

SAILING AHEAD: YEAR 1

**2016 ANNUAL REPORT ON
THE STRATEGIC PLAN FOR
POSTSECONDARY EDUCATION**

OVERVIEW

Hope is the Rhode Island state motto, and there are many reasons to be optimistic about public postsecondary education in Rhode Island.

The coordinated strategic plan for education in RI was passed unanimously by the Board of Education at its meeting on October 28, 2015. Included was the specific plan for higher education: “Sailing Ahead: Strategic Plan for Postsecondary Education (2015-2020).” The plan offered the following four priorities as a framework for setting goals, initiating policies and programs, and measuring success in public higher education in Rhode Island through 2020:

HIGHER ATTAINMENT OPPORTUNITIES TO ACCESS AND AFFORD COLLEGE PROSPEROUS ECONOMY EFFECTIVE INSTITUTIONS

Over the past year, higher education leaders from the Office of the Postsecondary Commissioner and the public institutions of higher education have worked to implement strategies that advance these priorities. This report gives an overview of progress as measured through key indicators for each priority.

The tables below give the most recent data available for each metric, with the baseline being the previous year’s data. The 2017 report on the strategic plan will follow the standards for reporting on performance funding metrics, which call for the baseline to be the average of the previous five years’ worth of data as compared with the average of the current year and the previous year.

HIGHER ATTAINMENT

In September 2016, Governor Raimondo committed to reaching [70% postsecondary attainment](#) for Rhode Island by 2025, even more ambitious than the goal of 60% included in last year's strategic plan. The targets given below have been updated to reflect this change. Since last year, the number of systemwide completions has gone up, and institutions have developed performance measures for persistence and attainment.

Even with these successes, Rhode Island has seen decreased postsecondary attainment and enrollments, and the Ocean State will only be able to reach its attainment goals if institutions expand their overall program capacity and offer stronger supports for traditionally underserved students, including students of color and adult learners.

TARGETS BY 2020

- 55% statewide postsecondary attainment
- 67,000 more degree holders ages 25-64
- 50% increase in attainment among Hispanic and Black populations

STRATEGIES

1. Support institutions in developing measures to evaluate persistence and attainment as part of performance-funding formula.
2. Support institutions to improve rates of persistence and attainment, especially for traditionally underserved and underrepresented populations.
 - a) Partner with institutions to expand college completion programs to re-engage Rhode Islanders with some college credits and help them progress to completion.
 - b) Partner with institutions to improve curriculum alignment and develop a general education core.
 - c) Identify and implement best practices for reducing excess credits.
 - d) Identify and implement best practices for promoting student resilience and engagement.
3. Support institutions in implementing components of the Complete College Rhode Island plan.
 - a) Support institutions in implementing interventions to accelerate time to degree.
 - b) Support institutions in establishing or expanding guided pathways.
 - c) Support institutions in implementing or expanding structured schedules and/or learning communities.

HIGHER ATTAINMENT

PERFORMANCE | Attainment

Metric	Baseline: 2013	Year 1: 2014	Change
Statewide postsecondary attainment	43.8%	41.1%	
Attainment among Black population	30.6%	28.5%	
Attainment among Hispanic population	18%	19%	
Attainment gap between white and minority	25%	22%	

Sources:
[US Census, ACS data](#); [Lumina Stronger Nation Report](#)

It is important to note that the data here are from 2013 (baseline) and 2014 (year one), which are the most recent data available. The data show 2.7% decline in overall postsecondary attainment, contrary to expectations. Changes in attainment among black and Hispanic populations were marginal. The attainment gap between white and minority populations shrank by 3%, yet this was largely due to a decrease in attainment among the white population (down from 48.4% to 45.7%).

This relatively large drop in overall attainment can be attributed to two factors. There was a significant loss of bachelor's degree holders (down 12,987), with the majority in the 45-64 age group (down 10,963). This decline cannot be explained by demographic shifts, such as aging or increased numbers of people attaining graduate degrees. Rather, there seems to be a population decrease within this segment, which can perhaps be described as "brain drain."

At the same time, there was a significant increase of those with high school equivalency only across all age segments (up 13,852). This helps to explain how the population of RI remained relatively stable, but the attainment declined so dramatically. As before, demographic shift is not sufficient to explain the change, and more research would be required.

PERFORMANCE | Completions

Metric	Baseline: 2014-15	Year 1: 2015-16	Change
Number of system graduates	7404	7659	
Undergrad certificates awarded	358	266	
Associate degrees awarded	1647	1650	
Bachelor's degrees awarded	4318	4563	
Graduate/ professional certificates and degrees awarded	1081	1180	

Source:
[Institutional completion reports](#)

HIGHER ATTAINMENT

PERFORMANCE | Completions *(continued from previous)*

Increasing the number of degree and certificate holders is key to improving overall statewide attainment. The total number of degrees awarded by Rhode Island's public institutions increased by 3.4% in 2015-16 from 2014-15 (7659 vs. 7404). While there were more bachelor's degrees and graduate degrees/certificates awarded as compared to the previous academic year, the number of associate degrees awarded remained relatively unchanged. The number of certificates awarded below the baccalaureate level decreased.

PERFORMANCE | Graduation Rates

Metric	Baseline: Avg of 5 years	Year 1: 2015-16	Change
URI 4-year grad rate	44.2%	49.0%	↑
URI 6-year grad rate	61.6%	62.7%	↑
RIC 4-year grad rate	16.2%	19.6%	↑
RIC 6-year grad rate	43.4%	44.0%	↑
CCRI 2-year grad rate	3.7%	4.7%	↑
CCRI 3-year grad rate	13.0%	13.8%	↑

Source:
Performance
funding pro-
posals 11/9/16,
Institutional fact
sheets 9/23/16

For baccalaureate institutions, graduation rates measure the proportion of students within a specific cohort of first-time, full-time, bachelor's- degree-seeking undergraduates who complete a bachelor's degree within 100% of normal time (four years or less) and within 150% of normal time (six years or less). At URI, the 4-year graduation rate increased five percentage points in 2015-16 over the average of the previous five years. The 6-year graduation rate also ticked up one percentage point. RIC saw an increase of three percentage points in its 4-year graduation rate as compared with the average of the previous five years. There was a slight increase in 6-year rate.

For community colleges, graduation rates are based on the cohort of full-time, first-time degree/certificate seeking undergraduates who complete programs of at least two but less than four full-time equivalent academic years within 100% of normal time (two years or less) and within 150% of normal time (three years or less). The 2-year rate for CCRI went up by one percentage point, and the 3-year rate went up by nearly the same amount as compared with the previous five years worth of data.

HIGHER ATTAINMENT

PERFORMANCE | Enrollments

Metric	Baseline: 2014-15	Year 1: 2015-2016	Change
System undergraduate enrollment	38,660	37,282	
System graduate enrollment	4105	4038	
% undergraduate minority enrollment	30.2%	30.9%	
% undergraduate low-income enrollment	45.2%	43.3%	
% undergraduate adult enrollment (25+)	24.6%	23.7%	
% full-time undergraduate enrollment	59.6%	60.9%	

Source:
OPC data
warehouse;
institutional fact
sheets and en-
rollment reports

In order to meet systemwide attainment goals, enrollments and completions must increase, especially within historically underrepresented segments, including minority, low-income, and adult (25+) students. Yet, systemwide enrollment has decreased between 2014-15 and 2015-16 at both the undergraduate and graduate levels (-3.6% and -1.6% respectively). In terms of demographics, the proportion of undergraduates who are minority held steady at approximately 30%, while the proportion of undergraduates who are aged 25 and older remained about 24%. Enrollment of low-income students decreased from 45.2% to 43.3%.

Full-time enrollment helps students finish sooner than part-time enrollment. Approximately 61% of undergraduates were enrolled full-time in 2015-16, up one percentage point from the previous academic year.

PERFORMANCE | Retention

Metric	Baseline: 2013-14	Year 1: 2014-15	Change
URI retention	82.4%	84.3%	
RIC retention	78.6%	76.2%	
CCRI retention	63.0%	62.0%	

Source:
Institutional fact
sheets 9/23/16

Retention compares the proportion of the first-time, full-time entering cohort who are enrolled the following fall. URI saw a 2% increase in retention, while RIC saw a decrease of two and a half percentage points and CCRI saw a decrease of one percentage point.

HIGHER ATTAINMENT

PERFORMANCE | Complete College RI

Metric	Baseline: 2012-13	Year 1: 2013-14	Change
URI average time to degree for full-time	4.2	4.3	
URI average credits to degree for full-time	128.5	128.6	
RIC average time to degree for full-time	4.5	4.4	
RIC average credits to degree for full-time	127.5	124.5	
CCRI average time to degree	3.9	4.0	
CCRI average credits to degree	68.8	70.2	

Source:
Complete
College
America (CCA)

Systemwide, the average time for first-time, full-time freshmen to complete a degree remained essentially the same in 2013-14 as it was in 2012-13, with marginal increases at URI and CCRI. At RIC, there was a slight decrease in the average time to degree.

Data show that the average number of credits to degree fluctuates in the same direction as the average time to degree. Baccalaureate degrees require 120 credits to complete, and limiting credits beyond 120 means that students finish sooner and spend less on tuition. The same applies to associate degrees with 60 credits. Both URI and CCRI saw increases in average credits to degree, while RIC saw a decrease. At CCRI, excess credits beyond 60 may be explained in part by the need for many students to take developmental education courses. CCRI, RIC, and URI are involved in a co-requisite remediation initiative that will help students move through developmental education in math and English more quickly, and it is hoped, reduce average credits to degree.

PERFORMANCE | Prepare RI Dual/Concurrent Enrollment

Metric	Baseline: 2014-15	Year 1: 2015-16	Change
Prepare RI students	--	3807	
Dual/ concurrent course enrollments	2840	5885	

Source:
OPC data
warehouse

In 2015-16, dual and concurrent enrollment programs were supported by \$1.3-million investment through the Prepare RI fund. This fund covers the cost of tuition and fees for qualifying public high school students to take courses for college credit at URI, RIC, and CCRI. In the first year, 3807 students took advantage of the opportunity to earn credit in 5885 courses offered at their school or on the college campus. Dual/ concurrent enrollment numbers were not formally collected before 2015-16, but informal analysis suggests the number of course enrollments increased significantly.

OPPORTUNITIES TO ACCESS AND AFFORD COLLEGE

For many students, the cost of college remains a barrier to enrollment and completion. In order to cover unmet need, students often take on additional work hours or turn to federal or private loans. A [recent report by LendEdu](#) ranks Rhode Island second in the nation for graduates with the highest amounts of average debt (a ranking that includes private institutions as well). Even with tuition freezes and increased funding for higher education at the state level, additional investment is needed to increase affordability, especially for low-income Rhode Islanders.

TARGETS BY 2020

- **100% of low-income in-state students covered for cost of tuition, fees, and books at RI public institutions through grants, scholarships, and federal need-based student loans**
- **33% of low-income in-state students covered for 70% of the total of cost attendance (tuition/books/fees/room/board) at RI public institutions through grants, scholarships, and federal need-based student loans**
- **33% reduction in average debt of graduates from public institutions**

STRATEGIES

1. Implement last-dollar scholarship program to get more students across affordability thresholds.
2. Identify and add alternative revenue streams for need-based and merit-based financial aid.
 - a) Advocate for increase in state funding for need-based financial aid for resident students.
 - b) Secure available private and federal funding that can support student financial aid.
 - c) Develop community-based sponsorships of resident students.
3. Incentivize institutions to reduce dependency on in-state student tuition funds, as compared with other funding sources.
4. Encourage institutions to increase need-based and merit-based financial aid.
5. Advocate for expanding student loan forgiveness programs.
6. Coordinate with Treasurer's office to expand utilization of state 529 plan.
7. Coordinate with other state offices and agencies to expand utilization of higher education tax incentives.

OPPORTUNITIES TO ACCESS AND AFFORD COLLEGE

PERFORMANCE | Affordability

Metric	Baseline: 2014-15	Year 1: 2015-16	Change
Combined annual unmet need of low-income, in-state students	\$131,068,392	\$129,442,761	
Average annual unmet need for low-income, in-state students	\$7215	\$7933	
% of low-income, in-state students covered for tuition, fees, books	under development	under development	
% of low-income, in-state students covered at 70% cost of attendance	under development	under development	

Source:
Institutional
financial aid
data

For these metrics, a student is considered low-income if (s)he receives any federal Pell grant funding. Unmet need refers to any portion of total cost of attendance that is not met through expected family contribution (EFC) or through a combination of grants, scholarships, and federal need-based loans. Even with significant investments in grants and scholarships at the federal, state, and institutional levels, the amount of unmet need remains close to \$130 million. Although the total amount of unmet need decreased between 2014-15 and 2015-16, the per-student average went up by nearly 10% due to decreased enrollment among low-income, in-state students.

According to [research by Ruffalo Noel Levitz](#), there are two affordability thresholds that make a difference for enrollment, persistence, and completion: (1) tuition, fees, and books covered; and (2) 70% of total cost of attendance met. For this year, financial aid information in the data warehouse was not complete enough to report. This is being rectified for next year.

PERFORMANCE | Student Debt

Metric	Baseline: 2013-14	Year 1: 2014-15	Change
Average debt of graduates from URI	\$30,731	\$32,587	
Average debt of graduates from RIC	\$25,567	\$26,624	
Average debt of graduates from CCRI	data not available	data not available	

Source:
Institutional
common data
sets

To deal with unmet need, many students look to federal or private loans. The figures for URI and RIC measure debt only of those who graduated within that academic year, including out-of-state students, but not transfer students. 71% of graduates from URI and 75% RIC had some debt upon graduation. Data is not available for CCRI because they do not complete the common data set, which is intended for four-year institutions.

2015 graduates from both URI and RIC had higher amounts of debt on average as compared with the previous year's graduates. More must be done to reach the 2020 target of reducing debt.

OPPORTUNITIES TO ACCESS AND AFFORD COLLEGE

PERFORMANCE | Student Aid

Metric	Baseline: 2014-15	Year 1: 2015-16	Change
Total institutional grants and scholarships (includes need-based, merit-based, and athletic scholarships and grants)	\$87,469,325	\$91,698,133	
Institutional grants and scholarships for in-state students	\$33,988,094	\$35,062,481	
Total institutional waivers	\$8,366,672	\$8,076,189	
Institutional waivers for in-state students	\$6,451,006	\$6,056,765	

Source:
Institutional
financial aid
data

With today's students expected to pay a significant proportion of college costs as compared with students in previous generations, student aid becomes all the more important for access and affordability. Data show that the institutions continue to make significant investments in student aid through grants and scholarships, especially at URI. The total amount of institutional grants and scholarships went up by 4.5% from the previous year, with \$1.1 million more for in-state students. Institutional waivers went down from the baseline year for both in-state and out-of-state students.

Despite these increases in student aid, Rhode Island's low-income students face significant unmet need, as we saw above. More must be done to make college more affordable.

PERFORMANCE | RI Promise

Metric	Baseline: 2014-15	Year 1: 2015-16	Change
Total state need-based aid	\$7,396,562	\$8,095,000	

Source:
OPC, Division
of Higher
Education
Assistance
data

In 2015-16, total state need-based aid increased by \$698,438 (9%) over the previous year with the introduction of Governor Raimondo's RI Promise initiative. As a need-based, last-dollar scholarship, RI Promise "fills the gap" between a student's financial aid package and the actual costs of college.

In the first year, over 7000 students at URI, RIC, and CCRI received RI Promise awards. Compared with the previous state grant program, the RI Promise initiative enables institutions to distribute aid strategically to meet the needs of their student population. Additional funds of \$2 million have been committed for the 2016-17 year to expand the program to Rhode Island's private institutions.

PROSPEROUS ECONOMY

The 2016 Brookings report, "[Rhode Island Innovates](#)," identifies key sectors that will drive growth in the Rhode Island economy. The report looks to higher education as a partner in preparing the workforce for jobs in high-value, advanced industries. Along with a strong PK-20 education system, the report envisions innovation districts that bring together industry and university collaborators to attract and retain talent here in Rhode Island. A number of initiatives over the past year show that higher education is successfully responding to the needs of the state, yet more must be done to reach the 2020 targets.

TARGETS BY 2020

- 20% increase in total # new graduates from URI, RIC, and CCRI in high-demand, high-wage areas
- 10% increase in # recent graduates from URI, RIC, and CCRI entering state and national workforce
- Increase in economic impact of postsecondary education for Rhode Island's businesses and communities

STRATEGIES

1. Coordinate with the Department of Labor and Training and the Governor's Workforce Board to map the alignment of academic and vocational offerings with current and projected workforce needs for the state.
2. Increase number of graduates with skills necessary for high-demand, high-wage fields.
 - a) Partner with institutions to expand capacity in current programs that prepare students for high-demand, high-wage fields.
 - b) Partner with institutions to develop new programs of study that meet identified needs in high-demand, high-wage fields.
 - c) Partner with institutions to develop stackable credentials in key fields to promote education and skills training at all levels of the workforce and encourage progress in moving up career ladders.
3. Ensure that all students are prepared to enter workforce immediately after graduation.
 - a) Partner with institutions to conduct learning outcomes assessments that demonstrate how curriculum advances 21st-century skills, such as critical thinking, analysis, application, and communication.
 - b) Partner with institutions to expand experiential learning opportunities in coordination with businesses and communities, including project-based learning, internships, co-ops, and volunteer programs.
 - c) Partner with institutions to incorporate soft-skills training into their curriculum and extracurricular activities.
 - d) Partner with institutions to develop more robust career advising that engages the business community.
4. Partner with institutions to increase economic impact of business partnerships and research, especially at the local and state levels.

PROSPEROUS ECONOMY

PERFORMANCE | High-Demand, High-Wage

Metric	Baseline: 2014-15	Year 1: 2015-16	Change
Total graduates in HDHW fields	4524	4676	
HDHW undergrad certificates	176	189	
HDHW associate degrees	778	761	
HDHW bachelor's degrees	2579	2689	
HDHW grad/professional degrees and certificates	991	1037	

Source: Institutional completion data--see appendix for list of included programs

A list of high-demand, high-wage (HDHW) fields was developed in coordination with the Department of Labor and Training using Labor Market Information (list appears in appendix). Academic programs that corresponded to occupations with more than 20 openings were considered “high-demand,” and academic programs that corresponded to occupations with annual earnings above \$30,000 were considered “high-wage.” Programs needed to meet both criteria to be considered HDHW, except for STEM programs, which were included regardless of occupational match.

Total graduates in HDHW fields increased from the baseline number by 3.4%. There was an increased number of graduates in every degree category, except for HDHW associate degrees, which saw a marginal decrease.

If we project the same rate of growth for the next four years, Rhode Island will see a 14.1% increase from the baseline by 2020, significant but still below the target of 20%. In order to meet the target, institutions must do more to expand capacity and completions in high-demand, high-wage fields.

PERFORMANCE | Employment of Recent Graduates

Metric	Baseline: 2013-14	Year 1: 2014-15	Change
Recent graduates in RI workforce	19,893	21,977	

Source: DataSpark analysis of RIOPC and RIDLT data

The number of recent graduates in the RI workforce includes individuals who graduated in any field from URI, RIC, or CCRI within the last ten years and are currently working in Rhode Island. Between spring 2014 and spring 2015, the number of recent graduates in the workforce increased by 2,084 (10.5%), already exceeding the 2020 target. These numbers are encouraging because they suggest that among most recent graduates, retention in the workforce is high.

A new target is being developed. Once data for spring 2016 is included, it will be easier to determine whether the observed increase is an outlier or not.

PROSPEROUS ECONOMY

PERFORMANCE | Earnings of Recent Graduates

Metric	Baseline: 2013-14	Year 1: 2014-15	Change
Median wage of recent graduates from URI	\$48,200	\$47,600	
Median wage of recent graduates from RIC	\$39,600	\$39,100	
Median wage of recent graduates from CCRI	\$29,100	\$29,400	

Source: US Dept of Education, [College Scorecard](#)

To calculate median wage of recent graduates, the US Department of Education matches ten years' worth of cohort data for federally aided students with earnings data from tax records. Despite marginal decreases in median wage of recent graduates, both URI and RIC remain above the national average of \$33,400. CCRI graduates saw a marginal increase in earnings, up to \$29,400.

PERFORMANCE | Workforce Partnerships

Westerly Higher Education and Industry Center

Construction of the Westerly Center is entering the final stages on a 2.5-acre brownfield site near the Westerly train station. The 34,500-square-foot facility is set to partially open in late 2016 for CCRI programs in pipefitting, sheet metal, and electrical work, with the entire facility complete by February 2017. Over the past year, OPC staff has worked closely with local leaders and philanthropic donors from the Royce Foundation to identify the educational and workforce needs of the region, oversee operations, including hiring an executive director, and ensure that the Center will be self-sustaining financially.

Rhode Island Nursing Education Center (RINEC)

Slated to open in 2017, this 133,000-square-foot, state-of-the-art facility, will increase the capacity of the state's public system of higher education to produce more nursing graduates. By 2019, URI anticipates a 14% increase in undergraduate enrollment, to 933 students, and RIC anticipates an increase of 35%, to 691 students. Graduate enrollment is also expected to increase significantly, from the 2016 combined total of 192 students to a projected 323 students in the Master's, Ph.D., and Doctor of Nursing Practice programs offered by the two institutions. RINEC will also address the need for additional nurse educators by placing increased emphasis on advanced practice registered nursing. Similar to the Westerly Center, RINEC will be administered by OPC, and the search process for an executive director will begin in December 2016.

Key Partnerships

Rhode Island higher education institutions are partners in 14 out of 26 Real Jobs Rhode Island implementation grants. The Office is also partnering with RIDE, the Department of Labor and Training, and others in the New Skills for Youth grant sponsored by JP Morgan Chase. The grant aims to help states create clearer pathways for students as young as middle school to enter high-quality career-focused education programs.

EFFECTIVE INSTITUTIONS

Much effort over the past year has been dedicated to building a stronger foundation for higher education in Rhode Island. A key part of strengthening the system has been securing increased funding for the three public institutions and the system office. Equally important is developing a more transparent, predictable, and responsive mechanism for funding the institutions. In 2016, legislation was passed directing the public institutions of higher learning to develop performance metrics for improving student success and increasing career readiness.

OPC has also encouraged institutions to apply intentional refocusing, and re-direct some of their current funding to new initiatives that advance institutional goals.

TARGETS BY 2020

- Diversification of revenue streams for higher education
- Restoration of state support to pre-recession ratios
- Increase in operational efficiencies
- Comprehensive data management system implemented

STRATEGIES

1. Identify and secure additional revenue streams for postsecondary education.
 - a) Advocate for more state funding for postsecondary education.
 - b) Apply for and secure federal and private grant monies to support institutional capacity and research.
2. Establish and monitor performance-funding measures for each institution.
3. Coordinate with institutions to ensure they have sufficient capacity to meet goals for student attainment.
4. Streamline operations to reduce costs throughout system.
 - a) Absorb the functions, duties, and responsibilities of the RI Higher Education Assistance Authority (RIHEAA) within the Office of the Postsecondary Commissioner (OPC).
 - b) Review institutional operations to ensure efficient utilization and coordination of assets.
 - c) Encourage institutions to maximize use of classroom space.
 - d) Review capital improvement plans submitted by institutions to eliminate inefficiencies.
 - e) Join NC-SARA consortium to streamline costs for engaging in distance learning initiatives.
5. Demonstrate progress toward achieving system-wide targets and objectives.
 - a) Expand internal capacity to collect and analyze system-wide data.
 - b) Develop processes for publishing system-wide data to improve accountability and transparency.
 - c) Conduct studies comparing RI postsecondary data with peer systems to identify strengths and challenges of system.

EFFECTIVE INSTITUTIONS

PERFORMANCE | Postsecondary Funding

Metric	Baseline: FY 2014	Year 1: FY 2015	Change
Total educational revenue per FTE student	\$12,332	\$12,596	
Educational appropriation as % revenue	29.9%	38.0%	
Net tuition as % revenue	70.1%	62.0%	

Source:
SHEEO
[State Higher Education Finance Report, FY2015](#)

Total educational revenue per full-time equivalent student (FTE) includes revenue from state educational appropriation and tuition/fees (figures 2015 constant dollars). Between FY2014 and FY2015, total educational revenue increased marginally by 2.1%.

More important than the total revenue is the breakdown of revenue by source. In FY2015, state appropriation made up 38.0% of total educational revenue, up from 29.9% the year before. This increase in the state portion means that the portion of revenue derived from tuition decreased. This shift can be attributed to increases in educational appropriations and tuition freezes at the three public institutions. Nonetheless, the current ratio of appropriation revenue to tuition revenue (38%/62%) places a greater burden on the students as compared with the pre-recession (FY2008) ratio of 48.6% appropriation revenue and 51.4% tuition revenue. Increasing state support for higher education will help keep tuition low for students.

PERFORMANCE | Measuring Institutional Progress

Performance-Based Funding

Performance-based funding was passed during the 2016 legislative session and signed into law in August 2016. In anticipation of the law's passage, a funding formula working group was convened consisting of campus leadership, faculty, and staff representatives working with OPC staff. Each institution was charged with proposing metrics in three categories: 1) improving graduation/persistence rates; 2) increasing production of degrees and certificates in high-demand, high-wage fields; and 3) advancing mission-specific initiatives. Between December 2015 and April 2016, the group worked to develop performance metrics that promote coordination and accountability around state priorities for higher education. Metrics were approved by the Council on November 9, 2016, and were included within the postsecondary budget submission for FY2018.

Data Warehouse

To monitor institutional performance and identify systemwide trends, OPC has continued to make progress on the State Longitudinal Data System (SLDS) for higher education. OPC has convened a data warehouse leadership team that includes information technology and institutional research staff from OPC and the campuses. This team has been meeting regularly to normalize institutional data so that it can be used for system-wide analysis, including any analysis necessary for the performance metrics.

PERFORMANCE | Institutional Efficiencies

Division of Higher Education Assistance (DHEA)

As part of the FY2015 budgeting process, OPC absorbed the duties, functions, and responsibilities of the Rhode Island Higher Education Assistance Authority (RIHEAA), now the Division of Higher Education Assistance within OPC. Combining the two agencies allows for a more coherent mission for OPC around college access and affordability and also streamlines administrative functions.

State Authorization Reciprocity Agreement (SARA)

In December 2015, Rhode Island joined the National Council for State Authorization Reciprocity Agreements (NC-SARA), which makes it easier for public and private institutions to undertake distance learning activities and offers more safeguards for students. As of November 2016, five Rhode island institutions have been approved to participate in SARA. From a practical stand point, approved institutions have access to additional states to market their distance learning programs without paying individual state licenses.

APPENDIX

In consultation with the RI Department of Labor and Training, OPC completed a comprehensive analysis of Rhode Island Labor Market Information (LMI) data and identified a list of 120 Standard Occupational Classification (SOC) codes that met criteria for “high-demand” (over 20 annual openings per year) and “high-wage” (over \$30,000 per year). A crosswalk of SOCs with standard Classifications of Instructional Programs (CIPs) was used to determine which academic programs correspond to those high-demand, high-wage occupations. In addition, STEM programs were counted as high-demand, high-wage, regardless of SOC match. In order to be counted, degree level needed to match or exceed the level prescribed by the SOC code. For instance, if an occupation required a master’s degree in a specific field, a baccalaureate degree in that field would not be considered HDHW, even though the CIP code may be the same.

The following tables list the programs with corresponding CIP that were included in the calculation for high- demand, high-wage fields (HDHW).

Business/ Management	
09.01	Communication Studies - BA
09.01	Communication Studies - MA
09.09	Public Relations - BA
44.04	Public Administration - MPA
45.06	Economics - BA
45.06	Economics - BS
46.04	Facilities Management Certificate
52.01	General Business Admin - AS
52.01	Business Institutions - BIS
52.02	Management Certificate
52.02	Management - AS
52.02	IT Support Specialist Certificate
52.02	IT Support Specialist - AS
52.02	General Business Admin - BS
52.02	Management - BS
52.02	Supply Chain Management - BS
52.02	Non-Profit/Public/Organizational Management Cert
52.02	Business Administration - MBA
52.02	Business Administration - PHD
52.03	Accounting - AS
52.03	Accounting Certificate
52.03	Accounting - BS
52.03	Accounting - MS

APPENDIX

Business/ Management (continued)

52.04	Administrative Assistant/Secretary - AS
52.04	Basic Office Skills Certificate
52.04	Office Administration Certificate
52.08	Financial Services - AS
52.08	Financial Services Certificate
52.08	Finance - BS
52.10	Labor Rel & Human Res - MS
52.10	Human Resources Certification
52.10	Labor Relations Certification
52.11	International Business - BS
52.12	Management Information Systems - BS
52.14	Marketing - BS

Computer Science

11.01	General Micro-Computing Certificate
11.01	General Micro-Computing Associate
11.02	Computer Programming Certificate
11.02	Computer Science -AS
11.02	Computer Programming - AS
11.07	Computer Science - BS
11.09	Micro-Computing Networking Certificate
11.09	Micro-Computing Networking - AS
11.10	Networking Technician Certificate
11.10	Web Technologies Certificate
11.10	Web Technologies - AS
11.10	Computer Science - BA
11.10	Computer Science - BS
11.10	Computer Science - MS
11.10	Digital Forensics Certificate
15.12	Computer Desktop Technician - AS
15.12	Computer & Networking Technology - AS
15.12	Computer Desktop Technician Cert.
15.99	Technical Studies - AS
25.01	Library & Info. Studies - MLIS

APPENDIX

Defense / Legal

22.03	Legal Admin Assistant/Secretary Cert
22.03	Legal Office Assistant Certificate
22.03	Paralegal Studies - AS
22.03	Bilingual Judicial Interpreter Certificate
43.01	Law Enforcement - AS
43.02	Fire Science - AS
43.03	Cyber Security Certificate
43.03	Homeland Security Certificate
43.03	Emergency Management - AS

Education

13.01	Education - MAT/ MEd
13.01	Education - PHD
13.01	Education - TCP
13.04	Educational Leadership and Administration - MEd
13.04	Educational Leadership and Administration - CGS
13.10	Special Education - BS
13.10	Special Education - MEd
13.12	Early Childhood Education - BS
13.12	Early Childhood Education - MEd
13.12	Elementary Education - BA / BS
13.12	Elementary Education - CGS
13.12	Elementary Education - MAT/ MEd
13.12	Middle Grades - CGS
13.12	Secondary Education - BA
13.12	Secondary Education - BS
13.12	Secondary Education - CGS
13.12	Secondary Education - MAT
13.13	Education, Specific Fields - BA / BS
13.13	Education, Specific Fields - MAT
13.14	ESL Language - MEd
13.99	Education, Other - BA / BS

APPENDIX

Health

51.06	Dental Assisting Certificate
51.06	Dental Hygiene - AS
51.06	Dental Hygiene/Hygienist - BS
51.07	Medical Transcription Certificate
51.07	Medical Insurance Billing Specialist Cert.
51.07	Medical Admin Assistant/Secretary - AS
51.07	Health Care Interpreter
51.07	Medical Staff Services Technology/Technician - BS
51.07	Health Svcs Administr - BIS
51.08	Occupational Therapy Assistant - AS
51.08	Physical Therapist Assistant - AS
51.08	Respiratory Therapy Technician/Assistant - BS
51.09	Respiratory Therapy
51.09	Diagnostic Medical Sonography - AS
51.09	Magnetic Resonance Imaging Certificate
51.09	Radiography - AS
51.09	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician - BS
51.09	Magnetic Resonance Imaging (MRI) Technology/ Technician - BS
51.09	Nuclear Medical Technology/Technologist - BS
51.09	Radiologic Technology/Science- Radiographer - BS
51.10	Clinical Laboratory Technology - AS
51.10	Histotechnician - AS
51.10	Phlebotomy Certificate
51.10	Renal Dialysis Technology Cert
51.10	Medical Lab Science - BS
51.10	Medical Lab Science - MS
51.15	Substance Abuse - AS
51.15	Mental Health Counseling/Counselor - CGS
51.15	Mental Health Counseling/Counselor - MS
51.20	Pharmaceutical Sciences - BS
51.20	Pharmaceutical Sciences - MS
51.20	Pharmaceutical Sciences - PHD
51.20	Pharmacy - PMD

APPENDIX

Health (continued)

51.22	Emergency/Disaster Management Cert.
51.22	Medical Physics - MS
51.23	Physical Therapy - DPT
51.38	Nursing - AS
51.38	Nursing - BS
51.38	Nursing - MS
51.38	Nursing - Doct Nursing Practice
51.38	Nursing - PHD
51.38	Advance Practice Nurse Cert
51.38	Nursing - GPC

Social Services

42.01	Psychology - MA / MS
42.27	Psychology (Gen-Exp) - PHD
42.28	Counseling Psychology - MA / MS
42.28	Counseling Psychology - CAGS
42.28	School Psychology - MA / MS
42.28	Behavioral Science - PHD
42.28	Clinical Psychology - PHD
42.28	School Psychology - PHD
44.07	Social Work - BA
44.07	Social Work - MA
44.07	Youth Services/Administration - BA
51.02	Communicative Disorders - BS
51.02	Speech-Language Pathology - MS

STEM (Science, Technology, Engineering, Math)

03.01	Environmental Sci & Mgmt - BS
03.01	Sustainable Systems - MESM
03.01	Remote Sensing and Spatial - MESM
03.01	Environmental Sciences - PHD
03.02	Environ & Nat Res Econ - BS
03.02	Environ Science and Management - MESM
03.06	Wildlife Conservation Biol - BS

APPENDIX

STEM (continued)

14.01	Engineering - AS
14.05	Biomedical Engineering - BS
14.07	Chemical Engineering - BS
14.07	Chemical Engineering - MS
14.07	Chemical Engineering - PHD
14.08	Civil Engineering - BS
14.08	Civil and Environ Egr - MS
14.08	Civil and Environ Egr - PHD
14.09	Computer Engineering - BS
14.10	Electrical Engineering - BS
14.10	Electrical Engineering - MS
14.10	Electrical Engineering - PHD
14.19	Mechanical Engineering - BS
14.19	Mech Egr & Appl Mech - MS
14.19	Mech Egr & Appl Mech - PHD
14.24	Ocean Engineering - BS
14.24	Ocean Engineering - MS
14.24	Ocean Engineering - PHD
14.32	Polymers Certificate
14.35	Industr & Systems Egr - BS
14.35	Manufacturing Engineering - MS
14.35	Industr & Systems Egr - PHD
15.04	Engineering Systems Technology - AS
15.05	Energy Utility Technology Certificate
15.08	Mechanical Engineering Technology - AS
24.01	Liberal Arts - Mathematics - AS
26.01	Biological Sciences - BS
26.01	Biology - BA
26.01	Biological Sciences - MS
26.02	Biochemistry & Molecular Biology - CGS
26.02	Cell & Molecular Biology - PHD
26.04	Cell & Molecular Biology - BS
26.12	Biotechnology Certificate
26.13	Marine Biology - BS
26.13	Conservation Biology - MESM
26.13	Wetland Ecological Sciences - MESM

APPENDIX

STEM (continued)

26.15	Interdiscip Neuroscience - MS
26.15	Interdiscip Neuroscience - PHD
27.01	Mathematics - BA
27.01	Mathematics - BS
27.01	Mathematics - MS
27.01	Mathematics - PHD
27.05	Statistics - MS
30.01	Science - AS
30.01	Environmental Biology - MS
30.01	Environmental Biology - PHD
30.24	Cert in Neuroscience - GCP
40.05	Chemistry - BA
40.05	Chemistry - BS
40.05	Chemistry/Forensic Chem - BS
40.05	Chemistry - MS
40.05	Chemistry - PHD
40.06	Geology and Geolog Ocg - BS
40.06	Earth & Hydrol Science - MESM
40.06	Oceanography - MOO
40.06	Oceanography - MS
40.06	Oceanography - PHD
40.08	Physics - BA
40.08	Physics - BS
40.08	Physics - MS
40.08	Physics - PHD
41.03	Chemical Technology Certificate
41.03	Chemical Technology - AS
44.04	Master of Marine Affairs - MMA
44.05	Marine Affairs - MA
44.05	Marine Affairs - PHD
45.06	Environ & Nat Res Econ - MS
45.06	Environ & Nat Res Econ - PHD
45.07	GeoInfoSys & Remote Sns Cert
48.05	Introduction to CNC Manufacturing Cert.
48.05	Manufacturing and 3D Modeling Cert.

