,864	\$2,491
Operating budget	\$11,992	\$11,603	\$11,640	\$10,783	\$11,100
Gifts and grants					
Debt					
Total	\$37,689	\$35,293	\$30,740	\$19,647	\$13,591
Expenditures (\$000)					
New Construction	\$0	\$0	\$0	\$0	\$0
Renovations, maintenance and equipment	\$26,116	\$33,085	\$18,683	\$8,855	\$14,742
Technology	\$2,310	\$2,337	\$2,265	\$2,814	\$20
Total	\$28,426	\$35,422	\$20,948	\$11,669	\$14,762

Assignable square feet (000)	Main campus	Off-campus	Total
	Classroom	62,359	52,730
Laboratory	124,558		124,558
Office	117,129		117,129
Study	115,547		115,547
Special	56,226		56,226
General	171,734		171,734
Support	54,047		54,047
Residential	193,694		193,694
Other	3,050		3,050

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Recreation Center	Athletic	48,780	\$13,500	2012
Alex & Ani Hall	Classrooms & Acad Offices (Art)	31,568	\$22,000	2014
Fogarty Life Sci (Nurs Add.)	Academic Offices & Labs (Nurs)	5,514	\$6,000	2016
Adams Library Student Services	Office Space, Student Support	10,520	\$5,500	2017
Gaige Hall	Classrooms & Acad Offices (A&S)	42,074	\$22,000	2017
Nursing Education Center	Academic Offices & Labs (Nurs)			2017
Welcome Center	RIC Welcome Ctr, Police, Offices	5,055	\$3,000	2018
Craig-Lee Hall	Classrooms & Acad Offices (A&S)	56,902	\$27,000	2019
			\$27,000	2019

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Horace Mann Hall	Classrooms & Acad Offices (Ed.)	27,162.00	\$25,000	2022
Clarke Science	Classroom (PhySci)	36,761.00	\$38,000	2024

Please enter any explanatory notes in the box below 63,923.00

Note: All construction is considered renovations, as the majority of the capital additions related to renovations. The projects on campus had minor additions, but overall, these projects were classified as renovations. Technology is not capitalized when purchased outside of a renovation project, therefore the numbers above reflect hardware and software expenses. Operating budget includes facilities and capital projects departments. Assignable square feet is assumed to be 60% of gross square feet.

STANDARD 8: EDUCATIONAL EFFECTIVENESS

OVERVIEW

Since the five-year report, RIC continues to address educational effectiveness by assessing student learning in General Education, the programs, and the co-curriculum, as well by monitoring key institutional measures of student success. A summary of RIC educational effectiveness follows.

DESCRIPTION

Assessment of Student Learning. Rhode Island College (RIC) provides clear public statements about what students are expected to gain from their education, and these statements appear in the College's [mission and vision statements](#). Some of these expected outcomes include "intellectual curiosity, responsible leadership, and professional development." Additional documents, such as those related to the [strategic planning process](#) and [general education learning outcomes](#) provide information on Rhode Island College's goals for students' education. RIC is committed to a sustained inquiry into the assessment of student learning. This assessment happens at multiple levels: the institution, the department, and the course.

The [Committee on Assessment of Student Outcomes \(CASO\)](#), chaired by the Assessment Coordinator, identifies and evaluates the measures used to assess achievement of college-wide learning goals and reviews student outcomes in order to guide program improvement and development. CASO has representation from each of the schools and is supported by the provost's office. The [Committee on General Education \(COGE\)](#) has been responsible for collection and reporting of assessment data on the [general education learning outcomes](#).

Departments are scheduled for assessment report updates and submit results in June on PB Works, a web-based file-sharing software the College uses for tracking assessment materials. The Assessment Coordinator then reviews the reports; reports for accredited programs are published on program webpages. Overall learning goals for undergraduate students include those found as part of the [general education](#) program. Each undergraduate program and major offers a Writing in the Disciplines component, the requirements and expected outcomes of which are detailed on the [Writing in the Discipline](#) website. Learning outcomes are present in nearly all schools and programs as documented in the evidence binder and published on program webpages. As the Series-E forms show, some learning outcomes, such as those in nursing and education, are closely aligned with the standards of external accrediting organizations. For those without such external guidelines, outcomes vary in their level of specificity and scope.

All course proposals require student learning objectives. Courses developed prior to this requirement exist in the catalog and may not have goals clearly described. The following policy from the [RIC Manual of Academic Policies and Procedures](#) describes how goals or objectives should be included in the syllabus in Section 7.2 (c). Course level assessment may be achieved through other culminating experiences. This may be a performance

(dance), standardized national exam (physics, nursing), portfolios (studio art), senior seminar projects, and/or student teaching and internships (education, social work).

RIC uses a variety of quantitative and qualitative methods to measure outcomes of its students. The Series E form lists all the programs for which learning outcomes are published, what data is gathered to assess achievement of outcomes, who interprets the data, how the findings are utilized, and when the outcomes were last reviewed.

Assessment of outcomes is handled differently by each school. [The Feinstein School of Education and Human Development](#) (FSEHD) has a full-time Director of Assessment who coordinates assessment activities in the school, including embedded instruments and standardized certification examinations ([Praxis](#)), and shares results with program coordinators, faculty, and other stakeholders. The [School of Social Work](#) and [School of Nursing](#) have assessment and program improvement committees. Due to the vast disciplinary differences among programs in the [Faculty of Arts and Sciences](#), assessment and program improvement remains the responsibility of individual departments and programs. The Dean coordinates and oversees all assessment work in the [School of Business](#) and then provides that data to the department chairs or program coordinators of each program, who report results to CASO, the Dean, and the Provost.

Co-Curricular Activities. These outcomes are assessed via the [Division of Student Success](#) as well as several other campus offices. The student success division has stated goals for students' co-curricular learning: leadership, personal and social responsibility, multicultural competence, and critical and creative thinking. Co-curricular assessment is conducted by many offices at RIC to determine students' level of engagement and satisfaction with aspects of college life outside the classroom, and questions related to co-curricular engagement are included on numerous institution-wide surveys RIC has conducted, including the [National Survey of Student Engagement](#) (NSSE) and the bi-annual [Student Census Survey](#) administered by OIRP.

Institutional Level Measures of Educational Effectiveness. At the institutional level, RIC monitors educational effectiveness through numerous measures, including [retention and graduation rates](#), student engagement indicators, and post graduate outcomes. First-year retention rates and four-, five-, and six-year graduation rates are reviewed on an annual basis. Surveys, such as the NSSE and an [Alumni One-Year Out](#), are conducted to provide insight on students' experiences inside and outside of the classroom, their perceived acquisition of core skills and competencies, and their employment outcomes after graduation. Performance on these and other measures is assessed by examining changes over time and, where possible, comparing results with institutionally selected peer institutions when available. When assessing institutional effectiveness, RIC has historically placed more emphasis on the undergraduate than the graduate experience. However, retention and graduation rates for graduate students have been calculated and examined, and surveys of graduate students have been conducted. Moreover, the new program review process described in chapter 4 will apply to graduate as well as undergraduate programs and will include measures of student success.

NECHE requested that we provide evidence that we are assessing student learning outcomes in the [CUS CCA](#) program and using the results to make improvements. This is a federally funded program that recruits young people with intellectual disabilities and provides them with a college experience, an opportunity to advance their knowledge, work experience, and social opportunities with the support they need to find success at RIC. The program combines program-specific courses and courses open to all RIC students. Students' work is appraised in the same manner as that of their peers. It is a two-year half-time program of study. Students may receive learning accommodations, but other students can seek those as well. The students are supported by their peer mentors, by the program's coordinator, and their classroom instructor.

The average grade for the students is a 3.8 and grades ranged from 1.37 to 3.87, among 23 students reporting. Program coordinators meet with each student for a person-centered planning meeting each year, and more often if an issue arises. A formal process for informing students of areas of need has been developed to ensure clear communication with the student and his/her family (with the student's consent). Faculty stated that in-class activities support employment goals and that other students benefited from having a CCA student in the class. The program has used results of its assessment documents to make changes in the program. For example, employers were concerned at the lack of communication with the program and expressed their concerns about that. Now program coordinators meet with them or provide information regularly so that they are involved and are interested in the student's progress.

APPRAISAL

Student Learning Outcomes. In 2012, RIC appointed a new Assessment Coordinator to spearhead our renewed effort for sustained assessment activities. There were activities that provided annual rubric-based feedback to academic departments on their assessment process, created the general education assessment program, and the Writing in the Discipline (WID) assessment program. These efforts helped expand campus-wide involvement in assessment activities, and assessment was becoming a part of the broader dialogue about teaching and learning at the College. In the NEASC midterm review report (2016), RIC described the expansion of its assessment initiatives including new general education assessment protocols, a semi-annual assessment colloquium, and annual assessment reports from academic departments to CASO. That report demonstrated RIC's capacity to conduct a robust assessment of all programs.

In the last three years, there has been some setback in this progress, due in large part to numerous changes in leadership in the Provost's Office and many of the academic schools. RIC did not have a college-wide assessment coordinator or Chair of CASO from Spring 2018 to Spring 2021, when a new assessment coordinator was appointed. This self-study process allowed us to reflect on the current processes of assessment coordination and their strengths and shortcomings. First, a model that depends on a faculty member's interest in assessment may not be sustainable or help establish a strong, institution-wide culture of assessment. Second, decreased funding for assessment does not allow payment for external readers to review student work from an external perspective. Third, there is not shared understanding across the institution regarding how assessment work should be

compensated, and resulting inequities are a matter of concern. Despite the setbacks, assessment has continued and with a new coordinator in place gaps are being addressed.

As demonstrated in the Series E form, assessment results are utilized to improve learning opportunities. The information collected from all departments by CASO demonstrates most programs are utilizing the data to discuss outcomes and improve the programs, typically in faculty meetings within schools and departments. Programs have identified areas that need additional attention or a different approach. For example, the physics program results from Force Concept Inventory (FCI), a nationally normed standardized test, revealed two areas in which students did not score high: Understanding different representations of motion and using Newton's Laws to predict motion. Faculty worked to redesign the lab manual for this course to increase the emphasis on these areas. Also, the General Education assessment of senior papers in 2017 led to the establishment of a Writing in the Discipline (WID) coordinator, who has been working with departments and programs to refine WID course outcomes by discipline. Finally, the General Education assessment of First Year Seminar courses in 2018 contributed to the creation of a new first year course, RIC 100: Introduction to RIC, that focuses on non-academic information needed for success in college. As of Fall 2019, that course is required of all incoming students who enter with fewer than 24 credits.

The improvement plans for externally accredited programs are rigorous. For example, the School of Nursing (SON) and the School of Social Work have developed tracking mechanisms for student outcomes data, post their results on their website for public view, and utilize the data each year for informed decisions on program improvement. Although still significantly higher than the national average, the SON 2021 first quarter National Council Licensure Examination for Registered Nurses (NCLEX) results decreased to 90%. SON is developing a performance improvement plan to address the needs of students who have had decreased clinical experiences, due to the pandemic, and who struggle with high stakes standardized testing. The pass rate on that exam has been 98% in recent years, which confirms that the program of study in the SON is appropriately geared toward student success ([RICSON NCLEX pass rates 2019](#)). The Graduate SON Department has also maintained a high pass rate on the certification exams graduate students take ([RICSON APRN certification rates 2019](#)). An external review of programs in FSEHD in 2016, led to major revisions. Based on input from the [Rhode Island Department of Education](#) (RIDE), coupled with student exit surveys, alumni and employer survey data, 32 program changes were made, with [207 total curriculum changes](#) approved for the undergraduate and graduate programs in AY 2018-19 alone. With the support of a full-time assessment coordinator, the School has assessment plans for all programs in place.

The materials used to determine whether students are achieving at an appropriate level vary across the College's schools and departments, with the professional schools using national licensing exams as a standard. Each of the professional schools dedicates resources to ensure that the assessment process is beneficial for program improvements, including curriculum changes. For example, the SON relies on students' performance on licensure exams, which are a nationally accepted standard, to be sure the courses offered meet students' needs. Similarly, the School of Social Work evaluates and revises its

curriculum and individual courses based on analyzing its outcome data on competencies as laid out by their accreditor, the Council on Social Work Education. The School monitors the licensing passage rate of its graduates; rates averaged 90% over the years 2013-2019.

In preparing for their application for accreditation by the International Accreditation Council for Business Education (IACBE), each program in the School of Business conducted extensive assessment of their programs and courses to ascertain whether student learning meets the highest standard and to make changes in courses accordingly. As a successful applicant, RIC's School of Business must continue to assess student learning for all programs and report on retention and graduation rates by program. Retention and graduation rates, both at the College overall and in the major of entry, are tracked and presented for each undergraduate program in Business on the school's [webpages](#). Across all programs, 73.2% of first-time freshmen return one year later to the College in any major, while 54.5% return in the SOB major with which they enter. With respect to graduation rates, 45.1% complete in six years with any major, and 28.4% complete with their major of entry. Rates vary across programs, with accounting having graduation rates over 50% and marketing having rates under 20%.

The Feinstein School of Education uses results on PRAXIS examinations to determine levels of achievement among students preparing to teach. Across all subject areas, the most recent passage rate on these exams is 79%, a slight improvement from the year prior when the rate was 77% but lower than the two previous years when it was 88%. While small numbers may account for some of the variability, passage rates have tended to be higher in more specialized areas such as special education, school psychology, and physical education and lower in the content areas of the more traditional academic disciplines such as mathematics, English language arts, and general science.

The Faculty of Arts and Sciences (FAS) is larger and more diverse than the other four schools; many programs in the School are not subject to accreditation requirements and do not prepare their students for particular professional examinations. Medical Imaging and Medical Lab Sciences are two FAS programs that have licensure examinations and use results as a measure of student achievement; students in these programs have performed very well, averaging a 100% pass rate on the American Registry of Radiologic Technologists (ARRT), Nuclear Medicine Technology Certification Board (NMTCB), and American Registry for Diagnostic Medical Sonography (ARDMS). But evaluating whether methods of understanding student success are valid and useful for improvement in other FAS programs is more complicated, as each degree program has its own learning outcome, assessment plan, and methods of "closing the loop." Some of these programs' reports are on their webpages, but many are not and therefore are not accessible to the public. One of the main challenges the new Assessment Coordinator will have to tackle in the coming year is to get every program's assessment results up on the CASO page. At present, most FAS assessment reports are published only on PB Works.

The information collected by CASO also indicates that some programs have not closed the loop with their assessment data results. These activities have not been enforced consistently and rigorously. Staff support for the management and organization of all

assessment data remains an issue to be resolved, but the newly appointed Assessment Coordinator is expected to begin addressing some of these challenges.

Co-Curricular Activities. The College has made efforts to assess the effectiveness of the co-curriculum in the past ten years and has found some evidence of positive impact. The bi-annual Student Census Survey, conducted by the [Office of Institutional Research and Planning](#) (OIRP) in 2014 and 2016, included questions related to engagement in co-curricular activities and their impact on student outcomes. Results showed that roughly half of students participate in at least one co-curricular activity during the academic year, and participation enhances students' development in areas such as communication, teamwork, and decision-making. Levels of enhancement increased between the two years the survey was administered. We need to develop a more systematic approach to co-curricular assessment. Multiple changes in leadership over the past several years have disrupted the process, but RIC is in the process of re-developing clear goals for co-curricular learning and finding ways to build assessment into programming through satisfaction surveys and use of student reflections and portfolios.

Institutional Level Measures of Educational Effectiveness. RIC has typically performed well, relative to its peer institutions, on first-year retention. For the most recent three-year period for which comparative data are available, RIC's average first-year retention rate was 74.3% compared to 72.4% for peer institutions. However, the College has yet to meet the goal of 80% set in prior strategic plans. Nonetheless, retention at the College has been on an upward trend in recent years. The current rate for the freshman class entering in Fall 2019 is 75.6%, an increase of a percentage point from the year prior and nearly three percentage points from the year prior to that.

As promoting equity and social mobility are key values the college embraces, RIC examines student success measures by a variety of subgroups to detect and work to remedy performance gaps. Rates vary by the subgroups to which RIC pays close attention. Male, minority, Pell, and first-generation students return for the following year in lower proportions than female, White, non-Pell and continuing-generation students. There has been some fluctuation in the rates for some of these groups over time. The one-year retention rate for African American/Black students for last year's cohort (74%) nearly matched the overall college rate, while the most recent rate for this group, 71.8%, is nearly three percentage points lower than the college rate. By contrast, the most recent rate for Hispanic/Latinx students (74.5%) is an improvement of three percentage points over the prior year for this group and is now within a percentage point or so of the college rate.

To understand the extent to which freshmen persist and remain on track for graduation, RIC began tracking first-year credit accumulation rates several years ago. Since all RIC programs require *at least* 120 credits, students must earn, at a minimum, 30 credits a year to finish in four years. The percentage of students who do so has increased steadily and considerably over the past three years. For the cohort that entered in 2016, 33% completed 30 credits by the end of their first year; for the one entering in 2018, the rate was 38.6%. The most recent rate has declined slightly (to 36.7%), possibly affected by the COVID crisis that took hold in Spring 2020 but is still well above the rate of earlier years.

The College has looked at this measure for first-generation vs continuing-generation students, as well. Continuing-generation students continue to outperform first-generation counterparts; the rate for first-generation students has improved and is now over 30%. As indicated earlier in the study, many students must earn more than 120 credits to complete their programs, either because they have additional developmental or general education requirements to fulfill, or they are in one of the college's programs that exceeds the 120-credit threshold. The college has not systematically examined the rate at which such students complete credits. The new program review process, integrating student success measures such as retention, graduation, and time to completion by program, will provide an opportunity to look at student progress in these high credit programs in greater depth.

One-year retention rates for transfer students hover around 80%, while Master's and Doctoral-seeking students have rates in the 80-85% range. There has been a slight decrease in the retention rate for Doctoral students, but the number of new students entering the doctoral programs (PhD and DNP) is quite small (fewer than 20). Retention performance for these groups is assessed based on improvements over time; no comparative data are currently available.

With respect to graduation rates, RIC underperforms its peers slightly. For the most recent three-year period available, RIC's average six-year graduation rate was 48.3%, compared to 49.4% for comparison institutions. RIC set a target six-year graduation rate of 50% in a prior strategic plan and a more ambitious goal of 52% for Rhode Island's [Performance Funding Initiative](#). While the College achieved the target six-year rate of 50% two years ago, the current rates has fallen to 45.9%, a decrease from last year's rate of 49.4%. The four-year graduation rate for the Fall 2014 entering cohort is 21.1%, and the most recently calculated (for the cohort entering in Fall 2016) is 20.7%.

Currently, sizable gaps exist in graduation rates among various groups. Half of white students graduate in six years, compared to 29.5% of Black/African American students, 40.8% of Asian students, and 40.3% of Hispanic students. The most recent six-year graduation rates for first-generation students (44.9%) remain lower than the 48% rate for continuing-generation students but represents a steady improvement over the past four years (from 41.1% for the cohort entering in Fall 2011). The trends have been a bit less positive for Pell students, as a gap of 15 percentage points exists between the six-year graduation rate of Pell students (42.3%) and non-Pell students (57.5%).

Over half of transfer students graduate in four years, and nearly two thirds graduate in six years. Rates vary based on the number of credits with which transfer students enter RIC. Those entering with fewer credits have graduation rates similar to freshmen and those with 60-90 credits have much higher rates (nearly two-thirds of students in the current cohort graduated in six years, and this rate has been as high as 75% for recent cohorts).

Now that annual IPEDS survey cycle includes an "Outcomes Measures" that looks at completion for different groups of entering undergraduate students and includes degrees earned at other institutions, RIC has a more complete perspective on how it contributes to the success of our students. Among all undergraduates entering RIC in 2011-12, 84% had

either received a degree from RIC, were still enrolled at RIC, or attended another institution eight years later. Therefore, relatively few students who enter the College, even if they do not complete a RIC degree, simply leave higher education altogether.

Not surprisingly, students in graduate-level degrees at RIC graduate in larger percentages than those in undergraduate programs. Having already completed a postsecondary degree, graduate students demonstrated the follow through necessary to finish a program of study and often enter a graduate program with a clear professional or scholarly focus. While the college has not set specific graduation rate goals for graduate students, the expectation is that most will eventually complete their degree. The percentage of Master's degree students who earn a Master's degree within four years of entry at RIC is around 70%, while the doctoral rate varies considerably from cohort to cohort, likely due to very small numbers. Doctoral graduation rates have ranged from a high of 66.7% in the 2018 reporting year to a low of 31.2% a year later; the most recent rate is 50%. Close attention will be paid to how graduation rates (and other student success measures) vary by program (at the Master's level) when the new program review process is deployed.

OIRP, with the Division of Student Success, has performed some analysis to ascertain why some students do not persist and graduate and when they leave. In Spring 2017 and Spring 2018, undergraduate students enrolled in the fall who did not return in the spring were surveyed. Although a large percentage of these students plan to re-enroll at RIC (and in fact do so) in subsequent semesters, many depart the College for good. Reasons for not re-enrolling at RIC are a mix of personal and institutional factors, including cost, family responsibilities, and difficulty getting needed courses. Student Success and OIRP also analyzed characteristics of non-graduating students from the cohorts entering in Fall 2011 and Fall 2012 to identify patterns in student departure. Results showed that most students, approximately 60% left in good academic standing and were eligible to return to RIC. Most departing students (also roughly 60%) left RIC within their first two years. The College needs to examine systematically and regularly the reasons for departure and the factors that account for fluctuations in retention and graduation rates, especially among key subgroups such as students of color, first-generation students, and Pell students.

Though retention and graduation rates are important, the quality of students' overall learning experiences and the extent to which they gain core competences at RIC is a more important measure of our success. The College has conducted the current version of the NSSE for several years between 2013 and 2018 to gain insights on these issues. On most measures of engagement, including higher order learning, reflective and integrative learning, effective teaching practices, and supportive environment, RIC's scores are consistent with those of peer institutions but below those of aspirants. Improvement has been noted over time for RIC on indicators such as collaborative learning and student-faculty interactions, while others, like higher-order learning, has seen some slippage. RIC freshmen engage in high impact practices like learning communities and research with faculty in similar proportions to their counterparts at peer institutions but participate in service learning less frequently relative to peer institutions. By contrast, RIC seniors are more likely than seniors at peer institutions to participate in service learning, as likely to participate in learning communities or internships/field experiences, and less likely to

participate in research with faculty, study abroad, or culminating experiences. Rates of participation in these high impact practices among both RIC freshmen and seniors has remained constant over time. Since the College's most recently completed strategic plan emphasized learning innovation as one of its pillars, it is possible that participation rates have increased since 2018.

RIC students report levels of growth similar to their counterparts at peer institutions on outcomes such as acquiring work-related skills and knowledge, writing clearly and effectively, working effectively with others, and understanding people of different backgrounds. Reported levels of growth are lower on speaking clearly and effectively (freshmen and seniors), analyzing numerical and statistical information (seniors), and thinking clearly and effectively (freshmen). On most of these measures, RIC underperforms aspirant institutions. Looking at RIC's performance over the four years the survey has been administered, there are few discernible trends. Data have been shared with various groups on campus, but strategies to address areas where RIC falls short have not been developed.

To determine employment rates of RIC graduates, the OIRP conducts a survey of undergraduate students one year after graduation. Response rates to the survey are relatively low, between 15-20%, but respondents tend to be representative of graduates across dimensions such as race/ethnicity, school of major, and Grade Point Average at graduation. Over the past five years that the survey has been administered, 78.7% of graduates reported that they were employed as their primary status one year after graduation, with 88% reporting employment in some capacity. The percentage of students indicating that employment is their primary activity varies by major and school. The two most recently completed surveys (for students graduating in 2018-2019 and 2017-2018) showed that respondents in Business, Nursing, and Education had the highest rates (each with more than 80% indicating that employment is their primary activity), while graduates from Arts & Sciences and Social Work had lower rates (74% and 69%, respectively). Note that Social Work respondents were more likely than respondents from other schools to indicate that their primary activity is pursuing additional education (nearly a quarter reported doing so), which likely accounts for the lower proportion of Social Work students indicating employment as their primary status. Common industries in which employed RIC graduates work, based on results of the most recent surveys, are Healthcare and Social Assistance (35%), Educational Services (22%), and Finance and Insurance (22%).

In 2019, the survey was refined to align more closely with the standards of National Association of Colleges and Employers (NACE), and Deans had more involvement in the design and administration of the survey. In addition to the survey, the OIRP has explored other strategies for gathering data on recent graduates, including from LinkedIn accounts, Unemployment Insurance (UI) data from the RI Department of Labor and Training (DLT) through the Office of the Postsecondary Commissioner (OPC), and the College Scorecard. The College is exploring a relationship with a research organization, Emsi, that would provide more data on students' career trajectories and progression by area of study.

For the past four years, RIC has also conducted a survey of graduate students earning a degree or certificate to obtain employment data at the graduate level. Response rates to

this survey have averaged 24%. Roughly 95% of respondents to the survey report that they are employed one year after completing their graduate credential.

RIC utilizes several measures of student success beyond the standard metrics discussed above, including graduate school attendance, relationship between job obtained and RIC major, and impact of RIC on success in job. Graduate school attendance for recent undergraduate graduates is obtained both through the Alumni One-Year Out survey and the National Student Loan Clearinghouse. Data from the latter source show that an increasing percentage of RIC undergraduate alumni have been pursuing graduate studies one year after completing their RIC credential. For the cohort graduating in 2015-16, the percentage enrolled in graduate studies or earning a credential one year after was 13.9%; for the cohort graduating in 2018-19, the percentage was 17.1%.

In addition to providing data on whether students are employed, the survey of undergraduate alumni one year out asks alumni whether their job is related to their major, their salary, and job satisfaction. More than 75% of respondents over the past five years report that their job is directly related to their RIC major, and a similar percentage report that their major is related to their field of interest. Nearly 80% of employed alumni report they are satisfied or very satisfied with their job, and the percentage has been increasing.

PROJECTIONS

In spring 2022, PEC will develop a plan for coordinating institutional effectiveness measures, managing assessment activity, and clarifying processes for ongoing assessment.

During AY 2022 - 2023, to measure the effectiveness of non-academic programs and services, the Vice President for Student Success will work with directors to develop a comprehensive and systematic approach to assessing the co-curriculum using established metrics such as the Council for the Advancement of Standards in Higher Education (CAS standards) and that includes professional development for staff across departments.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
IPEDS Retention Data	Fall Cohort 2016	Fall Cohort 2017	Fall Cohort 2018	Fall Cohort 2019	
Associate degree students	n/a	n/a	n/a	n/a	n/a
Bachelors degree students	74.6%	72.8%	74.8%	75.6%	74.5%
IPEDS Graduation Data (150% of time)	Fall Cohort 2011	Fall Cohort 2012	Fall Cohort 2013	Fall Cohort 2014	
Associate degree students	n/a	n/a	n/a	n/a	n/a
Bachelors degree students	46.2%	50.0%	49.4%	45.9%	47.9%
IPEDS Outcomes Measures Data	Fall Cohort 2008	Full Year Cohort 2009-10	Full Year Cohort 2010-11	Full Year Cohort 2011-12	
First-time, full time students					
Awarded a degree within six years	43.9%	47.2%	45.5%	49.4%	46.5%
Awarded a degree within eight years	50.1%	51.5%	49.8%	54.1%	51.4%
Not awarded within eight years but still enrolled	2.3%	1.4%	1.3%	1.3%	1.6%
First-time, part-time students					
Awarded a degree within six years	15.9%	5.6%	20.5%	8.3%	12.6%
Awarded a degree within eight years	18.2%	19.4%	23.5%	11.1%	18.1%
Not awarded within eight years but still enrolled	4.5%	8.3%	0.0%	0.0%	3.2%
Non-first-time, full-time students					
Awarded a degree within six years	54.4%	55.9%	55.6%	59.2%	56.3%
Awarded a degree within eight years	56.2%	58.8%	58.2%	60.6%	58.5%
Not awarded within eight years but still enrolled	1.2%	1.0%	0.7%	1.5%	1.1%
Non-first-time, part-time students					
Awarded a degree within six years	39.1%	42.2%	44.0%	49.7%	43.8%
Awarded a degree within eight years	44.1%	45.5%	47.9%	52.7%	47.5%
Not awarded within eight years but still enrolled	1.8%	2.6%	2.3%	0.0%	1.7%

Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
IPEDS Retention Data	Fall Cohort 2016	Fall Cohort 2017	Fall Cohort 2018	Fall Cohort 2019	
Bachelors degree students					
1 Male	72.2%	64.8%	71.8%	65.5%	68.6%
2 Female	75.6%	75.7%	76.0%	80.0%	76.8%
3 American Indian/Alaskan Native	42.9%	22.2%	50.0%	58.3%	43.4%
4 Asian	90.0%	63.3%	84.2%	72.0%	77.4%
5 Black, non-Hispanic	69.8%	66.2%	74.0%	71.8%	70.5%
6 Hispanic	72.0%	73.0%	71.4%	74.5%	72.7%
7 Native Hawaiian/Other Pacific Islander	50.0%	n/a	n/a	n/a	50.0%
8 Nonresident Alien	100.0%	75.0%	100.0%	50.0%	81.3%
9 Two or More Races	81.0%	82.6%	72.7%	90.0%	81.6%
10 White	75.9%	76.0%	78.0%	78.3%	77.1%
11 Race/ethnicity Unknown	76.2%	71.1%	65.8%	64.7%	69.5%
13 First-Generation	73.3%	70.5%	75.4%	73.8%	73.3%
12 Not First-Generation	76.4%	74.8%	74.9%	79.4%	76.4%
14 First Generation Status Unknown	73.8%	79.4%	75.4%	64.3%	73.2%
15 Pell Award Recipients	74.4%	73.3%	76.2%	74.6%	74.6%
16 Non-Pell Award Recipients	74.9%	72.1%	73.0%	76.9%	74.2%

Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
IPEDS Graduation Data (150% of time)	Fall Cohort 2011	Fall Cohort 2012	Fall Cohort 2013	Fall Cohort 2014	
Bachelors degree students					
1 Male	43.9%	48.6%	44.5%	39.1%	44.0%
2 Female	47.3%	50.5%	51.4%	48.9%	49.5%
3 American Indian/Alaskan Native	33.3%	100.0%	25.0%	22.2%	45.1%
4 Asian	43.5%	60.0%	31.3%	40.8%	43.9%
5 Black, non-Hispanic	27.3%	42.7%	30.6%	29.5%	32.5%
6 Hispanic	46.6%	42.5%	40.0%	40.3%	42.4%
7 Native Hawaiian/Other Pacific Islander	n/a	n/a	50.0%	0.0%	25.0%
8 Nonresident Alien	n/a	0.0%	100.0%	0.0%	33.3%
9 Two or More Races	18.8%	45.0%	51.5%	30.0%	36.3%
10 White	48.9%	51.8%	55.3%	50.2%	51.6%
11 Race/ethnicity Unknown	49.0%	55.8%	54.6%	60.8%	55.1%

13	First-Generation	41.1%	43.3%	42.9%	44.9%	43.1%
12	Not First-Generation	49.8%	55.0%	55.3%	48.0%	52.0%
14	First Generation Status Unknown	51.6%	34.1%	44.4%	48.6%	44.7%
15	Pell Award Recipients	42.6%	45.5%	45.1%	42.3%	43.9%
16	Non-Pell Award Recipients	49.2%	53.5%	53.6%	57.5%	53.5%

Definition and Methodology Explanations

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2

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

Category of Student/Outcome Measure	Bachelors Cohort Entering		Associate Cohort Entering	
	Fall 2014 Cohort	Fall 2016 Cohort	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	47.9%	26.4%	n/a	n/a
Not graduated, still enrolled at original institution	4.9%	26.1%	n/a	n/a
Degree from a different institution	13.8%	5.5%	n/a	n/a
Transferred to a different institution	6.7%	12.6%	n/a	n/a
Not graduated, never transferred, no longer enrolled	26.7%	29.4%	n/a	n/a
First-time, Part-time Students				
Degree from original institution	22.7%	4.5%	n/a	n/a
Not graduated, still enrolled at original institution	4.5%	9.1%	n/a	n/a
Degree from a different institution	22.7%	9.1%	n/a	n/a
Transferred to a different institution	9.1%	9.1%	n/a	n/a
Not graduated, never transferred, no longer enrolled	40.9%	68.2%	n/a	n/a
Non-first-time, Full-time Students				
Degree from original institution	63.8%	60.2%	n/a	n/a
Not graduated, still enrolled at original institution	2.2%	11.6%	n/a	n/a
Degree from a different institution	9.6%	6.9%	n/a	n/a
Transferred to a different institution	4.5%	4.0%	n/a	n/a
Not graduated, never transferred, no longer enrolled	19.8%	17.3%	n/a	n/a
Non-first-time, Part-time Students				
Degree from original institution	44.8%	40.3%	n/a	n/a
Not graduated, still enrolled at original institution	6.4%	12.9%	n/a	n/a
Degree from a different institution	16.3%	9.7%	n/a	n/a
Transferred to a different institution	4.4%	6.5%	n/a	n/a
Not graduated, never transferred, no longer enrolled	28.1%	30.6%	n/a	n/a

Measures of Student Achievement and Success/Institutional Performance and Goals						
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	
	2017	2018	2019	2020	2021	
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
1	Percent of Students Pursuing Degree 1 Yr After Graduation*	13.9%	12.8%	15.7%	17.1%	18.2%
2						
3						
4						

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

1	% of FT FT Freshmen Accumulating 30 or more credits in first year**	33.0%	35.1%	38.6%	36.7%	37.9%
2						
3						
4						

Definition and Methodology Explanations

1	*Undergraduate students graduating RIC and enrolled in a graduate program or earning a graduate credential (Masters, Graduate Certificate, Doctorate, or First Professional Degree) within one year of receiving bachelor degree at RIC. Cohorts are students graduating in 2014-15, 2015-16, 2016-17, and 2017-18. <i>Source: RIC Graduation Files/National Student Loan Clearinghouse Student Tracker</i>
2	**Credits earned at RIC during first year (including summer). Does not include credits transferred in or credits that do not count towards graduation.

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	Fall 2017	Fall 2018	Fall 2019	Fall 2020

State Licensure Examination Passage Rates									
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	
1 Art: Content Knowledge (5134/0134)	16	14	14	11	4	*	8	6	
2 Biology: Content Knowledge (5235/0235)*	6	5	6	6	3	*	5	2	
3 Chemistry: Content Knowledge (5245/0245)*			5	4	1	*	1	*	
4 Early Childhood Education (5025/0025)	20	18	30	27	14	12	18	17	
5 Education of Young Children (5024/0024)	22	18	29	26	2	*	10	8	
6 Elem Ed: MS Mathematics Subtest (5003/0003)	83	69	86	72	43	31	50	40	
7 Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	85	71	84	73	38	33	52	43	
8 Elem Ed: MS Science Subtest (5005/0005)	86	69	90	76	38	26	46	37	
9 Elem Ed: MS Social Studies Subtest (5004/0004)	93	73	88	67	46	31	58	42	
10 English Lang Arts: Content & Analysis (5039/0039)	16	11	14	8	5	1	12	6	
French: World Language (5174/0174)					1	*	1	*	
Library Media Specialist (5311/0311)					1	*	1	*	
11 English to Speakers of Other Languages (5361/0361)*									
12 English to Speakers of Other Languages (5362/0362)*	59	55	55	54	31	31	49	47	
13 General Science: Content Knowledge (5435/0435)*			7	6	6	3	7	4	
Middle School Science (5440/0440)					3	*	4	*	
14 Health Education (5551/0551)	7	6	11	10	6	5	7	5	
15 Mathematics: Content Knowledge (5161/0161)	12	8	16	9	5	2	12	5	
16 Middle School English Language Arts (5047/0047)*			5	5	5	2	6	3	
17 Middle School Mathematics (5169/0169)	5	5	5	4	3	*	5	5	
18 Middle School Social Studies (5089/0089)*									
19 Music: Content Knowledge (5113/0113)	18	17	7	6	8	8	10	10	
20 Physical Education: Content Knowledge (5091/0091)	7	7	11	10	6	6	6	6	
Principles of Learn Teach: Grades 5-9 (5623/0623)					1	*	2	*	
21 Principles of Learn Teach: Grades 7-12 (5624/0624)	55	53	47	43	16	16	40	37	
22 Principles of Learn Teach: Grades K-6 (5622/0622)	126	123	84	82	50	48	75	71	
23 Professional School Counselor (5421/0421)	6	5	5	5					
24 Reading Specialist (5301/0301)*	7	7	9	9	3	*	3	*	
25 School Leaders Licensure Assessment (6011/1011)*	14	13							
26 School Psychologist (5402/0402)	8	8	9	8	7	7	10	10	
27 Social Studies: Content Knowledge (5081/0081)	27	18	21	16	2	*	8	6	
28 Spanish: World Language (5195/0195)	7	5	6	6	9	6	12	7	
29 Special Ed: Core Know Mild/Moderat App (5543/0543)	37	35	40	37	18	16	27	24	
30 Special Ed: Core Know Severe/Prof App (5545/0545)	19	18	12	12	2	*	9	9	
31 Special Ed: Preschool/Early Childhood (5691/0691)	5	5	14	14	7	7	15	15	
32 Technology Education (5051/0051)*	5	5			1	*	1	*	
School Superintendent Assessment (6021/1021)					3	*	3	*	
Theatre (5641/0641)							1	*	

*empty cells denote 5 or less candidates took the exam and no results are reported by ETS for these cases.

National Licensure Passage Rates									
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	
1 ARRT exam	35	35	33	33			31	31	
2 NMTCB exam	4	4	4	4			5	5	
3 ARDMS		No data available					3	3	
4 NCLEX	138	133	130	127	124	122	130	125	
5 AGACNP-ANCC	11	10	15	14	9	9	11	10	
6 AGACNP-AACN	1	1	1	1	1	0	0	0	
7 AGACCNS-AACN	7	5	2	2	2	2	0	0	
8 COA-CRNA	7	5	7	6	10	6	10	8	

Job Placement Rates									
Major/time period	*	# of grads responded to survey	# with jobs	# of grads responded to survey	# with jobs	# of grads responded to survey	# with jobs	# of grads responded to survey	# with jobs
1 Faculty of Arts and Sciences									
Africana Studies (BA)		2	2		0		0		
Anthropology (BA)			0	1	1	2	0	1	0
Art Education (BFA/BS)		0	0	0	0	3	3		
Art History (BA)			0	1	1		0	1	0
Studio Art (BA/BFA)		8	6	4	2	5	5	5	4
Biology (BS)		6	4	11	7	3	3	2	2
Chemical Dependency/Addiction Studies (BS)			0	6	3	2	2		
Chemistry (BA/BS)		0	0	2	1	2	1	3	0
Communication (BA)		14	11	18	14	16	14	7	5
Computer Science (BA/BS)		4	4	6	2	7	6	4	4
Dance Performance (BA)			0	2	2	2	2	2	1
English (BA)		5	3	8	4	7	3	9	7
Environmental Studies (BA)			0	1	0		0	1	0

Film Studies (BA)		5	5	4	3		0	1	1
Geography (BA)		2	1		0	3	3	3	0
History (BA)			0	5	3	6	4	4	1
Health Sciences (BS)		4	3	3	3	2	1	5	3
Justice Studies (BA)		11	9	10	7	10	6	7	6
Liberal Studies			0		0	1	1	1	1
Mathematics (BA)		1	1	1	0	1	1	4	3
Medical Imaging (BS)		11	11	3	3	5	5	4	4
Modern Languages (BA)		1	1	1	1	1	0		
Music Education (BM/BS)		1	1	2	2	2	2		
Music (BA/BM)		3	3	2	1	5	4	4	1
Music Performance (BM)			0		0	2	2		
Philosophy (BA)			0		0	1	1	1	0
Physics (BS)			0	1	0	1	0		
Political Science (BA)		7	5	4	2	3	3	7	3
Psychology (BA)		33	19	27	19	24	15	25	17
Public Administration (BA)		2	2	3	1		0	4	3
Sociology (BA)		3	1	6	4	2	2	4	3
Student Designed Major		3	3	1	0	1	1	4	4
Theater (BA)		2	2		0	2	2	2	1
Women's Studies (BA)		1	0	2	1	1	0	2	2
School of Business									
Accounting (BS)		14	13	7	5	16	15	15	12
Computer Information Systems (BS)		4	3	2	2	4	4	4	3
Economics (BA)			0		0	1	1	2	2
Finance (BS)		1	1	3	3	5	5	5	5
Healthcare Administration (BS)		9	8	3	2	6	6	6	3
Management (BS)		12	11	8	7	13	12	15	13
Marketing (BS)		3	3	3	3	7	6	6	4
Feinstein School of Education and Human Development									
Community Health and Wellness (BS)		2	2	6	5	1	1	1	0
Early Childhood Education (BS)		5	5	11	9	11	10	14	12
Elementary Education (BA/BS)		12	11	14	10	14	12	6	3
Elementary and Special Education (BS)								10	10
Health Education (BS)		1	1	1	0	1	1		
Physical Education (BS)		1	1	1	0	2	2		
Secondary Education (BA)		5	5	4	4	6	5	9	9
Youth Development (BA)		5	4	6	5	2	1	3	2
School of Nursing									
Nursing (BSN)		36	35	35	35	37	36	45	44
School of Social Work									
Social Work (BSW)		20	13	7	5	28	19	28	17
Certificates and Other									
Case Management (Certificate)		2	2	1	0	2	1	1	0
General Studies (BGS)			0		0		0		
International Nongovernmental Org Studies (Certificate)			0		0		0		
Non-Profit Studies (Certificate)		1	1	4	4	1	1	2	1
RITE			0		0	1	0	2	2

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

Web location of gainful employment report (if applicable)

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
Completion Rates					
1					
2					
3					
4					
5					
Placement Rates					
1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Job placement rates are based on a survey of undergraduate alumni, one year after graduation. Roughly 15-20% of alumni surveyed respond each year. "Graduates with a job" are those who report having either a full-time or part-time job. Students are counted in more than one category if they graduated with more than one major.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior 2017 Reporting Year	2 Years Prior 2018 Reporting Year	1 Year Prior 2019 Reporting Year	Current Reporting Year 2020 Reporting Year	Next Year Forward (goal)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	83.6%	78.8%	86.3%	85.0%	83.4%
Graduation rates @ 150% time	63.8%	68.0%	73.2%	70.5%	68.9%
Average time to degree	2.29 yrs	2.38 yrs	2.38 yrs	2.43 yrs	2.37 yrs
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	85.7%	85.7%	83.3%	82.4%	84.3%
Graduation rates @ 150% time	46.1%	66.7%	31.2%	50.0%	48.5%
Average time to degree	4.95 yrs	6.35 yrs	5.32 yrs	4.81 yrs	5.36 yrs
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1 Master's degree entering cohorts are defined as students pursuing a Master's degree who entered in the fall or summer prior of the given academic year with 9 or fewer total credits. Students are counted as "retained" if they re-enrolled the subsequent fall or graduated within their first year. Retention cohorts are those entering in fall 2016, fall 2017, fall 2018, and fall 2019. "Graduation rates" represent the percent of the entering cohort that earned a Master's degree within 4 years of entry. Graduation cohorts are those entering in fall 2013, fall 2014, fall 2015, and fall 2016. "Average time to degree" (for those earning a Master's degree from each entering cohort) is measured in calendar years.					
2 Doctoral Degree entering cohorts are defined as students pursuing a doctoral degree who entered in the fall or summer prior of the given academic year. Students are counted as "retained" if they re-enrolled the subsequent fall or graduated within their first year. Retention cohorts are those entering in fall 2016, fall 2017, fall 2018, and fall 2019. "Graduation rates" represent the percentage of the entering cohort that earned a doctorate within 8 years of entry. Graduation cohorts are those entering in fall 2009, fall 2010, fall 2011, and fall 2012. "Average time to degree" (for those earning a doctorate from each entering cohort) is measured in calendar years.					
3					
4					
5					

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

DESCRIPTION - Integrity

The highest integrity is necessary for RIC to maintain the public's trust and carry out its goals as a public institution of higher education. The mission and vision at Rhode Island College (RIC) incorporate integrity at all levels and in all places, from academic to professional and institutional to personal, and the College's commitment to integrity is reflected in its policies, procedures, and practices.

Review of Policies and Procedures. The College strives to maintain clear and current administrative policies for governance and has standard procedures to adopt, review and/or amend policies. The [policies webpage](#) provides a single portal for all the policies in place at the institution, including those promulgated by the [RIC Council](#). Policies are intended to be reviewed a minimum of every five years by the College's Policy Officer, a role currently filled by the Executive Director of Strategic Initiatives/Chief of Staff. The policy review process includes opportunities for input from faculty, staff, and students.

Legal Requirements: RIC policies are designed to align with state and federal laws, including but not limited to, the Rhode Island Code of Ethics for State Employees ([RIGL 36-14](#)); Rhode Island Confidentiality of Health Care, Communications and Information Act ([RIGL 5-37.3](#)); Rhode Island Equal Opportunity and Affirmative Action Act ([RIGL 28-5.1](#)); federal Health Insurance Portability and Accountability Act (HIPAA); Family Educational Rights and Privacy Act (FERPA); The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and Title 2, Part 2 of the Code of Federal Regulations, "Confidentiality of Alcohol and Drug Abuse Patient Records."

The [Rhode Island Board of Education](#) gives the College the authority to grant degrees via [statute](#). The [Council on Postsecondary Education](#) (CPE), stipulates policies, regulations, and directives that guide public higher education in the state of Rhode Island. In addition, all college departments adhere to applicable federal and state mandates, professional codes of ethics, and national best practices relative to their specific areas.

The College's Office of [College Events and Conference Services](#) has practices and procedures in place to ensure that all non-RIC events on campus are properly vetted before any space is assigned to them. The office is working on a policy that more explicitly states the importance of alignment between such events and other applicable policies at the institution, as well as the College's mission.

The College adheres to the standards of integrity set forth by NECHE and regularly informs the Commission of any major planned changes or adverse actions. Each year, the Director of Institutional Research and Planning ([OIRP](#)), who serves as the Accreditation Liaison Officer (ALO) for the college, surveys the campus leadership team for any such developments and documents them on the Annual Profile. At other times during the year, the ALO or other leaders from the College contacts the Commission for guidance on whether any potential initiatives require input, review, or approval.

Key Policies for Employees. Rights and responsibilities of employees are provided upon hire by the Office of Human Resources (HR) and documents are available on their website. Policies related to evaluation, promotion, tenure, non-discrimination, grievances, salary, discipline, and termination are available at the RI [CPE](#); the [RI State Employee Handbook](#); and [Collective Bargaining Agreements/Union Contracts](#) of RIC/AFT Local 1819, RIC Adjunct Faculty Union, PSA@RIC, Council 94, AFSCME, Howard Union of Teachers (HUT), and United Nurses and Allied Professional (UNAP). The College's commitment to Academic Freedom is described both in the [Student Handbook](#) and in Article 3 of the [Faculty Contract](#). Additionally, complaint procedures for faculty and staff may be [found in relevant union contracts](#).

The HR office disseminates Exit Interview letters and forms for terminating employees, informing them about their right to meet with staff of the State Equal Opportunity Office to discuss conditions surrounding their employment and termination. The College continually evaluates and assesses processes to assure best practices are utilized to recruit employees of diverse backgrounds. For more information please refer to Standards 6 and 7. For student employment, the Career Development Center maintains a [Student Employee Handbook](#) and Graduate Studies publishes policies related to student employment in the [Graduate Studies Manual](#).

Reporting Mechanisms. The College provides mechanisms to report concerns regarding issues of integrity and has [instituted policies](#) specific to integrity to assure the campus community understands and assumes their responsibilities in the pursuit of integrity in research, recruitment, administrative operations, fiscal operations, and academics.

Ethics in Research and Sponsored Projects. [The Office of Sponsored Programs](#) supports faculty scholarship, external research and grants and provides [extensive information](#) on college and federally mandated research compliance committees. RIC partners with the [Collaborative Institutional Training Initiative](#) (CITI) Program to provide web-based educational resources in research, ethics, regulatory oversight, responsible conduct of research, and more. All Principal Investigators (PIs), Senior Personnel, and students working on grant funded projects must complete CITI trainings. The [College's Institutional Review Board](#) (IRB) ensures that federal law and college policy mandating that research participants be adequately protected from harm of any kind, are adhered to. College personnel are subject to the Code of Ethics set forth in Rhode Island General Laws 36-14-1 et seq. Researchers must disclose any [conflicts of interest](#) and follow the College's guidelines related to [intellectual property](#).

A Diverse and Inclusive Community: Diversity, Equity and Inclusion are formalized as integral threads in the College's [strategic plan](#) and [mission statement](#) and is supported in the College's organizational structure through the Office of Diversity, Equity, and Inclusion (ODEI), which oversees the offices of Disability Services Center and Institutional Equity, and the Unity Center. In addition, the College's [Dialogue on Diversity and Inclusion \(DDI\)](#), a presidential committee comprised of faculty staff and students, acts as a resource to the administration and makes recommendations for strengthening diversity, inclusion and

equity at the College. Increased investments in DEI have included training on prevention of sexual violence and resources for supporting survivors, in addition to the comprehensive and formal assessment of the campus climate in 2019 through a nationally recognized [Campus Climate survey](#).

Nondiscriminatory Practices. The framework for commitment to diversity sits within our active prohibition of discrimination. See the following links: RIC | [Non-Discrimination / Affirmative Action Office](#) | [Policy on Equal Opportunity and Affirmative Action](#).

Recruiting and Hiring Employees. The [Office of Institutional Equity](#) develops, implements, supervises and monitors affirmative action/equal opportunity (AA/EEO) programs in compliance with government regulations, Board of Education policy, and the College's goals and strategic plan to enhance diversity within the college community. In addition, it maintains record-keeping procedures, conducts compliance reviews, prepares AA/EEO reports and plans, and monitors all stages of job searches. This office also works collaboratively with the Office of Human Resources on all recruitment; selection and hiring practices; and with other departments regarding applicable legal mandates. Institutional policies and procedures are developed and reviewed by the office to ensure compliance with all regulations and guidelines. The office collaborates with the administration, faculty and staff to address and implement goals and objectives related to AA/EEO, equity matters, as outlined in the college-wide strategic plan. Search Committees for faculty positions are required to use the [College's Search Committee Guide](#) for faculty. Those seeking non-classified staff positions are required to use a [Recruitment Guide](#).

DESCRIPTION – Transparency

As a public institution, RIC makes every effort to communicate thoroughly and accessibly with both internal and external audiences. Vehicles for this communication include the College's public-facing website; the MyRIC intranet system for College employees; social media platforms (the College's Instagram, Twitter, and Facebook accounts); emails to the campus community from the President and other College administrators on critical issues; the weekly Rhode Island College Digest email newsletter; printed materials and public forums. Those audiences include current and prospective students, faculty, staff, alumni, community partners and the public.

The primary entity responsible for producing, distributing, and overseeing both internal and external communications is the [Office of College Communications and Marketing \(OCCM\)](#), which is part of the [Division of College Advancement and External Relations](#) and overseen by the Vice President for College Advancement and External Relations. Within OCCM, the Assistant Director of College Communications and Marketing serves as the College's primary Public Information Officer (PIO) and is responsible for media relations. Also housed in the Division of College Advancement and External Relations is the Office of Web Communications, which is responsible for developing, updating, and implementing website content, created by OCCM and other campus offices/units.

The academic departments, schools, and student success offices maintain separate webpages to disseminate information expanding on details supplied by the College Catalog.

The homepage of Rhode Island College's website provides direct links to up-to-date information for current and prospective students, including detailed descriptions of the College's academic offerings, student support services, campus life, admission and retention requirements, the [Student Handbook](#), as well as other relevant information on policies and procedures imperative to a successful academic experience.

Information for Prospective Students. Prospective students considering application to RIC will find extensive information about the College on the [Office of Undergraduate Admissions \(Admissions\)](#) webpages. The College is committed to providing access to talented students from all backgrounds. The diversity within our student body is a point of pride and a hallmark of our institution. Both Admissions and Graduate Studies base admissions decisions primarily on a student's academic record and ensure that each applicant's materials receive careful consideration and individual review. Admissions requirements for all programs are posted on the College's website.

Key Information for Students. The most recently approved College [mission](#) statement and vision are available on RIC's website as well. Also published on the College's website are basic [characteristics](#) about the institution (public/private status, including institutions with which the College has articulation agreements); [student conduct information](#); and procedures for student [appeals](#) and [complaints](#). In addition to appearing in the College Catalog, information on [academic policies and procedures](#), processes for [withdrawal](#), listing of [academic programs](#) and other educational opportunities (mentioned in Standard 4), notification of [courses currently offered](#), and the requirements for degrees or other forms of academic recognition are available through [Records](#) and [OASIS](#) or individual academic departments. The [Student Consumer Information](#) (SCI) webpage contains publicly disclosed consumer information, including specific internal policies and procedures; and disclosures required by the Higher Education Act; accreditation and licensing standards and various regulations. It provides information on student success, including retention and graduation rates, post-graduation employment outcomes, and licensure examination passage rates. More detailed information on outcomes can be found on OIRP's "[Statistical Information About Rhode Island College](#)" webpage. With respect to the cost of a RIC education, the College provides links to tuition and fees, expected cost of attendance, financial aid policies, and a guide on how to understand financial aid awards on its [Student Consumer Information](#) and [Financial Aid](#) websites. The Student Consumer Information page also includes a link to the [Net Price calculator](#). Information on typical debt accumulated at graduation is available on the [Common Data Set](#), which is maintained by OIRP. Default and repayment rates can be found on the [College Navigator](#). The institution is careful to verify any statements regarding student success and/or recognition the College receives from external parties with OIRP and other relevant College offices.

The [Dean of Students Office](#) maintains a webpage that connects students to the Student Handbook, as well as to policies and procedures related to student behavior on campus. The [Student Handbook](#) is an important guide to academic facilities and services, student organizations, academic policies and procedures, and rules on student conduct. The handbook is maintained and published annually by the [Division of Student Success](#). The [Student Conduct Code](#) outlines standards of behavior that promote the safety and welfare

of the RIC community. [The Student Bill of Rights](#) is about students' rights and responsibilities as members of the community. Documents related to student Academic Integrity are provided on the [Academic Integrity Board's website](#) and provide resources to faculty and students regarding maintaining academic honesty, preventing plagiarism, and explaining the process of an academic honesty case. Information on the [Student Conduct Board](#), appeals, and a tool to report student concerns also appears on the website.

DESCRIPTION – Public Disclosure

College Catalog: The [College Catalog](#), available in print; .pdf; and digital, searchable formats, serves as a definitive source of information on the [courses](#) and [programs](#) offered at RIC. It also contains information on academic policies for [undergraduate](#) and [graduate](#) programs, admission requirements, tuition and student fees, financial aid, registration processes, and College facilities and services. It is updated yearly by department heads and administrators, and every effort is made to ensure that material in the catalog is current and consistent with information published on the website. The website contains links to college catalogs dating back to 2013 and we can retrieve them back to 2005.

Information About Students, Facilities, and Faculty: The College provides a description and statistical profile of the students it serves in a variety of print and digital formats, including on the admissions page and in resources available on the [OIRP](#) webpage. Nearly all activity takes place on RIC's main Mount Pleasant campus, but nursing graduate students take their courses at the [Nursing Education Center](#) (NEC) in Downtown Providence and undergraduate students take their courses at RIC. RIC states clearly which [courses](#) and [programs](#) are offered at each location. Regardless of the instructional location, all student have access to the College's [academic and other support services](#), [co-curricular and non-academic opportunities](#), and [library](#).

RIC shares information about its academic and non-academic personnel through the [Faculty/Staff Directory](#). Contained in the directory are the departments, titles, and contact information for faculty, some long-term adjuncts, and administrative staff. The directory also provides information on faculty who are on leave or sabbatical for a given term or academic year. More specific information on the credentials and specialties of most faculty are available on the individual school and department web pages.

In addition to indicating which faculty are not teaching in a given academic year, RIC removes discontinued programs from its website and College Catalog and clearly labels any that are temporarily suspended or not admitting new students. Furthermore, the College has a process for reviewing any courses that have not been offered during the past three academic years, each year during the fall term, and determining whether to remove them from the College Catalog. The process is managed by RIC's Undergraduate Curriculum Committee (UCC) and is described in detail in Standards 4 and 6.

General Inquiries. Individuals seeking information about RIC may use the "[Contact Us](#)" link in the lower-left corner of the home page.

Financial Reports. Annual financial and single audit reports are available at the [Accounting Office](#).

Public Information and Data Requests. Requests for public information may be directed to the [Office of Institutional Research and Planning](#). [Policy guidelines](#) have been outlined to inform the process. The Vice President for Administration and Finance and Director of OIRP are the officers responsible for responding to requests for documents under the State of Rhode Island's Access to Public Records Act (APRA); the former officer handles APRA requests that are financial in nature, while the latter addresses all other APRA requests.

RIC clearly delineates which college officials are authorized to sign different types documents on behalf of the institution. As specified in the memorandum entitled "[Signature Authority](#)" by the RI Office of the Postsecondary Commissioner, the categories of documents are agreements, contracts, and grants; business instruments and internal administrative authorizations; personnel action forms; payroll and other vouchers; utility and other purchase orders; research and sponsored programs grants and contracts; and research and sponsored programs electronic submission of grant applications.

APPRAISAL - Integrity

We have made significant progress in addressing diversity and inclusion over the past decade, work that is critical to the College's success as our student body has become increasingly diverse. Five years ago, roughly 30 percent of our student body was comprised of students of color; in 2020, that figure rose to 39 percent, with nearly half (47%) of incoming freshman identifying as persons of color. More than 900 students self-identify with the Disability Services Center to receive accommodations. To help advance diversity and inclusion at the College, RIC engaged the firm Cambridge Hill Partners (CHP) in 2014. CHP prepared a report that highlighted the need for RIC to make an institutional commitment to forwarding diversity and inclusion and to integrate these values into our strategic planning.

Statistical changes in the composition of the College's administration suggest that some progress has been made since the time the CHP report was written. Using baseline data provided by the final CHP report, from 2014 to 2020, full-time faculty of color increased from 14 percent to 18.4 percent, while full-time staff of color increased from 17 percent to 20 percent. In addition, roughly 60 employees self-identify as having a disability with the ADA Coordinator within Human Resources. Most remarkable has been the change in racial/ethnic/gender composition of the College's management team; in 2014, only one individual was a person of color, while half the members of the College's administration, PEC, are people of color. More than half of the PEC membership is female.

In addition to increases in diversity among students, faculty, and administrators, results of the [Campus Climate survey](#) suggest that the College is generally an inclusive community. 72% of faculty/staff survey respondents reported feeling "very comfortable" or "comfortable" with the climate in their departments/program or work units; 82% of students "strongly agreed" or "agreed" that they had faculty whom they perceived as role models. This indicated an inclusive classroom atmosphere that respects and supports

students of diverse backgrounds. The study also revealed that some groups of students and faculty who feel less welcome and safe at the College. A significant difference was found in respondents' levels of comfort with the overall climate at the College based on sexual identity, disability status, and racial identity. Respondents with disabilities, Queer-spectrum students, Queer-spectrum faculty more often reported feeling "very uncomfortable" or "uncomfortable" with the overall climate at RIC. By position status, 22% (n=79) of faculty respondents, 20% (n=63) of staff respondents, 13% (n=38) of graduate student respondents, and 12% (n=197) of undergraduate student respondents believed that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct. A lower, though still concerning, percentage (6%, n=162) of respondents indicated that they had experienced unwanted sexual contact/conduct at the College.

RIC developed a comprehensive process for creating, reviewing, and updating policies that are administrative in nature. However, recent changes in personnel, roles, and responsibilities have made following those processes challenging in the last few years. While the process is well defined for administrative policies and governance documents, it does not apply to academic or student life policies, which are subject to separate reviews.

Appraisal - Transparency

The College made great strides during the last several years in making critical information about itself available in a timely and easily accessible fashion. Through website and print media, students, parents, and the public are able to access information on our mission, programs offered, costs, academic policies, students outcomes, and financial aid. This information can be found on our revised "Student Consumer Information" page.

We need to improve the thoroughness and accessibility of certain types of information. One category of information that is not easy to locate is the credentials and training for faculty. Information is missing for many faculty members, and we do not publish it in our College Catalog. Finding the information we do publish on faculty credentials can be difficult and requires going into individual department websites.

While our "Undergraduate Majors/Program," "Graduate Degrees," and "Graduate Certificate Programs" webpages clearly list the programs we offer and those that are not currently available, academic program information is inconsistent across all webpages.

The course removal process could be brought into closer compliance with the NECHE standard 9.21 by requiring review of courses that have not been offered over a two-year period rather than three. The existing process could proceed in a timelier fashion, as deans and chairs are sometimes slow to provide feedback on which courses to remove.

APPRAISAL – Public Disclosure

Data on default rates, debt at graduation, and typical length of study do not appear in a central, easy-to-find location, and some of the information is not available at all. One must go to the College Navigator, an external site, to access RIC's default and repayment rates. Statistical information about the College on some sites is out-of-date. Pages are not updated with the most recently available institutional data on a regular basis.

The expectation is that the availability and quality of institutional information will continue to improve with the overhaul of the College website, which features improved information architecture, better navigation, and offers a more satisfactory user experience. The site is optimized for desktop and mobile, and for ADA compliance. We expect that the site will be completed in 12-18 months.

PROJECTIONS

During AY 2021–2022, ODEI staff will present a plan to the PEC for fostering an inclusive atmosphere that respects the diversity of faculty, staff, and students while ensuring the college is accountable to legal, state, and accrediting bodies.

During spring 2022, the PEC and RIC Council leadership will renew the process for development of academic, student life, and administrative policy at the college and provide recommendations for ongoing review.

During AY 2023-2024, the provost will assign a workgroup to review new models of course catalogues to offer recommendations for catalogue design and content that addresses college priorities.

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	10/30/2019	https://www.ric.edu/department-directory/academic-integrity-board	Academic Affairs: Academic Integrity Board
Intellectual property rights	8/17/2011	https://www.ric.edu/department-directory/office-sponsored-programs/research-policies-and-procedures	Office of Sponsored Programs
Conflict of interest	10/11/2017	https://www.ric.edu/department-directory/office-sponsored-programs/research-policies-and-procedures	Office of Sponsored Programs
Privacy rights	10/9/2015	https://www.ric.edu/department-directory/office-dean-students/student-bill-rights	Office of Student Life
Fairness for students	10/9/2015	https://www.ric.edu/department-directory/office-dean-students/student-bill-rights	Office of Student Life
Fairness for faculty		no campus-wide document for this population with terms	
Fairness for staff		no campus-wide document for this population with terms	
Academic freedom		Student Bill of Rights	Dean of Students
		https://www.ricft.org/	Faculty Union
Research	6/15/2018	https://www.ric.edu/academics/institutional-review-board-irb	Institutional Review Board
Title IX	8/14/2019	https://www.ric.edu/department-directory/office-institutional-equity/title-ix	Office of Institutional Equity
Other; specify			

Non-discrimination policies

Recruitment and admissions			
Employment			
Evaluation			
Disciplinary action		Institutional Equity	Office of Institutional Equity
Advancement		Tenure and Promotion	Provost's Office
Other; specify			many links see comments below.
Non-discrimination and Affirmative Action Statement		https://www.ric.edu/department-directory/office-institutional-equity/affirmative-action/statement-nondiscrimination-and-affirmative-action	

Resolution of grievances

Students	January 2021	https://www.ric.edu/documents/academic-policies-and-procedures	Committee on Academic Policies and Procedures
Faculty		Collective Bargaining Agreements	RIC/AFT
Staff		Collective Bargaining Agreements	Professional Staff Association (PSA)
Title IX or Discrimination Complaint	2017 (2018 for faculty)	https://www.ric.edu/department-directory/office-institutional-equity/title-ix/title-ix-how-report	Institutional Equity
Code of Conduct for Financial Aid Staff	Unclear	https://www.ric.edu/department-directory/office-financial-aid/code-conduct-financial-aid-staff	Office of Financial Aid

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.ric.edu/department-directory/division-administration-finance/administrative-policies-and-governance-documents
Notice of availability of publications and of audited financial statement or fair summary	https://www.ric.edu/department-directory/accounting-office/financial-statements
Processes for admissions	https://www.ric.edu/admissions-financial-aid
Processes for employment	https://employment.ric.edu/
Processes for grading	https://www.ric.edu/department-directory/records-office/grades-and-standards
Processes for assessment	https://www.ric.edu/academics/assessment
Processes for student discipline	https://www.ric.edu/department-directory/office-dean-students/student-bill-rights
Processes for consideration of complaints and appeals	https://www.ric.edu/department-directory/office-human-resources/policies-procedures-union-contracts https://www.ric.edu/documents/academic-policies-and-procedures
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Faculty Credentials/Achievements	https://www.ric.edu/people-directory
	https://www.ric.edu/documents/common-data-set-2020-2021
	https://www.ric.edu/department-directory/office-sponsored-programs/awards-annual-reports
	https://www.ric.edu/department-directory/school-nursing/school-nursing-accomplishments
Learning Outcomes	https://www.ric.edu/academics/general-education/general-education-learning-outcomes
	https://www.ric.edu/department-directory/school-social-work/accreditation-and-assessment
	School of Nursing site contains information on NCLEX pass rates, certification rates, etc. https://www.ric.edu/department-directory/school-nursing
	https://www.ric.edu/department-directory/feinstein-school-education-and-human-development
Affordability	https://www.ric.edu/department-directory/office-bursar/northeast-neighbors
	https://www.ric.edu/admissions-financial-aid
Alumni Accomplishments	https://www.ric.edu/department-directory/office-alumni-relations/alumni-awards-recognition
	https://www.ric.edu/department-directory/faculty-arts-and-sciences/arts-and-sciences-alumni
	https://www.ric.edu/department-directory/school-business/school-business-alumni
	https://www.ric.edu/department-directory/school-social-work/school-social-work-alumni
	https://www.ric.edu/department-directory/feinstein-school-education-and-human-development/alumni-feinstein-school-education-and-human-development
	https://www.ric.edu/department-directory/school-nursing/school-nursing-alumni

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

Information	Website location
Institutional catalog	https://www.ric.edu/department-directory/records-office/registration/college-catalog
Obligations and responsibilities of students and the institution	https://www.ric.edu/department-directory/office-dean-students/student-bill-rights
Information on admission and attendance	https://www.ric.edu/admissions-financial-aid
Institutional mission and objectives	https://www.ric.edu/meet-rhode-island-college/mission-vision-core-values
Expected educational outcomes	https://www.ric.edu/meet-rhode-island-college/president-frank-d-sanchez/strategic-plan
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.ric.edu/meet-rhode-island-college
Requirements, procedures and policies re: admissions	https://www.ric.edu/admissions-financial-aid
Requirements, procedures and policies re: transfer credit	https://www.ric.edu/admissions-financial-aid/undergraduate-admissions/transfer-students
A list of institutions with which the institution has an articulation agreement	http://www.ritransfers.org/
Student fees, charges and refund policies	https://www.ric.edu/admissions-financial-aid/tuition-and-fees-2021-2022
Rules and regulations for student conduct	https://www.ric.edu/department-directory/office-dean-students/student-code-conduct
Procedures for student appeals and complaints	https://www.ric.edu/documents/academic-policies-and-procedures
Other information re: attending or withdrawing from the institution	https://www.ric.edu/department-directory/records-office/faqs
Academic programs	https://www.ric.edu/academics
Courses currently offered	https://www.ric.edu/department-directory/records-office/registration/course-bulletin
Other available educational opportunities	https://www.ric.edu/academics/college-honors-program https://www.ric.edu/early-enrollment-program https://www.ric.edu/academics/academic-support-and-resources https://www.ric.edu/department-directory/office-study-abroad
Other academic policies and procedures	https://www.ric.edu/documents/academic-policies-and-procedures
Requirements for degrees and other forms of academic recognition	https://www.ric.edu/department-directory/records-office/grades-and-standards http://ric.smartcatalogiq.com/en/2020-2021/Catalog/General-Information-Undergraduate http://ric.smartcatalogiq.com/2020-2021/Catalog/General-Information-Undergraduate/Honors-and-Awards-Undergraduate
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.ric.edu/department-directory
Names and positions of administrative officers	https://www.ric.edu/meet-rhode-island-college/college-leadership
Names, principal affiliations of governing board members	https://www.riopc.edu/page/council%20members/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each	https://www.ric.edu/department-directory/office-professional-studies-and-continuing-education/professional-studies-and-continuing-education-information-locations
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.ric.edu/documents/quick-facts-10-year-highlights-2020-21
Description of the campus setting	https://www.ric.edu/meet-rhode-island-college

Availability of academic and other support services	https://www.ric.edu/department-directory/office-academic-support-and-information-services-oasis
Range of co-curricular and non-academic opportunities available to students	https://www.ric.edu/student-experience
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.ric.edu/department-directory/james-p-adams-library
Institutional goals for students' education	https://www.ric.edu/meet-rhode-island-college/president-frank-d-sanchez/strategic-plan
Expected amount of student debt upon graduation and loan payment rates	https://www.ric.edu/department-directory/office-financial-aid/financial-aid-frequently-asked-questions

Appendices

Appendices

Affirmation of Compliance with Federal Requirements of Title IV 1-3

E-Series Forms on Student Achievement and Success 1-27

Audited Financial Statement 1-70

List of Links for the Workroom Documents



AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

- 1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.ric.edu/admissions-financial-aid/undergraduate-admissions/transfer-students
Print Publications	Page 9, Rhode Island College Course Catalog, 2020-2021
Self-study/Fifth-year Report Page Reference	pp. 32-33

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	<p>Student Bill of Rights: https://www.ric.edu/department-directory/office-dean-students/student-bill-rights</p> <p>Student Code of Conduct: https://www.ric.edu/department-directory/office-dean-students/student-code-conduct</p> <p>RI Office of Postsecondary Education (OPC) Student Complaint Policy: https://www.riopc.edu/static/photos/2017/02/24/S16_StudentComplaint_120215.pdf</p> <p>Academic Grievances (pp. 54-58 of Rhode Island College Manual of Academic Policies And Procedures): https://www.ric.edu/documents/academic-policies-and-procedures</p> <p>RI Office of Postsecondary Education (OPC) Title IX Sexual Harassment Policies and Procedures: https://www.ric.edu/documents/title-ix-sexual-harassment-policy-and-procedure-2021</p> <p>Form for Submitting Sexual Harassment Complaint: https://cm.maxient.com/reportingform.php?RhodeIslandCollege&layout_id=121</p> <p>RI Office of Postsecondary Education (OPC) Non Discrimination Policy and Complaint Procedures: https://www.ric.edu/documents/council-postsecondary-education-nondiscrimination-policy-and-complaint-procedures</p> <p>Form for Submitting Discrimination Complaint https://cm.maxient.com/reportingform.php?RhodeIslandCollege&layout_id=122</p>
Print Publications	
Self-study/Fifth-year Report Page Reference	pp.51, 93-94

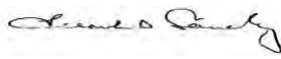
3. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same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

Method(s) used for verification	Rhode Island College's verification procedures ensures that the person signed up for the course is the same person submitting work and earning the grade. Students must use their student login and Rhode Island College email to access Office 365, Zoom and Blackboard. All students are informed about and expected to read the college's Academic Integrity Policy. This is also included in course syllabi.
Self-study/Fifth-year Report Page Reference	Pg. 34

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

URL	https://www.ric.edu/neche-accreditation
Print Publications	<i>Providence Journal, The Anchor, social media: Facebook</i>
Self-study Page Reference	Page xix (Introduction)

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

Chief Executive Officer: 

Date: September 17, 2021



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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution: General Education, Overall Outcomes	https://www.ric.edu/academics/general-education/general-education-learning-outcomes	General Education assessment has been administered on four out of the eleven learning outcomes since 2013-2014. Assessment committees used learning artifacts and assessed them according to learning outcomes rubrics developed by the AAC&U and RIC faculty. It is expected that instructors are addressing General Education learning outcomes in the individual courses they teach.	Since 2013 evidence has been interpreted by a committee of faculty tasked with assessing the assigned learning outcome. From there, the FAS assessment coordinator, the General Education coordinator and faculty who make up the General Education college committee (COGE) receive the report and share it with faculty.	RIC has used our assessment data as one way to determine the quality of instruction and learning outcomes in General Education. From the data gathered the college has instituted a 1-credit college 100 course to address issues raised, along with working towards a more fully integrated Writing Across the Curriculum effort. Currently the college has sent a team of faculty and administration to an AAC&U summer	The current General Education program has been in place since 2012 after the last review of the program. We are currently reviewing the General Education program.

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

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				workshop on General Education and Assessment June, 2021. Findings and take-aways from the seminar inform the ongoing discussion about the need to revise the current General Education plan as well as how the college assesses learning outcomes. The college will be working towards an assessment process	
General Education, First Year Seminar	https://www.ric.edu/academics/first-year-seminar-fys (information on FYS as a gen ed requirement for faculty and students is provided on this page)	1. In 2014, the Committee on General Education (COGE) conducted a pilot assessment of three learning outcomes—written communication, research fluency, and critical and creative thinking—using artifacts from First Year	Assessment coordinator and affiliated faculty	A list of recommendations on what to change, keep and revise was developed at the June meeting—some of which was also	2018 Internal assessment (in addition to ongoing annual summer seminar on FYS)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		<p>Writing (FYW) and First Year Seminar (FYS) classes.</p> <p>2.In the spring of 2018, the Assessment Coordinator reviewed syllabi, assignments, and artifacts from FYS courses—</p> <p>3.Also, faculty members in two groups—those who had taught FYS and those who had not—were surveyed.</p> <p>4.A day-long assessment meeting with faculty was conducted in the summer of 2018 to evaluate FYS. Some of the recommendations were shared with the COGE committee</p>		shared with COGE	
General Education, First Year Writing	https://www.ric.edu/academics/first-year-writing-fyw (addresses two overall goals to the program)	Two program-specific outcomes: Process and Rhetorical Situations are used (to look at FYW. In the spring 2019, 15 sections, or 75%, submitted 16 usable artifacts (to assess writing process):	FYW coordinator and the English Department’s Composition Committee examined the “process” outcome with a plan of looking at that “rhetorical situation” later	Encourages professional development, communicates expectations to faculty and provides them with support to teach the first-year	2019 (internal assessment of learning goals)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		1. Student artifacts were assessed to look at the writing process 2. Course materials were examined which facilitates the writing process 3. Student artifact was evaluated on a rubric of well articulated, cursory, not well developed.		writing classes	
General Education, RIC 100: Introduction to Rhode Island College	https://www.ric.edu/academics/academic-support-and-resources/ric-100-course	A pretest-post test of Brief Survey of Student Preparedness for college was conducted along with collecting responses on open ended questions	Director of RIC 100	Insight on student progress examined for evaluating effectiveness of the course	2019 internal assessment
List each degree program:					
1. Accounting (BS)	https://www.ric.edu/department-directory/department-accounting/accounting-bs	The 6 program Intended Student Learning Outcomes (ISLOs) are assessed as follows: 1) Directly through research and writing project in ACCT 461: Seminar in Accounting Theory and Practice 2) Indirectly through Accounting	Department Chair and Accounting Faculty	To improve courses, adjust/improve curriculum, including adding/deleting/updating courses and course requirements, and enhancing experiential learning experiences.	2019-2020 for IACBE Accreditation

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		<p>Senior Exit Survey</p> <p>Objectives:</p> <p>1) Direct outcome: At least 80% of students will meet or exceed expectations on the performance rubric for each learning objective.</p> <p>2) Indirect Outcome: At least 80% of all graduating Accounting Majors will indicate that they agree or strongly agree that they have accomplished each of the program ISLOs #1-#5.</p>			
2. African Studies	https://www.ric.edu/departments-directory/african-studies-program/african-studies-ba	According to the update provided in 2018 and 19, Africana Studies is considering providing feedback through two courses: Critical Race Theory and Methodology, and Senior Seminar.	Faculty	Curriculum changes as necessary	Spring 2017 Program Review (no external review) Spring 2019 (internal assessment of learning goals)
3. Anthropology	https://www.ric.edu/departments-directory/department-anthropology/anthropology-ba	The department has recently moved away from the pretest posttest design used in previous assessment years. Currently a few of the introductory courses which	Faculty administer the various assessment measures, collect the data and report the data to the chair who interprets the	Learning outcomes have been alternated between years- and each uses a different course. There is an	2019 Program Review (with external review) 2020-2021 (internal assessment of

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		overlap also with the gen ed curriculum have been used for assessment. Student assessment for outcomes for 2 is measured in Anth 233 in terms of who has completed the CITI certification. Senior seminar papers were also assessed using a rubric.	data and creates the assessment report.	action plan of including theory as a part of the whole assessment process for future	learning goals)
4. Art (Studio)	Website: BA https://www.ric.edu/departments-directory/department-art/department-art-undergraduate-programs/studio-art-ba BFA https://www.ric.edu/departments-directory/department-art/department-art-undergraduate-programs/studio-art-bfa	Four annual assessment devices were reported: <ul style="list-style-type: none"> • First, is the BFA program’s semester-end review-visual or oral presentation. • Second, is the BFA programs acceptance review • Third, is the annual Special Talent Award (not facilitated 2020) • Fourth is the competition for the Graduating Senior Award, the Mary Ball Howkins Award in Art History, and the Harriet Brisson Award in Ceramics. This ceremony is held in mid-April 	Faculty— (department has a curriculum committee). Faculty supervise BFA program’s semester-end review, BFA programs acceptance review, the annual Special Talent Award, the Graduating Senior A`ward	Curriculum changes, addressing student performance parity between RIC continuing and undergraduate students	2016 Program Review (with external review) Spring 2018-2019 (internal assessment of learning goals-2020 on hold from Covid)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
5. Art History	https://www.ric.edu/academics/undergraduate-programs/undergraduate-performing-fine-arts-programs#art-history	See above for studio art	Faculty	Curriculum changes	2021 (updates associated with studio art, and art history in general)
6. Biology (BS)	https://www.ric.edu/departments-directory/department-biology/department-biology-undergraduate-programs/biology-bs	<ol style="list-style-type: none"> 1. All senior seminar students in Biology take the ETS exam. This helps assess student grasp of content and analytical measures in four foundational areas of biology (cell biology, molecular biology and genetics, organismal biology, and population biology, evolution, and ecology). 2. Additionally, the department reports that it has three courses listed where writing in the discipline is taught: BIOL 111 Introductory Biology I, BIOL 320 Cellular and Molecular Biology, and 	Faculty— The 2017 report specifies that the department has a curriculum committee which looks at courses appropriate for WID assessment etc	<ol style="list-style-type: none"> 1. Evaluating program effectiveness 2. Plan curriculum changes 3. Revisit and update learning goals (including plans of self study and visit from external visitors) 	2018 Program Review (with external review) (2016-2017 internal assessment of learning goals; 2021- ETS field test, was not able to be administered to graduating seniors recently due to pandemic)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		the capstone course, BIOL 460 Senior Seminar.			
7. Biology (MA)	https://www.ric.edu/departments-directory/departments-biology/graduate-programs/biology-ma	In 2017 -2018 academic year, for the Nuclear Medical Technology program, the different learning goals which are further subdivided by additional indicators, were assessed in classes including NMT 405, NMT 432, NMT 405, NMT 402, NMT 431, NMT 332, NMT 432, RADT 255. These included final exam grades, student responses to particular question, student attrition etc.	Faculty in the department and the program's Advisory Committee	Advisory Committee provides feedback semi-annually for continuous improvement of policies, procedures and curriculum (which includes formal documentation of suggestions).	2017-2018 internal assessment of learning goals 2021 update: ETS major field test, was not administered to the graduating seniors.
8. Chemistry	https://www.ric.edu/departments-directory/departments-physical-sciences/department-physical-sciences-undergraduate-programs/chemistry-ba-bs	Learning outcomes 1-4 are measured through early, intermediate and advanced assessment in classes including 104, 206, 405 through several methods: multiple choice exams, analytical problems, lab-based applications, providing lab summaries, literature exercises etc.	Faculty gather data to reflect on the findings for each learning goals, from three different levels of learning, which includes at least three different classes, for each of the goals	Data is continuously gathered from these different sources to provide a comprehensive report, which can lead to course revisions, requiring prerequisites, changing textbooks etc.	2014 Program Review (with external review) 2019- (internal assessment of learning goals) (6-year Periodic Review from the American Chemical Society In 2021).

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
9. Communication	Listed by each focus: https://www.ric.edu/departments-directory/department-communication/communication-ba	For 2021 reports for Public Relations and Advertising are provided. PR: COMM 301 Intro to Public Relations, COMM 311 Advanced Public Relations; COMM 312 Advanced writing for PR & ADV: --were used for assessment using a variety of techniques including exams, projects, class discussions, grammar tests Advertising: Courses used for assessment include: COMM 334 Intro to Advertising, COMM 337 Advanced Advertising, COMM 339 Creativity for Advertising & PR: COMM 485 Advertising & PR Campaigns	Faculty in association with chair of the department works to select the programs within the department, and subsequent courses within each program to be assessed in each assessment cycle.	The assessment results are used to evaluate student performance including their professional development skills (Focus on hands-on skills and experiential learning will be emphasized). Additionally, the assessment instrument will also be looked at	2014 external review 2021 (internal assessment of learning goals-- Advertising and PR concentrations)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
10. Community and Public Health Promotion	https://www.ric.edu/departments-directory/department-health-and-physical-education/department-health-and-physical-education-undergraduate-programs/community-and-public-health-promotion-bs	<ol style="list-style-type: none"> 1. Establish baseline, midpoint, end point key assessments in C&W. 2. Develop assessment rubrics with program outcomes 3. Collect baseline data on these key assessments for program outcomes 	Faculty: annual review of key assessment data and prioritized action items.	The CPHP program will assess student attainment in content and other relevant measures to identify areas of growth in the program. Key questions: How well are students meeting the program goals? Are the key assessments appropriate for the goals? Are program changes necessary to meet the outcomes?	2021 last year of assessment data
11. Computer Science and Computer Information Systems (CSIS)	CIS: https://www.ric.edu/departments-directory/department-computer-science-and-information-systems/computer-science-and-computer-information-systems	Fall 2020 Computer Science (CS) and Computer Information Systems (CIS) programs were combined into a new department called Computer Science and Computer Information Systems (CSIS).	Faculty- The CSIS department has separate curriculum committees, one for CS (COCO) and one for CIS (CISCO). With two programs	Department's Curriculum Committee makes recommendations on curriculum as deemed appropriate (2 separate	2019-2020 (CS) internal assessment of learning goals for Computer Science)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	information-systems-bs CS: https://www.ric.edu/departments/directory/department-computer-science-and-information-systems/computer-science-ba-bs	Fall 2019-Spring2020 report is for computer science: Two courses CSCI 212 and CSCI 435 were assessed. Last course in the introductory sequence measured methodology and background in computer science, while advanced class measures basic programming and techniques	combined, the committees will work towards a more comprehensive plan of assessment involving both departments	committees for each department)	
12. Dance	https://www.ric.edu/departments/directory/department-music-theatre-and-dance/dance-program/dance-performance-ba	Faculty assess students in freshmen/sophomore mid –level (181 & 281) and junior/senior/exit-level (381 & 492) ensemble courses. (learning goals 1, 5, 6 and 9)	A faculty jury consisting of at least 2 members assesses each student	Data used to make adjustments to the program in an effort to improve student performance and utilized the process to place students in respective companies	2015-2016 (internal assessment of learning goals)
13. Economics	https://www.ric.edu/departments/directory/department-economics-and-finance/economics-ba	The 6 program ISLOs are assessed as follows: 1) Directly through Research and Writing Projects in ECON 449: Applied Econometrics and 462: Seminar in Economic Research	Department Chair and Economics Faculty	To improve courses, adjust/improve curriculum, including adding/deleting/updating courses and course requirements, and enhancing experiential learning experiences.	2019-2020 for IACBE Accreditation

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		2) Indirectly through the Economics Senior Exit Survey Objectives: 1) Direct outcome: At least 80% of students will meet or exceed expectations on the performance rubric for each learning objective. 2) Indirect outcome: At least 80% of all graduating Economics majors will indicate that they “agree” or “strongly agree” with each of the program ISLOs (#1-6)			
14. English (BA)	https://www.ric.edu/department-directory/department-english/department-english-undergraduate-programs/english-ba	2019:20: 1. English 120 was assessed for thinking, skills, language and representation of power and diversity in literature; 2. Eng 200 was assessed for literary argument, effective writing and Style/context	Faculty readers examined and assessed student papers applying the OSEU rubric for basic, intermediate and advanced classes (outstanding, satisfactory, emergent, unsatisfactory)	Curricular and instructional changes including discussion of sequence of course offerings, addressing evaluation and student standing, developing instructional strategies with a focus	2012 Program Review (with external review) 2019-2020 Internal Assessment of learning goals

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		3. Eng 460: was assessed for critical argument, combining and citing multiple sources and effective writing		on effective writing, revisiting assessment mechanisms and timeline.	
15. English (MA)	https://www.ric.edu/departments-directory/department-english/department-english-graduate-programs/english-ma	Assessment plan shared in 2021: The graduate program in English has identified four learning outcomes with literature track and creative writing track. The learning outcomes associated with the literature track will look at a thesis option or an exam option (based on an outstanding, satisfactory and unsatisfactory rubric). The creative writing track will have a thesis option based on same rubric.	The English Graduate Committee and department as a whole decides on evaluation of theses and exams and associated rubrics with the literature and creative writing tracks	Faculty work together to oversee the graduate program learning outcome assessment so that graduate students succeed as literary professionals (teachers, writers, or scholars).	2021- Outline of internal assessment of learning goals

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
16. Environmental Studies	https://www.ric.edu/departments-directory/environmental-studies-program/environmental-studies-ba	Two general assessment and WID courses have been identified-- ENST 200 and the senior capstone. ENST 200: This is the course in which initial assessment and initial WID assessment will be conducted. The capstone class will also be considered. 2021 update: There have been practical impediments in developing assessment plans during the pandemic year. Future plan of action includes a goal of addressing this	Faculty developing the process of assessment	NA	2015 Program Review (when program was established) (2017-2018, 2021 --update on evolving plan for internal assessment of learning goals)
17. Film Studies	https://www.ric.edu/departments-directory/film-studies-program/film-studies-ba	The program uses a senior student survey to learn about student perspectives on learning outcomes on theory, history, modes of filmmaking etc.	A senior assessment survey was designed by faculty and administered in FILM 454/Film Theory, the capstone course in the major. The Film Studies faculty use the completed surveys to guide program goals, and revise curriculum if necessary	Student cognition of the learning goals from their points of view and subsequent faculty interpretation of this process and perspective	2017 Program Review (with external review) (2020 internal assessment of learning goals)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
18. Finance	https://www.ric.edu/departments-directory/departments-economics-and-finance/finance-bs	<p>The 6 program ISLOs are assessed as follows:</p> <p>1) Directly through the Finance Capstone Course Research and Writing Project</p> <p>2) Indirectly through the Finance Senior Exit Survey</p> <p>Objectives:</p> <p>1) Direct outcome: At least 80% of students will meet or exceed expectations on the performance rubric for each learning objective.</p> <p>2) Indirect outcome: At least 80% of all graduating Finance majors will indicate that they “agree” or “strongly agree” with each of the program ISLOs (#1-6)</p>	Department Chair and Finance Faculty	To improve courses, adjust/improve curriculum, including adding/deleting/updating courses and course requirements, and enhancing experiential learning experiences.	2019-2020 for IACBE Accreditation
19. Geography	https://www.ric.edu/departments-directory/departments-geography/				2012 Program Review (with external review)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	political-science/geography-ba				
20. Gender and Women's Studies	https://www.ric.edu/departments-directory/gender-and-womens-studies-program/gender-and-womens-studies-ba				
21. Healthcare Administration	https://www.ric.edu/departments-directory/health-care-administration-program/health-care-administration-bs	Students are surveyed in senior seminar class. Performance measured in senior seminar class (HCA 467). Feedback is sought from internship site coordinators.	Director and HCA faculty	To improve courses, expand/improve curriculum including addition/deletion of courses, and enhancing active and experiential learning.	2019-2020 for IACBE Accreditation
22. History (BA)	History BA https://www.ric.edu/departments-directory/department-history/department-history-undergraduate-programs/history-ba	Electronic portfolio being worked upon (to examine collection of data to accommodate curricular changes in the History). To evaluate two of the learning outcomes, graduating students turn in a portfolio that includes 3 artifacts from the following: a research paper from HIST 200, a senior seminar research paper, and an additional assignment, paper, or	Chair in consultation with History faculty examine 3 artifacts from introductory, and advanced classes to examine select learning goals	In the past curricular changes included revision of electronic portfolio system to better track student performance and facilitate student advisement and retention. Current plans are to increase sample size for	2008 Program Review (no external review) 2021 internal assessment of learning goals

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		exam from another history course.		assessment, and continue with assessment plans to implement possible curricular changes at a later point.	
23. History (MA)	https://www.ric.edu/departments-directory/department-history/department-history-graduate-programs/history-ma	Assessment of student’s papers on historians’ methodological approaches—total of 6 papers were assessed	Faculty provide feedback on graduate student performance	Insight on graduate student progress	2015-2016
24. Justice Studies (BA)	https://www.ric.edu/departments-directory/department-sociology/justice-studies-undergraduate-and-graduate-programs/justice-studies-ba	Senior Seminar capstone papers were examined according to a rubric based on select learning outcomes--- (JSTD has several outcomes). Currently four were assessed in the current year. The Justice Studies senior seminar paper is used to evaluate four goals using a Likert Scale of 1-5 (1 being Below Standard and 5 being Above Standard).	Assessment Committee in the department works with the undergraduate director of Justice Studies and chair to design the process and conduct assessment. Two reviewers, (one full-time faculty member and one adjunct instructor, read 11 randomly selected papers from a total of 22 papers). The papers were scored for	Reconsideration of assessment tools and possible curriculum changes to reflect the needs of a large and diverse body of undergraduates (past efforts have led to mergers of core and cognate courses, retitling courses, revising theory classes, increasing writing focus etc. Such continued	2014 Program Review (with external review) 2021 internal assessment of learning goals

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
			interrater reliability	efforts are likely to be ongoing	
25. Justice Studies (MA)	https://www.ric.edu/departments-directory/department-sociology/justice-studies-undergraduate-and-graduate-programs/justice-studies-ma	This is a new program with fewer graduates. Students either take up the conventional thesis approach with a more extensive research emphasis, or the project approach with a more applied emphasis. The graduate committee expects to use thesis/project submissions as the basis of program assessment. Additional possibilities of evaluating some of the core graduate classes also have been addressed	The graduate committee in consultation with the chair of the department and the faculty will be involved in the process of evaluation	To influence curricular revisions and pedagogical strategies within the program so as to continually improve program outcomes	2021- The plan of the first graduate assessment was presented to the Graduate Committee and the department. Conversations are in progress to discuss the rubric, classes or artifacts that are to be selected for the purpose.
26. Management	https://www.ric.edu/departments-directory/department-management-and-marketing/management-bs	The 6 program ISLOs are assessed as follows: 1) Directly through Writing assignments (MGT461) Vision, Mission, and Strategy Statement (MGT461) Capstone simulation (MGT 461) 2) Indirectly through the Management Senior Exit Survey	Department Chair and Management Faculty	To improve courses, adjust/improve curriculum, including adding/deleting/updating courses and course requirements, and enhancing experiential learning experiences.	2019-2020 for IACBE Accreditation

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		<p>Objectives: 1) Direct outcome: At least 80% of students will meet or exceed expectations on the performance rubric for each learning objective.</p> <p>2) Indirect outcome: At least 80% of all graduating Management majors will indicate that they “agree” or “strongly agree” with each of the program ISLOs (#1-6)</p>			
27. Marketing	https://www.ric.edu/departments-directory/department-management-and-marketing/marketing-bs	<p>The 6 program ISLOs are assessed as follows:</p> <p>1) Directly through Strategic Marketing Plan (MKT 462) Simulation (MKT 462)</p> <p>2) Indirectly through the Marketing Senior Exit Survey</p> <p>Objectives: 1) Direct outcome:</p>	Department Chair and Marketing Faculty	To improve courses, adjust/improve curriculum, including adding/deleting/updating courses and course requirements, and enhancing experiential learning experiences.	2019-2020 for IACBE Accreditation

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
		<p>At least 80% of students will meet or exceed expectations on the performance rubric for each learning objective.</p> <p>2) Indirect outcome: At least 80% of all graduating Marketing majors will indicate that they “agree” or “strongly agree” with each of the program ISLOs (#1-6)</p>			
28. Mathematics (BA)	https://www.ric.edu/departments-directory/departments-mathematical-sciences/departments-mathematical-sciences-undergraduate-programs/mathematics-ba	<p>Mathematics BA – Content and methodology in math; concepts and techniques in algebra, calculus and other major topics. Assessed using Math 212. Mathematical format in arguments, definition/theorem/proof process was assessed using Math 431</p>	<p>Faculty examined three learning outcomes from two different math courses offered at introductory and advanced level classes and interpreted the findings</p>	<p>There are plans of supplementing current assessment of learning outcomes associated with calculus, with assessment tools from past year-. The plan also involves reconvening with the Mathematics Course Curriculum Committee to discuss assessment and address curriculum changes, if necessary.</p>	<p>2008 Program Review (no external review)</p> <p>2021 internal assessment of learning goals</p>

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
29. Mathematical Studies (MA)	https://www.ric.edu/departments-directory/department-mathematical-sciences/mathematical-studies-ma	Learning outcomes 1-3 were measured through select exam questions in M528 Topology, and M550 Advanced Statistics in R.	Department's Mathematics Graduate Committee reviews the report.	The assessment reports are reviewed to evaluate whether curricular changes are necessary. Additional classes are also considered for evaluation	2021 internal assessment of learning goals
30. Modern Languages	https://www.ric.edu/departments-directory/department-modern-languages/modern-languages-ba	<ol style="list-style-type: none"> Spanish, French and Portuguese used MLAN360 and MLAN400 courses through collaborative workshops, in-class final essay covering all topics discussed in the semester, and final research papers 200, 300 and 400 level courses across the three languages in the Modern Languages major used a variety of assessment activities: exams, literary analysis, peer review assignments, annotated bibliography etc. 	Faculty	Assessment of adequacy of courses content and sequence.	2018-2019
31. Music	https://www.ric.edu/departments-directory/	Jury exams, performance, Competency exams in Music	Faculty	Curricular changes	2018 Program Review (with external review)

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	https://www.ric.edu/departments/music-theatre-and-dance/music-programs/undergraduate-music-programs/music-ba	Theory Sight Singing and Ear Training, music history and other classes			2014 internal assessment of learning goals
32. Philosophy B.A.	https://www.ric.edu/departments/directory/departments-philosophy/philosophy-ba	Both PHIL 351 (Greek Philosophy) and PHIL 356 (Modern Philosophy) with end-of-term analytic essays about key passages in key philosophical texts were analyzed. The open questions about the significance of two key passages were replaced with a set of short-answer questions requiring more specific attention to many key passages. These were scored with a scoring rubric on a four-point scale	Faculty and chair examine the analytical essays and reflect on findings	Course offerings and assignments are addressed; new learning outcomes and assessment instrument will be discussed with department advisory committee	2018 Program Review (with external review) 2021 internal assessment of learning goals
33. Physics	https://www.ric.edu/departments/directory/departments-physical-sciences/departments-physical-sciences-undergraduate	Student learning outcome of field knowledge was tested in 2019. PHYS101, PHYS 200 have been assessed by means of the Force Concept Inventory (FCI), a nationally normed standardized test. This includes comparing the	Faculty looks at the aggregate data from several years of this testing (physics also has a small number of majors and a broader approach is considered important)	The results are looked at for curricular changes, redesigning learning goals, rethinking content, clarifying concepts to be	2019 internal assessment of learning goals 2021: 6-year Periodic Review through

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	programs/physics-bs	pretest and the posttest results as well as looking at the national norms for the test		covered in different classes, mapping classes for this purpose etc.	American Physics Society Departmental Action Leadership Institute
34. Political Science	https://www.ric.edu/departments-directory/department-political-science/political-science-ba	<p>Previous instrument--- A 21-question quiz on substantive knowledge of American political institutions and processes was administered in all sections of POL202</p> <p>Current plans in 2021 after lapse from Covid etc:</p> <p>Assess learning outcomes based on standardized test, portfolio evaluation (long term), and POL 300 required methods course) and POL 308 (required Writing in the Discipline course) to assess those outcomes</p>	The chair will take the recommendations from the current assessment report and present to the political science faculty to develop a comprehensive plan	Curricular changes, evaluate future assessment methods	<p>2012 Program Review (with external review)</p> <p>2021 update provided for plans of assessing learning goals</p>
35. Psychology (BA)	https://www.ric.edu/departments-directory/department-psychology/psychology-undergraduate	In 2016 and 17, students' writing in two psychology classes: Psyc 221 (Research Methods I: Foundations) and Psyc 47X (Psychological Research III, 473-	Faculty in the department worked together to evaluate writing in the discipline courses and learning outcomes	Curriculum changes including reevaluating assessment instrument	<p>2013 Program Review (with external review)</p> <p>2016-2017 internal assessment of learning</p>

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	programs/psychology-ba	<p>477) were assessed. The first and the last writing assignments were collected for the purpose.</p> <p>For the learning outcome on Acquisition of key concepts in core psychology courses in Introduction to Psychology (Psych 110), Social Psychology (Psych 215), Research Methods I: Foundations (Psych 221), Human Development (Psych 230), Personality (Psych 251), and Research Methods II: Behavioral Statistics (Psych. 320). — student knowledge of key concepts was assessed by administering multiple choice questions.</p> <p>In 2018-19: the psychology faculty also met to discuss the WID requirements in the discipline</p>	<p>associated with the psychology curriculum. In addition, the assessment process was also reevaluated.</p>	<p>(supplementing qualitative assessment with existing quantitative ones), specifically as it applies to writing in the discipline courses.</p>	<p>goals; 2018-WID focused assessment discussions (There were plans of making bigger changes to assessment including getting DAC on board. Paused due to pandemic)</p>
36. Psychology (MA)	https://www.ric.edu/departments-directory/departments- psychology/psychology-	<p>Four learning outcomes in psychology are evaluated by assessing the thesis: through the introduction, method section,</p>	<p>The graduate committee for the MA program in psychology will use these procedures to</p>	<p>To supervise that graduate students are meeting the standards set by the department</p>	2021

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
	ma	findings and total score for the written thesis, and the oral thesis defense.	assess learning outcomes	and to make changes only if deemed appropriate	
37. Sociology	https://www.ric.edu/departments-directory/department-sociology/sociology-ba	Senior seminar papers-- which are a cumulative outcome of student knowledge in the major and integrates theory, research, writing was assessed by two readers for each of the learning goals on a rubric. The findings were then examined for intercoder reliability	Faculty assessment committee collects & analyzes data and reports to department. Readers who have not taught the sociology senior seminars, typically evaluate the papers	To influence curricular revisions and pedagogical strategies within the program so as to continually improve program outcomes	2014 Program Review (with external review) 2021 internal assessment of learning goals
38. Theater	https://www.ric.edu/departments-directory/department-music-theatre-and-dance/theatre-program/theatre-ba	Seminar – Essay, Dramaturgical Notebook or Design are measured once or twice per year	faculty	Faculty meet biweekly to discuss syllabi, course content, and course progression, and additional assessment of theater program	
39. Wellness and Exercise Science	https://www.ric.edu/departments-directory/department-health-and-physical-education/department-health-and-physical-education-undergraduate-programs/wellness-and-exercise-science-bs	Several learning goals in the program are assessed via the different courses-early, midpoint and end point	Faculty	Updating of assessments and curriculum	2021-last year of assessment data

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

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
40. Youth Development	https://www.ric.edu/departments-directory/department-educational-studies/department-educational-studies-undergraduate-programs/youth-development-ba	Entry and exit surveys	Faculty and program co-directors	Updating the survey instruments and adding assessments to the assessment software solution, Chalk and Wire.	2021-last year of assessment data



E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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

(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) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
Accounting Master of Professional Accountancy, MPAc (IACBE)*	Initial Accreditation, 2020	NA	Subject to Outcomes Assessment principles of <i>IACBE New Program Manual</i> , pp. 13-15: https://iacbe.org/wp-content/uploads/2017/08/new-program-accreditation-manual.pdf	2027
Accounting (IACBE)*	Initial Accreditation, 2020	NA	Subject to Outcomes Assessment principles of <i>IACBE New Program Manual</i> , pp. 13-15: https://iacbe.org/wp-content/uploads/2017/08/new-program-accreditation-manual.pdf	2027
BSN, RN-BSN, School of Nursing, Commission on Collegiate Nursing Education (CCNE)	June 2019	None	Achievement of CCNE Competency-based programmatic outcomes; pass rates on national licensure examination i.e. NCLEX-RN	Continuous Improvement Progress Report (CIPR) due 2024; Site visit 2028
BSW program, School of Social Work, Council on Social Work Education (CSWE)	June 2018	None	Student Learning Outcomes on each of the nine competencies put forth by CSWE BSW Program Student Learning Outcomes	Self-Study and Site visit 2026
Clinical Mental Health Counseling Program, School of Education, Council for the Accreditation of Counseling and Related Educational Programs (CACREP)	2016	None	Achievement of Key Performance Indicators through the Systematic Evaluation Plan (SEP) - an internal assessment process the routinely assesses program objectives and student learning.	Site visit 2024



E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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Doctor of Nursing Practice (DNP); School of Nursing; Commission on Collegiate Nursing Education (CCNE)	CCNE Substantive Change submitted 2016; New program	None	Achievement CCNE competency-based programmatic outcomes of	Interim report due December 2021; Self-study due summer 2023; site visit Fall 2023
Economics (IACBE)*	Initial Accreditation, 2020	NA	Subject to Outcomes Assessment principles of <i>IACBE New Program Manual</i> , pp. 13-15: https://iacbe.org/wp-content/uploads/2017/08/new-program-accreditation-manual.pdf	2027
Feinstein School of Education and Human Development, School Psychologist	2016	None	School Psychology PRAXIS exam	Site visit 2022
Feinstein School of Education and Human Development, Teacher Certification Areas	2016	Work with a change mentor to establish advisory council to inform redesign of programs. Establishment of the candidate assessment system. Integrate RI State learning standards. Establish a cycle of assessment system improvement that includes data collection, analysis, action, re-calibration. RIC cannot accept new candidates into non-renewed programs. Review program expectations for clinical experiences. Significantly increase opportunities for indicators to apply their learning and practice teaching in PK-12 schools under supervision of expert learning from the teachers from the beginning of the programs.	Content Area PRAXIS Exam Teacher Candidate Work Sample	Site visit 2022



E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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

(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) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
Finance (IACBE)*	Initial Accreditation, 2020	NA	Subject to Outcomes Assessment principles of <i>IACBE New Program Manual</i> , pp. 13-15: https://iacbe.org/wp-content/uploads/2017/08/new-program-accreditation-manual.pdf	2027
Healthcare Administration (IACBE)*	Initial Accreditation, 2020	NA	Subject to Outcomes Assessment principles of <i>IACBE New Program Manual</i> , pp. 13-15: https://iacbe.org/wp-content/uploads/2017/08/new-program-accreditation-manual.pdf	2027
Healthcare Administration, M.S. (IACBE)*	Initial Accreditation, 2020	NA	Subject to Outcomes Assessment principles of <i>IACBE New Program Manual</i> , pp. 13-15: https://iacbe.org/wp-content/uploads/2017/08/new-program-accreditation-manual.pdf	2027
Management (IACBE)*	Initial Accreditation, 2020	NA	Subject to Outcomes Assessment principles of <i>IACBE New Program Manual</i> , pp. 13-15: https://iacbe.org/wp-content/uploads/2017/08/new-program-accreditation-manual.pdf	2027
Marketing (IACBE)*	Initial Accreditation, 2020	NA	Subject to Outcomes Assessment principles of <i>IACBE New Program Manual</i> , pp. 13-15:	2027



E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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

(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) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
			https://iacbe.org/wp-content/uploads/2017/08/new-program-accreditation-manual.pdf	
Medical Imaging (Certificate in Magnetic Resonance), Joint Review Committee on Education in Radiologic Technology (JRCERT)	February 2020	None	Pass rate on AART Exam	2023
Medical Imaging (Certificate in Radiography), Joint Review Committee on Education in Radiologic Technology (JRCERT)	October 2018	None	Pass rate on AART Exam	2026
Medical Imaging (Diagnostic Medical Sonography), Commission on Accreditation of Allied Health Education Programs (CAAHEP)	September 2017	None	Pass rate on ARDMS Exam	2027
Medical Imaging (Nuclear Medicine Technology), Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)	June 2020	None	Pass rate on ARRT/ NMTCB Exam	2026
MSN program, School of Nursing, Commission on Collegiate Nursing Education (CCNE)	May 2014	None	Achievement of CCNE graduate competency-based programmatic outcomes; pass rate on certification examinations - Acute Care NP, CNS, Gerontology	CIPR submitted June 2019; Self-study due Summer 2023; Site visit Fall 2024



E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

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

(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) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
MSN: Nurse Anesthesia, School of Nursing, Commission on Accreditation (COA) & Commission on Collegiate Nursing Education (CCNE)	Accredited June 2916-Spring 2026; Substantive change notification July 2014	Nurse Anesthesia NCE scores below the 80% benchmark; corrective action plan developed and implemented.	Achievement of COA and CCNE graduate competency-based programmatic outcomes; pass rate on the National Certification Exam (NCE) for CRNA	Interim report submitted Fall 2020; self-study due 2026, site-visit 2026
MSW program, School of Social Work, Council on Social Work Education (CSWE)	June 2018	None	Student Learning Outcomes on each of the nine competencies put forth by CSWE MSW program student learning outcomes	Self-Study and Site Visit 2026
Post-baccalaureate Nurse Residency Program in collaboration with the Providence VAMC	Accredited 2021	None	Achievement of CCNE standards for post-bac residency education programs	2026
Simulation Program; Society for Simulation in Healthcare (SSH)	Accredited 2020-2025	None	Achievement of Five Core areas: Assessment, Research, Teaching, Systems, and Fellowship	Annual reports; self-study due 2024; site visit Fall 2024

**Programs in the School of Business were only recently accredited by IACBE; therefore, they are also presented on the preceding table for non-accredited programs, and the assessment strategies used heretofore are described there. Moving forward, all School of Business programs will be subject to IACBE's "Outcomes Assessment" principles.*

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

FINANCIAL STATEMENTS

JUNE 30, 2020

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Financial Statements

June 30, 2020

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INDEPENDENT AUDITORS' REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the discretely presented major component unit of Rhode Island College (a component unit of the State of Rhode Island) (the "College"), as of, and for, the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the College's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the Rhode Island College Foundation (the "Foundation") as of June 30, 2020 as discussed in Note 1 to the financial statements. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely upon the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinions

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented major component unit of Rhode Island College as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-18, the schedule of proportionate share of the net pension liability on page 56, the schedule of pension contributions on page 57, the notes to the pension required supplementary information on pages 58-59, the schedule of proportionate share of the net OPEB liability on page 60, the schedule of OPEB contributions of page 61, and the notes to the OPEB required supplementary information on page 62 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2020, on our consideration of Rhode Island College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rhode Island College's internal control over financial reporting and compliance.



**Certified Public Accountants
Braintree, Massachusetts**

September 30, 2020

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited)

June 30, 2020

Introduction

The following management discussion and analysis ("MD&A") provides management's view of the financial position of Rhode Island College (the "College") as of June 30, 2020 and the results of operations for the year then ended, with selected comparative information for the year ended June 30, 2019. The purpose of the MD&A is to assist readers in understanding the accompanying financial statements by providing an objective and understandable analysis of the College's financial activities based on currently known facts, decisions, and conditions. This analysis has been prepared by management which is responsible for the completeness and fairness of the information and it should be read in conjunction with the College's financial statements and notes thereto that follow this section.

The College, founded in 1854, is the oldest of the three public institutions of higher education that is governed by the Board of Education (the "BOE"). The Rhode Island Office of Postsecondary Commissioner, which operates under the direction of the Commissioner of Postsecondary Education, is the administrative and research arm of the BOE. The College's primary mission is to make its academic programs available to any qualified students who can benefit from its educational services. The College fulfills its educational mission by offering undergraduate programs in liberal arts and sciences and in a variety of professional and pre-professional fields. The College also offers a range of selected graduate programs in arts and sciences, education, and in areas of social, public and community service. The College offers its academic programs to undergraduates of traditional age as well as to older students who often study and or work part-time while earning undergraduate or advanced degrees. The majority of students are from Rhode Island. The College also contributes directly to the cultural life of the State through ongoing theatre and concert performances, art exhibits, lectures, and films which are all open to the public.

The College was established in 1854 as the Rhode Island Normal School, focusing on teacher education. Due to diminished state support the College was closed for a period between 1865 and 1869 when it reopened as the Rhode Island State Normal School. In 1920 the Normal School became the Rhode Island College of Education, offering a four-year program leading to the degree of Bachelor of Education. The graduate program originated in the early 1920s. During the 1958-59 academic year the College was relocated from the downtown location to its current 180-acre campus on the border of Providence and North Providence. In 1959 the mission of the College was expanded to that of a comprehensive college. In 1960 the name of the institution was changed to Rhode Island College to reflect its expanded mission. The College now serves over 7,500 students in a variety of courses and programs both on and off campus.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management’s Discussion and Analysis (Unaudited) - Continued

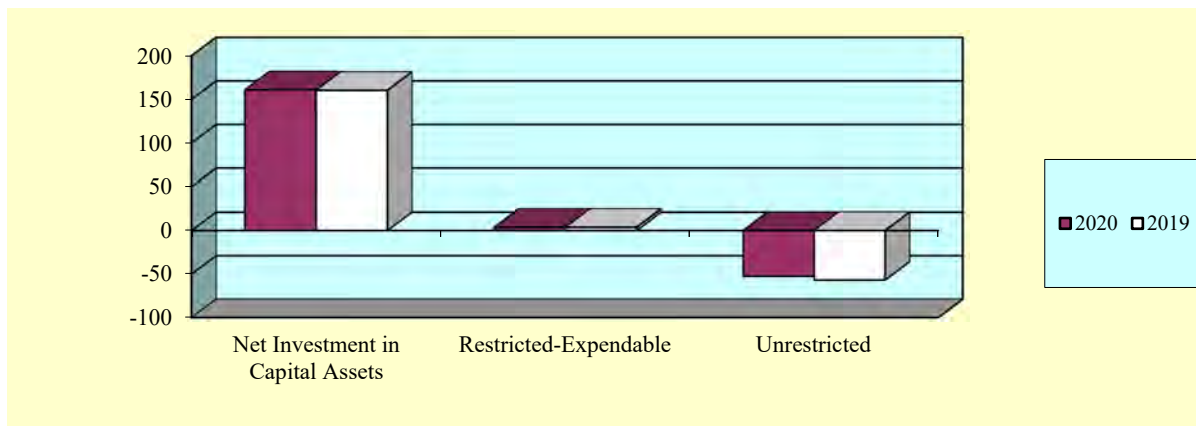
June 30, 2020

The College is part of the Rhode Island system of public higher education that includes the Community College of Rhode Island and the University of Rhode Island with which articulation agreements for matriculation exist for student transfers within the system. The Rhode Island Council on Postsecondary Education became the governing body for the College in 2013.

Financial Highlights

The College’s financial position remained strong as of June 30, 2020. At June 30, 2020, the College’s assets of \$220.0 million exceeded its liabilities of \$109.3 million by \$110.7 million, an increase over the prior year of \$9.6 million.

The resulting net position is summarized into the following categories (in \$ millions) for the fiscal years ended June 30, 2020 and 2019:



Restricted expendable net position may be expended only for the purposes authorized by the creditor, grantor, or enabling legislation. Unrestricted net position represents all other funds that do not meet the definition of Net Investment in Capital Assets or Restricted funds.

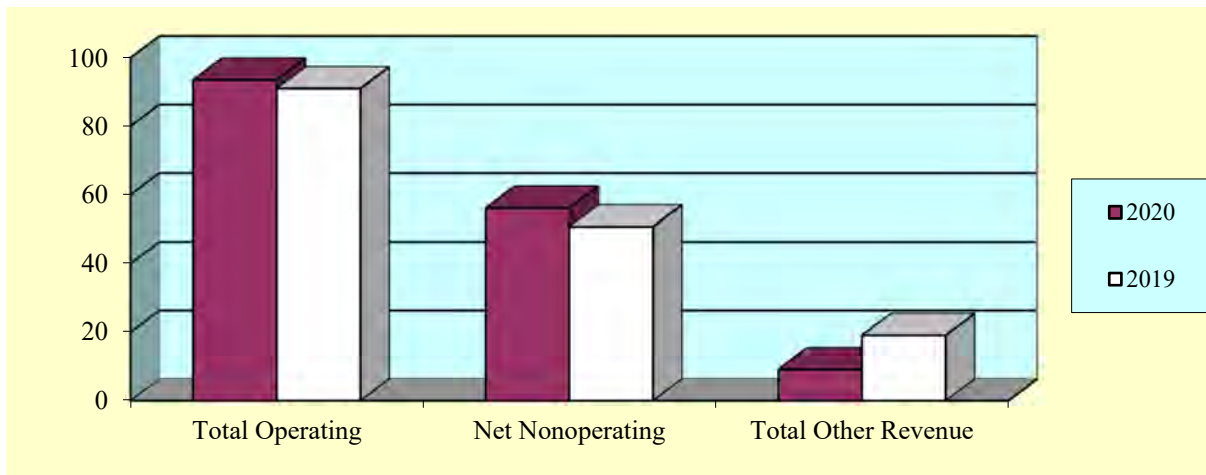
For fiscal year 2020, operating revenues increased by 2.7%, or \$2.5 million, from \$91.0 million in fiscal year 2019 to \$93.5 million in fiscal year 2020. In addition, operating expenses decreased by .1%, or \$.2 million from \$154.3 million in fiscal year 2019 to \$154.1 million in fiscal year 2020.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management’s Discussion and Analysis (Unaudited) - Continued

June 30, 2020

The following chart provides a graphical breakdown of total revenues (in \$ millions) by category for the fiscal years ending June 30, 2020 and 2019:



Cash flow continued to be adequate for operations with a cash balance of \$23.9 million at June 30, 2020.

Overview of the Financial Statements

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

Rhode Island College Foundation (the “Foundation”) is a legally separate tax-exempt component unit of Rhode Island College. The Foundation acts primarily as a fund-raising organization to supplement the resources that are available to the College in support of its programs. The Board of the Foundation is self-perpetuating and primarily consists of graduates and friends of the College. Although the College does not control the timing or the amount of receipts from the Foundation, the majority of resources received or held by the Foundation are restricted to the activities of the College by the donors. Because these resources held by the Foundation can only be used by or are for the benefit of the College, the Foundation is considered a component unit of the College and is discretely presented in the College’s financial statements.

Management’s Discussion and Analysis is required to focus on the College, not its component unit.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

The Financial Statements

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

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

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

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

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

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

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the financial statements. They also provide information regarding both the accounting policies and procedures the College has adopted as well as additional detail of certain amounts contained in the financial statements. The notes to the financial statements and required supplementary information can be found on pages 23 to 64 of this report.

Financial Analysis

As noted earlier, the difference between total assets and total liabilities may serve over time as a useful indicator of the College's financial position. For fiscal year 2020, assets exceeded liabilities by \$110.7 million and for fiscal year 2019, assets exceeded liabilities by \$101.1 million, as shown in the chart below:

Condensed Statement of Net Position

(Dollars in millions)

	2020	2019
Assets:		
Current assets	\$ 28.2	\$ 24.8
Noncurrent assets	191.8	195.2
Total assets	\$ 220.0	\$ 220.0
Deferred outflows of resources	\$ 9.9	\$ 11.4
Liabilities:		
Current liabilities	\$ 19.1	\$ 18.1
Noncurrent liabilities	90.2	100.8
Total liabilities	\$ 109.3	\$ 118.9
Deferred inflows of resources	\$ 8.7	\$ 5.3
Net position:		
Net investment in capital assets	\$ 160.7	\$ 160.3
Restricted:		
Expendable	3.7	3.7
Unrestricted	(52.5)	(56.8)
Total net position	\$ 111.9	\$ 107.2

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

The largest portion of the College's net position, \$160.7 million and \$160.3 million in fiscal year 2020 and 2019, respectively, reflects its investment in capital assets (such as land, buildings, machinery, and equipment), less any related outstanding debt used to acquire those assets. The College uses these capital assets to provide services to students, faculty, and administration; consequently, these assets are not available for future spending.

Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. Also, in addition to the debt noted above, which is reflected in the College's financial statements, the State of Rhode Island regularly provides financing for certain capital projects through the issuance of general obligation bonds and appropriations from the Rhode Island Capital Fund.

Additional financing for certain capital projects is provided by the issuance of revenue bonds by the Rhode Island Health and Educational Building Corporation, a quasi-public state agency.

The liabilities-to-assets ratio was 50% in fiscal year 2020, down from 54% in fiscal year 2019, primarily driven by a decrease in total liabilities of \$9.5 million or 8%. Net pension liability at June 30, 2020 of \$41.6 million and \$42.7 million at June 30, 2019 is the College's largest liability.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

Condensed Statement of Revenues and Expenses

Years Ended June 30, 2020 and 2019

(Dollars in millions)

	2020	2019
Operating revenues:		
Tuition and fees	\$ 65.9	\$ 70.9
Auxiliary enterprises	16.5	17.3
Less: scholarship allowances	(17.4)	(25.4)
Grants, contracts, and other	28.5	28.2
Total operating revenues	93.5	91.0
Operating expenses:		
Salaries and benefits	106.2	105.3
Scholarships, grants, and contracts	8.9	5.1
Other expenses	27.8	33.1
Depreciation and amortization	11.1	10.8
Total operating expenses	154.1	154.3
Net operating loss	(60.6)	(63.3)
Nonoperating revenues (expenses):		
State appropriations	47.8	48.8
Other nonoperating revenues, net	8.3	1.9
Net nonoperating revenues	56.1	50.7
Increase (decrease) in net position before other revenues, expenses, gains, or losses	(4.4)	(12.6)
Capital appropriations	8.9	19.1
Capital gifts and grants	0.2	-
Total other revenues	9.1	19.1
Increase in net position	\$ 4.7	\$ 6.5

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

Operating Revenues

Total operating revenues for fiscal year 2020 were \$93.5 million, an increase of \$2.5 million, or 2.7% over the prior year. The most significant sources of operating revenue for the College are tuition and fees, grants and contracts, and auxiliary services. Significant changes in operating revenue resulted from:

- For fiscal year 2020, the College increased tuition by 7.5% for all tuition rates (in-state, out of state and the metropolitan plan). However, overall undergraduate enrollment for the College has declined, resulting in lower tuition and fees collected (\$5 million or 7%) and lower financial aid distributed (\$8 million or 31.5%).
- Auxiliary revenues declined \$.8 million from \$17.3 million in fiscal year 2019 to \$16.5 million in fiscal year 2020. This was primarily driven by the decrease in undergraduate enrollments resulting in less auxiliary fees collected in fiscal year 2020.
- Revenues associated with grants, contracts and other remained consistent with a 0.01% increase from \$28.2 million in fiscal year 2019 to \$28.6 million in fiscal year 2020.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

The following summary shows major grant and contract expenses, including indirect cost charges, for the fiscal years ending June 30, 2020 and 2019 (\$ in thousands):

Agency	Grant/Contract/Program	2020	2019
RI Department of Education	Education Advocates (Surrogate Parents)	\$ 704	\$ 614
US Department of Education	TRIO Upward Bound	697	614
RI Department of Education	Vision Services	652	652
RI Department of Human Services	Early Intervention	600	633
RI Executive Office of Health and Human Services	Medicaid Interdepartmental Service Agreement	579	511
US Department of Health and Human Services	University Center on Developmental Disabilities	493	569
US Department of Education	Comprehensive Transition to Post Secondary Education for Students with Intellectual Disability	403	387
RI Behavioral Healthcare, Developmental Disabilities and Hospitals	Sheltered Workshop Conversion Institute	358	446
US Department of Education	TRIO McNair Post-Baccalaureate Achievement	258	271
US Department of Health and Human Services	Behavioral Health Workforce Education & Training for Professionals & Paraprofessionals	257	187
RI Department of Labor & Training	Recovery through Opportunity	240	2
University of Rhode Island	INBRE	239	85
US Department of Energy	Investigating Ultrafast Dynamics in Solid State Photocatalytic and Photovoltaic Materials	179	84
Social Security Administration	Rhode Island College's Work Incentives Planning and Assistance Project	142	139
RI Department of Labor & Training	Healthy Jobs RI 2020	137	0
Rhode Island Hospital	Leadership Education in Neurodevelopmental and Related Disorders Training Program	124	144
Rhode Island Foundation	Collaborative Partnerships for Preventive Mental Health Services	123	0
US Department of Health and Human Services	BREATH	118	0
US Department of Health and Human Services	Mental and Behavioral Health Training Grant (Opioid Workforce Expansion Program)	112	0
United Way of Rhode Island	Scaling up for Success: Learning for Life	108	76
RI Department of Education	RI-BEST	103	124
Skills for Rhode Island's Future	Prepare RI Bootcamp	101	10
University of Rhode Island	EPSCoR	84	128
US Department of Education	Dual Sensory Impairment	66	34

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

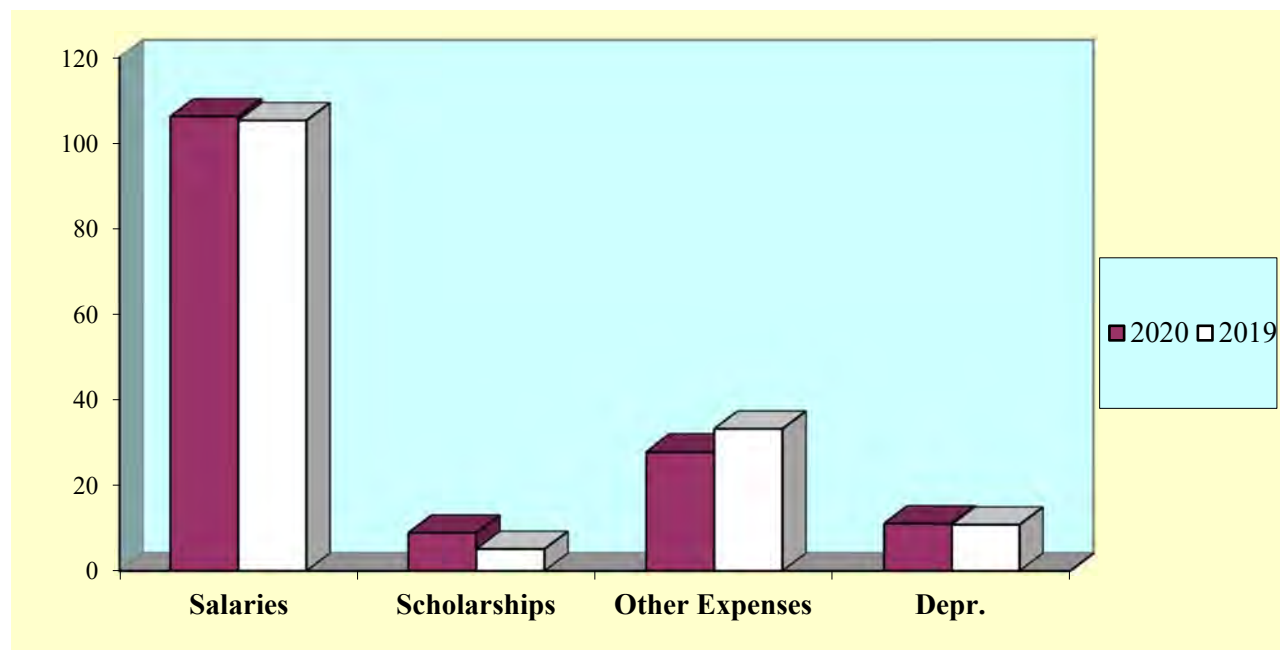
Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

Operating Expenses

Fiscal year 2020 operating expenses totaled \$154.1 million, a decrease of \$.2 million, or 0.1% from \$154.3 million in the prior year. Of this total, \$85.4 million, or 55.0% was used for instruction, academic support, student support and scholarships in fiscal year 2020 compared to \$79.6 million or 51.6% in fiscal year 2019. Depreciation and amortization expense totaled \$11.1 million and \$10.8 million in fiscal years 2020 and 2019, respectively.

The following chart provides a graphical breakdown of significant operating categories of expenses (in \$ millions) for fiscal years ending June 30, 2020 and 2019:



Nonoperating Revenues and Expenses

- Net non-operating revenues for fiscal years 2020 and 2019 were \$56.1 million and \$50.7 million, respectively, consisting of the state appropriations, Federal grants, gifts, and net investment earnings. These figures represent an increase of \$5.4 million over the prior year which is primarily attributed to the receipt of Higher Education Emergency Relief Funds under the CARES Act.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

Other

Capital appropriations of \$8.9 million and \$19.1 million in fiscal years 2020 and 2019, respectively, represent funds to renovate the Academic Buildings as well as Rhode Island Capital Plan Funds utilized by the College to construct or acquire capital assets.

Due to the nature of public higher education institutions incur a loss from operations. State appropriations to the College, reported as non-operating revenue, are the primary resource for offsetting the loss from operations.

Capital Asset and Debt Administration

Capital Plan

The College submits a five-year capital improvement plan request on an annual basis to the RI Council on Postsecondary Education. The request is reviewed and/or modified through the following governing bodies for approval as part of the State's budget development process: RI Council on Postsecondary Education, RI Board of Education, Governor, and then RI General Assembly. The plan includes proposed capital projects for asset protection, building rehabilitation, and new construction. During fiscal year 2020, the College expended \$8.6 million on Infrastructure and Asset Protection related projects, which were funded by Rhode Island Capital Fund appropriations (RICAP). The College generally has funded its capital projects through a combination of funds received from RICAP appropriations, State of RI general obligation bonds, and RI Health and Educational Building Corporation (RIHEBC) bonds. The execution of the College's capital improvement plan is contingent upon approval and sufficient funding from the State.

In November 2012, the Rhode Island voters approved the issuance of \$50 million General Obligation Bonds to renovate and modernize academic buildings at Rhode Island College including the renovation, upgrade and expansion of health and nursing facilities on the campus of Rhode Island College. The construction began in fiscal year 2015 and has continued into fiscal year 2020.

In November 2018, the Rhode Island voters approved the issuance of \$25 million General Obligation Bonds to renovate and modernize the Horace Mann building which houses the Feinstein School of Education and Human Development. Construction is estimated to begin in July 2020.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

Capital Assets

At June 30, 2020 the College had \$189.8 million invested in capital assets, net of accumulated depreciation compared to \$192.1 million at June 30, 2019. Included in the College's capital assets is \$12.2 million in construction in progress. Depreciation charges totaled \$11.1 million for the current fiscal year, increasing \$0.3 million from the prior year. Legal title to all land and real estate assets is vested in the Rhode Island Board of Education. A summary of the capital asset balances is displayed below (in millions):

	2020	2019
Land and improvements	\$ 17.2	\$ 17.2
Construction in progress	12.2	39.6
Buildings and improvements	157.5	132.2
Furniture, fixtures, and equipment	2.9	3.1
Total	\$ 189.8	\$ 192.1

Major capital additions this year included:

Horace Mann	\$1.7 million added to construction in process in fiscal year 2020
Electrical and energy improvements	\$.9 million added to construction in process in fiscal year 2020

Debt

At June 30, 2020 and 2019, the College had \$14.5 million and \$15.6 million, respectively, in debt outstanding, a net change of \$1.1 million. The table below summarizes the types of debt instruments as of June 30, 2020 and 2019 (in millions):

	2020	2019
General Obligation (Note Payable)	\$ 0.6	\$ 0.8
Premium on Bond Payable	0.8	0.9
Revenue Bonds	13.1	13.9
Total	\$ 14.5	\$ 15.6

Debt repayments made during the year were \$1.0 million.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

As of June 30, 2020, the College has a \$14.6 million liability payable to the State. This obligation includes funds advanced for the construction of a new residence hall (Penfield Hall) and additional debt issued of \$7.5 million for an energy investment project. These amounts will be paid back to the State at varying interest rates ranging from 2% to 5%.

The College has no independent bonding authority. All bonds must be approved by and arranged through the Rhode Island Council on Postsecondary Education. All general obligation and revenue bond related indebtedness is reflected on the financial accounts of the entity issuing the bonds. The Board's revenue bonds and Rhode Island general obligation bonds are rated by Moody's and by Standard and Poor. More detailed information about the College's long-term liabilities is presented in Note 6 of the financial statements.

Economic Factors that will Affect the Future

The seasonally adjusted unemployment rate for the State of Rhode Island, from which the College primarily draws students, was 12.6% in June of 2020 and 3.6% in June of 2019, according to the RI Department of Labor and Training. This change compares to 11.1% and 3.7%, respectively, on a national level.

Historically, in times of economic slowdowns, public colleges/universities have experienced increases in their enrollments as unemployed and underemployed workers seek to update and upgrade their skills. This was evident during the national economic recession of 2008 when the college saw increased enrollment. However, the State was under budget pressures as a result of the recession, which negatively impacted general revenue support for public higher education.

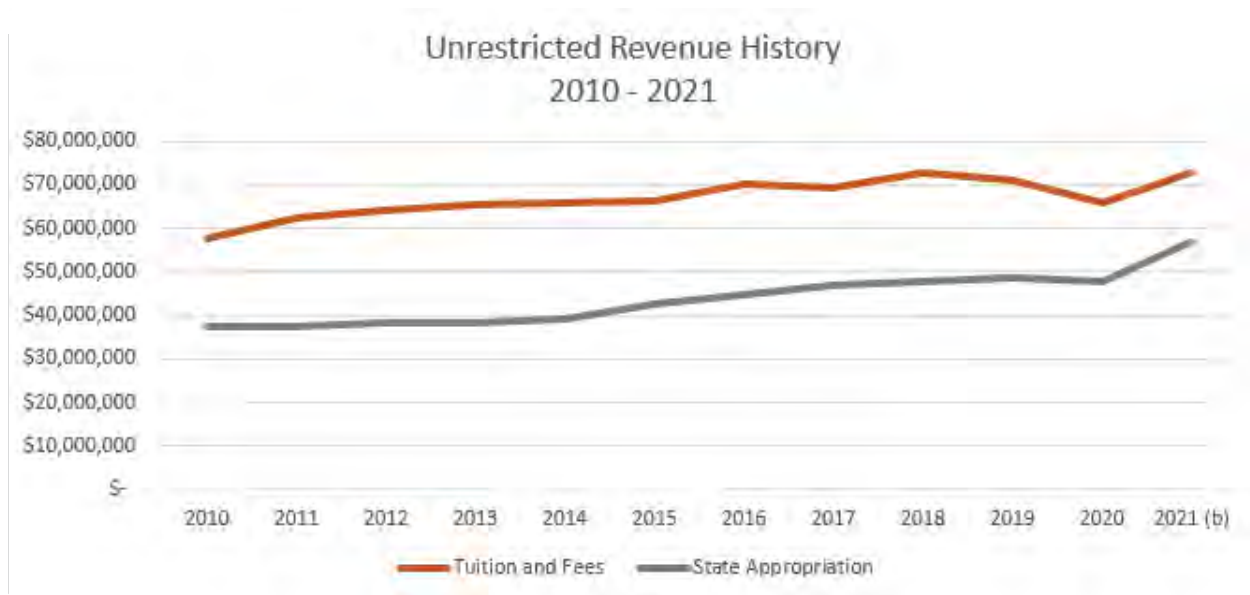
The chart below shows that since fiscal year 2010 the college has relied more on tuition and fees than state support for general education operations.

The College submitted a balanced budget to the Council on Postsecondary Education for fiscal year 2021. The 2021 budget includes State general revenue appropriation of \$56.8 million (excluding the general obligation debt service appropriation of \$6.2 million), which represents an increase of approximately \$5.0 million over fiscal year 2020.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020



For fiscal year 2020, the College and the Board of Education increased tuition and mandatory fees by 7.3% for in-state students. For fiscal year 2021, due to the current the State not having an enacted budget for fiscal year 2021, the College has not yet set its tuition rates for fiscal year 2022.

In large part due to an increase in state funding, the College's current financial and capital plans indicate that the infusion of additional financial resources from the foregoing BOE and management actions will enable it to maintain its present level of services. The College has also attempted to maintain affordability by limiting the size of tuition and fee increases. The College continues to rank well below other New England Comprehensive Public Institutions for tuition and fees for the 2020-2021 school year.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2020

Institution Name	2020-21 In-State Tuition and Fees
College of Staten Island CUNY	\$7,489
Indiana University- Southeast	\$7,715
Buffalo State College	\$8,428
Edinboro University of Pennsylvania	\$9,673
University of Southern Maine	\$9,900
Rhode Island College	\$10,260
Fitchburg State University	\$10,583
Worcester State University	\$10,586
Bridgewater State University	\$10,732
Framingham State University	\$11,380
Central Connecticut State University	\$11,462
Salem State University	\$11,675
Western Connecticut State University	\$11,781
Southern Connecticut State University	\$11,822
Eastern Illinois University	\$12,063
Kean University	\$12,445
William Paterson University of New Jersey	\$13,638

Request for Information

This financial report is designed to provide a general overview of the College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Controller, Rhode Island College, 600 Mount Pleasant Avenue, Providence, Rhode Island 02908.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Statement of Net Position

June 30, 2020

Assets and Deferred Outflows of Resources

	<u>College</u>	<u>Foundation</u>
Current Assets:		
Cash and equivalents (Note 2)	\$ 23,903,605	\$ 3,871,251
Accounts receivable, net (Note 3)	4,197,758	15,378
Other current assets	97,510	5,250
Current portion of pledges receivable	<u>-</u>	<u>256,213</u>
Total Current Assets	<u>28,198,873</u>	<u>4,148,092</u>
Noncurrent Assets:		
Restricted cash and equivalents (Note 2)	669,665	-
Pledges receivable	-	3,982
Investments (Note 2)	-	29,210,979
Loans receivable, net (Note 4)	1,260,093	-
Restricted assets	-	1,136,495
Capital assets, net of accumulated depreciation (Note 5)	<u>189,844,253</u>	<u>-</u>
Total Noncurrent Assets	<u>191,774,011</u>	<u>30,351,456</u>
Total Assets	<u>219,972,884</u>	<u>34,499,548</u>
Deferred Outflows of Resources:		
Deferred outflows related to pension (Note 7)	5,788,398	-
Deferred outflows related to OPEB (Note 8)	<u>4,131,593</u>	<u>-</u>
Total Deferred Outflows of Resources	<u>9,919,991</u>	<u>-</u>

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Statement of Net Position - Continued

June 30, 2020

Liabilities, Deferred Inflows of Resources and Net Position

	College	Foundation
Current Liabilities:		
Accounts payable and accrued liabilities	\$ 4,741,658	\$ 38,095
Net funds on deposit with primary government	963,826	-
Due to primary government	739,110	-
Student deposits and unearned revenues	3,434,925	-
Funds held for others	1,984,201	140,884
Current portion of compensated absences (Note 6)	4,467,642	-
Current portion of grant payable	-	125,000
Current portion of note and bonds payable (Note 6)	1,113,652	-
Current portion of due to State of Rhode Island (Note 6)	1,686,316	-
Current portion of annuities payable	-	6,532
Total Current Liabilities	19,131,330	310,511
Noncurrent Liabilities:		
Compensated absences (Note 6)	1,094,131	-
Grant payable	-	454,428
Note and bonds payable (Note 6)	13,392,898	-
Due to State of Rhode Island (Note 6)	12,931,579	-
Annuities payable	-	21,382
Grant refundable (Note 4)	1,582,358	-
Long-term debt, net	-	146,300
Net pension liability (Note 7)	41,591,090	-
Net OPEB liability (Note 8)	19,597,982	-
Total Noncurrent Liabilities	90,190,038	622,110
Total Liabilities	109,321,368	932,621
Deferred Inflows of Resources:		
Deferred inflows related to pension (Note 7)	2,444,002	-
Deferred inflows related to OPEB (Note 8)	6,223,224	-
Total Deferred Inflows of Resources	8,667,226	-
Net Position:		
Net investment in capital assets	160,719,808	-
Restricted:		
Expendable (Note 10)	3,695,102	10,510,109
Nonexpendable	-	18,818,655
Unrestricted	(52,510,629)	4,238,163
Total Net Position	\$ 111,904,281	\$ 33,566,927

See accompanying notes to the financial statements.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Statement of Revenues, Expenses and Changes in Net Position

For the Year ended June 30, 2020

	College	Foundation
Operating Revenues:		
Tuition and fees	\$ 65,868,388	\$ -
Less: scholarship allowances	<u>(17,445,371)</u>	<u>-</u>
Net Student Fees	48,423,017	-
Federal, state, local and private grants and contracts	26,754,268	-
Auxiliary enterprises	16,508,210	-
Sales and services of educational departments	<u>1,814,983</u>	<u>-</u>
Total Operating Revenues	<u>93,500,478</u>	<u>-</u>
Operating Expenses (Note 12):		
Instruction	53,494,999	-
Research	10,470,083	-
Academic support	12,518,440	-
Student services	10,455,761	-
Scholarships and fellowships	8,925,796	663,238
Public service	784,012	-
Operation and maintenance of plant	15,917,371	-
Institutional support	15,548,201	2,079,844
Depreciation and amortization	11,147,533	-
Auxiliary enterprises	<u>14,805,507</u>	<u>-</u>
Total Operating Expenses	<u>154,067,703</u>	<u>2,743,082</u>
Net Operating Loss	<u>(60,567,225)</u>	<u>(2,743,082)</u>
Nonoperating Revenues (Expenses):		
State appropriations (Note 11)	47,805,887	-
Federal grants	6,491,908	-
Gifts	-	1,910,277
Payments between the College and Foundation	1,172,428	(1,172,428)
Investment income, net of expenses	199,280	(148,713)
Interest expense	(1,171,127)	-
Other	<u>1,632,348</u>	<u>386,850</u>
Net Nonoperating Revenues	<u>56,130,724</u>	<u>975,986</u>
Decrease in Net Position Before Capital Contributions	(4,436,501)	(1,767,096)
Capital Contributions (Expenses):		
Capital appropriations (Note 11)	8,863,925	-
Capital gifts from Foundation	<u>255,939</u>	<u>(255,939)</u>
Total Capital Contributions (Expenses)	<u>9,119,864</u>	<u>(255,939)</u>
Total Increase (Decrease) in Net Position	4,683,363	(2,023,035)
Net Position, Beginning of Year	<u>107,220,918</u>	<u>35,589,962</u>
Net Position, End of Year	<u>\$ 111,904,281</u>	<u>\$ 33,566,927</u>

See accompanying notes to the financial statements.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Statement of Cash Flows

For the Year Ended June 30, 2020

	College
Cash Flows from Operating Activities:	
Tuition and fees	\$ 49,401,408
Federal, state, local, and private grants and contracts	25,632,834
Payments to suppliers	(29,589,292)
Payments to employees	(107,644,409)
Payments for scholarships, fellowships and sponsored programs	(8,925,796)
Collection of loans from students	486,908
Auxiliary enterprises	20,914,759
Other income receipts	<u>1,632,348</u>
Net Cash Applied to Operating Activities	<u>(48,091,240)</u>
Cash Flows from Noncapital and Related Financing Activities:	
State appropriations	47,805,887
Federal grants	6,491,908
Funds held for others	487,751
Payments from Foundation	<u>1,172,428</u>
Net Cash Provided by Noncapital and Related Financing Activities	<u>55,957,974</u>
Cash Flows from Capital and Related Financing Activities:	
Capital appropriations	8,863,925
Capital gifts from Foundation	255,939
Purchases of capital assets	(8,855,231)
Principal paid on capital debt	(2,544,392)
Interest paid on capital debt	<u>(1,291,541)</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(3,571,300)</u>
Cash Flows from Investing Activity:	
Interest on investments	<u>199,280</u>
Net Increase in Cash and Equivalents	<u>4,494,714</u>
Cash and Equivalents, Beginning of Year	<u>20,078,556</u>
Cash and Equivalents, End of Year	<u>\$ 24,573,270</u>

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Statement of Cash Flows - Continued

For the Year Ended June 30, 2020

	College
Reconciliation of Net Operating Loss to Net Cash	
Applied to Operating Activities:	
Net operating loss	\$ (60,567,225)
Adjustments to reconcile net operating loss to net cash applied to operating activities:	
Bad debts (net of recovery)	(2,741)
Depreciation and amortization	11,147,533
Other income	1,632,348
Net pension activity	400,814
Net OPEB activity	(2,516,776)
Changes in assets and liabilities:	
Accounts receivable	(74,218)
Due from primary government	2,561,170
Other current assets	(26,771)
Loans receivable	486,908
Accounts payable and accrued liabilities	(2,114,062)
Net funds on deposit with primary government	849,302
Student deposits and unearned revenues	903,375
Compensated absences	168,165
Grant refundable	<u>(939,062)</u>
Net Cash Applied to Operating Activities	<u>\$ (48,091,240)</u>

See accompanying notes to the financial statements.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements

June 30, 2020

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

Organization

Rhode Island College (the “College”), founded in 1854, is a comprehensive public institution of higher education in the State of Rhode Island (the “State”) that offers undergraduate and graduate programs in the liberal arts and sciences and in a variety of professional fields. The College is supported by the State as its only comprehensive college and is part of the State’s system of public higher education. The College, a component unit of the State of Rhode Island, is governed by the Rhode Island Board of Education (the “BOE”) (successor of the Board of Higher Education effective January 1, 2013), a body politic and corporate established under Chapter 97 of Title 16 of the General Laws of Rhode Island. The BOE consists of public members appointed by the Governor.

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

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

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

Effective February 1, 2020, the University of Rhode Island is no longer governed by the Rhode Island Council on Postsecondary Education and is governed by a Board of Trustees consisting of 17 members appointed by the Governor with the advice and consent of the senate.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

June 30, 2020

The board is dedicated solely to the University and exercises similar powers and authority as was exercised by the council on postsecondary education including oversight of employment, and the University's property, purchases and procurement. The University president reports to the Board of Trustees. The Rhode Island Council on Postsecondary Education continues to oversee Rhode Island College and the Community College of Rhode Island.

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

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

COVID-19

On March 11, 2020, the World Health Organization declared the global outbreak of the novel corona virus (COVID-19) as a pandemic. On March 23, 2020, the College transitioned students to a distance learning environment for the completion of the 2020 spring semester and the 2020 summer semester was taught online. The College refunded a total of \$840,460 before June 30, 2020 to students for a prorated share of the housing and meals fees charged for the period from March 23, 2020, when the College transitioned students to a distance learning environment, to the completion of the 2020 spring semester.

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June 30, 2020

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) became law. As part of the law, the CARES Act created the Higher Education Emergency Relief Fund (HEERF). The College was awarded \$7,443,916 of which 50% (or half) is required to be distributed to students affected by the COVID-19 crisis as emergency grants and the other half is eligible for the College to cover costs associated with changes in operations due to the COVID-19 crisis. According to the terms of HEERF, an institution can only spend costs associated with changes in operations due to the COVID-19 crisis up to the amount provided to students as emergency grants.

As of June 30, 2020, the College expended \$3,245,954 for emergency grants to students and \$3,245,954 for institutional costs from the HEERF funds. In conjunction with CARES Act regulations, the College must spend these funds by May 4, 2021.

Basis of Presentation

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

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

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

Rhode Island College Foundation

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

The Foundation is a private not-for-profit organization that reports in accordance with standards of the Financial Accounting Standards Board ("FASB"), including ASC 958-205, *Presentation of Financial Statements for Not-for-Profit Entities*, and ASC 958-605, *Revenue Recognition for Not-for-Profit Entities*. Accordingly, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences.

A complete copy of the financial statements for the Foundation can be obtained from the Office of the Controller, Rhode Island College, 600 Mount Pleasant Avenue, Providence, Rhode Island 02908.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Net Position

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

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

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

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

The College has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

Cash and Equivalents

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

Allowance for Doubtful Accounts

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

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at fair value as of the date of donation. In accordance with the BOE's capitalization policy, all land is capitalized, regardless of value. Vehicles, equipment, computer software for internal use, and works of art and historical treasures with a unit cost of at least \$5,000 are capitalized. Land improvements, building, leasehold and infrastructure improvements with a unit cost of \$50,000 or more are capitalized. Interest costs on debt related to capital assets is capitalized during the construction period and then depreciated over the life of the project.

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June 30, 2020

However, the College has not incurred such interest costs. College capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 5 to 30 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Compensated Absences

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

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

Pensions

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

Post-Employment Benefits Other than Pensions ("OPEB")

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

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Notes to the Financial Statements - Continued

June 30, 2020

Health Insurance

The State offers various State paid health plans to each of its participating agencies. The premiums for these plans are divided among the agencies based upon their number of eligible employees. All employees share in healthcare costs. Employee contributions range from 15% to 25% of healthcare premiums for non-classified and classified staff. Part-time employee contributions range from 20% to 35% of healthcare premiums. These costs are automatically deducted through the payroll system on a bi-weekly basis. The College pays the balance of the healthcare costs. Expenses incurred by the College to the State for 2020 health premiums were approximately \$10,572,000. Employee contributions for 2020 were approximately \$2,472,000.

Assessed Fringe Benefit Administrative Fund

In July 2000, the State established the Assessed Fringe Benefit Administrative Fund. This fund is used to make all payments relating to workers' compensation charges, unemployment compensation payments, and payments to employees for unused vacation and sick leave upon their termination from State service. The State funds this account by assessing a charge based on bi-weekly payrolls of all State agencies. The weighted average fringe benefit assessment rate for 2020 for non-faculty was 3.95% and 3.30% for faculty. The assessed fringe benefit cost for the College for fiscal year 2020 was approximately \$2,219,000.

Student Deposits and Unearned Revenue

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

Student Fees

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

Funds Held for Others

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

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Notes to the Financial Statements - Continued

June 30, 2020

Tax Status

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

Use of Estimates

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

Risk Management

The College is exposed to various risks of loss related to general liability, property and casualty, workers' compensation, unemployment, and employee health insurance claims. The College is insured for general liability with limits of \$1 million per occurrence and \$3 million in the aggregate with a \$25,000 deductible as well as \$25 million of umbrella coverage. Coverage under the Medical Professional Liability Policy extends to employed health care providers, excluding physicians who have separate coverage. This policy does not apply to actions relating to federal/civil rights, eminent domain, and breach of contract. Such claims are insured under a separate policy for wrongful acts with limits of \$10 million per claim and \$10 million for the annual aggregate with a \$150,000 deductible. Crime coverage for College employees is carried with a limit of \$25 million with a deductible ranging from \$75,000 to \$150,000.

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June 30, 2020

As an agency of the State of Rhode Island, the College participates in a group property program. In fiscal year 2020, buildings and contents were insured against fire, theft, and natural disaster with a limit of \$200 million and a \$100,000 deductible per occurrence. Included in the policy is boiler and machinery coverage with the same policy limit and deductible. A separate inland marine policy insures specifically listed high value property items such as computer equipment, valuable papers, fine arts, contractor's equipment, and miscellaneous property at various limits of insurance and deductibles.

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

New Governmental Accounting Pronouncements

GASB Statement 84, *Fiduciary Activities* is effective for periods beginning after December 15, 2019. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of fiduciary net position and a statement of changes in fiduciary net position. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 87, *Leases* is effective for periods beginning after June 15, 2021. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Standard. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 89, *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2020. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

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June 30, 2020

GASB Statement 90, *Majority Equity Interests*, an amendment of GASB Statements 14 and 61 is effective for reporting periods beginning after December 15, 2019. The objective of this Statement is to improve the consistency of reporting a government's majority equity interest in a legally separate organization. A majority equity interest should be recognized using the equity method if the government's holding of the equity interest represents an investment. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 91, *Conduit Debt Obligations* is effective for reporting periods beginning after December 31, 2021. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issues conduit debt, but is not the obligor, not to recognize the liability unless it is more likely than not that the government issuer will service the debt. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 92, *Omnibus 2020* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB and asset retirement obligations. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for arrangement in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset. Management has not completed its review of the requirements of this standard and its applicability.

GASB Statement 96, *Subscription-Based Information Technology Arrangements (SBITA)* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right to use asset and a corresponding liability would be recognized for SBITAs. Management has not completed its review of the requirements of this standard and its applicability.

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Notes to the Financial Statements - Continued

June 30, 2020

GASB Statement 97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457, Deferred Compensation Plans* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to provide financial reporting consistency in which the potential component unit does not have a governing board and the primary government performs the duties that a governing board would perform. In the absence of a governing board of the potential component unit, the situation should be treated as the same as the primary government appointing a majority of the potential component unit's governing board. Management has not completed its review of the requirements of this standard and its applicability.

Note 2 - **Cash, Equivalents and Investments**

The College's policy is in accordance with Chapter 35-10.1 of the Rhode Island General Laws dealing with the Public Finance, which states that any depository institution holding public deposits shall insure or pledge eligible collateral equal to one hundred percent (100%) with any time deposit with maturities greater than sixty (60) days. If any depository institution does not meet its minimum capital standards as prescribed by its federal regulator, they shall insure or pledge eligible collateral equal to one hundred percent (100%) of all public deposits, regardless of maturity.

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

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

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

At June 30, 2020, the College's bank balance was approximately \$13,881,000. Bank balances covered by the Federal Depository Insurance Corporation ("FDIC") at June 30, 2020 approximated \$5,508,000. In addition, approximately \$8,373,000 was collateralized with securities held by the pledging financial institution in the College's name. These balances reflect FDIC insurance and guarantee programs in effect at their respective periods.

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Notes to the Financial Statements - Continued

June 30, 2020

At June 30, 2020, the College had investments (cash equivalents) consisting of approximately \$11,245,000 in the Ocean State Investment Pool Trust (“OSIP”), an investment pool established by the State General Treasurer. The College’s investment accounted for 2.0% of the total investment in OSIP at June 30, 2020. Agencies, authorities, commissions, boards, municipalities, political subdivisions and other public units of the State may invest in OSIP. OSIP has met the criteria outlined in GASB Statement No. 79 – *Certain External Investment Pools and Pool Participants* to permit election to report its investments at amortized cost which approximates fair value. The OSIP is not rated and the weighted average maturity of investments held by the pool, by policy, is not to exceed 60 days. OSIP transacts with its participants at a stable net asset value (“NAV”) per share. Investments reported at the NAV are not subject to the leveling categorization. There are no participant withdrawal limitations. OSIP issues a publicly available financial report that can be obtained by writing to the Office of the General Treasurer, Finance Department, 50 Service Avenue, 2nd Floor, Warwick, RI 02886.

Restricted Cash and Equivalents

At June 30, 2020, the College had restricted cash and equivalents of approximately \$670,000 representing amounts required to be set aside in accordance with the terms of certain grants and loans.

Investments of the Foundation

Foundation investments presented in the financial statements are summarized as follows at June 30, 2020:

Equities	\$ 472,701
Mutual funds	<u>28,738,278</u>
	<u>\$ 29,210,979</u>

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

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Notes to the Financial Statements - Continued

June 30, 2020

Note 3 - **Accounts Receivable**

Accounts receivable, which are anticipated to be collected within one year, include the following at June 30, 2020:

Student receivables	\$ 3,173,615
Other receivables	1,560,589
Grants receivable	<u>827,908</u>
	5,562,112
Less: allowance for doubtful accounts	<u>(1,364,354)</u>
	<u>\$ 4,197,758</u>

Note 4 - **Loans Receivable and Grant Refundable**

The College participates in the Federal Perkins Loan program. The program is funded through a combination of federal and institutional resources. The portion of the program that has been funded with federal funds is ultimately refundable back to the U.S. Department of Education upon the termination of the College's participation in the program. The grant refundable is approximately \$1,582,000 at June 30, 2020. Loans receivable include the following at June 30, 2020:

Perkins loans receivable	\$ 2,587,856
Less: allowance for doubtful accounts	<u>(1,327,763)</u>
	<u>\$ 1,260,093</u>

The Federal Perkins Loan Program Extension Act of 2015 (the "Extension Act"), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017. Students that received a fall semester Perkins loan disbursement before October 1, 2017 were eligible to receive a spring semester Perkins loan disbursement. No further extensions were granted for the program as of the date of these financial statements.

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Notes to the Financial Statements - Continued

June 30, 2020

Note 5 - **Capital Assets**

Capital assets consist of the following at June 30, 2020:

	Estimated lives (in years)	Beginning balance	Additions	Reclassifications	Ending balance
Capital assets not depreciated:					
Construction in progress	-	\$ 39,595,611	\$ 3,144,920	\$ (30,492,002)	\$ 12,248,529
Land	-	<u>2,480,968</u>	-	-	<u>2,480,968</u>
Total not depreciated		<u>42,076,579</u>	<u>3,144,920</u>	<u>(30,492,002)</u>	<u>14,729,497</u>
Capital assets depreciated:					
Land improvements	15 – 25	26,828,770	368,742	878,041	28,075,553
Buildings, including improvements	10 – 30	253,539,104	4,833,646	29,613,961	287,986,711
Furnishings and equipment	5 – 15	<u>29,871,630</u>	<u>507,923</u>	-	<u>30,379,553</u>
Total depreciated		<u>310,239,504</u>	<u>5,710,311</u>	<u>30,492,002</u>	<u>346,441,817</u>
Total capital assets		<u>352,316,083</u>	<u>8,855,231</u>	-	<u>361,171,314</u>
Less: accumulated depreciation:					
Land improvements		12,117,409	1,278,725	-	13,396,134
Buildings and improvements		121,320,132	9,188,577	-	130,508,709
Furnishings and equipment		<u>26,741,987</u>	<u>680,231</u>	-	<u>27,422,218</u>
Total accumulated depreciation		<u>160,179,528</u>	<u>11,147,533</u>	-	<u>171,327,061</u>
Capital assets, net		<u>\$ 192,136,555</u>	<u>\$ (2,292,302)</u>	<u>\$ -</u>	<u>\$ 189,844,253</u>

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Notes to the Financial Statements - Continued

June 30, 2020

Note 6 - **Long-Term Liabilities**

Long-term liabilities consist of the following at June 30, 2020:

	Beginning balance	Additions	Reductions	Ending balance	Current portion
Note and bonds payable:					
Note payable	\$ 757,194	\$ -	\$ 135,465	\$ 621,729	\$ 143,020
Premium on bonds payable	873,768	-	120,444	753,324	120,444
Revenue bonds payable	<u>13,945,775</u>	<u>-</u>	<u>814,278</u>	<u>13,131,497</u>	<u>850,188</u>
Total note and bonds payable	15,576,737	-	1,070,187	14,506,550	1,113,652
Other long-term liabilities:					
Due to State of Rhode Island	16,212,544	-	1,594,649	14,617,895	1,686,316
Compensated absences	5,393,608	168,165	-	5,561,773	4,467,642
Grant refundable	2,521,420	-	939,062	1,582,358	-
Net pension liability	42,651,346	-	1,060,256	41,591,090	-
Net OPEB liability	<u>25,511,993</u>	<u>-</u>	<u>5,914,011</u>	<u>19,597,982</u>	<u>-</u>
Total long-term liabilities	<u>\$ 107,867,648</u>	<u>\$ 168,165</u>	<u>\$ 10,578,165</u>	<u>\$ 97,457,648</u>	<u>\$ 7,267,610</u>

Note and Bonds Payable

The following is a summary of the College's note and bonds payable at June 30, 2020:

Rhode Island Health and Educational Building

Corporation Higher Education Facility Revenue

Bonds, Series 2010 A. The bonds original amount issued was \$10,280,000, carrying interest rates ranging from 2.0% to 5.0%. The bonds are due in varying annual installments from \$160,000 to \$700,000, plus interest, through September 15, 2040.

\$ 8,960,000

Rhode Island Health and Educational Building

Corporation Higher Education Facility Revenue

Bonds, Series 2013 D. The bonds original amount issued was approximately \$4,502,000, carrying interest rates ranging from 2.0% - 5.0%. The bonds are due in varying annual installments from approximately \$401,000 to approximately \$509,000, plus interest, through September 15, 2023.

1,893,802

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Rhode Island Health and Educational Building Corporation Higher Education Facility Revenue Bonds, Series 2016 C. The bonds original amount issued was \$2,290,000, carrying interest rates ranging from 3.0% to 5.0%. The bonds are due in varying annual installments from \$140,000 to \$205,000, plus interest, through September 15, 2030.	\$ 1,875,000
Rhode Island Health and Educational Building Corporation Higher Education Facility Revenue Bonds, Series 2013 B. The bonds original amount issued was approximately \$1,015,000, carrying interest rates ranging from 2.0% to 3.0%. The bonds are due in varying annual installments ranging from approximately \$92,000 to approximately \$105,000, plus interest, through September 15, 2023.	402,695
United States Department of Education Note Payable utilized to renovate and restore the Sylvan R. Forman Center. The original amount issued was \$2,561,000, is payable in level semi-annual installments of approximately \$88,000, inclusive of interest at 5.5%, through February 1, 2024.	<u>621,729</u>
	<u>\$ 13,753,226</u>

The Series 2010 A bonds are collateralized by fees generated by the related facilities. The Series 2013 D and 2016 C bonds are collateralized by the revenues of the auxiliary enterprises operated under the authority of the BOE. The 2013 B bonds are collateralized by all educational and general revenues derived by the College, except auxiliary enterprise revenues. The U.S. Department of Education note payable is collateralized by the building that was renovated by the note proceeds.

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Notes to the Financial Statements - Continued

June 30, 2020

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

Years ending <u>June 30,:</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 993,208	\$ 615,824	\$ 1,609,032
2022	1,039,959	572,720	1,612,679
2023	1,082,764	526,807	1,609,571
2024	1,127,295	477,863	1,605,158
2025	480,000	441,669	921,669
2026-2030	2,755,000	1,878,497	4,633,497
2031-2035	2,560,000	1,237,538	3,797,538
2036-2040	3,015,000	566,625	3,581,625
2041	<u>700,000</u>	<u>17,500</u>	<u>717,500</u>
	<u>\$ 13,753,226</u>	<u>\$ 6,335,043</u>	<u>\$ 20,088,269</u>

Amortization of the bond premium is included with interest expense. Interest expense related to note and bonds payable for the year ended June 30, 2020 was approximately \$608,000.

Due to State of Rhode Island

The following is a summary of the College's Due to State of Rhode Island at June 30, 2020:

Certificates of participation ("COP") Energy

Conservation bonds due to the State of Rhode Island. The original amount of debt issued was \$7,465,000, carrying interest rates ranging from 2.0% to 5.0%. The bonds are due in varying annual installments from \$370,000 to \$850,000, plus interest, through June 30, 2030.

\$ 6,350,000

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

General obligation bonds due to State of Rhode

Island. The original amount of debt issued was \$20,000,000, carrying interest rates ranging from 3.0% to 5.0%. The bonds are due in varying annual installments from approximately \$1,136,000 to approximately \$1,500,000, plus interest, through June 30, 2026.

\$ 8,267,895

\$ 14,617,895

Principal and interest on Due to State of Rhode Island for the next five years and in subsequent five-year periods are as follows:

Years ending <u>June 30,:</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 1,686,316	\$ 613,561	\$ 2,299,877
2022	1,774,649	542,261	2,316,910
2023	1,876,316	464,191	2,340,507
2024	1,979,649	381,383	2,361,032
2025	2,051,316	293,995	2,345,311
2026-2030	<u>5,249,649</u>	<u>401,508</u>	<u>5,651,157</u>
	<u>\$ 14,617,895</u>	<u>\$ 2,696,899</u>	<u>\$ 17,314,794</u>

Interest expense related to bonds due to State of Rhode Island for the year ended June 30, 2020 was approximately \$703,000.

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

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

June 30, 2020

Note 7 - **Pension**

Plan Description

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

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

Benefit Provisions

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

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

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

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

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

Contributions

The funding policy, as set forth in the General Laws, Section 36-10-2, provides for actuarially determined periodic contributions to the plan. For fiscal 2020, College employees, with less than 20 years of service as of July 1, 2012, were required to contribute 3.75% of their annual covered salary. Employees with more than 20 years of service as of July 1, 2012 were required to contribute 11% of their annual covered salary. The College is required to contribute at an actuarially determined rate; the rate was 26.39% of annual covered payroll for the fiscal year ended June 30, 2020. The College contributed \$3,531,336, \$3,466,590 and \$3,286,460 for the fiscal years ended June 30, 2020, 2019 and 2018, respectively, equal to 100% of the required contributions for each year.

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

At June 30, 2020, the College reported a liability of \$41,591,090 for its proportionate share of the net pension liability related to its participation in ERS. The net pension liability was measured as of June 30, 2019, the measurement date, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2018 rolled forward to the June 30, 2019 measurement date. The College's proportion of the net pension liability was based on its share of contributions to the ERS for fiscal year 2019 relative to the total contributions of all participating employers for that fiscal year. At the June 30, 2019 measurement date, the College proportion was 1.84%.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

For the year ended June 30, 2020, the College recognized pension expense of \$3,932,150. At June 30, 2020, the College reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

Deferred Outflows of Resources Related to Pension

Contributions made after the measurement date	\$ 3,531,336
Changes in plan actuarial assumptions	1,819,047
Differences between expected and actual experience	<u>438,015</u>
	<u>\$ 5,788,398</u>

Deferred Inflows of Resources Related to Pension

Changes in proportion and differences between employer contributions and proportionate share of contributions	\$ 2,150,019
Differences between expected and actual experience	216,793
Net difference between projected and actual earnings on pension plan investments	<u>77,190</u>
	<u>\$ 2,444,002</u>

Contributions of \$3,531,336 are reported as deferred outflows of resources related to pensions resulting from the College's contributions in fiscal year 2020 subsequent to the measurement date and will be recognized as a reduction of the net pension liability determined in the subsequent period. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years ending	
<u>June 30,</u>	
2021	\$ 375,825
2022	(116,823)
2023	(262,332)
2024	(161,760)
2025	<u>(21,850)</u>
	<u>\$ (186,940)</u>

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Actuarial Methods and Assumptions

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

Actuarial cost method	Entry age actuarial cost methodology is used
Amortization method	Level percent of payroll - closed
Inflation	2.50%
Salary increases	3.25% to 6.25%
Investment rate of return	7.00%

Mortality rates for male plan members were based on the RP-2014 Combined Healthy for Males with Blue Collar adjustments, projected with the ultimate values of the MP scale. Mortality rates for female plan members were based on the RP-2014 Combined Health for Females, projected with the ultimate values of the MP scale.

The actuarial assumptions used in the June 30, 2018 valuation rolled forward to June 30, 2019 and the calculation of the total pension liability at June 30, 2019 were consistent with the results of an actuarial experience study performed as of June 30, 2016.

The long-term expected rate of return best-estimate on pension plan investments was determined by the actuary using a building-block method. The actuary started by calculating best-estimate future expected real rates of return (expected returns net of pension plan investment expense and inflation) for each major asset class, based on a collective summary of capital market expectations from 34 sources. These return assumptions are then weighted by the target asset allocation percentage, factoring in correlation effects, to develop the overall long-term expected rate of return best-estimate on an arithmetic basis.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

The June 30, 2019 expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following table:

<u>Asset Class</u>	<u>Target Asset Allocation</u>	<u>Long-Term Expected Arithmetic Real Rate of Return</u>
GROWTH		
Global Equity		
U.S. Equity	22.10%	6.16%
International Developed Equity	13.20%	6.83%
Emerging Markets Equity	4.70%	8.90%
Private Growth		
Private Equity	11.25%	9.81%
Non-Core RE	2.25%	5.51%
Opportunistic Private Credit	1.50%	9.81%
INCOME		
High Yield Infrastructure	1.00%	3.98%
REITS	1.00%	5.51%
Liquid Credit	2.80%	3.98%
Private Credit	3.20%	3.98%
STABILITY		
Crisis Protection Class		
Treasury Duration	4.00%	0.77%
Systematic Trend	4.00%	4.20%
Inflation Protection		
Core Real Estate	3.60%	5.51%
Private Infrastructure	2.40%	5.85%
TIPs	1.00%	1.37%
Natural Resources	1.00%	3.76%
Volatility Protection		
IG Fixed Income	11.50%	2.15%
Absolute Return	6.50%	4.20%
Cash	3.00%	0.77%
	<u>100.00%</u>	

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

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Discount Rate

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

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability calculated using the discount rate of 7 percent as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate.

1.0% Decrease (6.0% Discount Rate)	Current Discount Rate (7.0%)	1.0% Increase (8.0% Discount Rate)
\$ 51,049,303	\$ 41,591,090	\$ 33,848,434

Pension Plan Fiduciary Net Position

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

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

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

Plan Description

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

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

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

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

Membership and Benefit Provisions

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

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

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Notes to the Financial Statements - Continued

June 30, 2020

Contributions

State Employees' OPEB Cost-Sharing Plan

The funding policy, as set forth in the General Laws and which may be amended at any time, provides for actuarially determined periodic contributions to the plans. The College is required to contribute at an actuarially determined rate; the rate was 6.65% of annual covered payroll for the fiscal year ended June 30, 2020. The College contributed \$894,889, \$811,891 and \$800,336 for the fiscal years ended June 30, 2020, 2019 and 2018, respectively, equal to 100% of the required contributions for each year.

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

Board of Education OPEB Cost-Sharing Plan

The funding policy, as set forth in the General Laws and which may be amended at any time, provides for actuarially determined periodic contributions to the plans. The College is required to contribute at an actuarially determined rate; the rate was 4.08% of annual covered payroll for the fiscal year ended June 30, 2020. The College contributed \$1,721,492, \$1,736,372 and \$1,723,124 for the fiscal years ended June 30, 2020, 2019 and 2018, respectively, equal to 100% of the required contributions for each year.

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

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

At June 30, 2020, the College reported a liability of \$8,080,002 and \$11,517,980 for its proportionate share of the net OPEB liabilities related to its participation in the SEP and BOEP, respectively. The net OPEB liabilities were measured as of June 30, 2019, the measurement date, and the total OPEB liabilities used to calculate the net OPEB liabilities were determined by actuarial valuations as of June 30, 2018 rolled forward to the June 30, 2019 measurement date. The College's proportion of the net OPEB liabilities were based on its share of contributions to the plans for fiscal year 2019 relative to the total contributions of all participating employers for that fiscal year. At the June 30, 2019 measurement date, the College's proportion was 1.85% and 31.01% for SEP and BOEP, respectively.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

For the year ended June 30, 2020, the College recognized OPEB expense (income) of \$182,060 and (\$82,456) related to its participation in SEP and BOEP, respectively. At June 30, 2020, the College reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>SEP</u>	<u>BOEP</u>	<u>Total</u>
<u>Deferred Outflows of Resources Related to OPEB</u>			
Contributions made subsequent to measurement date	\$ 894,889	\$ 1,721,492	\$ 2,616,381
Changes in assumptions	395,698	1,029,125	1,424,823
Differences between expected and actual experience	-	90,389	90,389
	<u>\$ 1,290,587</u>	<u>\$ 2,841,006</u>	<u>\$ 4,131,593</u>
<u>Deferred Inflows of Resources Related to OPEB</u>			
Difference between expected and actual experience	\$ 1,020,754	\$ 3,337,270	\$ 4,358,024
Net difference between projected and actual earnings on OPEB plan investments	257,173	717,367	974,540
Changes in proportion and differences between employer contributions and proportionate share of contributions	408,735	293,921	702,656
Changes in assumptions	70,961	117,043	188,004
	<u>\$ 1,757,623</u>	<u>\$ 4,465,601</u>	<u>\$ 6,223,224</u>

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Contributions of \$2,616,381 are reported as deferred outflows of resources related to OPEB expense resulting from the College's contributions in fiscal year 2020 subsequent to the measurement date, and will be recognized as a reduction of the net OPEB liability in the subsequent period. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Years ending	<u>SEP</u>	<u>BOEP</u>	<u>Total</u>
<u>June 30,</u>			
2021	\$ (260,864)	\$ (670,006)	\$ (930,870)
2022	(260,864)	(670,006)	(930,870)
2023	(231,402)	(592,365)	(823,767)
2024	(209,917)	(534,485)	(744,402)
2025	(183,990)	(381,146)	(565,136)
Thereafter	<u>(214,888)</u>	<u>(498,079)</u>	<u>(712,967)</u>
	<u>\$ (1,361,925)</u>	<u>\$ (3,346,087)</u>	<u>\$ (4,708,012)</u>

Actuarial Methods and Assumptions

The total OPEB liability was determined using the following significant actuarial methods and assumptions:

Actuarial cost method	Entry age normal - the individual entry age actuarial cost methodology is used
Amortization method	Level percent of payroll - closed
Inflation	2.75%
Salary increases	3.00% to 6.00%
Investment rate of return	5.00%
Health care cost trend rate	8.25% in fiscal year 2019 decreasing annually to 3.5% in fiscal year 2031 and later

Mortality rates for male plan members were based on the RP-2014 Combined Health for Males with Blue Collar adjustments, projected with the MP-2016 ultimate rates. Mortality rates for female plan members were based on the RP-2014 Combined Healthy for Females, projected with the MP-2016 ultimate rates.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

The long-term expected rate of return best-estimate on the Plans' investments was determined by the actuary using a building-block method. The actuary started by calculating best-estimate future expected real rates of return (expected returns net of OPEB plan investment expense and inflation) for each major asset class, based on a collective summary of capital market expectations from 34 nationally recognized investment consulting firms. The June 30, 2019 expected arithmetic returns over the long-term (20 years) by asset class are summarized in the following tables:

<u>Asset Class</u>	<u>Target Asset Allocation</u>	<u>Long-Term Expected Arithmetic Real Rate of Return</u>
Domestic Equity	65.0%	6.05%
Fixed Income	35.0%	1.48%

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

Discount Rate

The discount rate used to measure the total OPEB liability was 5.0%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members, if any, will be made at the current contribution rate and that contributions from the employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the plans' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on the plans' investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

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

		1.0% Decrease (4.0% Discount Rate)		Current Discount Rate (5.0%)		1.0% Increase (6.0% Discount Rate)
SEP	\$	9,124,932	\$	8,080,002	\$	6,274,287
BOEP	\$	14,228,330	\$	11,517,980	\$	7,772,456

Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rate

The following table presents the net OPEB liabilities calculated using the healthcare cost trend rate of 8.25 percent and gradually decreasing to an ultimate rate of 3.5 percent, as well as what the College's net OPEB liabilities would be if it were calculated using a trend rate that is 1-percentage point lower or 1-percentage point higher than the current rate.

		1.0% Lower		Baseline		1.0% Higher
SEP	\$	5,916,112	\$	8,080,002	\$	9,638,501
BOEP	\$	7,072,944	\$	11,517,980	\$	15,276,900

OPEB Plan Fiduciary Net Position

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

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Note 9 - **Other Retirement Plans**

State of Rhode Island Employees' Retirement System Defined Contribution Plan

Plan Description

Certain employees participating in the defined-benefit plan (those with less than 20 years of service as of July 1, 2012), as described in Note 7, also participate in a defined contribution plan of the Employees' Retirement System as authorized by General Law Chapter 36-10.3. The defined contribution plan was established under IRS section 401(a) and is administered by TIAA-CREF. The Retirement Board is the plan administrator and plan trustee. The employees may choose among various investment options available to plan participants. The State Investment Commission is responsible for implementing the investment policy of the plan and selecting the investment options available to members.

Plan Contributions

Certain employees (those with less than 20 years of service as of July 1, 2012) contribute 5% of their annual covered salary and employers contribute at the following percentages of annual covered salary for these employees based on their years of service as of July 1, 2012:

<u>Years of Service</u> <u>As of July 1, 2012</u>	<u>Employer</u> <u>Contribution Rate</u>
15 - 20 Years	1.50%
10 - 15 Years	1.25%
0 - 10 Years	1.00%

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

The College contributed and recognized as pension expense approximately \$118,000 and \$116,000 for the fiscal years ended June 30, 2020 and 2019, respectively, equal to 100% of the required contributions for the fiscal years.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Plan Vesting and Contribution Forfeiture Provisions

The total amount contributed by the member, including associated investment gains and losses, shall immediately vest in the member's account and is non-forfeitable. The total amount contributed by the employer, including associated investment gains and losses, vests with the member and is non-forfeitable upon completion of three (3) years of contributory service. Non-vested employer contributions are forfeited upon termination of employment. Such forfeitures can be used by employers to offset future remittances to the plan.

Retirement Benefits

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

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

Rhode Island Board of Governors for Higher Education Alternate Retirement Plan

Plan Description

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

Funding Policy

The College contributes 9% of the employees' gross biweekly earnings. Total expenditures by the College for such 403(b) annuity contracts amounted to approximately \$4,131,000 during fiscal 2020. The employee contributions amounted to approximately \$2,295,000 during the fiscal year ended June 30, 2020.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Note 10 - **Restricted Net Position**

The College is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. At June 30, 2020, these funds are restricted for grant programs.

Note 11 - **State Appropriations**

Direct Appropriations

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

State Capital Plan Funds

The Rhode Island Capital Plan Fund ("RICAP") was modeled on a financial technique originating in the State of Delaware. In fiscal year 2020, the State reserved 3% of its general revenues to fund a Budget Reserve Fund and Cash Stabilization Fund. Once the fund reaches a maximum threshold (5% of total fiscal year financial resources), the balance is transferred to RICAP. RICAP is used for capital expenditures. The technique is a "pay-as-you-go" process that avoids increasing the State's debt burden. Higher education has received allocations through this program since fiscal 1995.

The College's State appropriations are composed of the following for the year ended June 30, 2020:

Direct appropriations	\$ 47,805,887
State capital plan funds	8,587,578
State contributed capital	<u>276,347</u>
	<u>\$ 56,669,812</u>

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Notes to the Financial Statements - Continued

June 30, 2020

In accordance with each fiscal year's General Assembly Budget Article 1, notwithstanding the provision of Section 35-3-15 of the general laws, all unexpended or unencumbered balances as of year-end are re-appropriated to the next fiscal year.

Note 12 - **Operating Expenses**

The College's operating expenses, on a natural classification basis, are composed of the following for the year ended June 30, 2020:

Compensation and benefits	\$ 106,224,477
Supplies and services	27,769,897
Depreciation and amortization	11,147,533
Scholarships and fellowships	<u>8,925,796</u>
	<u>\$ 154,067,703</u>

Note 13 - **Related Parties**

Rhode Island College Student Community Government, Inc. ("SCG") is a legally separate tax-exempt entity associated with the College. SCG was established in 1972 and contains the Student Parliament, which acts as a central forum for students to bring forth and address issues and concerns affecting students at the College. The College transferred approximately \$755,000 to SCG during fiscal year 2020, representing student activity fees collected. At June 30, 2020, there were no amounts due to or from SCG. Revenues of SCG for fiscal 2020 were approximately \$775,000 and expenses were approximately \$624,000. The net position of SCG at June 30, 2020 totaled approximately \$741,000.

Note 14 - **Pass-Through Loans**

The College distributed approximately \$29,807,000 during fiscal 2020 for student loans through the U.S. Department of Education federal direct lending program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

RHODE ISLAND COLLEGE
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Notes to the Financial Statements - Continued

June 30, 2020

Note 15 - **Contingencies**

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

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

The vast majority of higher educational institutions transitioned to distance learning during the 2020 spring semester due to the COVID-19 crisis. Many higher educational institutions have been served with a class action lawsuit due to this decision. The plaintiffs' claim that they have suffered academic harm after the 2020 spring semester transitioned to distance learning. Since the lawsuits are in the early stages, there has been no settlements or court decisions on this matter. The College has not been served with a lawsuit related to COVID-19. Management believes that any potential future adverse outcome is possible, but unlikely, and, would not be material to the College.

Note 16 - **Subsequent Events**

The COVID-19 crisis has created volatility in the financial markets and a significant decrease in the overall economy. The full adverse impact and duration of COVID-19 on the College's finances and operations cannot be determined.

Subsequent to June 30, 2020, the College announced that approximately 96% of their courses in the 2020 fall semester will be taught online and the maximum capacity of students in the dormitories will be curtailed by approximately 60% based upon Rhode Island Department of Health guidelines which is temporary in nature. As a result of the crisis, enrollment and the number of students living in the dormitories for the 2020 fall semester decreased by 6% and 62% from the 2019 fall semester, respectively.

REQUIRED SUPPLEMENTARY INFORMATION

RHODE ISLAND COLLEGE
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Schedule of Proportionate Share of the Net Pension Liability (Unaudited)

Employees' Retirement System

Year ended Measurement date	June 30, 2020 June 30, 2019	June 30, 2019 June 30, 2018	June 30, 2018 June 30, 2017	June 30, 2017 June 30, 2016	June 30, 2016 June 30, 2015	June 30, 2015 June 30, 2014
College's proportion of the net pension liability	1.84%	1.89%	1.95%	2.00%	2.00%	2.00%
College's proportionate share of the net pension liability	\$ 41,591,090	\$ 42,651,346	\$ 43,865,941	\$ 42,473,879	\$ 39,783,475	\$ 35,620,863
College's covered payroll (at measurement date)	\$ 13,190,982	\$ 13,214,556	\$ 13,485,426	\$ 13,471,531	\$ 13,383,403	\$ 13,067,081
College's proportionate share of the net pension liability as a percentage of its covered payroll	315.30%	322.76%	325.28%	315.29%	297.26%	272.60%
Plan fiduciary net position as a percentage of the total pension liability	52.80%	52.53%	51.83%	51.88%	55.03%	58.58%

Notes:

- 1.) The amounts presented for each fiscal year were determined as of June 30 measurement date prior to the fiscal year-end.
- 2.) This schedule is intended to show information for 10 years - additional years will be displayed as they become available.

See accompanying notes to the required supplemental information.

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

Schedule of Pension Contributions (Unaudited)

Employees' Retirement System

For the Years Ended June 30,

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Statutorily required contribution	\$ 3,531,336	\$ 3,466,590	\$ 3,286,460	\$ 3,417,207	\$ 3,184,670	\$ 3,122,348
Contributions in relation to the statutorily required contribution	<u>(3,531,336)</u>	<u>(3,466,590)</u>	<u>(3,286,460)</u>	<u>(3,417,207)</u>	<u>(3,184,670)</u>	<u>(3,122,348)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 13,381,341	\$ 13,190,982	\$ 13,214,556	\$ 13,485,426	\$ 13,471,531	\$ 13,383,403
Contribution as a percentage of covered payroll	26.39%	26.28%	24.87%	25.34%	23.64%	23.33%

Notes:

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

2.) This schedule is intended to show information for 10 years - additional years will be displayed as they become available.

See accompanying notes to the required supplemental information.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Notes to the Pension Required Supplementary Information (Unaudited)

Pension Schedules

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

Measurement Date - June 30, 2019

There were no changes in actuarial methods or assumptions reflected in the calculation of the net pension liability as of the June 30, 2019 measurement date compared to the June 30, 2018 measurement date. Benefits were also unchanged between these measurement dates.

Measurement Date - June 30, 2018

There were no changes in benefits reflected in the calculation of the net pension liability as of the June 30, 2018 measurement date compared to the June 30, 2017 measurement date. Benefits were also unchanged between these measurement dates.

Measurement Date - June 30, 2017

There were no changes in actuarial methods or assumptions or benefits reflected in the calculation of the net pension liability as of the June 30, 2017 measurement date compared to the June 30, 2016 measurement date. Benefits were also unchanged between these measurement dates.

Measurement Date - June 30, 2016

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

Measurement Date - June 30, 2015

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

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

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

**Notes to the Pension Required Supplementary Information (Unaudited) -
Continued**

Pension Schedules

Significant benefit changes are summarized below:

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

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Schedule of Proportionate Share of the Net OPEB Liability (Unaudited)

State Employees' OPEB Cost-Sharing Plan

Year ended Measurement date	June 30, 2020 June 30, 2019	June 30, 2019 June 30, 2018	June 30, 2018 June 30, 2017
College's proportion of the net OPEB liability	1.85%	1.89%	1.95%
College's proportionate share of the net OPEB liability	\$ 8,080,002	\$ 9,644,702	\$ 10,135,363
College's covered payroll (at measurement date)	\$ 13,576,773	\$ 13,383,545	\$ 13,966,181
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	59.51%	72.06%	72.57%
Plan fiduciary net position as a percentage of the total OPEB liability	33.57%	26.25%	22.38%

Board of Education OPEB Cost-Sharing Plan

Year ended Measurement date	June 30, 2020 June 30, 2019	June 30, 2019 June 30, 2018	June 30, 2018 June 30, 2017
College's proportion of the net OPEB liability	31.01%	31.39%	31.70%
College's proportionate share of the net OPEB liability	\$ 11,517,980	\$ 15,867,291	\$ 16,627,188
College's covered payroll (at measurement date)	\$ 39,825,046	\$ 39,521,193	\$ 39,865,659
College's proportionate share of the net OPEB liability as a percentage of its covered payroll	28.92%	40.15%	41.71%
Plan fiduciary net position as a percentage of the total OPEB liability	51.60%	38.59%	32.05%

Notes:

- 1.) The amounts presented for each fiscal year were determined as of June 30 measurement date prior to the fiscal year-end.
- 2.) This schedule is intended to show information for 10 years - additional years will be displayed as they become available.

See accompanying notes to the required supplementary information.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Schedule of OPEB Contributions (Unaudited)

For the Years Ended June 30,

State Employees' OPEB Cost-Sharing Plan

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily determined contribution	\$ 894,889	\$ 811,891	\$ 800,336
Contributions in relation to the statutorily determined contribution	<u>(894,889)</u>	<u>(811,891)</u>	<u>(800,336)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 13,456,977	\$ 13,576,773	\$ 13,383,545
Contributions as a percentage of covered payroll	6.65%	5.98%	5.98%

Board of Education OPEB Cost-Sharing Plan

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Statutorily determined contribution	\$ 1,721,492	\$ 1,736,372	\$ 1,723,124
Contributions in relation to the statutorily determined contribution	<u>(1,721,492)</u>	<u>(1,736,372)</u>	<u>(1,723,124)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
College's covered payroll	\$ 42,193,431	\$ 39,825,046	\$ 39,521,193
Contributions as a percentage of covered payroll	4.08%	4.36%	4.36%

Notes:

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

2.) This schedule is intended to show information for 10 years - additional years will be displayed as they become available.

See accompanying notes to the required supplementary information.

RHODE ISLAND COLLEGE
(a Component Unit of the State of Rhode Island)

Notes to the OPEB Required Supplemental Information (Unaudited)

OPEB Schedules

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

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

Measurement Date - June 30, 2019

The June 30, 2018 actuarial valuation rolled forward to the June 30, 2019 measurement date reflected a change in Excise Tax load on pre-65 liabilities from 11.0% to 9.5%.

Measurement Date - June 30, 2018

There were no changes in actuarial methods and assumptions reflected in the calculation of the net OPEB liability as of the June 30, 2018 measurement date compared to the June 30, 2017 measurement date.

Measurement Date - June 30, 2017

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

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

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

Note 2 - **Actuarially Determined Contributions**

The annual required contributions for fiscal year 2019 were determined based on the June 30, 2015 valuation of the Plans.

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



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

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

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business type activities of Rhode Island College (the “College”), and its discretely presented major component unit, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the College's basic financial statements and have issued our report thereon dated September 30, 2020. Our report includes a reference to other auditors who audited the financial statements of the Rhode Island College Foundation, as described in our report on the College's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Handwritten signature in cursive script that reads "O'Connor + Drew, P.C."

**Certified Public Accountants
Braintree, Massachusetts**

September 30, 2020

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