



State of Rhode Island and Providence Plantations  
Council on Postsecondary Education  
**OFFICE OF THE POSTSECONDARY COMMISSIONER**  
560 Jefferson Boulevard, Suite 100  
Warwick, Rhode Island 02886-1304

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To: Meghan Hughes, Ph.D., President, Community College of Rhode Island

From: Brenda Dann-Messier, Ed.D., Commissioner of Postsecondary Education

Date: November 19, 2018

Re: FY 2019 Performance Funding Evaluation for the Community College of Rhode Island

I am pleased to send the following performance funding evaluation for the Community College of Rhode Island for FY 2019. CCRI's performance in the most recent academic year reflects the transformative impact of the reforms you have put in place within the last two years, and the institution has achieved its performance in all categories.

**BACKGROUND**

In 2016, the RI General Assembly passed the "Performance Incentive Funding Act" (RIGL §16-106), which was designed to support the public higher education system with additional funds and promote alignment between the state's priorities for higher education and institutional policy and practice. During the FY 2018 budget cycle, the Council on Postsecondary Education approved performance-based funding metrics for each institution in the categories of graduation/ completion, workforce development, and mission fulfillment, along with guidelines for implementation beginning in FY 2019.

As approved in June 2018, the Performance Funding Policies and Procedures establish the processes for the Commissioner of Postsecondary Education to evaluate institutional performance in consultation with the institution's President and the Council. Determinations of whether performance has been "achieved" for each category and metric will inform the conditions for distributing funds for FY 2019 and may inform institutional requests for performance funds in FY 2020 and going forward.

**OVERVIEW OF REPORT SUBMITTED BY CCRI**

On October 25, 2018, the Community College of Rhode Island submitted its report on performance funding metrics in the areas of graduation/ completion, workforce development, and mission-specific progress.

At its special meeting on November 8, 2018, the Council discussed the performance report and draft evaluation for the Community College of Rhode Island. Based on the data that was submitted and the feedback of the Council, I am pleased to offer the following evaluation of CCRI's performance funding metrics.

### **CATEGORY 1: PERFORMANCE IN GRADUATION/ COMPLETION METRICS**

In the category of graduation and completion, performance for the Community College of Rhode Island is measured against three metrics:

- a. Two-year graduation rate for first-time, full-time freshman cohort  
**(performance target 14% by 2020-21)**
- b. Three-year graduation rate for first-time, full-time freshman cohort  
**(performance target 29% by 2020-21)**
- c. Percentage of first-time, part-time cohort earning 12+ credits in the first year  
**(performance target 55% by 2020-21)**

CCRI's graduation/ completion data show promising performance in all categories. In the area of two-year graduation rate for first time, full-time students (metric 1a), performance has increased both in terms of percentage (up to 6% from the baseline of 4%) and also in terms of absolute number of students graduating. **As a result, the Community College has achieved its performance for two-year graduation rate.** While cohort size has declined in recent years, I anticipate that this number will rebound with the first cohort of RI Promise students being reported in the next cycle. In looking at disaggregated data, sample sizes are very small for most racial/ethnic groups, and therefore supporting success for even a small number of additional students can make a significant difference.

Likewise, three-year graduation rates (metric 1b) have improved both in percentage (up to 19% from 15%) and in total number of students, even while cohort size declined. **For three-year graduation rates, CCRI has achieved its performance.** In this metric as well, we might anticipate seeing an increase in cohort size coming in future years with RI Promise. The disaggregated data for this metric show impressive gains for the growing population of Latinx/ Hispanic students, with an increase of six percentage points over the baseline, now up to 14% with cohort size remaining relatively stable.

Metric 1c recognizes the importance of serving part-time students within CCRI's population and shows that the rate of those earning 12 credits in their first year has gone up to 46% from 44%. **Based on this increase, CCRI has achieved its performance on this metric for part-time students.** It is impressive that Pell recipient students and Latinx/ Hispanic students have seen sizable gains with rates now over 50% earning 12 credits in their first year. Nonetheless, there are significantly fewer students in the cohort overall, likely as a result of economic factors.

**Overall, for the category of graduation and completion, the Community College of Rhode Island has achieved performance.**

### **CATEGORY 2: PERFORMANCE IN WORKFORCE DEVELOPMENT METRICS**

In the category of workforce development, performance for the Community College of Rhode Island is measured through three metrics:

- a. Total certificates and degrees awarded (all fields)  
**(performance target 2809 degrees and certificates by 2020-21)**
- b. Percentage of certificates awarded in high-demand, high-wage fields
- c. Percentage of degrees awarded in high-demand, high-wage fields

Looking at total certificates and degrees awarded, I note from your discussion that in the 2017-18 CCRI awarded the highest number of degrees and certificates in the past 20 years (2133 awards, nearly 10% higher than the baseline average). Based on this significant increase, it is clear that **CCRI has achieved performance in the total number of degrees and credentials awarded**. Given that the institution is only two years in under your leadership, I believe there is much more growth to come in future years.

Of the 1825 associate degrees awarded in the 2017-18 academic year, 1021 (56%) were in high-demand, high-wage fields, an increase in both number and percentage over the baseline. Looking at credit-bearing certificates, nearly all of the 308 certificates were awarded in high-demand, high-wage areas (96%). While the number of certificates inched up from the baseline of 283, much more growth must be seen in this area to remain on track toward the four-year target.

**Overall, performance has been achieved in the category of workforce development.**

### **CATEGORY 3: PERFORMANCE IN MISSION-SPECIFIC METRICS**

In the category of mission-specific progress, performance for the Community College of Rhode Island is measured against three metrics:

- a. Percentage of transfer-out students earning certificate or associate degree before transfer
- b. Percentage of cohort completing gateway college-level math with C or better in first year
- c. Percentage of cohort completing gateway college-level English with C or better in first year

CCRI's three mission-specific metrics reflect your commitment to establishing strong transfer pathways for students and to accelerating students' progress toward degrees, and performance on these metrics is impressive. Rates of completion before transfer (metric 3a) have climbed to 27% from 22%.

As measures of student success in gateway coursework, metrics 3b and 3c are important early indicators that the reforms you have instituted for multi-measures placement and co-requisite remediation are working. On the math side, the percentage of first-time students successfully completing the gateway is nearing 20%, and no doubt will continue to rise as the math emporium curriculum comes fully online. On the English side, 43% of first-time CCRI students are now successfully completing the gateway, as compared with only 29% on average in previous years.

**Overall, in the category of mission-specific, the Community College has achieved performance,** and you and your team are to be commended for your efforts to increase access, persistence, and success for CCRI students.

#### **RECOMMENDATION FOR DISTRIBUTION OF FY 2019 PERFORMANCE FUNDS**

The approved budget for FY 2019 includes an additional \$1 million in performance funds to be distributed to the Community College of Rhode Island through the general state appropriation, without condition. I look forward to CCRI's continued progress in serving its students and the state.

Cc: Tim DelGiudice, Chair, Council on Postsecondary Education  
Sara Enright, Vice President for Student Affairs/ Chief Outcomes Officer, CCRI



COMMUNITY COLLEGE  
OF RHODE ISLAND

November 2, 2018

Brenda Dann-Messier, Ed.D.  
Commissioner of Postsecondary Education  
560 Jefferson Boulevard, Suite 100  
Warwick, RI 02886

Dear Dr. Dann-Messier,

Thank you for the opportunity to provide you with this performance-based funding letter, which reflects strong 2017-18 results and measurable increases in student success. We appreciate your commitment to our students and the work of our college. We remain focused on rapidly improving student completion and making a direct contribution to the post-secondary attainment rate for our state.

We are pleased to share that in just two academic years, we have achieved CCRI's highest 3-year graduation rate in nearly 20 years. We also awarded more college credentials last year than in the last two decades. The initial progress made with our student success initiatives is reflected in our performance-based funding results. We continue to be committed to quickly adopting evidence-based practices that will enable CCRI to better serve students and our state.

The College has linked all performance-based funding metrics to our new strategic plan to help monitor progress in advancing student success and institutional effectiveness. This new strategic plan is our near-term blueprint for student success and change. These metrics are front and center in our day-to-day work to dramatically increase the number of students graduating from our college.

Over the last two academic years, we have identified five focus areas to dramatically improve student completion: human capital, program assessment, systems, technology, and culture. Last year's topline performance-based funding results shared on the next page reflect the renewed energy, momentum, and student-centered culture at the college.

**Performance-Based Funding Metrics****Category 1: Graduation and Completion (40%)**

	Metrics	Baseline: 5-year Average	2017-18	2020-21 Target
1a.	% first-time, full-time cohort graduating in 2 years	4%	6%	14%
1b.	% first-time, full-time cohort graduating in 3 years	15%	19%	29%
1c.	% first-time, part-time cohort earning 12+ credits in the first year	44%	46%	55%

**Category 2: Workforce Development (20%)**

	Metrics	Baseline: 5- year Average	2017-18	2020-21 Target
2a.	Total certificates and associate degrees awarded	1,984	2,133	2,809
2b.	% high-demand, high-wage certificates awarded	98%	96%	98%
2c.	% high-demand, high-wage associate degrees awarded	54%	56%	59%

The current Performance-based Funding Policy and results above do not include the non-credit Division of Workforce Partnerships. Over the last year, the division has designed on-demand academic courses and customized training courses with local employers such as Electric Boat, CVS, and University Medicine. This could be an area for future policy consideration given the division's mission and contribution to the Rhode Island community.

**Category 3: Mission-specific (40%)**

	Metrics	Baseline: 5- year Average	2017-18	2020-21 Target
3a.	% of transfer-out students earning certificate or associate degree before transfer	22%	27%	34%
3b.	% of cohort completing gateway college-level math with C or better in first year	13%	18%	24%
3c.	% of cohort completing gateway college-level English with C or better in first year	29%	43%	41%

### Equity Imperative

We are pleased to share that our performance-based funding metrics outcomes show incremental improvements across all graduation and completion metrics for our low-income students (i.e., Pell) and students of color. Core to our strategy is fostering a student-centered culture with equity at the center of our work. A culture taskforce is working to strengthen hiring processes and tools, engage the college community in this work, and develop a set of guiding principles for our work. We know that one of the ways we must support our students is by bringing more diversity to our faculty and staff. We are engaged in a continuous data inquiry process that allows for reflection and ongoing monitoring of success gaps to ensure equity practices are embedded in all student success activities.

### Category 1 Equity: Graduation and Completion

Metrics		Baseline: 5-year Average	2017-18	2020-21 Target
1a. % first-time, full-time cohort graduating in 2 years	Pell	3%	4%	13%
	Students of color	2%	2%	11%
1b. % first-time, full-time cohort graduating in 3 years	Pell	12%	15%	23%
	Students of color	8%	14%	22%
1c. % first-time, part-time cohort earning 12+ credits in the first year	Pell	46%	52%	58%
	Students of color	45%	50%	57%

### Research into Action

Over the last two years, we have quickly implemented several high-impact and evidence-based practices across the college to advance our completion agenda. We share with you below key initiatives that have had a meaningful and significant impact on the success of our students and college.

**Multiple Measures:** The College now uses additional indicators to gauge students' college readiness. This approach offers a more effective way for students to demonstrate their potential to succeed in college-level courses and reduces the chance they will be placed in developmental coursework.

**English Accelerated Learning Program (ALP):** This model has altered our traditional pre-requisite approach into a co-requisite approach. Our students are now simultaneously registered for the last level of developmental English with the first level of college English in the same semester for the same number of weeks.

**Math Curriculum Redesign:** We have expanded our co-requisite Math offerings and discontinued our long-standing Math Lab. The Math Lab has been replaced with the ALEKS 360 assessment and learning system. This system uses artificial intelligence to precisely map what each student knows, doesn't know, and is most ready to learn.

November 2, 2018

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**Guided Pathways:** This approach provides our students with highly structured, educationally coherent program maps that align with their goals for careers and further education. On October 30<sup>th</sup> we held our first of a series of Path Days where our students could explore the seven paths that lead to our more than 110 academic programs.

**Master Schedule:** Our course schedule now better reflects student needs while maximizing instructional resources and space. We are now implementing the CourseLeaf CLSS course scheduling platform to centralize the schedule of classes and all activity related to the course schedule.

**Intrusive Advising:** Our holistic advising model provides intentional contact with students with the goal of developing a caring and beneficial relationship that leads to increased academic motivation and persistence. Our professional advisors provide academic advising, personal counseling, testing, registration, and financial aid appeal assistance. Advisors are proactively monitoring grades and taking opportunities to connect outside of scheduled meetings. Our professional advisors provide wrap-around advising services from mental health to community connection services in addition to the typical academic support.

**Online, Compressed, and Year-Round Offerings:** Last year we offered the largest number of online course sections in our history and we are schedule to launch our first Winter Session in more than 30 years this January. We continue to support faculty in developing 7-8-week course offerings and institutionalizing a 12-month, year-round academic calendar.

**Institutional Research Redesign:** We are developing this capacity with new people, roles, technology and a core focus on students that intentionally grounds all research initiatives and reports in a student-focused perspective. Data analytics is at the core of our work. Our ability to harness insights and drive action from our data has a direct impact on our outcomes. We are investing in new systems and technologies to drive better decision-making.

**Academic Program Review:** We have recently filled a new position, the Director of Academic Program Review and Accreditation, to quickly advance the work that needs to be completed and maintained to ensure we have financially efficient and high-quality programs that meet the current and future direction and needs of the regional labor market.

In conclusion, we know that to continue to build on the early success of many of these efforts, it will take concerted, strong leadership and continued investment in the college. Thank you for your continued support of our college and students. We stand ready to meet the needs of our students and the state to better the lives of all Rhode Islanders.

Sincerely,

Gregory LaPointe  
Executive Director of Strategic Initiatives



**Community College of Rhode Island  
Performance Funding Overview**

Metrics		Baseline 5-year Average	Most Recent Year 2017- 2018	% Change: Most Recent Year vs. 5-yr Baseline	4-year Target for 2020-21
<b>Category 1: Graduation and Completion (40%)</b>					
1a.	% first-time, full-time cohort graduating in 2 years	4%	6%	50%	14%
1b.	% first-time, full-time cohort graduating in 3 years	15%	19%	27%	29%
1c.	% first-time, part-time cohort earning 12+ credits in the first year	44%	46%	5%	55%
<b>Category 2: Workforce Development (20%)</b>					
2a.	Total certificates and associate degrees awarded	1984	2133	8%	2,809
2b.	% high-demand, high-wage certificates awarded	98%	96%	-2%	98%
2b.	% high-demand, high-wage associate degrees awarded	54%	56%	4%	59%
<b>Category 3: Mission-specific (40%)</b>					
3a.	% of transfer-out students earning certificate or associate degree before transfer	22%	27%	23%	
3b.	% of cohort completing gateway college-level math with C or better in first year	13%	18%	38%	
3c.	% of cohort completing gateway college-level English with C or better in first year	29%	43%	48%	

Community College of Rhode Island

	Baseline	Most Current	
	5-Year Average		Year 4
<b>Graduation/Completion Metrics (40% Weight)</b>	<b>Fall 2011-15 Cohorts</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2020 Cohort</b>
<b>1a. % First-time, Full-time Cohort Graduating in 2 Years</b>	<b>4%</b>	<b>6%</b>	<b>14%</b>
Graduates	68	71	397
Cohort Size	1,593	1,221	2,792
	<b>Fall 2010-14 Cohorts</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2020 Cohort</b>
<b>1b. % First-time, Full-time Cohort Graduating in 3 Years</b>	<b>15%</b>	<b>19%</b>	<b>29%</b>
Graduates	245	268	809
Cohort Size	1,713	1,439	2,792
	<b>Fall 2012-16 Cohorts</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2020 Cohort</b>
<b>1c. % First-time, Part-time Cohort Earning 12+ Credits in the First Year</b>	<b>44%</b>	<b>46%</b>	<b>55%</b>
Students	562	364	815
Cohort Size	1,268	800	931

Assumptions:

Time to Graduation: includes summer following academic year (e.g., Fall 2015 - August 2017)

First Year: includes summer prior and summer following academic year

Earning 12+ Credits: earning a passing grade in developmental and/or college-level coursework

Metric Weights: 1a is 10%; 1b is 15%; 1c is 15%

Community College of Rhode Island

Graduation/Completion Metrics (40% Weight)	Baseline	Most Current	Year 4
	5-Year Average		
<b>1a. % First-time, Full-time Cohort Graduating in 2 Years</b>	<b>Fall 2011-15 Cohorts</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2020 Cohort</b>
<b>Pell Recipients</b>	<b>3%</b>	<b>4%</b>	<b>13%</b>
Graduates	30	29	200
Cohort Size	932	672	1536
<b>Students of Color</b>	<b>2%</b>	<b>2%</b>	<b>11%</b>
Graduates	8	6	96
Cohort Size	413	333	874
<b>White</b>	<b>5%</b>	<b>8%</b>	<b>17%</b>
Graduates	55	61	280
Cohort Size	1,051	785	1,619
<b>1b. % First-time, Full-time Cohort Graduating in 3 Years</b>	<b>Fall 2010-14 Cohorts</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2020 Cohort</b>
<b>Pell Recipients</b>	<b>12%</b>	<b>15%</b>	<b>23%</b>
Graduates	116	121	361
Cohort Size	1,002	789	1536
<b>Students of Color</b>	<b>8%</b>	<b>14%</b>	<b>22%</b>
Graduates	34	53	195
Cohort Size	438	392	874
<b>White</b>	<b>17%</b>	<b>20%</b>	<b>35%</b>
Graduates	196	188	561
Cohort Size	1,147	925	1,619

Community College of Rhode Island

<b>1c. % First-time, Part-time Cohort Earning 12+ Credits in the First Year</b>	<b>Fall 2012-16 Cohorts</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2020 Cohort</b>
<b>Pell Recipients</b>	<b>46%</b>	<b>52%</b>	<b>58%</b>
Students	391	274	357
Cohort Size	849	529	614
<b>Students of Color</b>	<b>45%</b>	<b>50%</b>	<b>57%</b>
Students	250	176	242
Cohort Size	550	351	426
<b>White</b>	<b>44%</b>	<b>43%</b>	<b>56%</b>
Students	267	154	222
Cohort Size	607	359	400

Assumptions:

Time to Graduation: includes summer following academic year (e.g., Fall 2015 - August 2017)

First Year: includes summer prior and summer following academic year

Earning 12+ Credits: earning a passing grade in developmental and/or college-level coursework

Metric Weights: 1a is 10%; 1b is 15%; 1c is 15%

Community College of Rhode Island

Graduation/Completion Metrics (40% Weight)	Baseline	Most Current	
	5-Year Average		Year 4
1a. % First-time, Full-time Cohort Graduating in 2 Years	Fall 2011-15 Cohorts	Fall 2016 Cohort	Fall 2020 Cohort
<b>Pell Recipients</b>	<b>3%</b>	<b>4%</b>	<b>13%</b>
Graduates	30	29	200
Cohort Size	932	672	1536
<b>Hispanic or Latino</b>	<b>2%</b>	<b>2%</b>	<b>11%</b>
Graduates	5	4	66
Cohort Size	250	214	600
<b>American Indian or Alaska Native</b>	<b>0%</b>	<b>0%</b>	<b>13%</b>
Graduates	0	0	1
Cohort Size	7	4	8
<b>Asian</b>	<b>1%</b>	<b>0%</b>	<b>7%</b>
Graduates	1	0	5
Cohort Size	45	35	70
<b>Black or African American</b>	<b>2%</b>	<b>3%</b>	<b>12%</b>
Graduates	2	2	23
Cohort Size	110	79	195
<b>Native Hawaiian or Other Pacific Islander</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
Graduates	0	0	1
Cohort Size	1	1	1
<b>White</b>	<b>5%</b>	<b>8%</b>	<b>17%</b>
Graduates	55	61	280
Cohort Size	1,051	785	1,619

Community College of Rhode Island

Graduation/Completion Metrics (40% Weight)	Baseline	Most Current	
	5-Year Average		Year 4
<b>1b. % First-time, Full-time Cohort Graduating in 3 Years</b>	<b>Fall 2010-14 Cohorts</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2020 Cohort</b>
<b>Pell Recipients</b>	<b>12%</b>	<b>15%</b>	<b>23%</b>
Graduates	116	121	361
Cohort Size	1,002	789	1536
<b>Hispanic or Latino</b>	<b>8%</b>	<b>14%</b>	<b>22%</b>
Graduates	21	34	132
Cohort Size	255	247	600
<b>American Indian or Alaska Native</b>	<b>11%</b>	<b>50%</b>	<b>27%</b>
Graduates	1	2	2
Cohort Size	9	4	8
<b>Asian</b>	<b>12%</b>	<b>16%</b>	<b>23%</b>
Graduates	6	8	16
Cohort Size	49	50	70
<b>Black or African American</b>	<b>5%</b>	<b>10%</b>	<b>22%</b>
Graduates	6	9	44
Cohort Size	124	87	195
<b>Native Hawaiian or Other Pacific Islander</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
Graduates	0	0	1
Cohort Size	1	4	1
<b>White</b>	<b>17%</b>	<b>20%</b>	<b>35%</b>
Graduates	196	188	561
Cohort Size	1,147	925	1,619

Community College of Rhode Island

Graduation/Completion Metrics (40% Weight)	Baseline	Most Current	
	5-Year Average		Year 4
<b>1c. % First-time, Part-time Cohort Earning 12+ Credits in the First Year</b>	<b>Fall 2012-16 Cohorts</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2020 Cohort</b>
<b>Pell Recipients</b>	<b>46%</b>	<b>52%</b>	<b>58%</b>
Students	391	274	357
Cohort Size	849	529	614
<b>Hispanic or Latino</b>	<b>46%</b>	<b>51%</b>	<b>58%</b>
Students	169	126	168
Cohort Size	369	246	289
<b>American Indian or Alaska Native</b>	<b>29%</b>	<b>57%</b>	<b>42%</b>
Students	2	4	3
Cohort Size	7	7	7
<b>Asian</b>	<b>54%</b>	<b>52%</b>	<b>63%</b>
Students	20	11	18
Cohort Size	37	21	28
<b>Black or African American</b>	<b>42%</b>	<b>45%</b>	<b>53%</b>
Students	59	35	54
Cohort Size	137	77	102
<b>Native Hawaiian or Other Pacific Islander</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Students	0	0	0
Cohort Size	0	0	0
<b>White</b>	<b>44%</b>	<b>43%</b>	<b>56%</b>
Students	267	154	222
Cohort Size	607	359	400

Assumptions:

Time to Graduation: includes summer following academic year (e.g., Fall 2015 - August 2017)

First Year: includes summer prior and summer following academic year

Earning 12+ Credits: earning a passing grade in developmental and/or college-level coursework

Metric Weights: 1a is 10%; 1b is 15%; 1c is 15%

Community College of Rhode Island

	Baseline	Most Current	
	5-Year Average		Year 4
<b>Workforce Development Metrics (20% Weight)</b>	<b>2011-12 to 2015-16</b>	<b>2017-18</b>	<b>2021-22</b>
<b>2a. Total Certificates and Associate Degrees Awarded</b>	<b>1,984</b>	<b>2,133</b>	<b>2,809</b>
Certificates	283	308	675
Associate Degrees	1,701	1,825	2,134
<b>2b. % HDHW Certificates Awarded</b>	<b>98%</b>	<b>96%</b>	<b>98%</b>
HDHW Certificates	276	297	662
<b>2c. % HDHW Associate Degrees Awarded</b>	<b>54%</b>	<b>56%</b>	<b>59%</b>
HDHW Associate Degrees	912	1,021	1,259

Assumptions:

Metric Weights: 2a is 0%; 2b is 10%; 2c is 10%

Year: Fall, Spring and Summer terms

HDHW = High demand, high wage fields include additional CIP codes approved by Office of Postsecondary Commissioner on 9/24/18



Community College of Rhode Island

	Baseline	Most Current	
	5-Year Average		Year 4
<b>Mission-Specific Metrics (40% Weight)</b>	<b>2012-13 to 2016-17</b>	<b>2017-18</b>	<b>2021-22</b>
<b>3a. % of Transfer-out Students Earning Certificate or Associate Degree Before Transfer</b>	<b>22%</b>	<b>27%</b>	<b>34%</b>
Students Earning Certificate or Associate Degree Before Transfer	608	697	1,121
Transfer-out Students	2,814	2,622	3,267
	<b>Fall 2012-16 Cohorts</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2021 Cohort</b>
<b>3b. % of Cohort Completing Gateway College-level Math with C or Better in First Year</b>	<b>13%</b>	<b>18%</b>	<b>24%</b>
Students	340	451	763
Cohort Size	2,738	2,453	3,179
<b>3c. % of Cohort Completing Gateway College-level English with C or Better in First Year</b>	<b>29%</b>	<b>43%</b>	<b>41%</b>
Students	776	1,045	1,310
Cohort Size	2,738	2,453	3,179

Assumptions:

Gateway College-level English = ENGL 1010, Composition I

Gateway College-level Math = Math 1200, College Algebra; Math 1430, Mathematics for Liberal Arts; Math 1475, Statistics for Social Sciences

First Year = includes summer prior and summer following academic year

Metric Weights: 3a is 10%; 3b is 15%; 3c is 15%