COLLEGE UNBOUND

At College Unbound . . . we fit you.

325 Public Street • Providence, RI • 02905 • (401) 752-2640

Self Study Report
February 2018

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

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Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date: February 12, 2018

1. Corporate name of institution: College Unbound
2. Date institution was chartered or authorized: December 12, 2012 received non-profit 501c3 status as The Center for the Transformation of Higher Education to Work, with a "fictitious name" filing allowing us to do business as College Unbound. July 8, 2015 an amendment was recognized by the State of Rhode Island legally changing our name to College Unbound.
3. Date institution enrolled first students in degree programs: January 25, 2016
4. Date institution awards first degrees: June 2018
5. Type of control:

Public	Private
☐ State	X Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church)
(Specify)	☐ 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?

On May 20, 2015, The Rhode Island Council on Postsecondary Education approved the proposal to grant initial approval to College Unbound to offer the Bachelor of Arts degree in Organizational Leadership and Change for a period of five years. This approval is contingent upon the institution remaining in conformance with the CPE's Regulations Governing Institutions of Higher Education Operating in Rhode Island.

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

☐	Less than one year of work	☐	First professional degree
☐	At least one but less than two years	☐	Master's and/or work beyond the first professional degree
☐	Diploma or certificate programs of at least two but less than four years	☐	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☐	Associate degree granting program of at least two years	☐	A doctor of philosophy or equivalent degree
X	Four- or five-year baccalaureate	☐	Other doctoral programs
		☐	Other (Specify)

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

☐	Occupational training at the crafts/clerical level (certificate or diploma)	X	Liberal arts and general
☐	Occupational training at the technical or semi-professional level (degree)	☐	Teacher preparatory
☐	Two-year programs designed for full transfer to a baccalaureate degree	☐	Professional
		☐	Other_____

9. The calendar system at the institution is:

X Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate 12 credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	25		
Part-time student headcount	3		
FTE	26.5		

b) Number of students (headcount) in non-credit, short-term courses: 10 non-degree seeking part-time students in United Way Rhode Island partnership.

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

Program	Agency	Accredited since	Last Reviewed	Next Review
None				

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.

	Full degree	50%-99%	FTE
A. In-state Locations			
None			
B. Out-of-state Locations			
None			

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**.

Name of program(s)	Location	Headcount
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.

Name of program	Degree level	% on-line	FTE
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
None				

17. List by name and title the chief administrative officers of the institution. (Table on the page 8.)

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.

See organizational charts that follow this Institutional Characteristics Form. (Pages 21-24)

19. Record briefly the central elements in the history of the institution:

College Unbound began in 2009 as a program in partnership with Continuing Studies at Roger Williams University in Rhode Island. College Unbound sprang from Big Picture Learning, an organization dedicated to redesigning K-12 education in the United States with high schools across the nation as well as operating high schools internationally. Originally focused on the success of low-income, first-generation students, College Unbound evolved to understand its student population to be underserved returning adult learners needing a degree-completion college. College Unbound was approved by the

Rhode Island Council on Postsecondary Education as an independent college in 2015 upon establishing the infrastructure and systems necessary to operate as an institution of higher education.

College Unbound has been intentional in testing and refining the model to best meet the needs of its students. We have partnered with private and public universities; operated within continuing studies and undergraduate programs; operated on campus, in places of business, and through distance learning; operated within correctional facilities; and ultimately shaped our current and ongoing iteration as a hybrid of online and on-ground learning providing degree completion for working adults with the single major Organizational Leadership and Change.

Fall 2009	>>	**Founded with planning grants from the Lumina Foundation, the Nellie Mae Foundation, and Big Picture Learning. In partnership with Roger Williams University (RWU). Continuing Studies.** Shared living/study space. 10 students. First generation, low-income, traditional age students.
May 2011	>>	**75 returning adult learners responded to a Facebook post.** 25 enrolled for the fall.
Fall 2011	>>	**Distance Learning (with CU@RWU) – Ashé Cultural Arts Center, New Orleans, LA.** 12 students. A group of 12 cultural workers/community leaders at Ashé became CU's first affinity cohort.
	>>	**Southern New Hampshire University adopts CU model.** On campus. 10 students.
	>>	**CU @ RWU Providence cohort continues,** expanding to include adult learners. 25 students
	>>	**Receive New England Higher Education Excellence Award** awarded by the New England Board of Higher Education for exceptional leadership and the advancement of educational opportunity**.**
Fall 2012	>>	**Establish independence from Big Picture Learning,** incorporating as the non-profit The Center for the Transformation of Higher Education to Work, doing business as College Unbound, December 12, 2012.
	>>	**Receive Innovative and Creative Program Award from the University Professional and Continuing Education Association for exceptional work with adult learners.**
	>>	**Target: Cohort-based returning adult learners. Final year of partnership with RWU. 50 students.** Arrangements are made for a "teach out" with Charter Oak State College (COSC) and RI

		grants permission for CU to work with COSC on the ground in RI.
Fall 2013	>>	**Begin partnership with Charter Oak State College (COSC) in Connecticut. Public online college. 30 students.**
	>>	**12 courses approved by the Connecticut Credit Assessment program.** College Unbound instructors may offer these courses anywhere, anytime, and submit credit recommendations to Charter Oak State College.
Fall 2014	>>	**Begin conversation with NEASC concerning accreditation.**
	>>	**Begin conversation with Rhode Island Council on Postsecondary Education for state approval as a bachelor's degree granting institution.**
Spring 2014	>>	**Hearing April 9, 2014 – RI House Bill 2014-H 7947, introduced by Representative McNamara to approve a 3-year pilot program partnering College Unbound and Charter Oak State College for the purpose of degree completion for RI returning adult learners.** Bill defeated in the Senate.
Fall 2014	>>	**COSC Partnership continues. 62 students.** RI Office of Postsecondary Commissioner continues agreement to allow College Unbound to work with COSC on the ground in Rhode Island.
May 2015	>>	**CU unanimously approved as the 13th college in Rhode Island** by the RI Council on Postsecondary Education**.**
June 2015	>>	**Legally incorporated as the non-profit College Unbound.**
Fall 2015	>>	**COSC partnership continues.** 78 students.
	>>	**Begin partnership with the Rhode Island Adult Correctional Institution (ACI).** 30 students. Cohorts of 10-15 students each in the Women's facility, and Medium Security.
Spring 2016	>>	**Submit report of eligibility for accreditation with New England Association of Schools and Colleges (NEASC).** January 2016
	>>	**Begin CU Solo I – First cohort independent of partner institutions, January 2016.** 16 students. Students attend on scholarship as CU is not accredited and students don't have access to federal financial aid.
	>>	**NEASC Eligibility Visit – April 2016.**
Fall 2016	>>	**ACI continues.** 100 students. Cohorts in each facility—Women's, Minimum, Medium, and Max.
	>>	**CU Solo I continues.** 16 students.
		NEASC grants eligibility and welcomes CU to apply for

		candidacy, October 5, 2016. NEASC requests that College Unbound operate a 2nd cohort independent of partner institutions and further demonstrate implementation of policies, practices, and financial planning.
Spring 2017	>>	**Begin CU Solo II – Second cohort independent of partner institutions, January 2017.** 15 students. Students attend on scholarship as CU is not yet in candidacy for accreditation and they don't have access to federal financial aid.
Fall 2017	>>	**COSC partnership continues.** 25 students.
	>>	**ACI partnership continues.** 75 students.
	>>	**CU Solo I continues.** 15 students. One original student moved out of state.
	>>	**CU Solo II continues.** 13 students. One original student out on medical leave. One original student withdrew due to life circumstances.
	>>	**CU @ United Way begins with a single cohort of United Way employees who attend as non-degree seeking part-time students taking one course per semester. 10 students.**

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	William Holland	Chairman of the Board	2018
President/CEO	Dennis Littky	President	2015
Executive Vice President	Robert Carothers	Executive Vice President	2017
Strategic Planning	Tracy Money	Vice President of Strategic Planning	2015
Chief Academic Officer/ Provost	Adam Bush	Vice President of Academic Affairs/ Provost	2015
Chief Financial Officer	Robert Weygand	Vice President of Administration and Finance	2017
Financial Officer	Lucas Lussier	Associate Vice President of Finance	2017
Student Services	Siri Colom	Dean of Instruction and Student Services	2017
Institutional Research	Tracy Money John Saltmarsh Adam Bush	Vice President of Strategic Planning Visiting Scholar Vice President of Academic Affairs/ Provost	2015 2017 2015
Assessment	Adam Bush	Vice President of Academic Affairs/ Provost	2015
Communications	Tracy Money	Vice President of Strategic Planning	2015
Development	Jocelyn Keith	Director of Partnerships and Interim Director of Development	2016
Chief Information Officer	Chris Barrett	Interim Registrar and Data Systems Developer	2017

Grants/Research	Tracy Money Jocelyn Keith	Vice President of Strategic Planning Director of Partnerships and Interim Director of Development	2012 2016
Admissions	Deb Suggs	Admissions Officer	2017
Registrar	Chris Barrett	Interim Registrar and Data Systems Developer	2017
Financial Aid	Tom Dalton	Financial Aid Policy Consultant	2017
Public Relations	Dennis Littky	President	2017
Prison Education Program	Siri Colom	Dean of Instruction and Student Services	2018

Table of CIHE Items of Special Attention

Date of CIHE Letter	Item of Special Attention	CIHE Standard Cited	Self Study Page
10-5-2016	Admitting a second solo cohort, independent of partner institutions, demonstrating viability as a stand-alone baccalaureate degree granting institution.	Requirements of Affiliation #8, #11	15, 55, 60, 61
10-5-2016	Demonstrating successful implementation of plans for enrollment and retention, and achievement of projected budget surpluses, documenting financial sustainability.	2.3	19, 35, 42, 76, 79-82, 87-90
10-5-2016	Assuring clear communication concerning the 2-credit course model and its implications for transfer of credit into and out of the institution.	9.12, 4.34, 4.38, 4.39, 4.40	18, 34, 52-53
10-5-2016	Implementing a general education program with published clear student learning outcomes consistent with learning outcomes in conventional general education courses in similar programs.	4.14, 4.15, 4.16, , 8.2, 8.3	18, 32, 47-49, 91, 107
10-5-2016	Documenting and demonstrating adherence to policies and procedures regarding the roles and responsibilities of the Board of Trustees.	3.1, 3.5, 3.7, 3.8, 3.11	18, 31, 34, 41-42, 45, 53, 55, 81, 82, 88, 89, 105, 107
5-15-17	Achieving long-term financial stability, meeting financial, enrollment, and fundraising goals.	2.3, 5.5, 5.6, 7.5, 7.6, 7.13, 7.14	19, 35, 42, 76, 79-82, 87-90
5-15-17	Continuing to develop staffing capacity, listing employees and their full- or part-time status, the number of hours they are expected to work per week, and their compensation.	7.1	8-9, 20, 32, 75
5-15-17	Implementing technology to support operations with emphasis on the learning management system and student information management system.	7.21, 7.22, 7.25, 7.26	20, 32, 33, 84-90

Introduction

Self Study Process

College Unbound leaders began discussing accreditation with NEASC President Barbara Brittingham and her team Fall 2014 while simultaneously pursuing Rhode Island state approval. Granted Rhode Island state approval May 20, 2015, College Unbound immediately began the NEASC eligibility process, submitting our Report of Eligibility in January 2016, resulting in a site visit in April 2016. NEASC determined on October 5, 2016 that while College Unbound substantially met the requirements of affiliation, further evidence was required for requirements #8, #11, and # 17. We submitted that evidence in March of 2017, and on May 15, 2017, we were declared eligible and invited to apply for candidacy.

In preparation for the site visit, scheduled for April 8 – 11, 2018, College Unbound has carried out an extensive self-study process. Staff have carefully examined our educational programs and services, focusing on student learning and achievement, looking to determine how well these programs and services accomplish College Unbound's goals, fulfill its mission and meet the Commission's Standards for Accreditation.

College Unbound officially began the Self-Study process in May of 2017, after we were deemed eligible. Following a course of continuous improvement, College Unbound has always been serious about gathering, analyzing, and utilizing data to plan its future.

In October 2016, under the leadership of a Self-Study Chair and Self-Study Steering Committee appointed by the president, subcommittees examined existing data and prepared analyses concerning the nine standards. These reports were compiled and edited by the Self-Study chair, reviewed by the Steering Committee, and their details informed the Self-Study Report.

Steering Committee and subcommittee members were intentionally drawn from administrative staff, board of trustees membership, faculty, and the student body, ensuring representation from key stakeholders. Our small size required much overlap among committees.

Self Study Steering Committee
Tracy Money, Vice President of Strategic Planning (Chair)
Robert Carothers, Executive Vice President (Self Study Coordinator)
Dennis Littky, President (Self Study Oversight)
William Holland, Chairman of the Board of Trustees (Self Study Oversight)

Self Study Team
Siri Colom, Dean of Instruction and Student Services
Jocelyn Keith, Director of Partnerships/Interim Director of Development
Nick Longo, Faculty Representative
Lucas Lussier, Associate Vice President of Financial Affairs
John Saltmarsh, Visiting Scholar; CU Board Member on One-Year Leave; Professor of Higher Education, University of Massachusetts, Boston
Robert Weygand, Vice President of Financial Affairs

Subcommittees
Academic Affairs and Technology Committee - Bob Carothers (Chair)

Assessment Committee - John Saltmarsh (Chair)

Communications Committee – Tracy Money (Chair)

Financial Affairs and Development Committee – Pat Kidder (Chair)

Student Services Committee - Todd Flaherty (Chair)

Strategic Plan Committee – Dennis Littky (Chair)

INSTITUTIONAL OVERVIEW

Institutional History

College Unbound, focuses on adult learners who have faced significant barriers to attending and/or have dropped out of college. CU uses individualized project-based learning as its core pedagogical approach; the ongoing action research projects are developed by the students and directly relate to their real-world work experience or interests. Each project requires research, interviewing, networking, relationship building, and testing theories and ideas in ways that are meaningful to the student. The core curriculum is designed to introduce and guide this process. Student projects are beneficial for the community and/or organization associated with the project. CU coordinates courses, field studies, and in-depth project work to help students develop field-specific knowledge and skills that encourage deep learning. Another key aspect of CU's curriculum is The Big 10 Leadership and Change competencies that consist of intellectual, practical, and social skills important to employers and necessary for success in life.

College Unbound was founded in 2009, independently incorporated in 2012 with a name change in 2015, and granted approval by the Rhode Island Council for Postsecondary Education in 2015 to offer a bachelor of arts degree. College Unbound's single bachelor's degree program in Organizational Leadership and Change prepares its graduates as leaders able to advance in current careers, and qualifies them for jobs in the growing Rhode Island sectors of Management, Business, and Social Services. It expands higher education options in Rhode Island, which currently has no other degree-completion college specifically designed for returning adult learners.

College Unbound began as the adult learning initiative of Big Picture Learning (BPL), a non-profit organization with 22 years of success building and sustaining a network of over 100 high schools in 27 cities across the nation, as well as schools in Australia and the Netherlands. It launched the College Unbound program in 2009, which operated within both private and public accredited, non-profit universities in various forms.

College Unbound established its independence from BPL in 2012, incorporating as a 501c3 under the legal name The Center for the Transformation of Higher Education to Work, doing business as College Unbound. The state of Rhode Island approved our legal name as College Unbound July 8, 2015. While independent from BPL, we continued to partner with accredited institutions. (See institutional history beginning on page 5.)

Instructional Delivery

Perhaps the most important aspect of the College Unbound program is that it is both high-tech and high-support—a hybrid model. College Unbound instructional resources are accessed both online and on-ground. Weekly on-ground seminars run by both Instructional Faculty and Advising Faculty are complemented by hybrid courses facilitated by Instructional Faculty, required weekly one-on-one meetings with Advising Faculty, and required weekly meetings with a Professional Mentor and other members of the student's Personal Learning Network (PLN). The PLN is composed of a Faculty Advisor, a professional mentor in the workplace/community, content and field experts, and peers. This team is focused on growth and completion and supports the student from enrollment through graduation.

College Unbound operates a course-based system that is competency-influenced. The College Unbound Big 10 Leadership and Change competencies

Semester Structure
With encouragement from CIHE/NEASC, in Spring 2018, College Unbound moved from a 2-credit course model to a 3-credit course model. College Unbound operates 18-week semesters that include two 9-week terms joined by an 18-week 3-credit Workplace and World Lab (WWL). WWL is required of every student each semester—it is the space in which, among other learning, the student's Personal Learning Plan is developed and monitored; ongoing action research projects are designed and monitored; specific research skills are developed; course ideas and theories are integrated, applied, and tested; development of the Big 10 Leadership and Change competencies is coached, documented, and analyzed; engagement with the student's Personal Learning Network takes place; student learning exhibitions are planned, rehearsed, and executed.

CU offers both core courses and elective courses every 9 weeks. Each semester, working with their academic advisors, students choose an academic plan and number of courses to enroll in tailored to their circumstances. Full-time students at College Unbound enroll in 12 credits per semester. There are students who opt to take only 9 credits some semesters, and students who opt to take 15 credits some semesters. Each plan must be approved by the Academic Advisor.

College Unbound Semester Offerings

Term One – 9 Weeks		**Term Two – 9 Weeks**	
Core Course (3 credits)	**Elective Course** (3 credits)	**Core Course** (3 credits)	**Elective Course** (3 credits)
Workplace and World Lab – 18 Weeks (3 credits)			

Current Student Populations
Charter Oak State College
We remain in partnership with Charter Oak State College (COSC) while pursuing accreditation, and continue to work with two cohorts of students (22 total) enrolled in COSC. We share tuition revenue with COSC for this group and you will see that represented in our budget. You won't see CU/COSC student data throughout the study as that data is reported by COSC.

Adult Correctional Institution
College Unbound is also present in the Rhode Island Department of Corrections Adult Correctional Institution (ACI). We began providing courses for non-degree-seeking incarcerated students Fall 2015 and that work continues. These students do not qualify for federal financial aid and are unable to pay for tuition. We currently serve 75 students in the ACI, 30 of them new students Fall 2017. There are CU cohorts in each facility: Minimum Security, Medium Security, Maximum Security, and the Women's Facility. Grant funding allows us to support the necessary faculty and staff for the work. College Unbound is developing a strong Gateway program to help these students through re-entry when they are released, preparing them to matriculate to College Unbound and/or Charter Oak State College to continue their education.

Part-Time Matriculated, Non-Degree Seeking Students
Described in greater detail in number 4 on page 17, we have begun working with partner organizations which offer tuition assistance or reimbursement to their employees. Currently we have enrolled 10 employees of the United Way in Providence, RI. This cohort is taking one course per semester and may transition into our degree program in the future. Data on this group is limited as we have just begun, and as they are not yet in the degree program, they are not the focus of this study.

In addition, CU recently received a grant from the van Beuren Charitable Foundation in Newport to fund two part-time cohorts on Aquidneck Island. Recruitment for those cohorts has begun and we will be starting mid-March and mid-September cohorts of 10 students each.

CU Solo I and II
We have admitted and enrolled two cohorts of degree-seeking College Unbound students independent of partner institutions in our degree program. It is this independent work that is the primary focus of the self study and this is the work from which we will provide evidence of our compliance with CIHE/NEASC standards.

Self Study Highlights
The Self Study process has been positive for the College Unbound community. Trustees, faculty, students, staff, and administrative leaders have collaborated on reviewing the data and studying the organization. Following are a collection of high points in the study:

Standard One
It is encouraging that the Capacity Group's College Unbound program review for two consecutive years has confirmed that we are delivering on the promises made in our mission statement and aligned marketing materials. It is validating to have students share with the Capacity Group comments such as this from a student in Cohort One:

"Having been in college many years ago – what is really different is the work that CU is doing to create a community to treat my experience holistically – they make a point of knowing what I am interested in academically and in my career and in my life with my family and what my personal aspirations are. It has been very different than anything I have experienced previously in terms of an academic environment."

College Unbound is mission-driven and committed to gathering data to evaluate whether we are staying on focus.

Standard Two
Our Strategic Plan is strong and aligned with our mission. The plan keeps us moving toward clearly defined targets on a clearly defined timeline.

Another highlight is the ongoing relationship we have built with the UMass Boston Higher Education doctoral program. Since 2013, we have collaborated with students from this program

to study College Unbound priorities, processes, and policies. These students have taken on a different task for us every year. This year's task was to analyze our student satisfaction data and turn in into a usable report. This is a win-win situation. The UMass doctoral students have an opportunity to explore an innovation in higher education, and College Unbound gains access to bright minds who add to our staffing capacity and accomplish tasks that move us forward.

Standard Three
We are building staffing capacity and paying attention to building solid governance structures as we go. The self-study process caused us to reflect on how easy it is to ensure voice from all stakeholders in decision making when we can still gather in one room—often around one table. Building systems that will maintain that culture as we grow is critical.

Standard Four
Moving from 2-credit to 3-credit courses and 8-week to 9-week terms was an important growth step. Described in the "Addressing Items of Special Attention" section and in Standard Four, you will see that this move makes good sense for our students.

In Standard Four we also had the opportunity to share the work of a new consortium that we are a part of—Great Colleges for the New Majority. This group consists of colleges all attempting to serve the non-traditional adult learner. It reminds us that while College Unbound is truly special, we are not completely unique as others are addressing this population. Sharing tools, resources, and ideas as we strengthen our program is valuable.

Standard Five
Our recruitment and admissions practices are aligned with our mission and we are connecting with and enrolling the students we wish to serve. We recognize that this group needs a solid set of support services and we continue to improve in the services we offer. Student interviews demonstrate that they are finding value in the supports and crediting those supports for their personal and professional transformation.

Standard Six
The faculty at College Unbound are committed to serving the non-traditional adult learner. Faculty report that their teaching at College Unbound is a very different experience than at other places they teach. In large part, this is because of the targeted student population, but it is also because of the collaborative structure. Instructional Faculty and Advising Faculty work closely together with each other, focused on the student Personal Learning Plan, and using it to coach the student to success. The faculty enjoy tailoring the content to student interests and action research projects.

Standard Seven
We have made great strides in staffing capacity, technology and information services capacity, and financial resources capacity. This is detailed in "Addressing Items of Special Attention" and throughout Standard Seven. We have strategically surrounded ourselves with paid consultants, board members, and ad hoc advisors all with significant amounts of higher education experience and expertise. With this team we have ensured expertise surrounding policy and process decisions and their implementation in the areas of admissions/enrollment, institutional research

and data systems, financial aid, information services/e-library, student support services, and financial affairs. This is evident in the progress we are making.

Standard Eight
Students are being successful at College Unbound. Reviewing performances at student learning exhibitions, reviewing grades and student papers, analyzing engagement data, and seeing student evaluations from professional mentors are all indicators that College Unbound is achieving its educational goals. The CUSSE allowed us to compare our student engagement results with national data to positive effect. Self reports from students who recognize their own personal and professional growth according to Leadership and Change competency rubrics and foundational learning outcome rubrics is the icing on the cake.

Standard Nine
We continue to improve the clarity of our communication with our current and prospective students and the public. As we increase staffing capacity, we are focusing on bringing in talent to improve the website and social media. At the time of this writing we are in the midst of a website redesign that you will read about in Standard Nine.

Addressing Items of Special Attention
NEASC determined on **October 5, 2016** that while College Unbound was in substantial compliance with the Commission's Requirements of Affiliation, the Commission required further evidence of the institution's compliance for requirements #8, #11, and #17—specifically, on two matters:
1) Admitting a second solo cohort, independent of partner institutions, demonstrating viability as a stand-alone baccalaureate degree granting institution.
2) Demonstrating successful implementation of plans for enrollment and retention, and achievement of projected budget surpluses, documenting financial sustainability.

Additionally, the Commission requested that we pay special attention in our Self Study to providing evidence of success in the following:
1) Assuring clear communication concerning the 2-credit course model and its implications for transfer of credit into and out of the institution.
2) Implementing a general education program with published clear student learning outcomes consistent with learning outcomes in conventional general education courses in similar programs.
3) Documenting and demonstrating adherence to policies and procedures regarding the roles and responsibilities of the Board of Trustees.

College Unbound submitted sufficient evidence for achievement of the first two matters on **March 3, 2017**, and we were declared eligible to apply for candidacy and accreditation on **May 15, 2017**. The Commission reminded us that our Self Study should pay special attention to items 1, 2, and 3 listed above, and added the request to pay attention to the following:
4) Achieving long-term financial stability, meeting financial, enrollment, and fundraising goals.
5) Continuing to develop staffing capacity, listing employees and their full- or part-time status, the number of hours they are expected to work per week, and their compensation.
6) Implementing technology to support operations with emphasis on the learning management system and student information management system.

College Unbound honored the conditions set forth by the Commission, and the Self Study report documents the following progress:

1) Addressing the 2-Credit model and its implications for transferring credit.
Beginning, Spring Semester 2018, College Unbound moved to a 3-credit course model. Existing syllabi are being reviewed and revised for approval by the Academic Affairs committee, ensuring appropriate rigor and credit award. Courses are now conducted in 9-week terms, rather than 8 weeks. Courses will continue to be supported by a required Workplace and World Lab – now 18 weeks in duration – which ensures application of course theories and ideas and the Big 10 Leadership and Change competencies within a student-designed ongoing action research project. This change was approved by the Board of Trustees December 2017. This is addressed in greater detail in Standard Four.

2) Implementing a General Education program with clear, published student learning outcomes consistent with conventional general education programs.
The description of the College Unbound General Education program and the supporting foundational learning outcomes were revised and approved by the Academic Affairs Committee in May 2017. Members reviewed the College Unbound General Education and Distribution requirements and learning outcomes, comparing them against those of accredited Rhode Island colleges. They held them up against Commission standards, focusing particularly on subcomponents 4.16, 4.17, and 4.18. The process resulted in clearer descriptions of General Education requirements and outcomes which are included in the Academic Catalog, in syllabi, and posted on the website. This is addressed in greater detail in Standard Four.

3) Documenting and demonstrating adherence to policies and procedures regarding the roles and responsibilities of the Board of Trustees.
In the early stages of College Unbound, the Board of Trustees acted as a founding board. They contributed to policy design and a couple of board members even taught courses, helping them to better understand the institution. As we began working toward NEASC eligibility, moving from program to institution, the role of our Board of Trustees began shifting from a founding board to a governing board.

At the November 2016 board meeting, we reviewed the governing board responsibilities according to Standard Three, highlighting 3.3 – 3.11, and discussed what that means in practice. It became clear that a governing board was to provide oversight to ensure the realization of our mission and purposes, not to be involved in the day-to-day operations of College Unbound. A Board survey administered in May 2017 demonstrated that members believed they understood the mission and purposes of College Unbound and that they understood their role and responsibilities. (Exhibit 3.2)

At the December 2017 board meeting, we distributed the revised College Unbound Board Member Performance Expectations and reviewed again the responsibilities of board members. (Exhibit 3.1) Board members no longer teach CU courses. They do visit CU seminars and observe student participation in those courses, watching the mission in action. A Faculty

Representative and a Student Representative serve on the board. This is addressed further in Standard Three.

4) Achieving long-term financial stability, meeting financial, enrollment, and fundraising goals.

At the writing of this Self Study in February 2018, College Unbound has already realized its FY2017-18 fundraising budget goal of $1.5M with the expectation that by the end of the fiscal year 2017-2018 we will realize an additional $250K - $500k. We anticipate that we will increase revenue from tuition and tuition scholarships/partnerships as well. With a student body at 150 in 2017-2018 and expectations of growing it to 175 in FY2018-2019 and adding 30 students each year until we achieve accreditation, College Unbound expects to raise a greater portion of its revenue from tuition to meet its $1.5M annual expenses.

Part Time Partnership Model
With an eye on future enrollment numbers, CU has started to develop a pipeline of students who are enrolling in CU courses part-time with the intention of transitioning into our degree program in the future. We plan to work with businesses who provide employees with tuition assistance or reimbursement, as well as self-funded individual students throughout the state, as part-time, non-degree-seeking students. Beginning now to grow our student body, will allow CU to more easily reach its enrollment goal of 190 for 2019.

Fall 2017 College Unbound rolled out the first implementation of this initiative, enrolling a cohort of 10 employees of the United Way Rhode Island as part-time students taking one course per semester funded through employer tuition reimbursement. Additionally, through our work with the Working Cities Challenge Grant City of Newport Team and with our interest in bringing our adult degree completion program to Aquidneck Island's low income residents, we received funding from the van Beuren Charitable Foundation to enroll twenty part-time students. With scholarship money from the Foundation, CU is enrolling two cohorts of 10 – 12 students each to begin the part-time program March 2018 and September 2018.

The pillars of this initiative are set around four goals:

- Enabling both the non–profit and for-profit sectors to partner with CU in promoting educational advancement with classes held onsite at their workplace.
- Providing returning adult learners with fully supported curriculum delivered one course at a time during a semester.
- Keeping the part-time program affordable through tuition assistance/reimbursement and/or foundation grants. (Each course costs $1239 or $413 per credit.)
- Seeding for future full- time CU cohorts once we achieve candidacy for accreditation and federal financial aid becomes available to eligible students. If College Unbound does not achieve candidacy status, students could choose to go full-time through our partner, Charter Oak State College.

5) Continuing to develop staffing capacity, listing employees and their full- or part-time status, the number of hours they are expected to work per week, and their compensation.

College Unbound takes seriously our responsibilities to students and peer institutions to build excellent and sustainable higher education programs. Honoring those responsibilities requires hiring excellent administrators and faculty who ensure that the college meets regulatory and professional standards and honors its commitments to the adult learner.

Hiring is linked to both enrollment projections and linked to Commission standards. At this stage of our institutional development, higher education expertise is essential and we have hired administrators appropriately for serving our current enrollment and will continue to increase as needed. Additionally, we have strategically surrounded ourselves with paid consultants, board members, and ad hoc advisors all with significant amounts of higher education experience and expertise. With this team we have ensured expertise surrounding policy and process decisions and their implementation in the areas of admissions/enrollment, institutional research and data systems, financial aid, information services/e-library, student support services, and financial affairs. See Standard Seven for additional details, including the chart requested by the Commission in its May 15, 2017 letter of part-time and full-time staff with titles/responsibilities, weekly hours commitment, and compensation. The Standard Seven exhibits also include a detailed list of our Staff with Exceptional Higher Education Expertise.

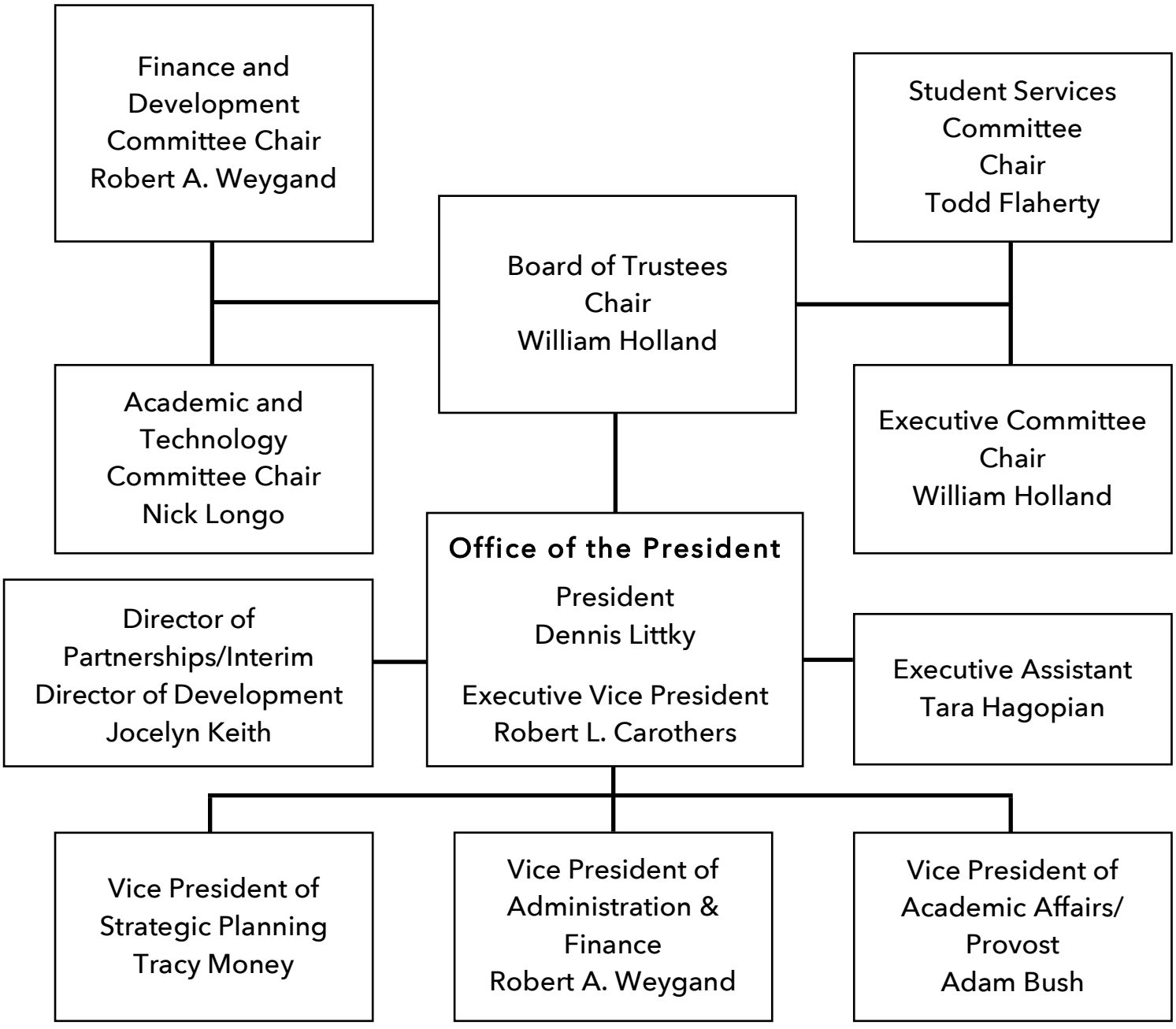
6) Implementing technology to support operations with emphasis on the learning management system and student information management system.

Learning Management System and Student Information System

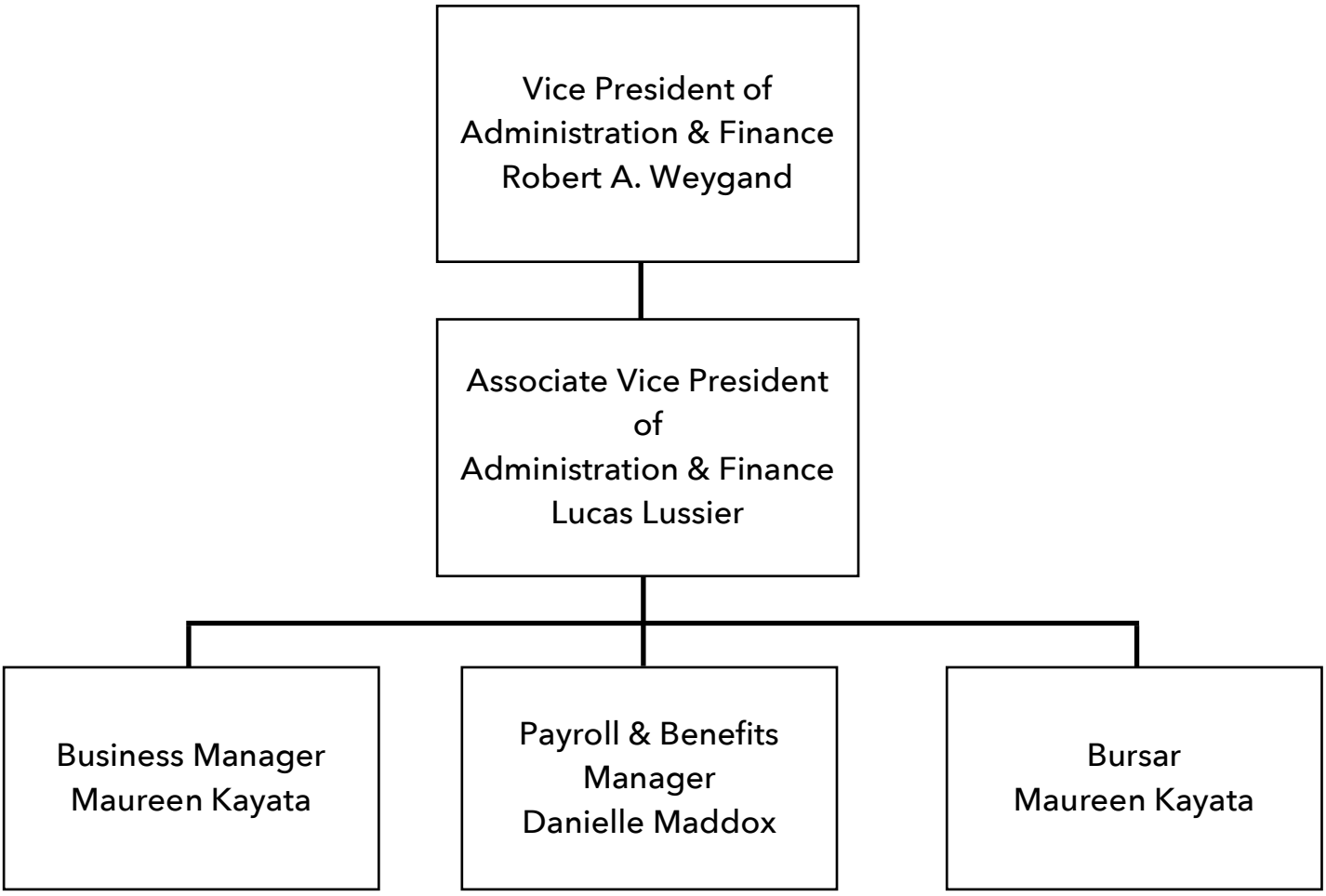
Progress in Technology and Information Services is on target. Recognizing that Digication (our initial piloted Learning Management System) could not provide College Unbound with all of the necessary features for a robust LMS as we grow, College Unbound staff began exploring options. In June of 2016 we met with Motivis, a LMS start-up that had its beginnings designing the LMS infrastructure for Southern New Hampshire University's College for America. Motivis uses Salesforce on the back end to track student information. We signed a contract with Motivis in October 2017 to develop both a College Unbound LMS and SIS. Interim College Unbound Registrar Chris Barrett, Provost Adam Bush, and Dean of Instruction and Student Services Siri Colom engage with the Motivis development team weekly, creating systems that will work well for College Unbound students, faculty, and staff.

Both the LMS and SIS are in development with critical pieces being implemented and tested.. All student data has been entered into the new Salesforce Student Information System. Spring course registration for both our 28 degree-seeking students and our 10 non-degree-seeking United Way students was successfully completed through Motivis/Salesforce. We are testing full course implementation with our 10 non-degree-seeking students from the United Way, evaluating that we can collect and record grades securely, easily access degree audits, create and view transcripts, and register for classes.

LEADERSHIP


Finance and Development Committee Chair Robert A. Weygand
Student Services Committee Chair Todd Flaherty
Board of Trustees Chair William Holland
Academic and Technology Committee Chair Nick Longo
Executive Committee Chair William Holland
Office of the President
President Dennis Littky
Executive Vice President Robert L. Carothers
Director of Partnerships/Interim Director of Development Jocelyn Keith
Executive Assistant Tara Hagopian
Vice President of Strategic Planning Tracy Money
Vice President of Administration & Finance Robert A. Weygand
Vice President of Academic Affairs/ Provost Adam Bush

ADMINISTRATION AND FINANCE



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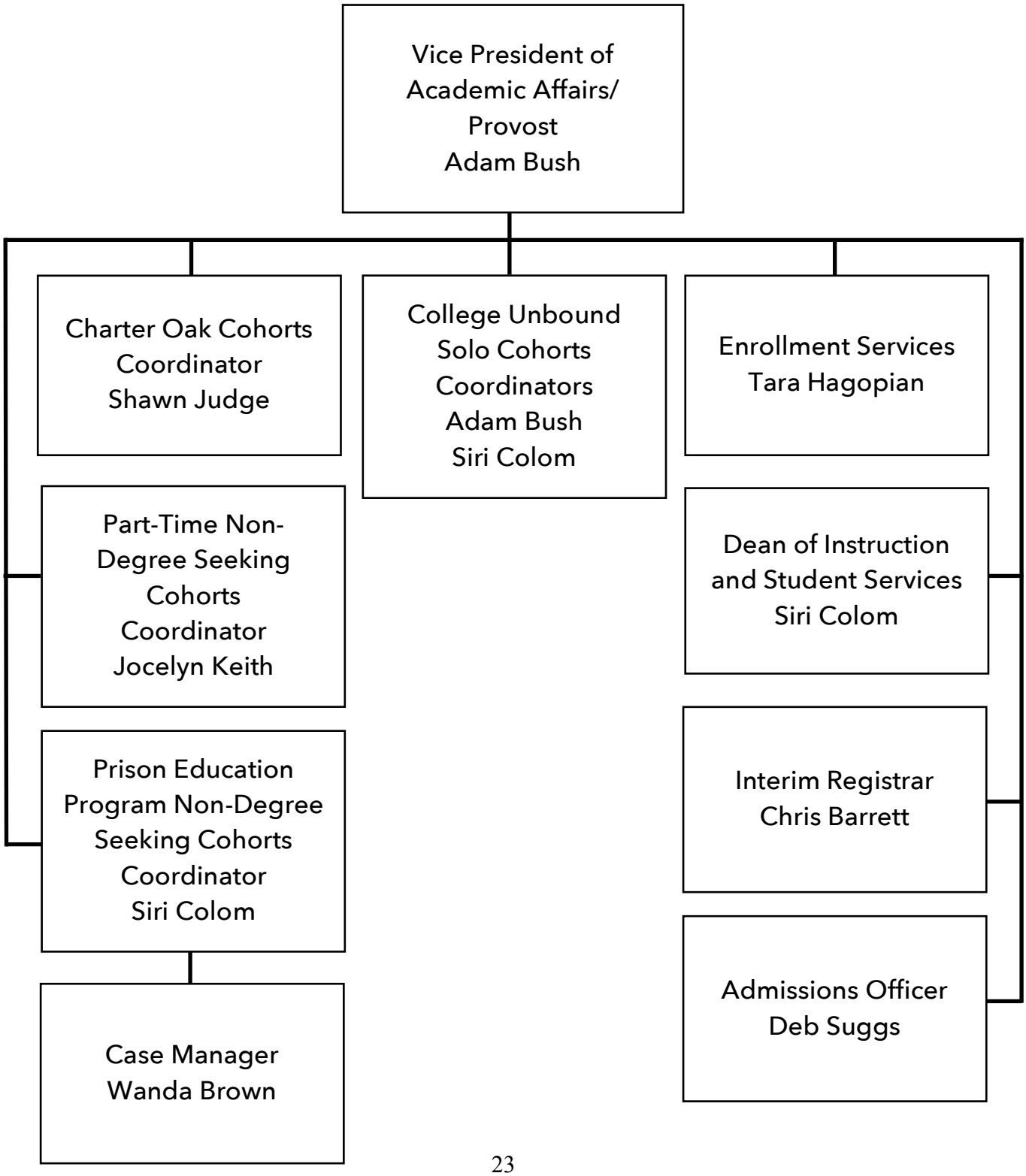
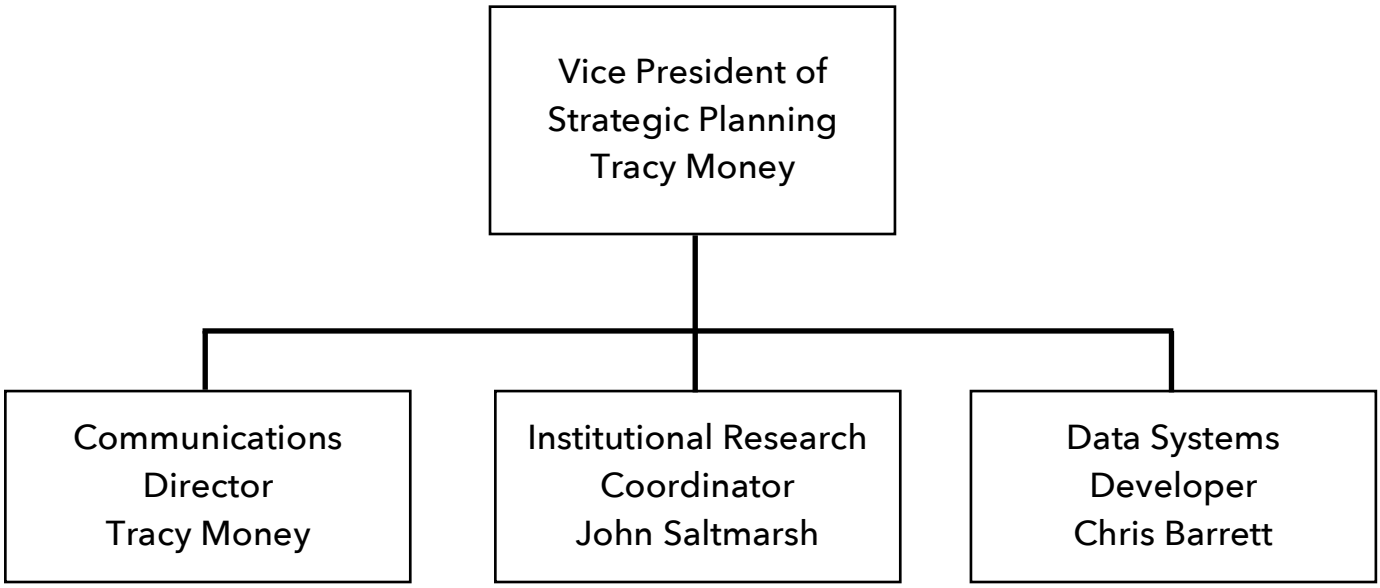


STRATEGIC PLANNING



Standard One | MISSION AND PURPOSES

Mission

Our mission is to reinvent higher education for underrepresented returning adult learners, using a model that is individualized, interest-based, project-driven, workplace-enhanced, cohort-supported, flexible, supportive, and affordable. Through rigorous and engaged scholarship, College Unbound integrates the students' own purposes for learning with the needs of their workplaces and communities, improving the lives of the students and the lives of those they touch. As a degree completion college, College Unbound provides access, support through completion, and career placement, ensuring that students get in, stay in, and move forward.

College Unbound works to fulfill its mission through academic practices guided by well-researched core principles for serving adult learners. A review of the work of Malcom Knowles, Stephen Brookfield, and Jack Mezirow among others, as well as College Unbound's nine years working with this population reminds us of key adult learner characteristics that must be considered in curriculum design and instructional practices. The following guiding principles help College Unbound to apply the learning theories of andragogy, self-directed learning, experiential/constructivist learning, and transformational learning:

Guiding Principles

1) Learners come to CU with prior experiences, knowledge, and abilities which must be recognized, honored, used, *and credited*. The multiple roles of these adult learners (workers, community members, partners, parents) are used as assets, not barriers. Our students are supported as scholar practitioners.

2) Curriculum begins with the student and builds from there. It must be personalized around the unique skills, knowledge, and needs of individuals—acknowledging that students have different goals and are at different places in their lives.

3) Learning in the world is multi-faceted and interdisciplinary; it is not broken into compartmentalized subject-matter packages. Content of disciplines is important as a means to an end, not an end in itself.

4) Learning means paying attention to *how* one knows as well as *what* one knows; paying attention to *why* it matters and *where* it can be applied.

5) Learning is a process powered by the learner and supported and stimulated by collaboration with others; social interaction empowers making meaning.

6) Learning is not a linear process; learners choose to access content at different times for different purposes, in different contexts. Arbitrary sequencing decisions may actually impede learning.

7) Adult learners have a strong preference for learning that is real—problem-centered or task-centered (with immediate application) rather than subject-centered.

8) Expertise exists in many places and forms; expertise accessed beyond the professor is encouraged and honored.

9) The workplace provides rich opportunities for learning; it provides space in which action and reflection can take place in a continuous cycle.

10) When assessment is shared between professors, academic advisors, workplace mentors, field experts, and peers, the learning is rigorous, relevant, and ongoing. When students open their work to public analysis, the learning increases.

11) Competence is not demonstrated through a single event; rather, a range of evidence in different contexts over time must be presented before judging competence.

12) Technology must be used to do more than deliver content; it must be used by students to discover, create, use, share, assess, discuss, manipulate and reshape content, and to connect with others.

The mission was formally adopted by the College Unbound Board of Trustees March 18, 2015. (Exhibit 1.1)

Description

The history that was detailed in the Institutional Characteristics Form, page 5, and the Institutional Overview, page 13, strengthens us. While we have only operated cohorts independent of partner institutions since January 2016, we have successfully educated adult learners since 2009. Working from the assumption that the burden lies with the college to be "student-ready" rather than with the student to be "college-ready," College Unbound has been intentional in designing, testing, and refining its higher education model to best meet the needs of its students.

The vision of the founding trustees and college leadership is to be a college that is "unbound" from structures designed for a different population in another time, instead designed specifically to meet the needs of adult learners, many of whom are full-time workers, parents, and partners who need flexibility, support, and immediately relevant curriculum. This vast community of individuals, approximately 98,378 in Rhode Island alone according to the Lumina Foundation, has much to contribute to their families, society and the workforce as college graduates – and CU intends to support their success and that of our society. (These numbers come from Lumina's *Stronger Nation* report which uses U.S. Census Bureau American Community Survey data as well as student data from the National Student Clearinghouse, NCES, and IPEDs to track the 19 million adults ages 35-64 who have some college credit but no credential.)

Our history has provided CU with opportunities to build a strong foundation from which to best serve our target population and fulfill our mission. This foundation consists of four shared values embedded in our mission:

- *Unique Needs of Underrepresented, Low-Wage Earning, Adult Learners*

Low-income, minority students must work full-time in order to take care of life responsibilities. They are often recruited into part-time continuing education programs, and the completion rate for part-time students is extremely low. Without a degree, they are stuck in low-wage jobs with little opportunity for advancement.

- *Strengths of Returning Adult Learners*
  While returning adult learners are a diverse group, their individual life and prior higher education experiences enable them to bring valuable perspectives to their learning. Adult learners prefer self-direction and demonstrate a high degree of internal motivation. They show readiness to learn based on the need to know or do something, and are oriented to learning that is task- or problem-centered rather than subject-centered. Adults who have already experienced higher education in traditional setting know that the traditional approach does not work for them. Adult learners who enroll into College Unbound recognize that it is designed with their interests and goals in mind.

- *Immediately Relevant Programming*
  College Unbound intentionally develops in its students the Leadership and Change Competencies– The Big 10 – that employers and life demand: Accountability, Advocacy for Self and Others, Collaboration, Communication, Creativity, Critical Thinking, Intercultural Engagement, Problem Solving, Reflection, and Resilience. (These are described more fully in Standard Four - Academic Program, page 48.) These real-life competencies are deeply embedded in the curriculum. The core of each student's project-based curriculum is individualized based their personal learning plan, career goals and interests. Each self-designed project has a complex problem to solve - with research to do, and solutions to test. Students maintain online portfolios and demonstrate their knowledge and skills through public analysis of their work. In addition, students who demonstrate high levels of previous learning receive credit for those experiences.

- *Culture of Support*
  Adults learners balance multiple roles that often include worker, community member, partner, and parent. A system of embedded supports is available to every student, eliminating barriers that had previously halted their progress toward a college degree, allowing them to complete their degrees. By design, students are surrounded by help from their professors, their professional mentor and personal learning network, peers and staff members. Every CU student has an advisor with whom they meet, face-to-face, via Skype, or on the phone every week. The CU model takes students' busy schedules into consideration by providing asynchronous online coursework and one three-hour weekly cohort meeting on campus. In addition to these, all students have access to support services that can include child care, financial planning, and writing and other skills tutoring.

Appraisal

While more colleges are recognizing the specific needs of the returning adult learner and are making accommodations for those learners in special programs, College Unbound remains unique in being specifically designed for the returning adult learner. Our mission and guiding beliefs keep us centered on serving our learners well.

In Spring 2016 and Spring 2017 College Unbound hired The Capacity Group to conduct one-on-one interviews with the students in our CU Solo cohorts specifically to assess whether we were delivering what we promised our students. The Capacity Group Final Report (Exhibit 1.2) describes the goal of the interviews this way: *In addition to academic outcomes, personal learning plans, The Big 10 and other areas, The Capacity Group also designed the interview questions to assess the degree to which College Unbound is delivering on its goals to significantly decrease adult learner barriers to bachelors level success including items such as fear of failure, concerns about lack of support; curriculum relevance; scheduling around work and family; financial aid, outstanding student debt and college cost. The questions also looked at the student's own understanding of what College Unbound could offer upon entry into the program, and the students' own goals and how those expectations have been met or not met.*

The Capacity Group reported the results of those interviews as follows: *According to student self reports from one-on-one confidential interviews, College Unbound maintains an extremely high degree of fidelity relative to the model it has laid out and findings from the Year 2 cohort mirror findings from the Year 1 Cohort.*

College Unbound's mission and purpose are evident in all aspects of planning. It is the catalyst for institutional innovations and the foundation from which decisions concerning priorities and policies, and curriculum and pedagogy are made. This is an easier thing to accomplish now when our key stakeholders can gather in one large room and the key policy makers can gather around one table than it will be when the institution is larger. As the institution grows we must both keep the mission front and center, and revisit it regularly with open minds, evaluating its ongoing relevance and our policies and practice in response. We must ensure that systems that make that kind of examination habitual are in place and implemented. We must guard against "mission creep" when financial challenges may encourage program expansions that fall outside of our mission.

College Unbound must also work to more clearly articulate its unique mission and nature to the public. Words such as individualized, project-based, flexible, inclusive, and supportive appear so frequently in college ads that they have become in some ways meaningless. It is not enough for us to know internally how the words in our mission are defined and practiced; those distinct CU practices must be crystal clear in our marketing.

Strengths

- The CU mission statement reflects our unique approach to education. Survey data reports that it is supported and understood by administrators, staff, faculty, students, alumni, and trustees. Further, these stakeholders regularly report that the relevance of our mission is what drew them to CU. (Exhibit 1.3)

  > *"Having been in college many years ago – what is really different is the work that CU is doing to create a community to treat my experience holistically – they make a point of knowing what I am interested in academically and in my career and in my life with my family and what my personal aspirations are. It has been very different than anything I have experienced previously in terms of an academic environment." – Quote from a student in CU Solo Cohort I, Interviewed by The Capacity Group January 2016*

- The CU mission remains relevant as there continue to be few higher education institutions designed specifically to address the needs of the underrepresented returning adult learner.

- CU's enrolled student demographics align with the mission.
  - 79% people of color. 80% are employed full-time.
  - 23% make less than $25,000 per year.
  - 31% make less than $35,000 per year.
  - 31% make less than $45,000 per year.

- In CU Solo I, 83% of the students advanced to a better position within their current place of employment or found better employment elsewhere within their first year at CU. This is evidence that their learning at CU is indeed improving their lives. (Exhibit 1.3)

- Student satisfaction surveys and interviews indicate understanding of and program alignment with mission. Internal student surveys were conducted Spring 2016, Fall 2016, Spring 2017, and Fall 2017. Interviews of CU Solo I students were conducted by an external evaluator, Julie Dibari of The Capacity Group, Fall 2016 and of CU Solo II students in Fall 2017. (Exhibit 1.2)

- Staff and board satisfaction surveys indicate understanding of and program alignment with mission. (Spring 2016, Spring 2017) (Exhibits 1.4 and 1.5)

- The mission provides a basis for the College Unbound Strategic Plan that features nine broad goals through which the mission is realized. See the Standard Two chapter and Exhibit 2.1 for details.

- CU articulates its mission and strategic plan publicly on its website and in faculty and student handbooks.

- CU curriculum is responsive to student and societal needs and requires rigorous and engaged scholarship. This is evident in student learning exhibitions, student satisfaction surveys, faculty evaluations of student work (Exhibits 1.2, 8.1)

Limitations

- Diligent fundraising and careful budget planning are necessary to honor our ongoing commitment to serving low-income underrepresented adult learners. Strategic planning and recruitment efforts must find revenue solutions without distracting us from our mission.

- As College Unbound grows and develops a larger pool of alumni, we must dedicate resources to more frequent, strategic, documented contact with alumni to gather clear and accurate employment and life satisfaction data necessary to understanding mission achievement.

- Our mission statement is strong and clearly describes who we serve, how we serve them, and for what purpose. It is lengthy and difficult to remember in its entirety. Members of the board have suggested, and staff agree, that we spend time Spring 2018 creating a short, focused, vision statement to accompany the mission statement.

- The College Unbound mission and purpose is understood well internally. We must dedicate resources to discover how to more clearly articulate our uniqueness to external populations.

Projections

- CU has identified a strategic goal to inspire alumni to maintain a lifelong connection with College Unbound. Strategies that underpin that goal include regular communication to obtain valuable and accurate alumni data. We are in touch with CU alumni who graduated from our partnerships with other institutions. We will have our first graduates from CU Solo in June 2018, those graduates and current students will help design a means of ongoing contact and data collection to evaluate mission achievement.

- The CU community plans to review its mission and develop a vision statement Spring 2018. The board will create a committee with all stakeholders represented to do this work. While we believe our mission remains relevant, the committee will further examine its articulation across the academic program and student recruitment.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.collegeunbound.org/apps	March 18, 2015

Mission Statement published	Website location	Print Publication
Policy Manual	https://www.collegeunbound.org/apps/pages/policies	p. 5
Student Handbook	https://www.collegeunbound.org/apps/pages/studentresources	p.3

Related statements	Website location	Print Publication

Please enter any explanatory notes in the box below

Standard Two | PLANNING AND EVALUATION

Planning

Description

Short- and long-term planning are key to the success of College Unbound. Inclusive and participatory governance involves faculty, staff, students, executive leadership, and the board of trustees who use our mission to determine future goals, plan for procuring and allocating resources to meet those goals, and plan the necessary steps for goal achievement. Long-term planning is captured in the College Unbound Strategic Plan.

Strategic Plan

With oversight from the president and board of trustees the Strategic Plan Committee prepared the current five-year strategic plan (2016 – 2021). Composed of executive leadership, board, and faculty members, the committee met numerous times and received input from faculty, staff, executive leadership, students, and the board of trustees. They were directed to devise a plan that would:

- provide a blueprint for progress toward the College Unbound mission.
- inform the ongoing development and enhancement of the College Unbound academic program and support for its students.
- inform the self-study for accreditation.
- inform potential funders and thought partners with a clear description of the future direction of College Unbound and opportunities for collaboration.

This mission-driven plan guides the work. (See Exhibit 2.1 for complete Strategic Plan including timeline, targets, and resources.) The plan is composed of nine strategic goals supported by specific strategies, measures, and target dates. It was last revised in August 2017 and approved by the board on September 19, 2017.

Current goals and supporting strategies are as follows:

Strategic Goal 1: We will increase our reach, strengthening presence in Rhode Island.

Reaching out to the 98,378 Rhode Islanders with some college credit but no degree requires visibility. Advocating for adult learners

#1 – Complete Self Study and host Commission visit to determine candidacy status.
#2 – Ensure student exhibitions take place in the community—1 per year out in the world.
#3 – Increase number of community members attending exhibitions.
#4 – Ensure regular Social Media Presence.
#5 – Update website regularly.
#6 – Ensure increased presence in local media.
#7 – Ensure College Unbound presence in key higher education spaces/convenings.

Strategic Goal 2: We will expand and refine the curriculum to meet the needs of student affinity cohorts.

#1 – Formalize and implement curriculum adoption/approval process.
#2 – Build cadre of experts for curriculum vetting.
#3 – Refine Adult Correctional Institution (ACI) transfer policy and two year plan to move to CU Solo.

#4 – Design and implement Gateway programs for formerly incarcerated and new student admissions.
#5 – Study part-time program structure.
#6 – Conduct a curriculum review.
#7 – Map curriculum to General Education requirements. (Exhibit 2.4)
#8 – Conduct a First and Last Semester Prescribed Courses Review. (Exhibit 2.5)
#9 – Review and refine Prior Learning Assessment protocols and systems.
#10 – Review and refine curriculum structure.

Strategic Goal 3: We will build a diverse faculty that demographically echoes the population it serves, honors local wisdom, and covers a wide range of experiences, consisting of both practitioners and academicians in early career, mid career, late career, and retired.

#1 – Create faculty mentorship pathways. Convene experienced CU faculty to generate/determine interest.
#2 – Review and revise faculty compensation structures.
#3 – Study faculty recruitment and retention.
#4 – Develop professional development opportunities.
#5 – Refine Instructional Faculty/Advising Faculty relationship.
#6 – Use Independent Studies as a tool to recruit faculty matched to student interests.

Strategic Goal 4: We will increase stakeholder engagement and involvement in decision-making.

#1 – Ensure wide representation on decision-making committees.
#2 – Increase student voice.
#3 – Review/Revise structures of faculty governance.
#4 – Review and define the role of stakeholders in Evaluation and Assessment.
#5 – Review and define the role of the currently and formerly incarcerated.

Strategic Goal 5: We will develop the necessary information technology infrastructure to support students, faculty, and administrative staff, and provide training for optimal usage.

#1 – Complete Learning Management System (LMS) pilots and refine the College Unbound LMS.
#2 – Determine/Design an electronic competency tracking system.
#3 – Design Student Information Data Systems.
#4 – Build systems and protocols for IT support.
#5 – Build systems and protocols for e-library research.
#6 – Evaluate student/faculty/staff engagement with IT infrastructure.
#7 – Develop training structure for students/faculty/staff for technology use.

Strategic Goal 6: We will build capacity in the administrative team, reinventing back office structures, and hiring consultants for targeted areas, ensuring that College Unbound meets regulatory and professional standards.

#1 – Hire consultants and staff with appropriate higher education expertise to surround the work.
#2 – Hire Director of Development.

#3 – Hire Director of Recruitment/Enrollment.
#4 – Hire Director of Financial Aid.
#5 – Hire Director of Communications.
#6 – Hire Director of Information Services.
#7 – Hire Director of Human Resources.

Strategic Goal 7: We will become financially self-sustaining.

#1 - Hire a part-time Development Coordinator to work with President Littky on a development plan for fundraising.
#2 - Identify 100 funding sources and prioritize the top 20 – include foundations and individuals.
#3 - Consult with experts concerning non-profit funding strategies/models.
#4 - Develop materials/"leave behinds" for funders explaining CU and its needs.
#5 - Hire Director of Recruitment to ensure meeting enrollment targets.
#6 - Increase enrollment to cover operating costs with tuition dollars. (Details discussed in Standard Seven.)
#7 - Utilize development plan to secure additional funds to complement enrollment.
#8 - Hire full-time Director of Development.
#9 - Hire a Director of Financial Aid to ensure that we meet regulatory standards and can count on federal funds for student tuition.

Strategic Goal 8: We will inspire alumni to maintain a lifelong connection with College Unbound.

#1 - Communicate strategically with graduates to enhance affinity with CU and gain valuable and accurate alumni data.
#2 - Showcase graduates to increase pride among alumni/students/faculty/staff.
#3 - Create opportunities for alumni to connect with each other and current students.
#4 - Collaborate with current students, building buy-in and designing alumni services for their future.
#5 - Utilize alumni for recruitment.

Strategic Goal 9: We will advocate for the reinvention of higher education to serve adult learners.

#1 – Document, analyze and publicly share College Unbound data as Proof of Concept.
#2 – Convene representatives from key sectors to build awareness of and programs for adult learners.
#3 – Use social media regularly and strategically to insert College Unbound in local and national Higher Education conversations.

The Executive Committee reviews strategic plan progress each semester, and revisit the goals and assumptions of the entire strategic plan yearly. For example, Fall 2018 the Executive Committee took a careful look at Strategic Goal #5, reviewing and approving progress on development and implementation of a learning management system and student information system. Reviewing Strategic Goal #1 concerning increasing our reach and strengthening our presence, the Executive Committee approved hiring a website consultant to begin work on strategy 1.5, updating the website. Following her recommendation for a redesign, the committee

is overseeing that work with our consultand and Edlio, our contracted website management company. This work will be done in stages, first ensuring its currency by February 23, 2018, and updating the look by Summer 2018.

College Unbound's bylaws state that: *The Board may in its discretion form any one or more of the following committees, as needed, and/or may form any such other committees as it shall deem reasonable to effect the college's purpose or the management and organization of the college*: *Executive Committee, Academic Affairs and Technology Committee, Finance and Development Committee, and Student Services Committee.*
Ad hoc committees form as needed. The four existing committees have been sufficient to our needs. The number and roles of committees will grow as enrollment demands. Short- and long-term goals are set and monitored by the committees described below.

Committee Planning Work
Executive Committee
The Executive Committee is the primary planning body of College Unbound with representation from all stakeholder groups. This committee approves recommendations of outside examiners and accreditation, and oversees special assessments of previously completed state or national certifications, licensures, or other accreditations.

Recent and Current Initiatives
- Conducted oversight, review, and approval of the current Strategic Plan. (Exhibit 2.1)
- Approved final Self Study for CIHE/NEASC.

Academic Affairs and Technology Committee
The Academic Affairs and Technology Committee is responsible for developing, reviewing, and evaluating academic policies for the college, and shall be responsible for establishing degree requirements, reviewing the programs of individual candidates, and validating specific credits and address all matters pertaining to program review and assessment of student learning outcomes. The Committee provides input to the Board and/or the Executive Committee with regard to technology-related issues, projects, implementation, costs, and priorities. The Committee focuses on specific issues relating to implementation/support of tasks required to meet academic and institutional administrative system priorities, student information and all other administrative systems. The Committee shall also consider and review courses of study and programs, regardless of origin, including all experimental courses which have run for a maximum of two semesters, and approve or reject individual courses to be offered for degree credit in existing or proposed programs. The committee may include subcommittees as needed for addressing specific issues, including without limitation online course quality, evaluation, delivery and structure, the college's General Educations requirements, and/or faculty evaluation.

Recent and Current Initiatives
- Review and approval of academic calendar and syllabi structures necessary for moving from 2-credit to 3-credit courses.
- Review and approval of moving from 16-week semesters to 18-week semesters.

- Review and approval of a new Student Learning Exhibition format that better incorporates measurement of Big 10 Leadership and Change competencies as graduation requirements.
- Development of a new student action research project proposal process.
- Extensive review and revision of Semester 1 course requirements in the major for full-time students is in progress.
- Review and approval of process and structure for awarding credit for Big 10 Leadership and Change competencies.
- Curriculum review and adoption of 9 new courses.
    - Critical Care, Critical Generosity
    - Emergent Strategy as Research
    - Bodies, Power, & Community
    - Black Studies
    - Conflict Resolution
    - Group Facilitation
    - Arts & Engagement
    - Writing for Research
    - Global Citizenship
- Review LMS development with Motivis.
- Review Student Information System functionality.
- Review and approve transcript design and process in Student Information System.
- Review and approve degree audit process.

Finance and Development Committee
Responsible for making recommendations consistent with sound fiscal management and the college's strategic directions, recommends and promotes strategic fundraising, development and partnerships, reviews and approves external audits and financial statements and reports. Creates strategic directions to assist the college in achieving its mission in the context of anticipated complex challenges and opportunities. Supports learning via a sound, safe, appropriate environment mindful of efficient use of the college's financial resources and physical facilities.

Recent and Current Initiatives
- Review and approve tuition structure for Part-Time Partnerships model.
- Ensuring independence from Big Picture Learning in external audits.
- Review and approve budget.
- Review and approve external audit.
- Review and approve facilities contract.
- Review and approve policies for business practices.

Student Services Committee
Addresses all matters pertaining to students, including without limitation tuition appeals, financial aid, and disabilities.

Recent and Current Initiatives
- Review of student use of student service offerings.

- Revising student services policies for board approval.
- Developing a new student intake form – post admission/pre first class to identify potential need for student services

Appraisal
There is clear sense of urgency and forward movement in the work of the College. Inspired by our students, the faculty and staff are focused on ensuring a rigorous academic program that addresses the needs of the students. Faculty and staff commitment is evident in participation on committees.

The size of our committees and frequency of their meetings has been tailored to and sufficient for the size of our student body. Staff currently serve on more than one committee and contribute ideas to all initiatives. The Executive Leadership team keeps a careful eye on the planning process, ensuring the structures that help the organization efficiently progress. An example of this was the suggested change and board approval November 2017 (Exhibit 4.9) to combine the Academic Affairs Committee and the Technology Committee. It became clear that the overlap in membership and overlap in initiatives made it inefficient to meet separately. Leadership will continue to watch this closely and as we grow, the committees could separate in the future.

The CU Strategic Plan responds to current data and guides the gathering and use of future data in a cycle of continuous improvement. The plan has not yet been through its first progress review. The goals and timelines are ambitious and it is important that we revise and adjust as needed in order to accomplish them.

Evaluation
Description
Evaluation is key at College Unbound. Just as we work with our students to pay attention to and document their strengths, weaknesses, and growth as learners, we work to develop a culture of evidence across the institution. With continuous improvement as our north star, we engage in frequent evaluation and use the results to inform our planning. Evaluation occurs informally and formally as follows:

Internal Evaluation
Weekly TGIF/Staff Meeting
All administrative staff members write and e-mail to the core administrative team a weekly reflection every Friday (the TGIF) which includes: 1) what they are currently working on and accomplished during the current week, 2) what their priorities are for the following week, 3) what they are concerned or wondering about, and 4) anything else they want to share.

Every Tuesday morning, the core staff meets for two hours to reflect and troubleshoot. The TGIF sparks conversation. Other topics include strengths and weaknesses of the Monday night student seminar, progress updates concerning each of our student populations, student recruitment updates, finance and development updates, and future planning. Tuesdays are the time to review how we're doing and how we know. Staff are encouraged to share evidence in

the form of student comments, survey responses, and numbers. (See Exhibit 2.2 for Sample TGIF).

Weekly Executive Team Meeting
The Executive Leadership team (President, Executive Vice President, Vice President of Academic Affairs/Provost, Vice President of Strategic Planning) meet every Monday morning to review priorities, share updates, and raise and concerns from faculty, staff, and students. This ongoing program evaluation allows for quick identification of problems and quick implementation of solutions.

Student Satisfaction Surveys for Program Evaluation
From January 2016 through Fall 2017 our students completed weekly seminar surveys allowing us to gather a variety of information that includes: quality of guest speakers, performance of Academic Advisors, performance of Instructional Faculty, quality of meals provided, student engagement with Personal Learning Plans, student engagement with Personal Learning Network, student growth in Big 10 Leadership and Change competencies, and student project development. This practice has been important to shaping and refining the model. (See Exhibit 2.3 for the CU Standard Four Study – Final Report – January 2018 which analyzes Student Satisfaction Data.)

In addition, our students have been asked to complete the following:
• Mid-term Survey Student Services
• End of Term Course/Faculty Evaluations
• Semester Program Review
• College Unbound Survey of Student Engagement (CUSSE)

Faculty also complete a mid-term survey from the Provost to red flag students who are in danger of failing.

Annual Committee/Program Reports
Academic Affairs and Technology
- CUSSE/NSSE Analysis – May (Exhibit 8.1)
- Student Satisfaction Surveys Analysis – June (Exhibit 2.3)
- Smarter Measure Analysis – June (Exhibit 2.6)

Communications
- Website Review – March (Exhibit 2.8)
- Handbooks Review – March (Exhibit 2.9)
- Marketing Materials Review – March (Exhibit 2.10)

Finance and Development
- Pro Forma Budget – May (Exhibit 7.1)
- Audit/Management Letter – Fall (Appendices)
- Development Plan – May (Exhibit 7.2)

Student Services

- Student Services Usage Review – May (Exhibit 2.7)

Executive Committee

- Strategic Plan Progress Review – March

External Evaluation

At CU, the student and each member of the student's support team is involved in assessing the student's work. The student and his/her plan are at the heart of all assessment at CU. All members of the student's Personal Learning Network review the student work and offer input about the learning they see demonstrated. They review the work in process and as it is used in the workplace and/or community. They review the work during learning exhibitions. They review the work through the student's written reflections on his/her progress.

Part of this network is the Professional Mentor—someone in the student's workplace or community who understands and is committed to the student's personal and professional development and the development of their project. Professional Mentors are asked to evaluate student growth in the Big 10 Leadership and Change competencies and development of their project at the end of each semester. (See Exhibit 2.11 Professional Mentor Student Evaluation.)

Professional Mentors and community members also attend Student Learning Exhibitions at the end of each 9-week term. They are asked to provide the students with written and oral feedback. These comments are reviewed by the student's Academic Advisor and a summary of student growth and development is shared with the Provost.

Both as a requirement of grants we've received and as best practice, College Unbound has hired external evaluators each year to provide an objective view of our progress toward our mission. These evaluators have examined our resources, priorities, and processes to determine mission alignment and follow through on the promises we make to our students. Are we providing the program and services that we promised?

- The Capacity Group conducted a feasibility study for College Unbound in 2015. (Exhibit 5.1)
    - Julie DiBari of The Capacity Group conducted program evaluations of CU for the ECMC grant in 2016 and in 2017. (Exhibit 1.2)
    - Spring 2017 Renga Consulting conducted staff surveys and interviewed the team to assess race and power dynamics in the College Unbound workplace.
    - Fall 2017 we made an agreement with the Higher Education Doctoral program at UMass Boston for a group of doctoral students to review and analyze our student satisfaction data. (This is a collaboration that began in Fall 2013 and has continued yearly with a different task. This year's focus was on student satisfaction.) (Exhibit 2.3)
    - CU students have taken the Smarter Measure Assessment 2014 – 2017 as pre and post testing of life skills and development of CU's Big 10 Leadership and Change competencies. (Exhibit 2.6)
    - College Unbound Survey of Student Engagement (CUSSE) CU students have taken a modified National Survey of Student Engagement in 2016 and 2017. (Modified as we are not yet accredited and CU results are not compared in national data.) (Exhibit 8.1)

Appraisal
Because we are small and all administrative staff fit around one table, program evaluation at weekly staff meetings is possible and happens naturally. Monday meetings of the Executive Leadership team and Tuesday meetings of the administrative staff are well-established rituals of the CU culture.

Each staff member writing a weekly TGIF continues to be an important practice. It keeps all members of the CU administrative team in the loop about what is happening in the organization as well as building a strong sense of collegiality. The TGIF sparks much personal and professional conversation that builds a positive working culture.

The Student surveys of program satisfaction—are we walking our talk—conducted after every weekly seminar have been valuable as we have moved from program to institution. They have provided regular feedback that was immediately applied in the form of revisions to seminar structure. Student feedback resulted in moving guest speakers from a 6:00pm time slot to inviting them to join in the weekly dinner with our students at 5:30 for more informal conversation followed by a more formal presentation. Students have also reported that surveys are taking too much of their time. Starting Spring Semester 2018 we stopped using the weekly seminar survey, only using it as needed to gauge reactions to new program elements, relying instead on our end-term and semester surveys for continuous improvement.

Using the UMass Boston Higher Education doctoral cohort to analyze student satisfaction data was valuable for both CU and the doctoral students. While student satisfaction surveys from 2016 and 2017 had been informally reviewed by the provost and other administrative staff and findings used in program planning, there had been no formal analysis and documentation. Using doctoral students expanded our staffing capacity, provided us with an objective analysis, and provided us with a more timely and efficient means of processing student data. This is a process we will use again.

The Report from this group is titled "College Unbound NEASC Standard Four Study" and can be examined as Exhibit 2.3. Their review of the data helped us to explore areas such as faculty responsiveness in providing students with feedback on their work. Following is an example of what they discovered:

> *CU students consistently state that they appreciated the feedback instructors and advisors provided and credited improvements in their work because of the candid comments offered by instructors. However, some students reported a lack of feedback or a desire for more feedback. When examining the Likert scale responses mentioned above, the following was found (from p.23):*
>
> - *Students gave an overall rating of 4.1 for the quality of feedback received from the course instructor.*
> - *Students gave an overall rating of 3.5 for the timeliness of the feedback received from course instructor for a specified term.*
> - *Students gave an overall rating of 4.7 for the amount of growth of their project based on the 1-on-1 meetings with the advisor for specified term.*

- *Students gave an overall rating of 4.8 for the effects of their 1-on-1 meetings with their advisor helped developed them as a student in the specified term.*
- *Students gave an overall rating of 4.8 for the effects of their 1-on-1 meetings with their advisors had on their personal development in the specified term.*
- *Students gave an overall rating of 5 for how the advisor helped them succeed with key elements of the CU experience. As previously noted, the open responses are where a variation emerges in satisfaction with feedback. However, some additional positive remarks about feedback were:*
- *"[Faculty member] has a great way of providing positive criticism while remaining constructive."*
- *"[Faculty member] has always been honest and helpful, pushing when I needed to be pushed and showing me the way when I felt lost."*
- *"When necessary, [faculty member] will challenge me to think about other perspectives relating to my project if I seem to be stuck on a particular detail. His questions are thought-provoking, yet supportive."*

The process for gathering evaluations from Professional Mentors must be strengthened and systematized. Currently it is the joint responsibility of the Academic Advisor and the student. The evaluations are not yet consistently submitted for review.

External assessments have provided rich data and a collection of student comments about CU practices that should be publicized and used in our marketing. It is important that we assign that task to a staff role and establish a system for regularly mining the data for usable student quotes.

Projections

• Spring 2018 Executive Committee review goals, timeline, and progress of the Strategic Plan.

• Summer 2018 Provost and Dean of Instruction and Student Services work with a cadre of student Professional Mentors and current students to devise a clearer process and system for Professional Mentor student evaluations and analysis.

• Fall 2018 negotiate with UMass Higher Education doctoral program for a cohort of doctoral students to analyze CU student satisfaction data.

• Fall 2018 hire communications staff who will be tasked with mining external evaluation reports for key data and student quotes to publicize.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans [1] [2] [3]			
Current Strategic Plan	2017	2017-2021	https://www.collegeunbound.org/apps/pages/strategicplan

	Year completed	Effective Dates	Website location or document
Other institution-wide plans*			
Financial plan	2017	2017-2021	Pro Forma Budget - Exhibit 7.1
Technology plan	2017	2017-2019	Technology Report 2017 - Exhibit 7.3
Enrollment plan	2017	2017-2021	(Part of Five Year Budget) - Exhibit 7.1
Development plan	2017	2017-20121	Development Plan 2017 - Exhibit 7.2
Plans for major units (e.g., departments, library)*			
[4 E-Library	2015	2019	CU Addresses NEASC Standard Seven: Library and Other Information Resources

EVALUATION	Website location or document
Academic program review	
Program review system (colleges and departments). System last updated: [5	2017
Program review schedule (e.g., every 5 years)	Every 5 years.
Sample program review reports (name of unit or program):	
General Education Program	[6 Exhibit 2.4 General Education/Distribution Requirements Review/Revision - Spring 2016
Semester One Prescribed Courses/OLC	Exhibit 2.5 Semsester One Prescribed Courses/OLC Review - Fall 2017
System to review other functions and units	
Program review schedule (every X years or website location of schedule)	Annually
Sample program review reports (name of unit or program):	
Academic Affairs - College Unbound Survey of Student Engagement	CUSSE 2017 - Exhibit 8.1
Academic Affairs - Student Satisfaction Surveys Analysis	CU Standard Four Study - Final Report - UMass Boston Doctoral Students - Exhibit 2.3
Academic Affairs - Smarter Measure Analysis	Smarter Measure Analysis - Exhibit 2.6
Academic Affairs - Student Services Usage Review	Student Services Usage Review - Exhibit 2.7
Communications - Website Review	Website Review - Exhibit 2.8
Communications - Handbooks Review	Handbooks Review - Exhibit 2.9
Communications - Marketing Materials Review	Marketing Materials Review - Exhibit 2.10
Finance and Development - Audit/Management Letter	Audit/Management Letter - Appendices
Finance and Development - Development Plan	Development Plan - Exhibit 7.2

Other significant institutional studies (Name and web location)*	**Date**
Feasibility Study - Exhibit 5.1	March 2015

College Unbound Survey of Student Engagement - Exhibit 8.1	January 2018
The Capacity Group Final Year 1 Evaluation Report - Exhibit 1.2	April 2017
The Capacity Group Final Year 2 Evaluation Report - Exhibit 1.2	January 2018
CU Standard Four Study - Final Report - UMass Boston Doctoral Students - Exhibit 2.3	January 2018

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard Three | ORGANIZATION AND GOVERNANCE

Governing Board
Description

The College Unbound Board of Trustees is composed of a diverse group of cross-sector community leaders and activists, including several with significant higher education leadership experience, wisdom, and expertise. There are currently 21 trustees, all known in Rhode Island and/or in the higher education sector. (Exhibit 3.1)

As stated in the bylaws (Exhibit 3.2), the College Unbound Board of Trustees has the responsibility to ensure the general management and control of the college's activities, properties, and affairs. The bylaws also ensure that the composition of this group consists of no less than eleven and no more than twenty-five members and must include six community and/or education leaders, one student or alumnus member of College Unbound, one faculty representative, and the president of the college, *ex officio*.

The Board meets at least quarterly, and Board responsibilities include: establishing and keeping current College Unbound's mission, ensuring that is aligned with public purposes; recruiting, appointing, supporting, and evaluating the president of the college; approving the strategic plan and monitoring its progress; ensuring the college's fiscal integrity, engaging directly in fundraising and philanthropy; ensuring the educational quality of the college; preserving academic freedom; ensuring that institutional policies and processes are current and implemented; conducting business with the highest of ethical standards; and periodically assessing the performance of the board, its committees, and members.

Each member of the Board may be expected to serve as the chairperson or member of at least one of College Unbound's standing or special committees. These committees include the Executive Committee, Academic Affairs and Technology, Finance and Development, and Student Services. The Board may from time to time delegate powers and duties to these committees.

Trustee Commitment
The Board of Trustees has been fairly consistent since it was established in 2015. Thirteen of the original trustees are still actively involved. One who left because of job responsibilities in 2016 came back to us this year. We have added another eight trustees bringing us to the current total of 21.

One of our original trustees is now a College Unbound employee. In the Fall of 2017 Robert Carothers relinquished his position as Chairman of the Board of Trustees, choosing to join College Unbound as Executive Vice President. Carothers had been president of the University of Rhode Island for 18 years and his wealth of experience has been put to use as a member of the executive leadership team. Before leaving the board, he ensured a strong replacement in William Holland, new Chairman of the Board. Holland is a former Rhode Island Commissioner of Higher Education. He has also once served as president of NEASC.

Fall of 2017 also saw Robert Weygand, former Vice President of Administration and Finance at the University of Rhode Island, leave the College Unbound Board of Trustees to sign on as part-time Vice President of Administration and Financial Affairs at College Unbound.

Appraisal
As noted on page 20 under Items of Special Attention, the College Unbound Board of Trustees has moved from a founding board to a governing board as College Unbound had moved from a program to an institution. In our establishing years, members of the founding board played a stronger role in shaping policy and even teaching a course or two. As a governing board, the role has shifted to oversight and accountability. The initial 2017 Board Meeting opened with a review of Board Performance Expectations. (Exhibit 3.4)

The composition of the board continues to include strong Rhode Island leaders and higher education leaders committed to strengthening the state and nation through quality education of its citizens. The board includes former college presidents, judges, lawyers, CEO's of educational institutions, legislators, and policy makers. Their diverse backgrounds and experiences keep College Unbound directly in touch with its public purposes.

Board meetings at College Unbound are purposeful and productive. A portion of each board meeting involves current students and/or alumni sharing their work and progress. There is always an opportunity for board members to interact with and ask questions of CU students. Additionally, it is not unusual to see board members at College Unbound's weekly seminars and student learning exhibitions. It is perhaps, at least in part, because of this interaction that board member attendance at quarterly meetings is strong. There has always been a quorum present (Fifty percent plus one, excluding non-voting members.). Board members are genuinely interested in the work of the college, believe in the mission, and are committed to helping CU succeed.

The year end 2017 board survey indicated understanding of and commitment to the mission, understanding of and commitment to their roles as board members, commitment to fundraising for CU, and a sense that CU is on track and moving forward. (Exhibit 3.3)

The Board of Trustees takes its responsibilities seriously, particularly its oversight of College Unbound's financial viability. The Board established Finance Committee meets monthly with College Unbound administration to review financial matters, and has been fully involved in the preparation of the multi-year budget and review and acceptance of the independently audited financial statements.

Internal Governance
Description
Institutional Leadership
President Littky is ultimately responsible for managing CU and ensuring that we have well-qualified faculty and staff sufficient to meet the needs of our students and organization. He provides institutional and academic leadership for all CU operations, manages the college's resources, is the final authority on all hiring or staff termination decisions, and ensures the implementation of CU policies and procedures. Working with Executive Vice President Robert

Carothers, President Littky makes sure that all faculty and staff voices are heard and that he is aware of progress and needs in each facet of the organization. He has an open door policy and is easily accessible. President Littky and Executive Vice President Robert Carothers are mission-focused and solution-oriented. Every discussion with staff is guided by that dual focus.

President Littky, who is annually reviewed by the Board of Trustees, supervised and reviews the Executive Leadership team-- Vice President of Academic Affairs/Provost, Vice President of Strategic Planning, and Vice President of Administration and Finance—as well as the Director of Partnerships and Development. In addition to the weekly meeting with the entire staff spoken about in Standard Two, President Littky and/or Executive Vice President Robert Carothers meet weekly one-on-one with each Vice President and Director. In this way, the Office of the President is always informed of current challenges and successes, and has opportunities to influence strategy and maintain organizational focus. Vice Presidents and Directors ensure that all stakeholder voices are represented in these discussions.

The Executive Vice President meets daily with the president. He coordinates staff and heads local fundraising efforts. He has the primary responsibility for succession planning along with the Executive Committee. He also works closely with the new Chairman of the Board, helping him to better understand College Unbound. Most recently he has taken on oversight of the redesign of the College Unbound website to be completed Summer 2018.

Academic leadership is provided by the Provost. The Vice President of Academic Affairs/Provost is directly responsible to the president for the quality of the academic program. At this point in our development, the Office of the Provost includes the Dean of Instruction and Student Services, the Interim Registrar, the Admissions Officer, the Enrollment Coordinator. Working with this team, the faculty, and the Academic Affairs and Technology Committee, the Provost ensures a rigorous academic program that honors CIHE/NEASC standards.

The Vice President of Strategic Planning reports directly to the president and is responsible for ensuring regular institutional data collection, program review and analysis, and data driven planning. In addition she acts as Director of Communications, ensuring the production and review of internal and external communications artifacts—marketing collateral, handbooks, social media.

The Vice President of Administration and Finance oversees all institutional resources at CU, financial matters, and supervises the staff of the business office. He works closely with the Associate Vice President of Administration and Finance who has the additional duty of overseeing management of human resources.

Annually, the Executive Leadership Team conducts a survey concerning organizational culture and governance, reviews the results with staff, and implements changes as needed.

Faculty

Faculty voice is important at College Unbound. A faculty representative serves on the Board of Trustees and faculty representatives serve on every committee. Every two weeks all currently

teaching faculty participate in a video conference call with the Provost and Dean of Instruction and Student Services which covers:

- student issues,
- technology/LMS troubleshooting
- pedagogical practices, and
- professional development.

This direct contact with the Provost provides opportunities for clarification, identification of needs, and point-of-need mini trainings. It is also time to talk about innovations and speeds the time from idea to implementation. A recent discussion spurred idea sharing around measuring competencies and better integrating competencies into assignments. Policies were reviewed and best practices shared and adopted. Standard Eight includes details related to the assessment of student learning outcomes.

While there are course shells designed for all courses in the major and for general education courses, faculty have the freedom to customize the courses to their strengths, to current events, and to student projects and interests. The shell ensures consistency in required learning outcomes and basic pedagogy. The faculty ensure that the course is relevant, engaging, meets student needs, and provides both challenge and support for students to achieve learning outcomes.

College Unbound assures Academic Freedom for its faculty. The CU Academic Freedom Policy is stated in full in the Faculty Handbook, and in the CU Policy Manual, both of which are on the CU website. The statement reads in part:

> *In accordance with the ideals of the state and the nation, and in order that the institutions under its jurisdiction might perform well the functions for which they are established, College Unbound affirms its unqualified acceptance of the principle of freedom in inquiry and expression. Academic freedom has been defined and codified in a statement of principles that was prepared by representatives of the American Association of University Professors and the Association of American Colleges. Adopted by both organizations in 1941 and later endorsed by many other professional and learned societies, it is known as "The 1940 Statement of Principles on Academic Freedom and Tenure."*
>
> *In using the title Faculty, College Unbound wants to reaffirm that these principles apply equally to part-time and full-time faculty as well as both Instructional Faculty and Advising Faculty. All are critical to the culture of academic freedom we wish to cultivate in our faculty and student body. Every faculty member shall be free to exercise all the rights of citizenship, including political and religious activities. The exercise of such rights shall in no way adversely affect his/her employment or constitute grounds for discipline or discrimination. In extra-mural utterances and activities, faculty members shall indicate that he/she is not an institutional spokesperson.*

Students
Student representatives serve on every College Unbound committee.

It is interesting to note that even though a formal Student Government organization doesn't exist at CU, 77% of the students in Solo Cohort 1 and 62% of the students in Solo Cohort 2 indicated that they hold a leadership role in student organization (from the College Unbound Survey of Student Engagement (CUSSE) Fall 2017). (This survey will be described in depth in Standard Eight.)

Other CUSSE survey results indicate that CU students are connected to the fabric of the organization. They have easy access to leadership to voice concerns and contribute to program design.

Appraisal
Faculty and student voices are present in organizational decision-making and curriculum structures and processes are responsive to their needs. Our small size makes this kind of leadership part of the culture. We want to organically grow that culture for our faculty and students as our student body grows and plan to design a more formal feedback system to ensure continued collective ownership.

The organizational structure is changing and growing as appropriate to guide the growth of the model. The current Executive Leadership Team members have experienced multiple roles at CU. They have each done the jobs of advisors, faculty, and communications professionals; they have been responsible for student recruitment, hiring, firing, supervision, curriculum development, grant writing and reporting, budgeting, and fundraising. This has built ownership and a deep understanding of the model. As CU grows, the leadership team is more and more able to step away from many on-the-ground operations tasks to focus more directly on leadership and sustainability.

The Board of Trustees has begun working with the president on succession planning. Currently, the development of leaders at College Unbound has happened organically and out of necessity. The Board recognizes a need to formalize a process of intentionally developing leadership to increase the availability of experienced and capable employees who can take on the roles of existing leaders who may leave, retire, or die. The Executive Committee has begun the process of developing president's succession plan.

While we have been clear about defining Academic Freedom for faculty, the policy for Academic Freedom for students is less clear. We have assumed student academic freedom as tied to faculty academic freedom. It is important that we review policies such as the AAUP's 1967 "Joint Statement of Rights and Freedom of Students" and clarify and make public a statement of the academic freedom of College Unbound students.

Additionally, the Provost has begun working with the Board of Trustees faculty representative to design policies that support Faculty Scholarship in a teaching (non-research-focused) college.

Projections

- Fall 2018 the Academic Affairs and Technology Committee will review and approve a statement of Student Academic Freedom and submit for board approval.

- Fall 2018 the Executive Committee will formalize a succession planning process for board approval.

- Fall 2018 The Academic Affairs and Technology Committee will review and approve policy concerning how to support Faculty Scholarship in a teaching (non-research-focused) college.

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	NA
Website location of documentation of relationship	NA

Governing Board	**Website location**
By-laws	https://www.collegeunbound.org/apps/pages/trustees
Board members' names and affiliations	https://www.collegeunbound.org/apps/pages/trustees

Board committees *	**Website location or document name for meeting minutes**
[1 Academic Affairs and Technology	Exhibit 3.5 - Minutes Academic Affairs and Technology
Finance and Development	Exhibit 3.6 - Minutes Finance and Development
Student Services	Exhibit 3.7 - Minutes Student Services
Executive Committee	Exhibit 3.8 - Minutes Executive Committee

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**

Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

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	1 year prior (FY 2)	Current year (FY 2)
[2]	Main campus	Providence, RI/USA	5/21/2015	16	28
[3]	Other principal campuses				
[4]	Branch campuses (US)				
[5]	Other instructional locations (US)				
[6]	Branch campuses (overseas)				
[7]	Other instructional locations (overseas)				

Educational modalities

		Number of programs	Date First Initiated	1 year prior (FY 2)	Current year (FY 2)
	Distance Learning Programs				
	Programs 50-99% on-line	0			
	Programs 100% on-line	0			
[8]	Correspondence Education	0			
	Low-Residency Programs	0			
	Competency-based Programs	0			
	Dual Enrollment Programs	0			
	Contractual Arrangements involving the award of credit	0			

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Standard Four | ACADEMIC PROGRAM
Description

College Unbound is a degree completion college with a curriculum consisting of general education and major requirements leading to a 120 credit Bachelor of Arts degree in Organizational Leadership and Change degree. 36 credits are required for the major: 20 prescribed core credits, 6 student-selected credits from core areas, and 10 supporting and related course credits for which the student has greater flexibility. There are 40 credits of general education requirements, 10 credits of required Leadership and Change (Big 10) competencies, and 34 additional elective credits. A minimum of 30 credits must be upper division credits—300 level or better. Students are required to complete at least 30 College Unbound credits in order to earn this degree. Up to 90 credits may be transferred from other accredited universities upon College Unbound approval. Transfer credit policy addresses elements such as currency, rigor, appropriateness to degree program, and overlapping content. (Exhibit 4.1 Graduation Requirements)

Credit Requirements

Requirement	**Credits**
Required Major Credits	36
Electives	34
General Education	40
Big Ten Competencies	10
Total Credits	**120**

College Unbound accepts credits earned at accredited institutions of higher education. No more than 90 credits from other institutions or through prior learning assessment are credited toward a College Unbound bachelor's degree. College Unbound also recognizes that college-level learning can take place outside the classroom, and has processes for prior learning assessment.

College Unbound operates in two 9-week terms per 18-week semester.

While we are a course-based institution, all courses rest on a solid foundation of competencies and specific learning outcomes. These are shared in verifiable statements of the knowledge and skills students are expected to gain as a result of their educational experience.

Competency Requirements
Competencies: General Education Content and Process Outcomes
Competencies in these areas are fulfilled through the completion of College Unbound General Education courses.

1. Empirical Reasoning

2. Digital Fluency
3. Ethical Reasoning
4. Historical Reasoning
5. Human Expression
6. Participatory Action Research - Self
7. Quantitative Reasoning
8. Social Reasoning

Competencies: Leadership and Change Competencies (Big 10)
Leadership and Change Competencies (Big 10)

1. Advocacy for Self and Others
2. Accountability
3. Creativity
4. Critical Thinking
5. Reflection
6. Resiliency
7. Collaboration
8. Communication
9. Intercultural Engagement
10. Problem Solving

Students engage with the Big 10 in both their General Education Distribution Requirements and their academic major, making their bachelor's experience intentional and coherent. The Big 10 make learning purposeful from the first semester through the capstone. Student experiences in courses and their ongoing action research project ensure that they engage with the Big 10 in diverse contexts over time, demonstrating their growing proficiency. Specific sub-competencies are outlined within each of the Big 10, and students, professors, advisors, mentors, and peers use rubrics describing levels of proficiency to gauge student development.

These competencies are assessed through exhibitions followed by portfolio assessment. Students must perform at a level considered expert to receive credit. Successful completion of each competency is worth one credit. The Academic Affairs Committee reviews and confers credit through portfolio. Students must successfully complete all of the Big 10 competencies in order to graduate.

General Education Distribution Requirements
More than just completing requirements, graduates of College Unbound are expected to have developed the intellectual breadth necessary to fully engage in the broader world of work and community, and to have the ability to sift through available knowledge and skills, selecting and applying what they need to solve problems. This happens as a result of students completing general education coursework in five distribution content areas:

1. **Integrated and Applied Learning** is the category for the required Workplace and World Lab that accompanies each semester at College Unbound. We place this first in the list of distribution requirements because it is the College Unbound guarantee that the skills that employers and life demand in order to be

successful receive intentional focus every semester. The lab is where the students' Personal Learning Plans are developed, maintained, evaluated and documented. It is where the students' ongoing action research projects are designed and their progress documented. The lab ensures integration of course theories and skills and their application to these authentic action research projects. The action research project engages the students' interest and agency, allowing them to determine a change they wish to make in the world and the means to make it happen; and it provides an avenue for testing ideas and theories from their coursework.

2. The **Civics** courses require the examination of both theoretical and practical aspects of citizenship (local and global), its rights and duties; the duties of citizens to each other, their communities, their government, their world.
    3 credits in Power and Difference
    6 credits in Global Citizenship

3. The **Arts and Humanities** courses require examination of the human experience and the skills necessary to share both personal and historical analysis through fine arts, literature, public speaking and writing.
    6 credits in Advanced Composition
    3 credits in Literature and Fine Arts
    3 credits in History

4. The **Science and Math** courses require the development of core competencies in quantitative research, data collection, and experimentation.
    4 credits in Science with Lab
    3 credits Science
    3 credits in Math

5. The **Social and Behavioral Sciences** courses are designed around place based research and group analysis.
    3 credits in Individual & Group Dynamics
    6 credits in Research Methods

(See Exhibit 4.2 for Academic Catalog.)

Curriculum Review and Approval

College Unbound is committed to providing high-quality courses to its undergraduate students based on a rigorous and coherent curriculum. The university also adheres to the standards of accreditation and requirements for affiliation of New England Association of Schools and Colleges (NEASC) related to curriculum quality, coordination, requirements and evaluation. Through established processes for curricular review and approval. faculty are responsible for the content, quality, and effectiveness of the curriculum of the college. (See Exhibit 4.3 for Curriculum Review Process.) Curriculum review processes include: curriculum development and approval, the articulation and scheduled review of curriculum requirements, as well as the scheduled review of curriculum effectiveness, coherence and alignment in support of the mission. Faculty

responsibility for curriculum adoption and review is exercised through the Academic Committee. The Provost is responsible for the implementation, management and oversight of the curriculum review and approval processes.

Since 2016 College Unbound has approved nine new courses to its course catalog.

- Critical Care, Critical Generosity
- Emergent Strategy as Research
- Bodies, Power, & Community
- Black Studies
- Conflict Resolution
- Group Facilitation
- Arts & Engagement
- Writing for Research
- Global Citizenship

Proposed by faculty and students alike-- course proposals are sent to the Academic Affairs Committee for initial review. Course proposals include course description, student learning outcomes, and core class assignments to be assessed. In quarterly meetings, the committee reviews courses for approval. Of these courses, the Provost has approved seven for a second iteration of instruction. Independent Studies have been reviewed by the Provost's Office. Moving forward Independent Studies will be reviewed each semester by a subset of the Academic Affairs and Technology Committee.

Integrity in the Award of Academic Credit

A thorough description of the Academic Affairs and Technology Committee is offered in Standard Two. This is the committee responsible for reviewing and making recommendations regarding all curricular policies that ensure integrity in awarding academic credit. No course can be offered and no competency required without approval of the Academic Affairs and Technology Committee and the Provost.

The Dean of Instruction and Student Services must approve any proposal for independent study. If someone other than College Unbound faculty supervises an independent study, the Dean must approve the supervisor's qualifications. The Dean also oversees a sub-committee which approves all student action research proposals. The requirements for action research proposals are currently under review and an improved process will be in place Fall 2018.

Faculty assign grades and write narrative evaluations. Students unsatisfied with a grade in a given class may appeal to the Review and Appeals Committee, a subcommittee of the Academic Affairs and Technology Committee. This is a system that has not yet been tested as no student has yet submitted an appeal.

College Unbound requires that all syllabi set clear expectations, learning outcomes, and evaluative criteria. College Unbound syllabi also include a clear description of the engaged academic time necessary to complete course assignments and learning goals.

Course descriptions are published in our academic catalog and on our website. (See Exhibit 4.2 for the Academic Catalog; Exhibit 4.4 for Credit Hour/Workload; Exhibit 4.8 for Sample Syllabi.) Clear statements concerning academic standing and probationary procedures for students not in good academic standing are also published in the academic catalog and website.

The Admissions Officer evaluates transfer credit from accredited institutions and the guidelines for this review are clearly stated in the academic catalog.

The College Unbound Academic Honesty policy is posted in the Student Handbook, Academic Catalog, and in these documents on the website. (See Exhibit 4.5.) The policy is reviewed with students each semester in the required Workplace and World Lab. To date there have been no academic misconduct hearings.

Program and Institutional Assessment

With only one degree program in Organizational Leadership and Change, the assessment of the program is closely linked to assessing Educational Effectiveness, described in depth in Standard Eight. College Unbound is careful to monitor its degree program with internal assessments such as course grades, student engagement data, student learning exhibitions, course and faculty evaluations, and student satisfaction surveys. We also use administer the College Unbound Survey of Student Engagement (CUSSE) described in Standard Eight (Exhibit 8.1) which is modified from the National Survey of Student Engagement (NSSE). In addition, we contracted with The Capacity Group to complete a program review and interview a sampling of our students in both 2017 and 2018. (Exhibit 1.2) All results are used for program improvement.

College Unbound has yet to graduate students from its independent cohorts, but we are paying careful attention to retention data from semester to semester, as well as employment data. We were excited to discover that 13 of the 15 students in CU Solo Cohort I were promoted or moved to new jobs directly related to work within their first year of enrollment at CU. We are using data of graduates from our nine years of work serving our unique population with partner institutions to inform retention and graduation rate goals. We are in touch with these alumni and are pleased to note that 87% are working full-time and 20% went on to graduate school. They also report that their ongoing action research projects are in use in the workplace or community (71%) or will be (27%). (See Exhibit 4.6 Alumni Data Survey Fall 2016.)

Ensuring Responsiveness to Underrepresented Adult Learner Needs

Great Colleges for the New Majority

CU meets bi-annually with a group of colleges uniquely addressing the needs of adult learners who form the Great Colleges for the New Majority. Attendees are from Evergreen State College in Washington state, the University of Washington also in Washington state, the School for New Learning/DePaul University in Chicago, Illinois, the College of Professional Studies and Advancement National Louis University also in Chicago, Illinois, and the University College/Johnson C. Smith University in Charlotte, North Carolina.

The newly created mission statement for the group reads in part:

> *The Great Colleges For the New Majority is a network of colleges and baccalaureate programs dedicated to supporting educational access and success and to providing great, engaged education for adult, nontraditional students. We know that many community colleges offer excellent opportunities for nontraditional students. We also know that myriad four-year institutions have developed innovative, engaged, effective educational practices—almost exclusively with traditional undergraduates in mind. The colleges in our Network have learned much from both sectors. Yet we represent a new venture in U.S. higher education: a community of practice with the mission of enhancing not only degree attainment but also great teaching and learning for working adults who seek a bachelor's education and beyond.*
>
> *The colleges and programs in the Great Colleges Network are diverse in scale, local setting, degree of curricular structure or flexibility, and teaching practices. We are both public and private, free-standing and integrated within larger academic institutions. But what brings us together is a shared set of values, practices, and aspirations for systemic change in higher education.*

The mission statement is followed by a set of values (See Exhibit 4.7 for Great Colleges for the New Majority.) which align with College Unbound values. This group provides College Unbound with thought partners willing to share resources, tools for learning, and vetting and testing of pedagogy and system development for serving adult learners. Currently the group is pursuing the development of a standardized modified NSSE (like our redesigned CUSSE) with questions applicable to our student body population.

Appraisal

The College Unbound academic program and curriculum are designed to operationalize the institutional mission through a coherent program that is individualized, interest-based, project-driven, workplace-enhanced, cohort-supported, flexible, and supportive. The College Unbound curriculum is designed for students to engage with key theories and methodologies with flexibility to surround and support student ongoing action research projects.

The expectation for students to demonstrate specific learning outcomes is clearly stated in course syllabi, course assignments, and the application of assessment rubrics.

The College Unbound curriculum is responsive to student needs as they have evolved. For example, a course in Critical Care, Critical Generosity was developed and implemented during the second semester for students in CU Solo I as a result of the student-expressed need to learn and honor strategies for avoiding burnout and maintaining healthy and productive lives as engaged scholar-practitioners.

The 9-week term and 18-week semester structure are new Spring 2018, created to support moving from 2-credit to 3-credit courses, as approved by the Academic Affairs

and Technology Committee and Board of Trustees, November 2017. (See Exhibit 4.8 for Board Minutes November 2017.) This change makes College Unbound credits more easily transferrable and streamlines the review process for credits a student wishes to transfer in. The move from 8-week to 9-week terms also sprang from faculty and student suggestions that having the student learning exhibition in the 8th week shortened the time to grapple with course content. The new structure allows for additional critical reflection time on that content and its application to the student research project prior to the student learning exhibition at the end of the 9th week. This is also welcome time as we refine the student learning exhibition to better assess growth in Leadership and Change competencies.

A challenge for College Unbound is in conveying the structure of an educational model where learning takes place in many places: in the classroom, on-line in multiple formats, with peers, in the workplace, and in the community. It takes time for faculty and students to understand this structure. A period of unlearning—typically in the first semester—happens before faculty and students understand and embrace the College Unbound learning model. It is important that the College continues to explore this phenomena with student and faculty focus groups and for those findings to influence new student orientations and faculty onboarding.

The Academic Affairs and Technology Committee is in the process of reviewing all syllabi to ensure that they meet requirements as many have transitioned from 2-credit to 3-credit courses. This work has been ongoing since the Academic Affairs and Technology Committee and Board approved the change, and will continue ensuring that all 3-credit syllabi are approved before the courses are offered in their next iteration. This work will be done by the end of March 2018. (See Exhibit 4.8 for Sample Syllabi.)

The Provost/Dean of Instruction and Student Services bi-monthly video conferencing with currently teaching faculty has demonstrated that faculty understanding of the model is inconsistent. While that is not unusual in a young program, it is critical that College Unbound makes improvements in faculty onboarding and training. The Provost and Dean are documenting their findings.

Projections

- The first assessment of the move to 9-week terms, 18-week semesters, and 3-credit courses will happen Spring Semester 2018. We anticipate that student and faculty program evaluations will indicate appreciation of time for deeper project development, reflection on the integration of course content, exhibition planning, and more streamlined transferability of credit to other institutions.

- End of term exhibitions are being redesigned to focus attention on the Leadership and Change Competencies (Big 10) as part of a wider audit of mastery of competencies tied to degree completion. Students piloted the new format Term 1, Spring 2018. We will see the second iteration Term 2, Spring 2018. The Academic Affairs and Technology Committee will review the process for approval Summer 2018.

- A draft revised process for approval of independent studies will be submitted to the Academic Affairs and Technology Committee for approval Spring 2018. (See Exhibit 4.10 for Draft Independent Study Approval Process – Revision.)

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

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

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		25						25
Main Campus PT		3						3
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								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	0	28	0	0	0	0	0	28
Total FTE								0.00
Enter FTE definition:								
Degrees Awarded, Most Recent Year								0

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

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Part-Time Partnerships	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT					0	25	25
Main Campus PT					0	3	3
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		0
Other Locations PT				10	10		10
Overseas Locations FT					0		0
Overseas Locations FT					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	0	0	0		0		38
Total FTE					0		36.50
Enter FTE definition:							
Certificates Awarded, Most Recent Year							

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

We count part-time students as a .5 FTE. Our three part-time students add up to 1.5 FTE, making our total FTE 36.5.

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

[1] For Fall Term, as of Census Date	Number of credits*	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Next Year Forward (goal) Fall 2018
Certificate (add more rows as needed)								
[2]								
Total		0		0			0	0
Associate (add more rows as needed)								
[3]								
[4] Undeclared								
Total		0		0			0	0
Baccalaureate (add more rows as needed)								
[5] Organizational Leadership and Change	120	16	15	15	30	23	28	24
Undeclared								
	Total	16	15	15	30	23	28	24
Total Undergraduate		16	15	15	30	23	28	24

* 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)

Please enter any explanatory notes in the box below

Column F refers to this year's population of CU Solo Cohort's I and II. Because 4 students from Cohort I will graduate in June 2018, that number moves to 24 in Column G.

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

[1] For Fall Term, as of Census Date

[2]	Number of credits*	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)	Next Year Forward (goal) (Fall 2)
Master's (add more rows as needed)						
[3]						
Total		0	0	0	0	0
Doctorate (add more rows as needed)						
[4]						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
[5]						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
[6]						
Total		0	0	0	0	0
Total Graduate		0	0	0	0	0

* 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

	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Fall 2018
Undergraduate (add more rows as needed)								
[1] Organizational Leadership & Change*	192	45	180	348	69	348		288
Total	192	45	180	348	69	348		288
Information Literacy Sessions								
Main campus								
Sessions embedded in a class	2		0	1		4		8
Free-standing sessions	0		0	0		4		8
Branch/other locations								
Sessions embedded in a class								
Free-standing sessions								
Online sessions								
URL of Information Literacy Reports:	N/A							

Please enter any explanatory notes in the box below

Fulltime enrollment consisted of 12 credits each semester. In Spring 2017 we had two students move to parttime and in Fall 2017 3 students enrolled parttime. In Summer 2016 and 2018 students enrolled in a 3 credit course. Information Literacy was embedded into each cohort's first semester of course offerings. In addition to that, each semester the Workplace and World Lab has a required sesssion designed around Literacy. Students (and by extension Advisors working with cohorts of students) have the ability to plan independent or group Information Literacy training and research sessions.

Standard Five | STUDENTS

Description

The Board of Trustees approved the following Statement of Target Market on March 18, 2015, further defining the characteristics of the College Unbound student:

While open to all students with a minimum of nine college credits, College Unbound seeks to serve underrepresented, low-income, adult learners with some college credit but no degree who are employed full-time in low wage jobs with little possibility of advancement. Our program is designed specifically for underrepresented, non-traditional, working adult learners who wish to advance in their current careers or move into new careers that improve their quality of life.

This Statement of Target Market informs recruitment and admissions activities and the development of student services. (See Exhibit 5.2 for Statement of Target Market Board Adoption.)

Our current student populations are described in the institutional overview on page 17. Each of our student populations is a part of the College Unbound community. We are responsible for their education and they contribute to College Unbound learning and development. Because the following three populations are not in our degree program, they fall outside the parameters of this self study.

- We serve 75 non-matriculating, non-degree seeking students inside the Rhode Island Department of Corrections Adult Correctional Institution.
- We serve 22 students who are enrolled with our partner Charter Oak State College.
- We serve 10 United Way Rhode Island employees in a part-time matriculated non-degree seeking cohort.
- We will be starting two additional part-time, matriculated, non-degree seeking, 10-student cohorts on Aquidneck Island in mid-March and mid-September.

CU Solo I and CU Solo II

In January 2016 College Unbound admitted and enrolled 16 students in its first cohort independent of partner institutions in the Organizational Leadership and Change degree program. One of those students moved away at the end of her second semester. The other 15 remain actively enrolled.

In January 2017 College Unbound admitted and enrolled 15 students in its second independent cohort in the OLC degree program. One of those students is on medical leave. One student withdrew after the first semester due to life circumstances. The other 13 remain actively enrolled.

The demographics of these students align with the College Unbound mission.

Race	
Black	**35%**
Hispanic	**28%**
White (non-Hispanic)	**21%**
Asian	**3%**

American Indian	**3%**
Other	**10%**
Gender	
Female	**69%**
Male	**31%**
Age	
Under 25	**7%**
25-35	**28%**
36-45	**41%**
Over 45	**24%**
Income	
0 - $25,000	**23%**
$25,000 - $35,000	**31%**
$35,000 - $45,000	**31%**
$45,000 - $55,000	**0%**
$55,000 - $65,000	**15%**
$65,000+	**0%**
Employed	
Full-time	**80%**
Part-time	**10%**
Unemployed	**10%**

The final line of our mission statement reads: *As a degree completion college, College Unbound provides access, support through completion, and career placement, ensuring that students get in, stay in, and move forward.* This statement informs recruitment, admissions, and student services. It is critical that we identify students needs and consider their potential for success during recruitment and admissions and that we provide sufficient student services to ensure successful retention and completion. Please see Standard Eight for details related to the assessment of student learning outcomes.

Student Recruitment

The students described in our mission and Statement of Target Market are part of the 98,378 in Rhode Island identified as having some college credits but no degree in Lumina's "A Stronger Nation 2017" report (based on data from the U.S. Census Bureau, National Student Clearinghouse, NCES, and IPEDS).

These adults are untapped resources for the state. Helping them to complete bachelor's degrees, College Unbound harnesses, develops, and retains talent for Rhode Island. These students have direct impact in their communities, creating a ripple effect of transformation. Often our students are heads of households and we see the intergenerational impact of their examples of persistence and resilience in continuing their education.

As stated on our website, application, and marketing and hiring materials: College Unbound does not discriminate on the basis of race, creed, color, ethnicity, national origin, religion, sex, sexual orientation, gender expression, age, height, weight, physical or mental ability, veteran status,

military obligations, and marital status.

Recruitment Feasibility
Once College Unbound leadership decided it was time to pursue state approval and accreditation, they hired The Capacity Group to conduct a feasibility study (March 2015). This study is available as exhibit 5.1. The Executive Summary of that report states: *The Capacity Group's research shows that College Unbound has reasonably assessed their strengths and weaknesses and has a solid approach to recruitment that is backed up by the following: 1) their own data and successes over the past six years delivering a college curriculum in partnership with accredited institutions 2) marketplace data and competitor data 3) data from other similar colleges that have started up in other similar markets to serve a similar population with an innovative model.*

In reaching that conclusion, The Capacity Group reviewed: Alignment Between Model and Mission; Proven Growth Trajectory and Understanding of Success Factors; Tested Education Model and Readiness for Independence; Clear Understanding of Their Customer Value Proposition; Similar Scaling Plan and Financial Model to Comparable Successful Institutions; Existing Cohorts of Students and Alumni Positively Affiliated with College Unbound; Solid Management Expertise; and Tested and Proven Recruitment Model. They credit our recruitment success to the following:

- ***Sufficient Market Size and Differentiation from Competition To Support Recruitment**: Data from The Capacity Group's market research shows that there is a sufficient market size in Rhode Island to support College Unbound's recruitment plans. College Unbound is offering a unique product that is highly differentiated from competitors in the space. In addition, College Unbound is focused on targeting previously untapped markets in innovative ways. In addition to operating in the Rhode Island market, College Unbound will have access to students who commute from Massachusetts and Connecticut.*

How We Reach This Population
Word-Of-Mouth
We have built a solid reputation in Rhode Island. We have not deliberately recruited for the Organizational Leadership and Change degree program since enrolling the students of Cohort II. Enrolling another Solo cohort in the degree program would require fundraising another 10 – 15 scholarships. Even so, we continue to get 5 – 10 phone calls per month from potential students interested in the program. (For now, we are recommending that these students join our Charter Oak State College partnership program.) Most of these individuals have heard about College Unbound through friends, relatives, or co-workers. We have seen these numbers triple when we put out the word that we are enrolling a new cohort.

Feeder Populations
Ongoing Feeder Populations
College Unbound won't be starting from scratch once we begin recruiting again for our degree program. We will have several feeder populations to draw from.

Charter Oak State College Partnership

We continue to serve approximately 25 students per year in our partnership program. They may graduate with a Charter Oak State College degree, or may choose to transfer to College Unbound independent of partner institutions if we receive accreditation before they receive a degree.

Adult Correctional Institution (ACI)
CU's prison program continues to sustain between 75 and 100 students per year within the ACI. Services for these non-matriculated, non-degree-seeking students are paid through grant funding. Once released, they may join the College Unbound Gateway program to work on reentry skills and prepare to enroll in a degree program. Currently, they will enroll with Charter Oak State College. If we achieve accreditation in the future, they may choose to enroll with College Unbound.

Rhode Island Welcome Back Center
Beginning Spring 2017 we partnered with and are housing the Rhode Island Welcome Back Center, which provides employment and higher education services for an adult immigrant and refugee population. Many of the RIWBC clients have advanced degrees from other countries which are not/have not yet been recognized by American institutions. These adult learners may become CU students.

Matriculated, Non-Degree Seeking Part-Time Students
We have expanded recruitment to discover populations within our mission who have access to tuition funds other than Federal Financial Aid. This will allow us to bring in tuition revenue as we pursue accreditation. Working with employers who offer tuition reimbursement to employees makes sense.

Workplace Cohorts
These cohorts will begin part-time with four classes taught over a two-year sequence. This part time, slower process makes the cost manageable for students and for companies offering tuition reimbursement. It provides transition time for students who have been away from college for awhile, and it allows us to gather populations that may choose our degree program in the future.

We began this process with a 10-student cohort at the United Way of Rhode Island in Fall 2017. They are in the early stages of their second semester and we are pleased with their success.

Location Affinity Cohorts
A grant from the van Beuren Charitable Foundation in Newport is allowing us to start part-time cohorts of adult learners on Aquidneck Island. Recruitment for those cohorts has begun and we will be starting mid-March and mid-September cohorts of 10 students each.

Future Recruitment Efforts – Affinity Groups

- Following the Aquidneck Island example, CU plans to operate a cohort in each county in Rhode Island.

- CU has had conversation with the city of East Providence targeting public employees without degrees. This could become a key population.

- CU has begun talks with GED centers. As students get their GED, they can stay at the center and start their BA. Our financial model allows us to pay the advisors at each site.

- CU could become the college for workers of nonprofits. CU has more of a real life/action oriented, progressive outlook, that allows workers to expand their projects at work.

- During the prior administration, CU was in talks with HUD about placing CU cohorts embedded within public housing authorities nationally.

- We are also in conversation with daycare workers around the city who are being encouraged to get degrees in order to remain employed.

- College Unbound is building a team of street recruiters with specialized targets: Veterans, businesses, nonprofits, Indigenous populations of Rhode Island, Counties, MET School parents/graduates, Big Picture Learning schools outside of Providence, community college transfers, churches, and the formerly incarcerated.

Admissions Overview
Requirements for admission and the process of enrollment are posted in the academic catalog, student handbook, and appear on our website. (See Exhibit 5.3 – Admissions Policy.)

The College Unbound requirements for admission as a degree candidate are that the applicant:
- have a high school diploma or a recognized equivalent (e.g., G.E.D.).
- has earned at least 9 college credits. The nine (9) credits required for admission must include Composition 101 and demonstrate academic readiness. The Composition course must have been taken at an accredited college or university. Other credits may have been earned through an accredited college or university, through the armed services, by assessment of prior learning experiences, or by completing standardized college-level proficiency exams with an acceptable score.
- have a minimum 2.0 career (total) gpa, or have received notice of conditional acceptance.
- be employed or willing to take on a 10 hour per week internship.
- have basic computer skills.
- have computer and internet access.
- participate in an admissions interview.
- demonstrate collegiate level writing proficiency on a CU writing assessment.

**Conditional Acceptance may be granted to students who lack one or more admissions requirements if determined they are otherwise a good fit.*

Enrollment Process
Prospective students are required to go through the following process:
1. Attend a College Unbound open house or set up a one-on-one appointment with enrollment services.
2. Request and gather official transcripts from high school and all colleges attended.
3. Complete and submit an application/enrollment agreement with fee and transcripts for review.
4. Participate in interview to examine program requirements and ensure fit.

5. Take writing and technology assessment.
6. Participate in second interview, if requested.
7. Meet with College Unbound Financial Planning advisor; apply for Financial Aid if appropriate.
8. Receive acceptance.
9. Enroll and register.

Students who are conditionally accepted receive the terms of their acceptance in their acceptance letter. Typically they are given a requirement to be met, a means of meeting the requirement, a description of how the requirement is assessed, a timeline for completion, and notification that they will be dismissed from the college if conditions are not met by that time.

Admissions 2016
Prior to enrolling CU Solo I there was an intense 7-week recruitment push that included sending and posting fliers in the community, e-mailing contacts, student word of mouth, and five open houses. This resulted in 61 prospective students attending open houses; 123 expressing interest via open house, email, or phone call; 34 who completed applications; 21 who met admissions requirements and were granted first interviews; 21 who were granted second interviews; and 16 who were enrolled, four on conditional acceptance contingent upon attending an additional once per week Writing Lab to bring writing skills up to a collegiate level.

Admissions 2017
Prior to CU Solo II admission the recruitment push was condensed to five weeks, also with five open houses; only 28 attended the open houses (compared to 61 for Solo I), though 108 expressed interest there or through other means; 37 completed applications (three more than for Solo I); 28 were granted first interviews; 25 participated in second interviews; and 15 were selected, three on conditional acceptance contingent upon attending Writing Lab once per week to address deficits in written communication.

(See Exhibit 5.6 – Admissions Report 2017.)

Conditional Acceptance
As noted above, four students from Cohort I and three students from Cohort II were accepted conditionally due to deficits in written communication. These students were required to attend a weekly Writing Lab in addition to their course load and to submit written assignments to a writing tutor for feedback and coaching. We saw significant improvement in each of these student writers by the end of their first semester. Final essays were reviewed and compared to initial essays by our Visiting Scholar and the results shared with the Provost. All but one of the seven students have been removed from the conditional acceptance list. One student remains on the list. He has made enough improvement to be allowed to continue at College Unbound, but it is clear that for now he needs ongoing support and coaching in the area of writing. For this student, the requirement to meet weekly with a writing tutor remains in place for at least another 9-week term. In the future, the responsibility for monitoring students on Conditional Acceptance will fall to the Dean of Instruction and Student Services.

When The Capacity Group interviewed students about their College Unbound experience in

January 2017 (Exhibit 1.2), many from our first cohort spoke about how their fear of writing had kept them from returning to college. Asked about the benefit of College Unbound's Writing Lab, one student shared:

"Took me from the kid who was in 10th grade who the writing teacher eviscerated in front of the class to a place where I can feel confident in my abilities and I understand the writing process better now. There is a reason it is called the first draft. Writing isn't magic. I can actually see what my strengths are as a writer and I can think about writing without wanting to pass out. And I have been told I can't call myself a (bad) writer anymore."

Serving Underrepresented, Low-Income Adult Learners
Student Bridge Funding/Pell Grants/Scholarships
The majority of the population we serve requires bridge funding to move them to a bachelor's degree and on to better careers. Taking out large loans to finance their education saddles them with a lifetime of enormous college debt and removes the benefit of improved wages. Federal Pell Grants, available to eligible low-income students, enable these students to keep loan debt at a minimum. Federal financial aid is not available to students who attend non-accredited institutions. Significant fundraising has allowed our current independent student body, Solo Cohorts I and II, to attend College Unbound on full merit scholarships. (See Exhibit 5.4 – Scholarship Press Release.)

Student loans at previous institutions have crippled these students abilities to return to college and enroll in other institutions. They are unable to get official transcripts from the colleges to which they owe money. Through the admissions process we partner with students to advocate for them with prior institutions, helping these institutions to understand the student's current financial burden and negotiate for partial debt forgiveness or payment plans that allow them to release the student transcript. Where appropriate we match students with scholarship opportunities.

Student Services
College Unbound views student services as part of the educational experience. Students having difficulty with finances, babysitting, transportation, housing needs, or mental health support are unable to focus on academics. We believe that anonymity is the enemy of learning. Our students are known well by advisors and peers and those relationships tend to surface student needs for support early on.

Rather than having a Student Services office, in the early stages of College Unbound's development, we have contracted with:
• English Language Learner (ELL) services;
• mental health services;
• learning ability diagnostics/psychological services; and
• social work services to meet the needs of our students.

These professionals work as contractors and invoice us for services rendered. This has been sufficient to the needs of our student body.

Currently students work with their Academic Advisor to arrange such services and the Academic

Advisor documents the use of Student Services, though this is changing. Ready to expand Student Services, we hired a Dean of Instruction and Student Services Fall 2017. The Provost and Dean are currently developing processes and systems for student service requests to run through that office in the future. They are also working to improve the new student orientation to better explain available services and how to access them.

Our student handbook, policy manual, academic catalog, and website all highlight for students support services available for students with disabling conditions. These publications describe student and faculty rights and responsibilities related to academic accommodations and other disability services. Also described are procedures for academic accommodations appeals and required documentation of disabilities. College Unbound student services policies inform ethical practices.

(See Exhibit 5.5 – Student Support Services Policy.)

Additional formal supports include a meal provided at each evening seminar, babysitting when needed, writing tutors, math tutors, and financial literacy counseling. Concerned about the number of students already struggling with debt by the time they enroll with us, we have built Financial Literacy training into our Workplace and World Lab course every semester. From the beginning, students build relationships with financial literacy counselors, learn broadly applicable money management skills, and receive one-on-one counseling concerning their personal finances. We know it's working when students use the announcement portion of the weekly seminar to announce that they paid off a credit card or that they renegotiated their home mortgage and everyone celebrates that success.

Informal supports happen as a part of the CU culture. On their own, students of Cohort I started an account anyone can contribute to for students who can't pay their semester fee. Wanting to have a means to continue the discussion about their projects, to hold each other accountable, and offer each other support, those same students started a What's App group and are in near constant contact by phone. Students who have transportation problems tend to call each other or their advisors and arrangements are made for someone to pick them up. Additionally, there have been times when a student can't physically attend the weekly seminar and the cohorts accommodate them by placing a computer screen at the front of the room so the absent student can use Zoom or other conferencing tool to join virtually. Having another option when they are ill or have a child who is ill keeps them from falling behind.

Comments from student interviews in January 2018 (Exhibit 1.2) about CU wrap-around supports include the following:
"Knowing there would be [babysitting]. That eliminates a huge chunk of my problem in being able to commit to a program."

"If I have a question with the homework I can ask and someone will be there to help."

"I have been amazed at the level of support and resource CU offers without even being asked. Personal calls from professors. Emails and texts from classmates – How are you doing? How is your week going? Will I see you in class? I really liked what you had to say."

Student Services Use 2017 – 2018 Academic Year

These are the services that have been accessed this year by students in CU Solo I and CU Solo II.

Service by Semester	Number of Students	Notes
Fall 2017		
Mental Health Services	1	Receiving counseling.
Learning Diagnostic/Psychological Services	2	Tested for reading problems; dyslexia; interventions provided
Writing Tutor	16	Consistently use a tutor for writing feedback
Financial Literacy Counseling	15	Participate in cohort Financial Literacy workshop; receive one-on-one counseling about personal finances.
Babysitting	3	1 provided with funds for an in home babysitter; 2 consistently bring their children to seminar where they complete homework.
Weekly Dinner at Seminar	28	We provide a hot dinner with meat and vegetarian options each Monday.
Spring 2018		
Mental Health Services	0	
Learning Diagnostic/Psychological Services	0	
Writing Tutor	12	Consistently use a tutor for writing feedback
Financial Literacy Counseling	13	Participate in cohort Financial Literacy workshop; receive one-on-one counseling about personal finances.
Babysitting	3	Periodically bring their children to seminar where they complete homework.
Weekly Dinner at Seminar	28	We provide a hot dinner with meat and vegetarian options each Monday.

Appraisal
The rich diversity of backgrounds and experiences represented by our student body is aligned with our mission. The curriculum, pedagogy, and program structure are designed to honor and take advantage of the rich experience these adult students bring to the table. They are also designed to recognize and address their different needs. Recruitment strategies, admissions requirements and processes, enrollment processes, and student services are tailored to both attract and meet the needs of our unique population.

Student rights are protected and honored at College Unbound. Student rights for privacy and confidentiality of records are governed by policy and published in the student handbook and on the website, along with the College Unbound Student Code of Conduct. Our bylaws and policy manual also include policies and procedures concerning retention, safety and security, and disposal of records.

College Unbound continues to demonstrate that it attracts and serves returning adult learners well. This is evident in student satisfaction surveys, student progress and achievement (detailed in Standard Eight), and interviews conducted by an external evaluator. (Exhibit 1.2) These adult students report that their academic, personal, and professional lives are intertwined at CU in ways that are enriching and make sense. Co-curricular activities at College Unbound are thought about differently than at colleges designed for traditional-aged college students. For returning adult learners with full lives, co-curricular experiences occur naturally as offshoots of student projects and community involvement (e.g., town hall meetings, community organization membership) rather than as campus-organized activities.

Students indicate that student services (e.g., tutoring, ELL services, financial counseling) are having positive impact. It is not unusual to see children present at Monday night seminars, doing their own homework while their parents are completing theirs. It is not unusual to find students arriving early to meet with a tutor for additional support—meetings they arranged themselves.

Hiring a Dean of Instruction and Student Services in Fall 2017 was important. While students will always be supported by their academic advisors and peers, it is appropriate that there are private avenues for accessing student support services. Documentation of student use of services has fallen to the Academic Advisor and the invoices of our contracted professionals. This documentation has been recorded by the Provost. In the future, that documentation will be the responsibility of the Dean of Instruction and Student Services. Additionally, the Dean of Instruction and Student Services will monitor students who are accepted and enrolled conditionally, ensuring that the terms of their acceptance are honored, assessed, and reported and that appropriate action concerning admissions status is taken.

Projections
The new Dean of Instruction and Student Services will work with the Provost to accomplish the following:

- Review and revise Conditional Acceptance policies and procedures for approval by the Academic Affairs Committee – Summer 2018.

- Review and revise processes for requesting Student Services and for documenting student

use – Summer 2018.

- Honor enrollment projections:

	FY2018	FY2019	FY2020	FY2021	FY2022
Enrollment	**145**	**176**	**235**	**275**	**300**
Charter Oak	*22*	*22*	*0*	*0*	*0*
College Unbound	*28*	*24*	**100*	*125*	*150*
Partnerships (United Way, Aquidneck Island.)	*20*	*55*	*65*	*80*	*80*
Prison Education Program	*75*	*75*	*70*	*70*	*70*

* Students will transition from COSC partnership, Prison Education Program/Gateway, and Partnerships.

- Executive Leadership Team will review recruitment data and strategies, revising as necessary – March 2018.

Assess and develop programs and processes for feeder populations.

- The Capacity Group will complete an evaluation of the part-time, matriculating, non-degree seeking United Way Rhode Island partnership – Spring 2018.

- Enroll 10 part-time, matriculating, non-degree seeking Aquidneck Island students – March 2018.

- Enroll a second cohort of 10 part-time, matriculating, non-degree seeking Aquidneck Island students – September 2018.

- Prison Education Program staff will review and revise the College Unbound Gateway program for recently released formerly incarcerated students to build reentry skills and prepare for enrollment in a degree program – Summer 2018.

Standard 5: Students

(Admissions, Fall Term)

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

? [1]

Credit Seeking Students Only - Including Continuing Education

		Spring 2016	Spring 2017	Fall 2017	Goal (specify year) Fall 2018
Freshmen - Undergraduate	[2]				
Completed Applications	[3]				
Met Admissions Requirements	[4]				
Applicants Enrolled	[5]				
% Accepted of Applied		-	-	-	-
% Enrolled of Accepted		-	-	-	-
Transfers - Undergraduate	[6]				
Completed Applications		34	37	10	30
Applications Accepted		21	28	10	20
Applications Enrolled		16	15	10	20
% Accepted of Applied		61.8%	75.7%	100.0%	66.7%
% Enrolled of Accepted		76.2%	53.6%	100.0%	100.0%

Please enter any explanatory notes in the box below

As a degree completion college, all accepted students transfer in to College Unbound.

Standard 5: Students
(Enrollment, Fall Term)

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

? [1]

Credit-Seeking Students Only - Including Continuing Education

		Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Goal (specify year) Fall 2018
UNDERGRADUATE	[2						
College Unbound Solo Cohorts	[3	16	15	30	28	28	24
Part-Time Partnerships	[4	NA	NA	NA	10	20	20
Prison Education Program		87	76	72	75	75	75
Total Headcount		93	91	102	103	123	119
Total FTE	[5						
Total Undergraduate Students							
Full-Time Headcount		16	15	28	25	24	24
Part-Time Headcount		0	0	2	3	4	0
Total Headcount		16	15	30	28	28	24
Total FTE		16	15	29	26.5	26	24
% Change FTE Undergraduate		na	-6.3%	93.3%	-8.6%		-9.4%
GRAND TOTAL							
Grand Total Headcount							
Grand Total FTE							
% Change Grand Total FTE		na	-	-	-		-

Please enter any explanatory notes in the box below

Numbers do not include our Charter Oak State College (COSC) student population as they are counted in COSC data. We currently serve 22 students in that partnership.

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

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

[1] Where does the institution describe the students it seeks to serve?

Mission Statement https://www.collegeunbound.org/apps/pages/mission Statement of Target Market - Policy Manual

	(FY 2)	(FY 2)	(FY 2)
[2] **Three-year Cohort Default Rate**			
[3] **Three-year Loan repayment rate (from College Scorecard)**			

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2)	(FY 2)	(FY 2)	(FY 2)	(FY 2)
[4] **Student Financial Aid**					
Total Federal Aid					
Grants					
Loans					
Work Study					
Total State Aid					
Total Institutional Aid					
Grants					
Loans					
Total Private Aid					
Grants					
Loans					
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates					
Graduates					
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates					
Graduates					
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
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					
English (reading, writing, communication skills)					
Math					
Other					

Please enter any explanatory notes in the box below

All CUSolo students were awards full tuition merit scholarships upon admission. Built into the curriculum of the Workplace and World Lab has been a series of workshops designed to build financial fitness, awareness, and literacy. Even without debt tied to current enrollment, CU takes the eventual challenge of this task seriously with eye towards access to Federal Fiancial Aid. Enrolled students self-reported income appears in the table to the right of the notes. In regards to Developmental Courses: As a Degree Completion College, CU works with students who may not have taken advantage of student services available to them in prior institutions. CU's developmental program is embedded within its first semester, when awarding Conditonal Acceptance for admission.

Income	
0 - $25,000	**23%**
$25,000 - $35,000	**31%**
$35,000 - $45,000	**31%**
$45,000 - $55,000	**0%**
$55,000 - $65,000	**15%**
$65,000+	**0%**

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			
Gender: Male	0	0	0
Gender: Female	10	10	10
Gender: Prefer Not Answer	0	0	0
Race/Ethnicity: Black	1	1	1
Race/Ethnicity: White (non-Hispanic)	4	4	4
Race/Ethnicity: Hispanic	4	4	4
Race/Ethnicity: Asian	1	1	1
Race/Ethnicity: American Indian	0	0	0
Race/Ethnicity: Other	0	0	0
Age: Under 25	2	2	2
Age: 25-35	2	2	2
Age: 36-45	2	2	2
Age: Over 45	4	4	4
Income: 0 - $25,000	0	0	0
Income: $25,000 - $35,000	4	4	4
Income: $35,000 - $45,000	2	2	2
Income: $45,000 - $55,000	2	2	2
Income: $55,000 - $65,000	1	1	1
Income: $65,000+	1	1	1
Employed: Full-time	9	9	9
Employed: Part-time	1	1	1
Employed: Unemployed	0	0	0

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal 165 students (FY 2020)
Category of Students (e.g., male/female); add more rows as needed					
Gender: Male	7	3	10	8.50	65
Gender: Female	17	11	28	22.50	100
Gender: Prefer Not Answer	0	0	0	0.00	N/A
Race/Ethnicity: Black	7	4	11	9.00	40
Race/Ethnicity: White (non-Hispanic)	7	4	11	9.00	40
Race/Ethnicity: Hispanic	7	1	8	7.50	40
Race/Ethnicity: Asian	1	1	2	1.50	20
Race/Ethnicity: American Indian	1	0	1	1.00	10
Race/Ethnicity: Other	1	0	1	1.00	10
Age: Under 25	4	3	7	5.50	15
Age: 25-35	6	4	10	8.00	50
Age: 36-45	10	3	13	11.50	50
Age: Over 45	4	4	8	6.00	50
Income: 0 - $25,000	3	2	5	4.00	30
Income: $25,000 - $35,000	5	5	10	7.50	30

	Income: $35,000 - $45,000	11	2	13	12.00	30
	Income: $45,000 - $55,000	3	2	5	4.00	30
	Income: $55,000 - $65,000	2	1	3	2.50	30
	Income: $65,000+	0	2	2	1.00	15
	Employed: Full-time	15	11	26	20.50	75
	Employed: Part-time	8	3	11	9.50	45
	Employed: Unemployed	1	0	1	1.00	45
	Please enter any explanatory notes in the box below					
	In Fall 2017, College Unbound enrolled a cohort of 10 part-time students who are employees at the United Way of Rhode Island. Additioanlly, 3 "CUSolo" students in Fall and 4 "CUSolo" students in the Spring enrolled part-time. An additional part-time cohort of 10 students is in the middle of admissions as of this report's writing.					

Standard Six | TEACHING, LEARNING, AND SCHOLARSHIP

Teaching and Learning
Description

Teaching and learning are integral to the success of College Unbound given the innovative pedagogical approach we use to support the education of underserved adult learners. As such, our strategic plan includes the following goal:

> **Strategic Goal 3: We will build a diverse faculty that demographically echoes the population it serves, honors local wisdom, and covers a wide range of experiences, consisting of both practitioners and academicians in early career, mid career, late career, and retired.**

See Exhibit 2.1 – Strategic Plan.

With this overarching goal, faculty then design content and instruction to foster learning for underserved adult learners that takes place in the classroom, on-line, with peers, in the workplace, and in the student's local community. The subject matter content, instructional methods, and advising structure employed in the Organizational Leadership and Change major are representative of the accepted academic and professional standards and expectations and best practices in the field.

Faculty and Academic Staff
Description

The faculty at College Unbound are highly credentialed with deep community connections, have a range of disciplinary backgrounds and higher education teaching experience. College Unbound has worked in a positive way to hire faculty who believe that teaching at College Unbound challenges them to grow as scholars and educators. In most cases the College Unbound experience allows them to work with a student population that differs from that of other teaching assignments. These faculty believe that the work at College Unbound is important to the work with the underserved adult population.

Given the commitment to practitioner-educators, all faculty are part-time contract faculty. Contracts explicitly state the nature and term of the appointment as well as faculty roles, responsibilities, and rights. The Provost in consultation with the faculty makes faculty appointments, and faculty report to the Provost. Faculty performance is regularly oriented, assessed, and reviewed. While College Unbound has committed to a non-tenure structure, there is also the belief that regular review ensures the quality of teaching necessary to achieve our mission. College Unbound envisions a professorate that provides stability and expertise, but also grows and changes as our student body and their projects grow and change. Stability and development are provided through ongoing assessment and our senior faculty mentoring system, while we work to avoid the highly competitive "star system" among faculty that can occur with more traditional reward structures.

Faculty Categories
There are two categories of faculty: instructional faculty and advising faculty.

Instructional Faculty have primarily course-based responsibilities, including: developing and strengthening syllabi for the courses they teach; instructing students in both digital and face-to-face environments; providing feedback on student work; assigning and submitting final grades; and holding 20-minute virtual or in-person meetings with each student in the course to discuss the student's action research project and how course content relates to that project (one meeting within the first two-weeks of the course, and one within the last two weeks). Instructional faculty are then required to be present or evaluate recordings of student learning exhibitions.

To prepare for these teaching responsibilities, first time instructional faculty are required to attend a series of College Unbound student seminars as a part of their onboarding experience. These seminars introduce new faculty to the culture and pedagogical model utilized at College Unbound, allow them to meet current students, and get any questions answered in the real-world setting of the College. (See Exhibit 6.2 – Instructional Faculty Handbook.)

Advising Faculty hold both advising and course-based responsibilities. They supervise student cohorts (none larger than 15, and no Academic Advisor with more than two cohorts) and facilitate the Workplace and World Lab for those students each semester. Academic Advisors responsibilities include: holding 30-minute weekly one-on-one meetings with each student; facilitating the weekly seminar with the help of the current term's instructional faculty; supervising student Personal Learning Plans; coaching student action research projects; engaging at least once each term with the student's Professional Mentor; writing final semester narratives for each student which highlight their growth, their project development, their growth in the Leadership and Change Competencies (Big 10), and areas needing improvement; and assigning the semester grade for Workplace and World Lab. Advising faculty are asked to write narrative evaluations for each of their students at the end of every semester. (See Exhibit 6.3 – Advising Faculty Handbook.)

Part of all faculty responsibilities is the coordination and interaction of instructional and advising faculty. Both teaching and advising faculty are represented on the College Unbound Academic Affairs Committee.

As student projects develop into more specific subject matter, students and advisors may recruit instructional faculty to support research and project development through directed studies. As such, instructional faculty may also be asked to direct student independent studies. During the course of 2017-18, College Unbound faculty have overseen more than a dozen independent studies.

Student: Instructor Ratio
Our personalized and interactive model requires a low student-to-instructor ratio to which we are strongly committed. Currently that ratio is approximately 15:1, and even with plans for strategic growth we intend to maintain smaller classes that do not exceed thirty students per instructor.

Faculty Compensation:
Conversations with the New Faculty Majority (NFM) have influenced guidelines to ensure equitable working conditions, fair compensation, and shared governance for College Unbound's faculty. College Unbound plans an ongoing relationship with the NFM organization as its faculty grows.

Given this commitment, Instructional Faculty are compensated at a rate of $250 per student per course. Advising Faculty are compensated $750 per student per semester. Our compensation structure resembles compensation models for online faculty, which is not a perfect match for our unique and highly engaging hybrid model. The Provost, Vice President of Administration and Finance, and Academic Affairs Committee are currently reviewing compensation structures with a commitment to balancing equity with sustainability, and we expect the appropriate administrators and committees to monitor compensation in an ongoing way, making recommendations to the Board, as needed.

Additional Responsibilities
Given our focus on student success, all faculty have a primary responsibility for teaching and learning. To fulfill their responsibilities effectively, they must be accessible to students, collaborate and coordinate with other teaching and advising faculty, and be committed to the values and practices of student-centered, asset-based, culturally responsive teaching and learning.

Faculty are also encouraged to participate in research tied to their teaching, particularly in the areas of the scholarship of teaching and learning, theories of participatory pedagogy and epistemology, and authentic outcomes assessment - all as they relate to the success of underserved adult learners. Research related to the study of organizational and community leadership is also valued given the focus of College Unbound. Faculty may apply to the Provost's Office for research funds to support their scholarship.

All faculty are also asked to participate in institutional governance and policy making, academic planning, curriculum review, and professional development. There is a standing faculty meeting every two weeks.

Faculty Integrity and Academic Freedom
Academic Freedom is reported in Standard Three in the discussion concerning the importance of faculty voice in College Unbound governance. (Exhibit 6.1 – Academic Freedom Policy)

Faculty Recruitment
Faculty have been recruited to teach in College Unbound through open postings, through immediate networks of scholars and collaborators, and through neighboring universities. Networks have been built through active involvement in local higher education conversations, attending workshops and symposiums with colleagues across the state. College Unbound staff are also actively involved in national groups such as AAC&U, Campus Compact, and Imagining America which provides introductions to many colleagues with similar interests. There is a larger national pool of higher education scholars and practitioners excited to be involved in College Unbound instruction as we further flesh out our learning management

system and grow our program. While College Unbound works to build its professoriate, and as individual students build their professional networks, faculty are also recruited to serve on students' Personal Learning Networks to support project development.

Prospective faculty submit a CV and a cover letter. As part of a training and orientation, faculty are also required to shadow a course for a term. New faculty are assigned a faculty mentor to review their syllabus, meeting monthly to guide professional development. This is described further under Academic Oversight in this chapter. College Unbound also hired a Dean of Instruction and Student Services in Fall 2017 with responsibilities to design a unique and innovative faculty onboarding and training program geared for College Unbound, along with improving on our existing training and development to create sustainable systems. The area of training and development of contingent faculty is an area we believe College Unbound can grow to not only support College Unbound faculty, but potentially other regional colleges supporting adult learners building on the lessons from our experiential and collaborative model of teaching and learning.

Faculty Appointment

College Unbound has prioritized hiring faculty with advanced and terminal degrees. However, to complement these credentials, as students' projects grow into specific professional fields, we have purposefully recruited faculty that includes highly qualified practitioners with extensive professional experience. An important example of this was hiring James Tull to teach Global Citizenship for College Unbound. James is a Professor of Practice in Public Service and Global Studies at Providence College. He also runs a farm collective. His experience and passion made him the perfect hire for a class on sustainability and global citizenship for Summer 2017.

Since January 2016 College Unbound has hired 26 part time faculty; 12 with PhDs, 11 with terminal Masters', and 3 with BAs and extensive life experience in their field. These faculty have taught over 1,500 credit hours to College Unbound's student body since January 2016.

Disciplinary Mentor Faculty: Faculty responsible for evaluation of, and support for, new instructors, for work with Academic Affairs Committee for the review of new syllabi in their focus, and the review of Action Research Projects are:
Arts & Humanities: Cristian Flores Garcia, MFA
Science & Math: Michael Walker, MPP
Civics: Nicholas Longo, PhD (also serves as Faculty Representative to the College Unbound Board)
Social & Behavioral Sciences: Alexandrina Agloro, PhD

Core Faculty: Faculty with a multi-year commitment from College Unbound to teach with College Unbound with accompanying institutional responsibilities are:
Alexandrina Agloro, PhD
Charles Christopher Dickson, MDiv
Cristian Flores Garcia, MFA
Nicholas Longo, PhD
Micah Salkind, PhD
Michael Walker, MPP
Julia Jordan Zachery, PhD

CUSolo Advising Faculty– College Unbound administrators piloting the full-time Advising Faculty workload are:
Dr. Siri Colom
Dr. Adam Bush

Complete List of 2017-2018 Associate Instructional Faculty: Faculty hired over the 2017-2018 AY with access to Professional Development tools of College Unbound

1. Alexandrina Agloro, PhD
2. Valerie Bodet, MA
3. Adam Bush, PhD
4. Erica Butcher, PhD
5. Siri Colom, PhD
6. Erin Corbett, Ed.D
7. Charles Christopher Dickson, MDiv
8. Cristian Flores Garcia, MA
9. Yasin Fairley, MFA
10. Mike King, PhD
11. Anthony Levitas, PhD
12. Nicholas Longo, PhD
13. Marco McWilliams
14. Tracy Money, EdLD
15. Keith Morton, PhD
16. Raymond Neirinckx, MA
17. Pegah Rahmanian, MA
18. Sokeo Ros, BA
19. Micah Salkind, PhD
20. John Saltmarsh, PhD
21. Ruben Solis, BA
22. James Tull, BA
23. Mary Celeste Slusser, MA
24. Jamie Uretsky, MA
25. Michael Urso, MA
26. Michael Walker, MS (Doctoral Candidate)
27. Julia Jordan Zachery, PhD

Faculty Personnel Files
College Unbound keeps two official personnel files for each faculty member. One is the records file, containing records pertaining payroll, pension, benefits, and employment status kept and maintained with all human resources files. The contents of this file are confidential within the norms established by law and standard personnel practices. The other is the professional file kept and maintained by the Provost. The "professional file" contains documents related to: the faculty member's original application and appointment; performance evaluations and materials submitted therewith; records of educational and professional achievement, honors, or other recognition; and other documents related to performance. At reasonable times, any faculty member may examine and reproduce any document in either of his/her files, except those which relate to his/her original application and appointment at College Unbound.

Faculty members are asked annually to update their portfolio in their personnel files to ensure the scope of their work, teaching, and public scholarship is accurately reflected. As a loose guide, College Unbound asks that portfolios:

- begin with a framing statement that narrates the arc of their work, with a teaching philosophy that connects to the mission of College Unbound; and
- documents projects through a variety of relevant materials, e.g., public and scholarly presentations, multimedia and curricular materials, individual and co-authored publications, workshops, and/or planning and assessment tools.

(See Exhibit 6.4 Policy Manual.)

Academic Oversight

Teaching evaluations are implemented at the end of each Semester. These are shared with faculty and used for purpose of improvement of practice and are considered in performance review. Students also complete evaluations online after each weekly seminar and shared with the teaching and advising faculty. Data gathering processes continue to improve at College Unbound. Spring 2018 we moved from a single end-term course/faculty evaluation which included all of the students courses and lab to separate course/faculty evaluations for ease of disaggregating data.

New faculty are assigned senior faculty mentors who review pedagogical practices and share personal experience working at College Unbound. Mentors review course reports and student evaluations with faculty annually. Faculty now receive results from course evaluations more quickly. This is a new program being tested with our most recent faculty and will be fully in place by Summer 2018.

Faculty Development

A program of ongoing Faculty Development is being designed based on the premise that faculty who have undertaken advanced graduate education may not have developed expertise in pedagogy and assessment appropriate for underserved adult learners. A program of faculty development will allow for ongoing opportunities for continued professional development.

College Unbound is committed to valuing public engagement and community-based pedagogy in its evaluation of faculty, and it will draw on such resources as Imagining America's report "Scholarship in Public" to establish rigorous standards for assessing excellence in such work.

In the faculty voice discussion in Standard Three it is mentioned that there is a video conference with the Provost, Dean of Instruction and Student Services, and currently teaching faculty every two weeks. Faculty development is a large part of that conference.

Appraisal

College Unbound has hired a range of practitioner-educators with advanced degrees in relevant field as both instructional and advising faculty. Along with ongoing support and development, College Unbound provides feedback and assessment of teaching performance. Evaluations are conducted by students at the mid-term and of each course. Evaluations are reviewed by faculty for self-improvement and development. Faculty Advisors and Instructors also provide ongoing

support and feedback as they collaborate, with the Provost providing overall guidance and with the ultimate responsibility for evaluations and assessment. In the case of a faculty member receiving poor performance reviews, the Provost works to develop an improvement plan and senior faculty members are asked to provide more intentional mentorship.

This assessment system also helps improve the curriculum for College Unbound as educational improvements are informed by faculty and student reflection on practice. A key example of this was briefly mentioned in Standard Four and is further explained here:
Students in Cohort I spent their first semester building meaningful action research projects that they cared about—everything from immigrant and disability rights to fashion technology. By the middle of that first summer, however, they were exhausted from maintaining the energy required to maintain project passions and coursework while working in full-time jobs and having family responsibilities. Students expressed that projects "should be soul affirming, and not soul sucking." They requested a class that would help them with personal and project sustainability. As a result, a new course was the development, Critical Care and Critical Generosity, in Fall 2016 which has since become a formal part of the curriculum. In this course, students are assigned mentors and develop community-based practices for personal and project sustainability.

Faculty onboarding and training is critical to ensure that all instructors have the necessary competencies for teaching and learning to fulfill the mission of College Unbound and effectively educate underserved adult learners. Up until Fall 2017, this training fell primarily to the Provost. Hiring a Dean of Instruction and Student Services allows the Provost to oversee the work of the Dean as she codifies and systematizes faculty training and ensures that thorough training happens for all College Unbound faculty. Further development of the faculty mentoring program will ensure that the Dean has partners in this work. This mentoring program is in its early stages and requires careful monitoring.

Projections

- College Unbound is developing a faculty mentoring program which will ensure consistent onboarding and ongoing coaching in pedagogy and processes. Stipends for inaugural faculty mentors are under consideration and the size of the stipend will be approved by the Academic Affairs and Technology Committee Spring 2018. We will implement the program Summer 2018.

- Senior faculty mentors are tasked with reviewing and revising the faculty handbook for Academic Affairs Committee approval as a part of their responsibilities. The Faculty Handbook is to assist faculty in understanding their responsibilities, resources available to them, expectations, and evaluation processes. Part of that revision is to construct policies that assure the highest standards of academic freedom for a contract faculty in a way that aligns with the mission and purpose of the institution. Summer 2018. (See Exhibits 6.2 and 6.3.)

- As mentioned in the opening of this section, teaching, learning, and scholarship is an integral aspect of our strategic plan. Within this area, the following are noted as the supporting strategies, as these areas will be central components of our path forward:

#1 – Create faculty mentorship pathways. Convene experienced College Unbound faculty to generate/determine interest – Summer 2018.

#2 – Review and revise faculty compensation structures – Fall 2018.

#3 – Study faculty recruitment and retention – Spring 2019.

#4 – Develop professional development opportunities – Summer 2018.

#5 – Refine Instructional Faculty/Advising Faculty relationship – Ongoing.

#6 – Use Independent Studies as a tool to recruit faculty matched to student interests – Ongoing.

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

	2 Years Prior	1 Years Prior	Current Year	Projected Year
	2015-2016	2016-2017	2017-2018	2018-2019
[1] **Number of Faculty by category**				
Full-time	0	0	0	0
Part-time Advising Faculty	1	2	3	5
Part-time Instructional Faculty	9	20	27	30
Professional Mentor	16	30	38	52
Other; specify below:				
Total	26	52	68	87
Percentage of Courses taught by full-time faculty				
	0.00%	0.00%	0.00%	0.00%
[2] **Number of Faculty by Category, if applicable**				
Mentor Faculty	N/A	N/A	4	4
Core Faculty	N/A	N/A	7	10
Advising Faculty	1	2	3	5
Instructional Faculty	9	20	27	30
Other; specify below:				
Total	10	22	41	49
[3] **Number of Academic Staff by category**				
Librarians	0	0	0	1
Instructional Designers	0	0	1	1
Tutors	1	1	3	4
Financial Advisors	2	2	2	2
Visiting Scholar	0	0	1	2
Total	3	3	7	10

Please enter any explanatory notes in the box below

Faculty data includes faculty connected to part-time College Unbound programs as well as full-time "Cu Solo" students. Professional Mentor position listed on line 12 is an unpaid position connected to every student's Personal Learning Network. Mentor and Core Faculty listed in lines 21-22 overlap in their numbers (faculty must be Core Faculty to be eligible for Mentor Faculty).

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

[1]			2 Years Prior 2015-2016	1 Years Prior 2016-2017	Current Year 2017-2018	Projected Year 2018-2019
Highest Degree Earned: Doctorate						
	Faculty	Mentor Faculty	N/A	N/A	2	2
		Core Faculty	N/A	N/A	4	5
		Part-time Advising Faculty	1	2	2	2
		Part-time Instructional Faculty	4	9	13	14
		Other; specify below:				
		Total	5	11	21	23
	Academic Staff	Librarians	0	0	0	0
		Instructional Designer	0	0	0	0
		Tutors	0	0	0	0
		Financial Advisors	1	1	1	1
		Visiting Scholar	N/A	N/A	1	2
	Other; specify*					
Highest Degree Earned: Master's						
	Faculty	Mentor Faculty	N/A	N/A	2	2
		Core Faculty	N/A	N/A	3	5
		Advising Faculty	0	0	1	3
		Instructional Faculty	5	7	10	12
		Other; specify below:				
		Total	5	7	16	22
	Academic Staff	Librarians	0	0	0	1
		Instructional Designer	0	0	1	1
		Tutors	1	1	1	2
		Financial Advisors	1	1	1	1
		Visiting Scholar	N/A	N/A	0	0
	Other; specify*					
Highest Degree Earned: Bachelor's						
	Faculty	Mentor Faculty	N/A	N/A	0	0
		Core Faculty	N/A	N/A	0	0
		Advising Faculty	0	0	0	0
		Instructional Faculty	0	2	4	4
		Other; specify below:				
		Total	0	2	4	4
	Academic Staff	Librarians	0	0	0	0
		Instructional Designer	0	0	0	0
		Tutors	0	0	1	1
		Financial Advisors	0	0	0	0
		Visiting Scholar	N/A	N/A	0	0
	Other; specify*					
Highest Degree Earned: Professional License						
	Faculty	Mentor Faculty	N/A	N/A	0	0
		Core Faculty	N/A	N/A	0	0
		Advising Faculty	0	0	0	0
		Instructional Faculty	0	0	0	0
		Other; specify below:				
		Total	0	0	0	0
	Academic Staff	Librarians	0	0	0	0
		Instructional Designer	0	0	0	0
		Tutors	0	0	0	0
		Financial Advisors	0	0	0	0
		Visiting Scholar	N/A	N/A		
	Other; specify*					

* Please insert additional rows as needed

Please enter any explanatory notes in the box below

Professional Mentors, while listed in Data First Form 6.1 are not listed here. In this first iteration, College Unbound did not collect degree attainment experience though intends to each semester moving forward. Regarding library staff, College Unbound has worked with neighboring institutions to design workshops and create pathways for access to information technology. In Fall 2018 College Unbound looks to begin to bring its own Library staff aboard.

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

		2 Years Prior		1 Year Prior		Current Year		Projected Year	
		2015-2016		2016-2017		2017-2018		2018-2019	
		FT	PT	FT	PT	FT	PT	FT	PT
1 Number of Faculty Appointed									
Mentor Faculty		N/A	N/A	N/A	N/A	0	4	0	1
Core Faculty		N/A	N/A	N/A	N/A	0	7	0	3
Part-time Advising Faculty		0	1	0	1	0	2	0	2
Part-time Instructional Faculty		0	9	0	16	0	14	0	7
Other									
Total		0	10	0	17	0	27	0	13
2 Number of Faculty in Tenured Positions									
Mentor Faculty		N/A	N/A	N/A	N/A	0	0	0	0
Core Faculty		N/A	N/A	N/A	N/A	0	0	0	0
Part-time Advising Faculty		0	0	0	0	0	0	0	0
Part-time Instructional Faculty		0	0	0	0	0	0	0	0
Other									
Total		0	0	0	0	0	0	0	0
3 Number of Faculty Departing									
Mentor Faculty		N/A	N/A	N/A	N/A	0	0	N/A	N/A
Core Faculty		N/A	N/A	N/A	N/A	0	0	N/A	N/A
Part-time Advising Faculty		0	0	0	1	0	0	N/A	N/A
Part-time Instructional Faculty		0	5	0	6	0	4	N/A	N/A
Other									
Total		0	5	0	7	0	4	0	0
4 Number of Faculty Retiring									
Mentor Faculty		N/A	N/A	N/A	N/A	0	0	0	0
Core Faculty		N/A	N/A	N/A	N/A	0	0	0	0
Part-time Advising Faculty		0	0	0	0	0	0	0	0
Part-time Instructional Faculty		0	0	0	0	0	0	0	0
Other									
Total		0	0	0	0	0	0	0	0
Fall Teaching Load, in credit hours									
Mentor Faculty	Maximum	N/A	N/A	N/A	N/A	N/A	6.00	N/A	6.00
	Median	N/A	N/A	N/A	N/A	N/A	3.25	N/A	6.00
Core Faculty	Maximum	N/A	N/A	N/A	N/A	N/A	7.00	N/A	12.00
	Median	N/A	N/A	N/A	N/A	N/A	3.50	N/A	6.00
Part-time Advising Faculty	Maximum	N/A	4.00	N/A	12.00	N/A	12.00	N/A	9.00
	Median	N/A	4.00	N/A	8.00	N/A	7.30	N/A	4.80
Part-time Instructional Faculty	Maximum	N/A	2.00	N/A	2.00	N/A	7.00	N/A	12.00
	Median	N/A	2.00	N/A	2.00	N/A	3.80	N/A	4.00
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

In 2018 the Board of College Unbound approved a change from 2-credit to 3-credit classes. Teaching loads reflect that change.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	2 Years Prior		1 Year Prior		Current Year		Projected Year	
	2015-2016		2016-2017		2017-2018		2018-2019	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Teaching Courses in the Major								
1 Organizational Leadership & Change	0	8	0	12	0	12	0	15
Total	0	8	0	12	0	12	0	15

Please enter any explanatory notes in the box below

College Unbound is organized around a single major, Organizational Leadership & Change. While College Unbound does not organize itself around departmental structures, Mentor Faculty oversee General Education requirements. Because College Unbound is a degree completion college, students enroll with many of their GenEds fulfilled. As our course offerings expand, so too will our departmental structures.

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 with 165 students (FY 2020)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Gender: Male	0	17	17	25
Gender: Female	0	9	9	25
Gender: Prefer Not Answer	0	1	1	N/A
Race/Ethnicity: Black	0	5	5	12
Race/Ethnicity: White (non-Hispanic)	0	11	11	12
Race/Ethnicity: Hispanic	0	3	2	12
Race/Ethnicity: Asian	0	2	2	6
Race/Ethnicity: American Indian	0	0	0	2
Race/Ethnicity: Other	0	0	1	6
Age: Under 35	0	8	8	10
Age: 36-45	0	11	11	20
Age: Over 45	0	8	8	20
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				
Gender: Male	0	4	4	13
Gender: Female	0	3	3	13
Gender: Prefer Not Answer	0	0	0	N/A
Race/Ethnicity: Black	0	2	2	7
Race/Ethnicity: White (non-Hispanic)	0	4	4	6
Race/Ethnicity: Hispanic	0	1	1	7
Race/Ethnicity: Asian	0	0	0	3
Race/Ethnicity: American Indian	0	0	0	1
Race/Ethnicity: Other	0	0	0	2
Age: Under 35	0	1	1	10
Age: 36-45	0	2	2	10
Age: Over 45	0	3	3	6

Please enter any explanatory notes in the box below

Faculty and Staff projections are based on aligning our student body representation with our faculty and staff.

Human Resources

Description

Building Staffing Capacity Linked to Enrollment

From its inception as a program to our growth as a college, College Unbound has carefully hired and retained the skilled human resources required to address the needs of our students and the institution. Continued expansion of enrollment in fiscal year 2018 meant adding staff to meet academic and institutional needs and maintain professional standards. This year, we hired a full-time Dean of Instruction and Student Services. Having a qualified individual in this position ensures training of faculty and facilitation, oversight, and evaluation of Student Services; duties that the Provost's office was able to handle when we were smaller will be addressed more efficiently by an office with a more narrow focus. We also hired a part time Vice President of Administration and Finance, and brought on an Executive Vice President, both with vast higher education administration experience. This provides proper balance for the executive team as we grow. Additionally, we brought on a Visiting Scholar of higher education to help with institutional research. Our current human resources are appropriately *few, flexible and very responsive* to the students. At this time CU operates with six (6) full-time administrative staff, nine (9) part-time administrative staff, and sufficient part-time instructional and advising faculty to cover the course load for each term. The following chart provides our current personnel by name, title/responsibility, fiscal year 2018 salary, and weekly hours commitment.

College Unbound Staffing - FY 2018			
Staff Member	Position	FY2018 Salary	hrs/wk
Batista, Unique	Student Intern	$5,984	14
Barrett, Chris	Senior Information Technologist	$5,000	4
Brown, Wanda	Case Manager, Prison Education Program	$21,454	20
Bush, Adam	Vice President of Academic Affairs/Provost*	$95,969	FT
Carothers, Robert L.	Executive Vice President	$47,500	14
Clayton, Sierra	Student Intern	$5,984	14
Colom, Siri	Dean of Instruction and Student Services *	$50,800	FT
Hagopian, Tara	Executive Assistant	$41,855	FT
Kayata, Maureen	Business Manager	$42,300	FT
Keith, Jocelyn	Dir. of Partnerships/Interim Dir. of Development	$56,444	FT
Littky, Dennis	President*	$100,000	FT
Lussier, Lucas	Associate VP of Administration and Finance	$35,070	10
Maddox, Danielle	Payroll Manager	$6,000	4
Money, Tracy	Vice President of Strategic Planning*	$90,969	FT
Saltmarsh, John	Visiting Scholar	$7,063	4
Weygand, Robert A.	Vice President of Administration and Finance	$31,667	14
Staff		**$644,059**	
Adjunct Faculty	Contracted	**$118,250**	
Genral Consultants:	Contracted	**$66,258**	
Total		**$828,567**	

Text

CU's organizational chart shows the alignment of administrative and academic responsibilities (See Exhibit 7.4). The strategy uses a critical cohort of key administrators and educators (CU employees) complemented by an equally critical cohort of part-time instructional faculty and advising faculty (contracted).

Based on careful and deliberate planning, the college has implemented an appropriate human resources strategy that allows it to fulfill its mission when small and as it grows. We have implemented a blending, job sharing, of position responsibilities that requires multi-tasking by employees during these formative years. During fiscal years 2017, 2018 and 2019, College Unbound has combined job responsibilities for several executive and administrative personnel that in much larger colleges and universities would be traditionally held by more than one person. This is evident on the chart of Chief Institutional Officers on pages 8 and 9 which shows, for example, that while the Vice President of Strategic Planning holds the institutional planning duties of that office, she is also acting as Communications Director, and conducting Institutional Research. The Executive Vice President oversees all management activities of CU and undertakes some additional duties of the president. The Provost also undertakes some of the duties normally assigned to a Dean of Students, overseeing assessment and engaging in institutional research. The Dean of Instruction and Student Services contributes expertise and oversight to the Prison Education Program and to college innovation, diversity and inclusion. The Vice President for Administration and Finance also has duties normally held by a controller and budget director. The Associate Vice President of Finance performs duties normally held by a human resources director and bursar. A new Business Manager has been hired who fulfills a wide range of financial, accounts payable and clerical duties. A part-time Payroll Director has also been established to assist the Associate Vice President of Finance. Back office administrative duties are similarly combined under one or more staffers.

College Unbound is still in the early stages of development with current enrollment of 145 students for the 2017-18 academic year, dispersed throughout the college's four academic sectors: CU Solo, Part-Time Partners, the Prison Education Program, and the Charter Oak State College collaboration. CU has engaged a cadre of full and part time faculty and staff that can respond to the requisite needs of these students and administrative requirements with flexibility, and expertise at minimal expense. While faculty are responsible for instruction, administrators can also have limited instructional responsibilities. This is generally in the form of co-teaching, advising and 'guest lecturing'. As explained in Standard Six, CU faculty all hold advanced masters or doctoral degrees. Faculty and courses for Spring Semester Term 1 2018 are as follows:

CU Solo
Instructional Faculty
Karen Allen Baxter, MS – Arts and Engagement
Yasin Fairley, MFA – Black Studies
Pagah Rahmanian, Masters – Non-Profit Management
Mike Walker, MPA, Doctoral Candidate Higher Education – Statistics for Problem Solving

Advising Faculty
Adam Bush, Ph.D – Workplace and World Lab

Siri Colom, Ph.D – Workplace and World Lab

Part-Time Partnership/United Way
Instructional Faculty
Cristian Flores Garcia, MFA – Writing for Change

Prison Education Program
Instructional Faculty
Erica Butcher, PhD – Public Speaking/Professional Writing
Chris Dixon, MDiv – Lifelong Learning
– The City and Its Youth
Mike King, PhD – Globalization and Education
– Mentorship

Charter Oak State College Partnership
Advising Faculty
Shawn Judge, MS
Lavinia Velazquez, MS

Human Resources Policies
College Unbound has developed a series of policies, procedures and expectations for the entire staff and management of the college. The Board of Trustees has adopted two documents that establish policy and procedures for the College in the area of human resources. The first document is an extensive personnel policy, the *Employee Handbook* (Exhibit 7.5) approved by the Board in June 2016 that provides all CU personnel with a clear understanding of employment policies, classifications, benefits, and evaluation procedures. The other document, the CU Policy Manual (Exhibit 6.4) provides the policies and procedures for the college, the Board of Trustees and the entire staff. CU has defined responsibilities for each member of the faculty and staff by developing a complete set of job descriptions (Exhibit 7.6) and employment contracts. Supervisors review all policies with employees upon hiring. Onboarding procedures include training on where to locate policies, procedures, and necessary forms. College Unbound has systematized regular review of all policies. Human Resources policies are reviewed annually by the executive team (President, Executive Vice President, Vice President of Strategic Planning, Vice President of Academic Affairs/Provost, Vice President of Administration and Finance) with input from staff.

Faculty and Staff Evaluations
At the end of each term, students complete course and faculty evaluation surveys. Faculty receive copies of the student reviews and discuss the results with the Provost. The Provost reviews all evaluations and uses the information to make curricular and staffing improvements.

All staff complete a self evaluation (Exhibit 7.7) bi-annually which includes ratings on items including organization, responsiveness to coworkers, receptiveness to critique, flexibility, and voicing concerns. The evaluation also asks staff to rate the CU workplace on empowerment, trust, appreciation, sense of purpose, and having sufficient resources. There is a section on the

evaluation to set priorities for the next six months and how well they honored their priorities since the last review. Supervisors complete the same evaluation about those they supervise and meet to compare ratings and together determine what is working well and where there are areas for improvement in the employee and in the workplace. One example of a workplace improvement that happened as a result of these evaluations is the monthly half-day retreat. Staff shared in their evaluations that we needed time and space to regularly discuss big topics such as Improving Student Services/Identifying and Responding to Student Needs.

Financial Support
Financial support for academic human resources at College Unbound is currently provided by substantial grant and donor sources. Approximately ninety percent of CU's revenue is from these sources. CU is developing more traditional tuition revenue streams through student tuition and partnerships with a goal of 80% tuition revenue as we grow and develop a student body with access to tuition funding. Our partnership with United Way Rhode Island and the upcoming establishment of part-time cohorts on Aquidneck Island, are examples of our efforts to grow a student body that will transition into our degree program as student tuition funding opportunities expand. As enrollment projections are met, the college will continue to add the required faculty to meet this growth.

Appraisal
The current staffing levels, academic and administrative, adequately address the needs of the student population and the administration of CU for the near term—the next two years. Many of the employees accomplish responsibilities and services on a part time basis, not unusual for a new college, which allows CU, under mutual agreement with the staff, with the opportunity to modify staffing responsibilities and hours with relative ease. This is particularly true of the faculty who modify their teaching assignments based on student enrollment and need.

Provost Adam Bush also acts as Academic Advisor for the CU Solo Cohort 1. The decision to temporarily have him serve multiple roles was deliberate and intentional. Provost Bush has been with CU since 2009, starting as the founding Curriculum Director and helping to design the total program. The team believed it was important for him to shape the critical position of Academic Advisor in our first independent cohort. The Provost oversees faculty development and, with the faculty, the development of the curriculum. Ancillary roles in assessment and institutional research had overloaded the Provost. Hiring a Dean of Instruction and Student Services this year was an important step in providing adequate academic administrative support.

While our instructional and advising faculty are wonderfully diverse in race, age, and experience, our administrative team lacks the diversity of both our student body and our instructional staff. It is important to CU that the makeup of our administrative staff more closely resemble the makeup of the populations we serve. In the Fall of 2017, CU contracted with Renga Consulting for executive coaching and review of human resources policies with a focus on race and power dynamics and increasing diversity. That work is ongoing. We will receive recommendations from Renga advisors March 2018.

Professional development opportunities have been sufficient to our needs up to this point in our development. The President, Vice President of Strategic Planning, and Vice President of

Academic Affairs are involved in various higher education associations such as the Association of American Colleges and Universities (AAC&U) , the Competency-Based Education Network (C-BEN), and Imagining America. Our interim Director of Development is a member of the Association of Fundraising Professionals and pursuing an advanced certification in fundraising management. In addition to attending conferences to make connections and bring back practices and policies to inform our work, we subscribe to and contribute to various journals such as *The Chronicle of Higher Education, Inside Higher Ed, New England Journal of Higher Education, Diversity and Democracy*. Learning is formally and informally disseminated to all staff in weekly staff meetings. All staff members are encouraged to make requests to attend conferences or trainings that will further their work. In addition to our weekly staff meeting, we hold a monthly half-day staff retreat focused on a topic that staff has agreed upon. Past topics have included: Examining CU Culture, Identifying and Responding to Student Needs/Student Services, Race and Power Dynamics at CU, and Preparing for the NEASC Self Study.

Financial Resources
Description

College Unbound began its operation as an academic program and component of Big Picture Learning (BPL) in 2009. The collaboration with BPL allowed the College to implement its educational programs within the financial security and organizational structure of BPL. This strategy allowed for a smoother transition from an academic program within BPL to the independent institution that it is today. During its time as a program within BPL, CU minimized overhead expenses and focused its resources on instruction and establishing and promoting its educational mission. As planned, this relationship with BPL ended on June 30, 2015 when the College became a separate, distinct entity and obtained their own 501(c)(3) status as a tax-exempt public charity and independent higher educational institution. (See Exhibit 7.8 Articles of Incorporation.)

College Unbound is diligent about maintaining compliance with professional standards for generally accepted accounting principles. This is particularly important in the foundation and grant accounting areas where appropriate lines of responsibilities and separation of duties are necessary to ensure such compliance and accountability. College Unbound has established a series of management procedures regarding receipt of revenue, bank deposits, accounting and payroll. The College has also retained an independent financial auditor to annually review the financial statements and accounting practices of CU and prepare an annual report of financial statements and tax reports (Form 990). The independent auditors also present and review their annual report with the executive leadership and the Board of Trustees.

The complete independently audited financial statements and reports for the fiscal years 2016 and 2017 are provided in the Appendices and illustrated in Data First Forms 7.2, 7.3 and 7.4. The statement of financial position, Data First Form 7.2, documents total net assets of:

$240,537 in FY2015,
$518,843 in FY2016 and
$919,139 in FY2017.

The unrestricted net assets available for any institutional operation were:
$ 81,046 in FY2015,
$309,479 in FY2016 and
$532,765 in FY2017.

The temporary restricted net assets are:
$159,491 in FY2015,
$209,364 in FY2016 and
$386,374 in FY 2017.

There are no permanently restricted net assets for any of the previous fiscal years. College Unbound has a relatively small operational budget, as indicated on the statement of revenues and expenses in Data First Form 7.3, which corresponds to the relatively small size of the college. To date, the financial revenue base of the College has been a very effective fundraising program focused on gifts, foundations support and grants from a small pool of significant donors. This fundraising effort has provided substantial financial support in the form of grants, scholarships and contributions. Grants received in FY2015 included support for work to be done in both FY2015 and FY2016. The total revenue from grants, scholarships and contributions are as follows:

$1,785,637 in FY 2015,
$1,136,920 in FY 2016 and
$1,193,561in FY 2017

This revenue exceeded the respective annual expenses to sustain the academic and institutional operations of the College. The total functional (operating) expenses were:

$794,020 in FY 2015,
$968,488 in FY2016 and
$1,194,365 in FY2017.

From its previous position as a component/program of Big Picture Learning to its current status as an independent institution, the college has continued to increase support for its academic programs. Expenses for academic programs amounted to:

$154,223 in FY2015,
$592,685 in FY2016 and
$634,365 in FY2017.

The primary source of revenue for the College over these years and for the next two years has been and will be fundraising from a small but substantial group of donors and foundations. The College has also moved to increase its revenue from tuition related revenue through the development of partnerships with organizations and foundations. Partnerships have been established with organizations such as United Way Rhode Island which provides partial tuition assistance for students who enroll part-time in CU programs, and the van Beuren Charitable Foundation which has provided scholarships for 20 Aquidneck Island and Newport County

residents in 2018. The College has dedicated additional staff to develop and improve these relationships that can generate greater sources of tuition revenue.

The College has maintained a positive reserve (surplus) fund for FY 2015, 2016 and 2017. These funds may be partially utilized over the next two fiscal years in concert with additional fundraising and partnerships to meet the College's immediate institutional requirements. As the College moves forward into the out-years, FY 2020 -2022, it will diversify its revenue streams to include more student and partnership tuition revenue and federal financial aid to support the institutional requirements. Data First Form 7.3 provides estimated revenue streams for FY2018-2020.

The independently audited financial statements indicate substantial annual and total operating surplus which helps demonstrate that the College is in good fiscal condition. The Board approves the CU financial plan and budget annually and receives quarterly updates of compliance with their approved plan. The Board also reviews and approves the independent audit of its financial statements on an annual basis.

Appraisal

Nearly ninety percent of the revenue is currently generated from non-tuition based sources (grants and donations) with the remaining 10 percent from tuition and fee payments from students and employers. Per the FY2017 audited financial statements the College has total assets of $972,697 which exceeded total liabilities by $53,558. Additionally, CU has accelerated it fundraising activities and as of third quarter has raised and received $1,545,150 in donations and grants for FY2018, which has already surpassed our estimated fiscal year budgeted revenue.

The Board of Trustees maintains appropriate autonomy in all budget and finance matters and regularly reviews and evaluates the institutional resources necessary for the operation of the College. Its members are highly respected professionals with substantial expertise in higher education, law, finance and public service. Their service on the Board is based on their strong belief in the vision and mission of the College to 'reinvent higher education for underrepresented, returning adult learners, using a model that is individualized, interest-based, project-driven, workplace-enhanced, cohort-supported, flexible, supportive, and affordable.' Additionally, each member is well versed in the highest ethical standards and practices which they insist be a part of each function of the College and completes an annual Ethics Compliance form. The Board has adopted and periodically reviews its comprehensive policy on operations and ethics as required by the Board adopted Policy Manual. (Exhibit 6.4)

The Board and its Finance Committee meet regularly to ensure the financial activities of the College are consistent with the approved financial plan and approved budget, are carried out with integrity, in full compliance with the law and consistent with the mission of College Unbound. The Board meets at least four to five times a year, to establish policy, provide direction, and review policy implementation and operations of the entire college including the use of institutional resources, operations and financial performance. The Board has an established Finance Committee that meets quarterly with the College administration to review financial matters and the Board has been fully involved in the preparation of the multi-year financial plan

(budget) (Exhibit 7.1) and review and acceptance of the independently audited financial statements.

The Chief Financial Officer of College Unbound, the Vice President of Administration and Finance, is a part-time position at this time which will transition into a full-time position by FY2020. The Vice President is supported by an Associate Vice President of Administration and Finance, and a Business Manager in charge of day-to-day general business functions. A former university vice president for administration and finance, this chief financial officer provides supervision, advice, assistance and oversight of the financial functions of the College. The President meets monthly with the Board Finance Committee and weekly with the Vice President of Administration and Finance and the finance staff to review budget to actual expenditures, revenue and related financial matters and reports such to the Finance Committee and the Board. (See Exhibit 3.6 for Minutes of the Finance and Development meetings.)

In addition to the professional staff and Board oversight, the College engages an independent (external) auditor to provide a complete financial analysis and requisite financial and management statements on an annual basis. The auditors provide a statement of financial position and related statements of activities, functional expenses, changes in net assets and cash flows for the fiscal year. The College finance staff provides financial information as requested by the auditor and periodically meets with the auditors to help facilitate the compilation of the independent audited financial statements. The audit is conducted in accordance with auditing principles generally accepted in the U.S. For FY2015, 2016 and 2017. The auditors expressed and provided an unmodified audit opinion on these audited financial statements in their report. These reports are provided in Data First Form 7.1. Upon completion of the audit, the Board and its Finance Committee conduct a review of the independently audited financial statements and provide direction as may be needed to the administration.

Information, Physical, and Technological Resources
Information
Description
CU provides some resources in-house and leverages library and information resources at partner institutions. Currently, there is a small library of professional literature in the College Unbound space on the Met campus, and students have access to online library and information resources through both Brown University and Charter Oak State College free of charge. (See Exhibit 7.9 for the library resource agreements with these institutions.)

This solution has been satisfactory while our student body has remained relatively small. We anticipate expanding in-house library resources and investing in additional technology infrastructure in accordance with the evolving needs of our student body. An initial list of databases and other resources we plan to subscribe to was created by Verlene (Vee) Herrington, retired Chief Librarian and Director of Academic Technology of Guttman Community College/CUNY, in accordance with NEASC standards. Vee laid out a plan for what an e-library system could look like at College Unbound. See Exhibit 7.10 for Vee's report: College Unbound Addresses NEASC Standard Seven: Library and Other Information Resources.)

The total cost for this library resource (access to a library/resources and a part-time librarian) is estimated at $60,000 per year, including:
1. Access to research journals, publications, periodicals, etc. = $40,000/year
2. Part-time librarian (consultant) who student can access during set hours = $20,000/year
3. Incorporate a library orientation for students within an existing CU course = $0/year
Total = $60,000

In order to prepare and support CU students' access to information resources, information literacy skills and basic research practices have been integrated into CU coursework. During Workplace and World Lab (WWL) students are introduced to the partner resources that exist and trained how to create a login and access them. They are encouraged to identify and seek out resources related to their projects, and prepared to troubleshoot specific research problems. During the Contextualizing Work (CW) course students are taught how to use Google Scholar, how to evaluate source credibility, how to read research, how to critique research methodologies, how to conduct literature reviews, and how to cite sources.

Appraisal
Leveraging partner resources has allowed CU to provide student access to relevant information and research without requiring an investment in expensive materials. Additionally, because of the interactive nature of CU education, students come in contact with a wide range of mentors and subject experts and have been effective in working with these individuals to identify and access other information resources relevant to their work. Information literacy is starting to be embedded in course work, giving students the opportunity to directly apply their new skills and competencies as part of their studies.

Too few students are actually accessing library resources by partner institutions. We need to better understand the factors that limit access. We know from survey results that students are overwhelmed by the amount of research journals that exist and need help navigating to the most relevant information for their research. Students would benefit from a central resource to assist their information and library needs. While integration into the courses is a key first-step, providing a resource that can assist with personal projects and research needs will become essential when the student body grows. CU has appropriately included the projected resources needs in its forecast.

Physical Resources – Facilities
Description
The College leases its current classroom, meeting and administrative space from the Metropolitan Regional and Technical Center (The MET School), a state-run public high school located at 325 Public Street in Providence, Rhode Island. The lease includes wifi access for our staff and students. This campus provides a very convenient location for the CU students, most who reside in the metropolitan area of Providence. There are four school buildings on the Public Street Campus, each with a large open common area, meeting rooms, and labs all designed to be multi-purpose and adaptable to programmatic changes. The campus also includes an Entrepreneurship Center with meeting spaces, a performance center/auditorium, and multi-purpose gym. College Unbound's administrative offices in this facility are open during the

traditional 9am – 5pm day, and CU students access the facility primarily between the hours of 5:30pm and 9:00pm for seminars, workshops, tutoring sessions, and meetings with learning cohorts. This facility also offers ample opportunity and flexibility for future expansion of classes and activities to meet the future needs of the College. In addition to the buildings on Public Street, there is a Peace Street campus in Providence and another campus in Newport. In total, the facilities are sufficient for serving over 2,000 CU students. The current lease agreement allows for adjustment for the use of additional space with a minor increase in cost. Classrooms contain technology such as projectors and screens that meet the needs of CU instructors and students. (See Exhibit 7.11 – Facilities Use.)

Appraisal

Sharing space greatly reduces overhead facilities costs. The current facilities are more than adequate for CU's needs, now and in the foreseeable future. The campus has the look and feel of a college campus and the flexibility of the space suits the CU model. Parking is plentiful and the parking lots are well-lit in the evening with campus security presence. The collaborative spirit of shared space aligns with our mission and the facility is recognized and used by the community as a place for educational and community service events.

Technology Resources

Description

As of January 2018, progress in Technology and Information Services is on target. (Exhibit 7.3) During 2017, a dedicated Technology Committee was tasked with reviewing and facilitating progress in development and implementation of an effective Learning Management System (LMS) and an effective Student Information System (SIS) and staff.

In order to streamline committee work and connect the use of technology with the academic needs of CU students, the technology committee was integrated into the Academic Affairs and Technology Committee at the November 2017 board meeting.

The importance of information technology is recognized in the strategic plan for CU, which was approved by the board in September 2017. The strategic plan sets out specific goals for the use of information technology and guides future developments.

Digication – LMS Pilot

Over the past few years, CU has used a variety of systems to provide essential learning management and student information services. These systems included The CN, Digication, and Blackboard used by our partner Charter Oak State College. A key shortcoming of these systems was the lack of a coherent student information system and integration of the SIS with a learning management system that supports CU's use of portfolios and personal learning plans. CU needs a system that allows students to participate in the creation of assignments so that they are equal participants in the shaping of their learning plans in real time.

In 2015 CU started a pilot program with the Digication platform in anticipation of enrolling its first cohort independent of partner institutions. Designed as an e-portfolio system, Digication allowed students and faculty to make their work public and to collaborate around content in real time. Though not designed as an LMS, Digication staff worked closely with College Unbound

to identify its needs for a custom integrated LMS and SIS. By Fall 2016 we recognized that Digication would not be able to provide CU with all of the features necessary for a robust LMS and SIS with a growing student body. The pilot did, however, bring into focus the specific requirements of the CU community, and prepared us for a planning and design phase to translate these requirements into a coherent system with a new partner.

To date, for CU Solo cohorts I and II, all courses, assignment submission, feedback, assessment, and even student attendance and engagement with personal learning plans have operated/been recorded through Digication.

Motivis – LMS Design and Implementation
In 2017, after careful review of available options, and building on the experience of the LMS pilot, CU selected Motivis to implement a customized version of its Salesforce-based solution that integrates a learning management system and a student information system for CU.

Motivis is based in Salem, New Hampshire and created the technology infrastructure for Southern New Hampshire's College for America. The company has extensive experience in higher education information technology. The Motivis system is built on Salesforce, an industry-standard customer relationship management solution, that is reliable and secure. CU first started talking to Motivis in 2016 and engaged in a detailed process of feature definition and analysis of the Motivis platform.

In October 2017, CU contracted with Motivis to develop a combined LMS and SIS. Interim College Unbound Registrar Chris Barrett, Provost Adam Bush, and Dean of Instruction and Student Services Siri Colom have been engaging in weekly meetings with the Motivis development team in order to review progress, provide feedback and ensure that the systems will work well for College Unbound students, faculty, and staff.

Mentioned in the team listed above, CU hired Chris Barrett (Senior Information Technologist, University of Rhode Island) as a data system designer and Interim Registrar on a part-time basis in October 2017. Chris has been working with Motivis staff to lead the overall system design, coordinate implementation of SIS and LMS, enable student access to data and degree audits, and consult with CU on student record and back office system design.

Critical functions of the new solutions have already been deployed and others are currently being tested. All student data has been entered into the new Salesforce Student Information System. Spring course registration for both our 28 degree-seeking students and our 10 non-degree-seeking United Way RI students was successfully completed through Motivis/Salesforce. We are testing full course implementation with our 10 non-degree-seeking students from the United Way RI, to confirm that the system fully supports CU workflows, including collecting and recording grades securely, easily providing access for degree audits, creating and viewing transcripts, and class registration.

In addition, the development of the new system and migration from the old system has had a number of benefits that were not anticipated. Migrating student data sparked a useful discussion

about necessary policies and systems for data storage, use, and protection that will become more relevant as CU grows.

Motivis is already being used by some CU students (our part-time, non-degree seeking United Way RI students), and gradually being expanded to the entire student body. The remaining students continue to be supported through the Digication platform until Motivis is fully rolled out. In preparation for the full roll-out of Motivis, all CU staff and faculty are currently receiving personal training from Motivis staff that they will need to use the system effectively, and support their students' use.

Key people:

- Siri Colom, CU Dean of Instruction and Student Services (CU point person)
- Chris Barrett, CU Data System Designer, part-time contract
- Brian Peddle, Motivis Founder, and the Motivis Design Team

Cost:

- SIS Functionality Implementation fee $5,000
- Initial setup $650
- Recurring annual fees of $20 per student for Salesforce license
    - gradual deployment] AY 2017-18: 10 students * $20 = $200
    - AY 2018-19: 190 students * $20 = $3,800 / year
    - AY 2019-20: 235 students * $20 = $4,700 / year
- 10 administrative licenses (free to non-profit organizations)

Milestones (in chronological order, oldest first):

- Developed "LMS Yardstick" (CU requirements for a learning management system) and shared it with Motivis. (See Exhibit 7.12.)
- Signed contract with Motivis October 2017.
- Contracted with Chris Barrett to lead feature development and review.
- Since October 2017, bi-weekly development meetings with Motivis development team.
- Motivis developed initial CU LMS infrastructure; uploaded CU competency framework; associated assignments directly with competencies.
- SIS systems under development to support the following features:
    - Collect grades securely
    - Degree audit
    - Transcript
    - Register for classes
- Mini-Pilot (partial course resources/assignment submission) with United Way RI 10-student cohort Fall 2017.
- Student registration, full course implementation with United Way RI 10-student cohort Spring 2018.

Technology Support
College Unbound offers free unlimited access to the Internet to all of its students on campus. Most students bring their own devices (smartphones or laptops) to class, and have access to a computer at home or work in order to complete their academic work. Students receive technical support from our learning management system partners Digication and Motivis. Students who are enrolled through partner institutions and access course materials through the partner websites, receive technical support from the partner staff.

In order to make sure the administrative services of CU are fully operational, CU has contracted with John Anter, Information Technology Director of the Metropolitan Regional Career and Technical Center (The Met High School), to provide administrative staff and faculty with technical support.

At the current size of the student body, technical support demands have been very manageable. We will monitor the situation and add further support staff as needed

Appraisal
College Unbound has found that there are few systems that integrate a robust data collection component and student information system with a learning management system that supports innovative pedagogy. Most LMS software is still linear, course-based, instructor and assignment driven, and not collaborative, and doesn't integrate well with robust student information systems.

We learned from the Digication pilot that having a portfolio component within the LMS is key to facilitate student engagement and ownership of their learning. The portfolio becomes the mode for making thinking visible throughout the life of their ongoing action research projects, documenting personal growth and development as well as the development of the project.

We also learned that when advisors and instructors are well-trained and committed to using the system, student engagement in digital learning is high. Peers access each others' portfolios and leave constructive feedback. Peers and mentors ask questions of each other in real time. Students and instructors engage in rigorous discussion. The students' Personal Learning Plan is front and center, visible and useful to the work. That's the learning culture we want to create within Motivis and it is the reason we are so deeply engaged with the design of the platform in weekly meetings, and we are emphasizing the training and support of all CU staff and faculty who are receiving individual training sessions with Motivis staff..

Another major benefit that Motivis will offer is the deep integration with a student information system. This makes it easy to better track student engagement, including the development of custom analytics. It also enables CU to produce useful reports on student achievements.

All students, faculty, staff currently have adequate access to technical support.

Projections (*Human Resources, Financial Resources and IT/Facilities)*
Financial Resources
As the college expands its enrollment in the out-years, particularly FY 2020 and beyond, so will the staffing requirements (scope of work) and the need for additional personnel of College

Unbound expand. The student enrollment is estimated to increase from 145 in academic year 2017-2018 to 176 in AY 2018-2019 and 235 in AY2019-2020. This is a 21% increase over two academic years. It is also projected that once candidacy for accreditation is attained, enrollment will increase at a faster pace, about twenty to twenty-five percent (20 - 25%) per academic year. Until this enrollment expansion is realized, academic year 2019-2020 and beyond, the College has recognized the human resources of the college needs to be *small, flexible and very responsive* to the needs of the students.

College Unbound and the Board of Trustees clearly recognizes the financial challenges for any new independent higher education institution, particularly a college with such a specific societal mission as College Unbound. In Rhode Island and many New England states there is a significant population of underserved, underrepresented population of adults that would benefit from completing their previously started higher education. To meet this growing need the college has promoted programs that are attractive to this population and anticipates reasonable growth in its tuition paying students from this population through Federal Financial Aid once candidacy for accreditation is attained. Accreditation is understandably critical to the future financial stability of the college. There are no significant changes planned for the college academic programs that would jeopardize the academic programs or negatively impact the mission.

Since its inception the college has used a number of non-traditional strategies and collaborations to provide needed resources for its educational program and has relied heavily upon fundraising and a smaller degree of dependence upon tuition revenue. In the near future, FY2019-2020, this donor revenue stream will diminish and will be replaced by tuition revenue in order to sustain its operation. The field of potential students, underrepresented, underserved adult population, by their very nature have minimal disposable income available for tuition.

The Board of Trustees and the college proposes in its financial plan to achieve candidacy for accreditation by FY2020 which will allow it to become an institution eligible to receive financial aid from federal and state higher education programs (Pell and others). With this eligibility, the budget will gradually transition its revenue stream primarily from a gift-grant-foundation based budget to a student tuition and gift-grant based revenue stream. The FY 2017 annual revenue from tuition was less than ten percent while revenue from fundraising was nearly ninety one percent. The college projects that over the next three to five years, FY2018 to FY2022 the revenue streams will reverse from the current trend and tuition will provide a majority of the revenue and fundraising will trend toward twenty percent of the total revenue.

See Standard Five for a description of the recruitment strategies that will allow us to reach these projected enrollment numbers.

Enrollment projections follow:

	FY2018	FY2019	FY2020	FY2021	FY2022
Enrollment	145	176	235	275	300
Charter Oak	22	22	0	0	0
College Unbound	28	24	*100	125	150
Partnerships (United Way, Aquidneck Island)	20	55	65	80	80
Prison Program	75	75	70	70	70
Tuition/fees	$151,000	$242,000	$1,130,000	$1,410,000	$1,660,000
Charter Oak	$88,000	$88,000	$0	$0	$0
College Unbound & Partnerships	$63,000	$154,000	$1,130,000	$1,410,000	$1,660,000
Prison Bridge Program	$0	$0	$0	$0	$0
Gifts/Grants	$1,275,000	$1,225,000	$410,000	$410,000	$410,000
Scholarships	$75,000	$75,000	$0	$0	$0
Grants	$500,000	$500,000	$250,000	$250,000	$250,000
Gifts	$700,000	$650,000	$160,000	$160,000	$160,000
Total Revenue	$1,426,000	$1,467,000	$1,540,000	$1,820,000	$2,070,000

* Students will transition from COSC partnership, Prison Education Program/Gateway, and Partnerships.

As illustrated in Data First Form 7.3 the previous and proposed total grant/donor revenue is:

$1,785,637 in FY2015
$1,136,920 in FY2016
$1,135,399 in FY2017
$1,275,000 in FY2018
$1,225,000 in FY2019
$410,000 in FY2020

A smaller but increasing portion of the total revenue is/will be generated by tuition and tuition assistance programs:

$133,543 in FY2015
$109,874 in FY2016
$71,106 in FY2017
$151,000 in FY2018
$242,000 in FY2019
$1,130,000 in FY2020

Some grant and donor revenue in FY2015, 2016, 2017 and 2018 was awarded for more than one fiscal year and the balances were carried forward into the next successive fiscal year.
The College with specific direction and approval of the Board of Trustees developed and previously submitted to NEASC its multi-year budget, current performance and short term

projections. This financial plan (budget) is being utilized by the College as its institutional financial plan. This revenue stream transition is anticipated to occur over the next three to five academic years.

Human Resources
Human resources will continue to be closely linked to enrollment, with hiring sufficient to meet the needs of students and the institution.

- Spring and Summer 2018 we will review Renga recommendations concerning human resources, race and power dynamics, and increasing diversity, designing policies and necessary tools for implementation in Fall 2018.

- Summer 2018 we will hire a new advisor for CU Solo Cohort 1. Provost Adam Bush will step out of that role now that it is established.

IT/Facilities
Responding to the projected growth of the student body, CU plans to make the following improvements to its IT resources over the next phase:

- Roll-out integrated student information system and learning management system (Motivis): By summer 2018 finalize design of the system and complete training of all CU staff and faculty in its use. By fall 2018 deploy Motivis for all new students and migrate existing student body.

- Expand in-house IT server capacity: Set up an internal server to manage user accounts and email addresses for the CU community (students, staff, faculty). By end of Semester 1 2018, provide user accounts and email addresses for all students, staff, and faculty to facilitate access to online resources through CU and partner institutions, and within Motivis LMS.

Library resources:

- Spring 2018 create an overview page for students on the CU website that links to relevant research journals. Continue reviewing the need for in-house (and digital) resources as student body grows, and add resources as needed. By fall 2019 hire an interim online librarian. The librarian can help students navigate the existing resources and advise on relevant information resources to supplement course resources.

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 (FY 2015)			2 Years Prior (FY 2016)			1 Year Prior (FY 2017)			Current Year (FY 2018)		
	FT	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Instructional Staff			0			0	1	21	22	0	22	22
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	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	1	0	1	1	0	1	1	0	1	2	0	2
Management Occupations	2	0	2	3	0	3	4	0	4	3	1	4
Business and Financial Operations	0	0	0	0	0	0	0	0	0		4	4
Computer, Engineering and Science	0	0	0	0	0	0	0	0	0	0	0	0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	0	0	0	0	1	1	0	1	1	0	1	1
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	1	0	1	1	0	1	1	0	1	1	3	4
Natural Resources, Construction, Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	0	4	5	1	6	7	22	29	6	31	37

Please enter any explanatory notes in the box below

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

	Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year (FY 2017)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$255,981	$530,286	$831,851	107.2%	56.9%
?	Cash held by State Treasurer	$0	$0	$0	-	-
?	Deposits held by State Treasurer	$0	$0	$0	-	-
?	Accounts Receivable, Net	$0	$30,632	$0	-	-100.0%
?	Contributions Receivable, Net	$0	$0	$127,068	-	-
?	Inventory and Prepaid Expenses	$0	$3,250	$3,000	-	-7.7%
?	Long-Term Investments	$0	$0	$0	-	-
?	Loans to Students	$0	$0	$0	-	-
?	Funds held under bond agreement	$0	$0	$0	-	-
?	Property, plants, and equipment, net	$12,185	$8,630	$10,778	-29.2%	24.9%
?	Other Assets	$0	$0	$0	-	-
	Total Assets	**$268,166**	**$572,798**	**$972,697**	113.6%	69.8%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$27,629	$53,955	$37,710	95.3%	-30.1%
?	Deferred revenue & refundable advances	$0	$0	$15,848	-	-
?	Due to state	$0	$0	$0	-	-
?	Due to affiliates	$0	$0	$0	-	-
?	Annuity and life income obligations	$0	$0	$0	-	-
?	Amounts held on behalf of others	$0	$0	$0	-	-
?	Long-term investments	$0	$0	$0	-	-
?	Refundable government advances	$0	$0	$0	-	-
?	Other long-term liabilities	$0	$0	$0	-	-
	Total Liabilities	**$27,629**	**$53,955**	**$53,558**	95.3%	-0.7%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$81,046**	**$309,479**	**$532,765**	281.9%	72.1%
?	Foundation	**$0**	**$0**	**$0**	-	-
	Total	**$81,046**	**$309,479**	**$532,765**	281.9%	72.1%
	Temporarily restricted net assets					
	Institutional	**$159,491**	**$209,364**	**$386,374**	31.3%	84.5%
?	Foundation	**$0**	**$0**	**$0**	-	-
	Total	**$159,491**	**$209,364**	**$386,374**	31.3%	84.5%
	Permanently restricted net assets					
	Institutional	**$0**	**$0**	**$0**	-	-
?	Foundation	**$0**	**$0**	**$0**	-	-
	Total	**$0**	**$0**	**$0**	-	-
	Total Net Assets	**$240,537**	**$518,843**	**$919,139**	115.7%	77.2%
	TOTAL LIABILITIES and NET ASSETS	**$268,166**	**$572,798**	**$972,697**	113.6%	69.8%

Please enter any explanatory notes in the box below

None.

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

	Fiscal Year ends - month& day: (/)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$133,543	$109,874	$71,106	$151,000	$242,000
?	Room and board	$0	$0	$0	$0	$0
?	Less: Financial aid	$0	$0	$0	$0	$0
	Net student fees	$133,543	$109,874	$71,106	$151,000	$242,000
?	Government grants and contracts	$0	$0	$0	$0	$0
?	Private gifts, grants and contracts	$1,529,499	$704,320	$844,094	$1,200,000	$1,150,000
?	Other auxiliary enterprises	$0	$0	$0	$0	$0
	Endowment income used in operations	$0	$0	$0	$0	$0
?	Other revenue (specify): Scholarship Income	$54,372	$225,918	$0	$75,000	$75,000
	Other revenue (specify): In-kind Contributions	$201,766	$206,682	$278,361	$0	$0
	Net assets released from restrictions	$0	$0	$0	$0	$0
	Total Operating Revenues	**$1,919,180**	**$1,246,794**	**$1,193,561**	**$1,426,000**	**$1,467,000**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$51,458	$143,060	$68,100	$210,000	$226,691
?	Research	$0	$0		$0	$0
?	Public Service	$0	$0		$0	$0
?	Academic Support	$75,100	$433,708	$541,472	$560,129	$582,125
?	Student Services	$27,666	$15,917	$24,793	$27,713	$29,838
?	Institutional Support	$584,581	$324,046	$440,422	$506,734	$513,498
	Fundraising and alumni relations	$48,454	$46,616	$119,578	$105,420	$110,987
?	Operation, maintenance of plant (if not allocated)	$0	$0	$0	$0	$0
?	Scholarships and fellowships (cash refunded by public institution)	$0	$0	$0	$0	$0
?	Auxiliary enterprises	$0	$0	$0	$0	$0
?	Depreciation (if not allocated)	$6,762	$5,141	$0	$0	$0
?	Other expenses (specify):	$0	$0	$0	$0	$0
	Other expenses (specify):	$0	$0	$0	$0	$0
	Total operating expenditures	**$794,020**	**$968,488**	**$1,194,365**	**$1,409,996**	**$1,463,139**
	Change in net assets from operations	**$1,125,160**	**$278,306**	**-$804**	**$16,004**	**$3,861**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$0**	**$0**	**$0**	**$0**	**$0**
?	Investment return	**$0**	**$0**	**$0**	**$0**	**$0**
?	Interest expense (public institutions)	**$0**	**$0**	**$0**	**$0**	**$0**
	Gifts, bequests and contributions not used in operations	**$0**	**$0**	**$0**	**$0**	**$0**
?	Other (specify):	**$0**	**$0**	**$0**	**$0**	**$0**
	Other (specify):	**$0**	**$0**	**$0**	**$0**	**$0**
	Other (specify):	**$0**	**$0**	**$0**	**$0**	**$0**
	Net non-operating revenues	**$0**	**$0**	**$0**	**$0**	**$0**
	Income before other revenues, expenses, gains, or losses	**$1,125,160**	**$278,306**	**-$804**	**$16,004**	**$3,861**
?	Capital appropriations (public institutions)	**$0**	**$0**	**$0**	**$0**	**$0**
?	Other (specify):	**$0**	**$0**	**$0**	**$0**	**$0**
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$1,125,160**	**$278,306**	**-$804**	**$16,004**	**$3,861**

Standard 7: Institutional Resources
(Statement of Debt)

		FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
		Debt					
		Beginning balance	$0	$0	$0	$0	$0
		Additions	$0	$0	$0	$0	$0
	?	Reductions	$0	$0	$0	$0	$0
		Ending balance	**$0**	**$0**	**$0**	**$0**	**$0**
		Interest paid during fiscal year	$0	$0	$0	$0	$0
		Current Portion	$0	$0	$0	$0	$0
		Bond Rating	N/A	N/A	N/A	N/A	N/A

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

N/A

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

N/A

Future borrowing plans (please describe)

None.

Please enter any explanatory notes in the box below

None.

Standard 7: Institutional Resources
(Supplemental Data)

	FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	Most Recently Completed Year (FY 2017)*	Current Year (FY 2018)	Next Year Forward (FY 2019)
	NET ASSETS					
	Net assets beginning of year	($884,623)	$240,537	$919,943	$919,139	$935,143
	Total increase/decrease in net assets	$1,125,160	$278,306	($804)	$16,004	$3,861
	Net assets end of year	**$240,537**	**$518,843**	**$919,139**	**$935,143**	**$939,004**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$0	$0	$0	$0	$0
	Federal, state and private grants	**$0**	**$0**	**$0**	**$0**	**$0**
	Restricted funds	**$0**	**$0**	**$0**	**$0**	**$0**
	Total	**$0**	**$0**	**$0**	**$0**	**$0**
	% Discount of tuition and fees	0.0%	0.0%	0.0%	0.0%	0.0%
?	% Unrestricted discount	0.0%	0.0%	0.0%	0.0%	0.0%
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	0.0	0.0	0.0	0.0	0.0

Please indicate your institution's endowment spending policy:

No existing endowment.

Please enter any explanatory notes in the box below

* FY2017 audit included a prior period adjustment impacting net assets as of beginning of year.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2)	(FY 2)	(FY 2)	(FY 2)	(FY 2)
Total Expenditures					
Materials					
Salaries & wages (permanent staff)					
Salaries & wages (student employees)					
Other operating expenses					
Expenditures/FTE student					
Materials					
Salaries & wages (permanent staff)					
Salaries & wages (student employees)					
Other operating expenses					
Collections					
Percent available physically					
Percent available electronically					
Number of digital repositories					
Personnel (FTE)					
Librarians - main campus					
Librarians - branch /other locations					
Other library personnel - main campus					
Other library personnel - branch/other locations					
Availability/attendance					
[1] Hours of operation/week main campus					
Hours of operation/week branch/other locations					

[2] **Consortia/Partnerships**

URL of most recent library annual report: NA

Please enter any explanatory notes in the box below

As described in Standard Seven, there is a small library of professional literature in the College Unbound Public Street campus, and College Unbound has contracted with both Brown University and Charter Oak State College for College Unbound Students to use e-library and other information resource services (access to research journals, publications, periodicals) free of charge.

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

	Spring 2016	Summer 2016	Fall 2016	Spring 2017	? [1] Summer 2017	Fall 2017	Spring 2018
[2] **Course management system**	Digication						
Number of classes using the system	6	0	6	10	0	12	8
	Motivis						
Number of classes using the system	N/A	N/A	N/A	N/A	N/A	1	1
Off-campus access							
[3] commodity internet (Mbps)							
[4] high-performance networks (Mbps)							
[5] Wireless protocol(s)	802.11ac	802.11ac	802.11ac	802.11ac	802.11ac	802.11ac	802.11ac

Typical classroom technology	
Main campus	All CU instructional spaces are equiped with internet, computer, and projector
Other locations	All CU instructional spaces are equiped with internet, computer, and projector
Software systems and versions	
Students	Salesforce
Finances	Sage50
Human Resources	ADP
Advancement	Bloomerang
Library	NA
Website Management	Edlio
Portfolio Management	Digication
Interactive Video Conferencing	Zoom
Website locations of technology policies/plans	
Integrity and security of data	
Privacy of individuals	Policy Manual, p. 16, p. 74
Appropriate use	
Disaster and recovery plan	Policy Manual, p.79
Technology replacement	

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	2	5,480
Other U.S. locations	0	0
International locations	0	0

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
Revenue ($000)					
Capital appropriations (public institutions)	$0	$0	$0	$0	$0
Operating budget	$0	$0	$0	$0	$0
Gifts and grants	$0	$0	$0	$0	$0
Debt	$0	$0	$0	$0	$0
Total	$0	$0	$0	$0	$0
Expenditures ($000)					
New Construction	$0	$0	$0	$0	$0
Renovations, maintenance and equipment	$0	$5,000	$8,300	$8,200	$10,000
Technology	$0	$883	$0	$8,224	$10,567
Total	$0	$5,883	$8,300	$16,424	$20,567

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	2,456	0	2,456
Laboratory	0	0	0
Office	976	0	976
Study	0	0	0
Special	0	0	0
General	2,048	0	2,048
Support	0	0	0
Residential	0	0	0
Other	0	0	0

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

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

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

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

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

The list below includes renovations costing $XXX or more

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

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

The list below includes renovations costing $XXX or more

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

Please enter any explanatory notes in the box below

The above information covers spaced leased by College Unbound from the Metropolitan Regional Career & Technical Center. Lease costs have been included in the renovations, maintenance and equipment line.

Standard Eight | EDUCATIONAL EFFECTIVENESS

College Unbound Goals of Education

College Unbound's goals of education are described in the student handbook (Exhibit 8.2), in the faculty handbooks (Exhibits 6.2 and 6.3), and are shared publicly on the website. Our single major of Organizational Leadership and Change and requirements for graduation are explained in detail in Standard Four. A brief description is included here:

For graduation from College Unbound with a bachelor's degree in Organizational Leadership and Change degree, students must

- Complete all the requirements for General Education,
- Complete all requirements of the Major in Organizational Leadership and Change (OLC),
- Complete a minimum of 120 credits and
- *Meet CU competency requirements **(General education at College Unbound is designed so that students complete both required courses and required competencies.)**

*While we are a course-based institution, all courses rest on a solid foundation of competencies and specific learning outcomes. These are shared in verifiable statements of the knowledge and skills students are expected to gain as a result of their educational experience.

Assessing Student Learning

We work to foster a culture of evidence at College Unbound. Our 4th Guiding Principle (tied to our mission statement is: Learning means paying attention to *how* one knows as well as *what* one knows; paying attention to *why* it matters and *where* it can be applied. This principle applies to the student, the program, and the institution. In the context of Educational Effectiveness, it is important for College Unbound administrators to know *what* the students have learned, *how* they learned it, and *where* they are applying it. This information is used to revise and improve curriculum, to identify program strengths and weaknesses for program improvement, and to strengthen the institution as a whole. We also use evidence from assessments to validate educational claims for current and prospective students.

Faculty use explicit rubrics describing performance levels for competencies and learning outcomes in assessing and offering feedback on student work. (See Exhibit 8.3 for Competencies and Learning Outcomes Rubrics.) Assessment is not just a faculty activity. As explained in Standard Two, at College Unbound we practice shared assessment, triangulating data from the student, members of the student's Personal Learning Network, and Faculty. Student performance is assessed using course assignments, action research projects, learning exhibitions, student weekly reflections on Personal Learning Plan progress, and Professional Mentor evaluations.

We also gather information about student learning and student engagement from external evaluators who examine our processes, interview our students, and share analyses.

Student Achievement Data

Following is the grade distribution for CU Solo Cohorts I and II for Fall Semester 2017. This is a typical distribution.

Term/Grade	Cohort 1	Cohort II	Notes
Fall Semester 2017			
A's	60%	38%	
B's	18%	22%	
C's	8%	18%	
D's/F's	14%	22%	
Incomplete (I)	19%*	33%**	*3/16 in Solo I earned an incomplete in Term 1. All Incompletes were converted to grades from work submitted before the start of the second semester. **5/15 in Solo II earned an INC in Term 1. 3 resolved Incompletes by the start of their second semester. The remaining 2 students withdrew in that period – one on medical leave, and one due to life circumstances. Total of grades on top equal 100% as grades were changed when Incompletes were resolved.

Incomplete Grades

The majority of our students are receiving A's and B's. Eight of our 28 students received INC grades during Fall semester. These were resolved by the start of Spring Semester. The Provost and Dean of Instruction and Student Services will review the number of incomplete grades given Spring Semester 2018 to compare with Fall Semester 2017. The majority of the College Unbound student body work full-time and many are heads of households. There are multiple competing demands for their time and we understand that unexpected changes in life schedules can interfere with the academic calendar. Our Incomplete Policy allows students to request an Incomplete if they have:

- finished 2/3 of the coursework (exceptions may be made for research, thesis, or independent study courses), **and**
- have a reason acceptable to the instructor for not completing the course, **and**
- their standing in the course is satisfactory.

Grade changes must be submitted before the start of the subsequent semester (excluding summer).

While College Unbound recognizes that the population we serve may request Incomplete grades more often than the traditional-aged college population, we don't want Incompletes to become the default for College Unbound students who work full-time. The Provost and Dean of Instruction and Student Services are working with Faculty to ensure that students are challenged and supported to complete work on time.

Student Engagement Data

Weekly evidence of student engagement is entered on a student engagement spreadsheet by student academic advisors as a part of their work when they meet with students one-on-one.

CU Solo Fall Semester 2017

	Cohort I	Cohort II
Weekly Seminar Attendance	90%	87%
Academic Advisor 1:1 Meeting	80%	65%
Holiday Zoom Attendance	95%	69%
Instructional Faculty Meeting	80%	75%
Weekly PLP Engagement	75%	60%

What We've Learned

Attendance

We have learned that student attendance at 1:1 meetings with academic advisors improves dramatically when the day and time are regularly scheduled and on the calendar. When the meeting time is in flux because of advisor or student needs, attendance falls off. As of Spring 2018 all 1:1 meetings are on a regular schedule.

Students recognize that there is a 5:30 start time for seminar and that the first 15 minutes is for connecting with their cohort around dinner and that there is a hard start at 5:45 when announcements are given and discussion begins. The 15-minute community time is valued by students and faculty, and provides a cushion for students who are running straight from work.

When a holiday falls on a Monday (regular seminar meeting), seminar is held electronically via Zoom. The 95% attendance rate for these sessions is surprising. While there are limitations due to not being in the same space, or occasional technological glitches, camaraderie builds in these sessions with glimpses into each others' home or working spaces.

Instructional faculty are required to meet individually with each student once during the first two weeks of the term and once during the last two weeks of the term to discuss course materials viewed through the lens of student projects. Instructors have found it difficult to schedule these meetings and attendance has not been consistent.

Engagement with Personal Learning Plan (PLP)

During their 1st semester, 75% of our students consistently updated their Personal Learning Plans on a weekly basis. (See Exhibit 8.4 for the Personal Learning Plan Template and Student Example.) Students who didn't had a hard time balancing demands of school, work, and outside responsibilities. Helping students understand balance is critical.

After the first semester, students adapted the PLP form to fit their needs but the consistency of weekly updates remained the same—about 75%. The 25% who are not consistent is not made up of the same students. The composition of the group changes over time. When students struggle with life challenges, it seems the PLP falls in priority.

Discussing the PLP with their Academic Advisor, students said:
"When I realized the PLP wasn't an assignment, but a tool to help me do what I wanted and needed in life, it all clicked!" (Kofi—year two student)

"I see how it's important. I need it to look different, and I need to be nagged to do it." (Errol – year two student)

"I spend too much time on my PLP each week, but it's very useful to organize my thoughts. I just wish more people would read it and give me feedback." (Chris—year two student)

Some Instructional Faculty looked at the student PLP's on Digication (our current Learning Management System) weekly. They made sure that the course they were instructing was a part of it, and that the students' work was a part of the course. These instructors spent a lot of time on Digication. College Unbound must establish that protocol with all Instructional Faculty.

Prior Learning Assessment

As stated in College Unbound Guiding Principle Number One, adult learners come to CU with prior experiences, knowledge, and abilities. The multiple roles of these adult learners (workers, community members, partners, parents) are used as assets, not barriers. During their first year, students are required to take a course in Prior Learning Assessment. They learn to substantiate, document, and analyze learning that has taken place outside of the classroom, comparing their learning outcomes to the required outcomes of college courses. Students learn to build portfolios of their learning to submit for evaluation to the Council for Adult Experiential Learning (CAEL) for possible college credit.

From the beginning, College Unbound planned to explore options in addition to writing for sharing and assessing prior learning. Our student learning exhibitions are one example. We began conversations with CAEL in 2015 to think about possibilities.

In August 2016, College Unbound and CAEL piloted a structured interview process. The 16 students of CU Solo Cohort I reviewed the learning outcomes of our Adaptive Leadership course and reviewed their own work experience, trainings, and other responsibilities and experiences to determine whether they could justify receiving credit for the course. In 60 to 90 minute interviews with CAEL evaluators, 15 individuals presented their experiences and made the case that they demonstrated achievement of the required learning outcomes. 14 students of the 15 who attempted were approved by CAEL to receive 3 credits for the course Adaptive Leadership.

Additionally, 8 of those 15 students submitted portfolios for courses ranging from Intro to Business to Intro to Gender Studies. 7 of the 8 portfolios submitted passed and CAEL recommended them for credit.

CAEL charges students fees at $115 per course for written portfolios, and $250 per course for structured interview.

Over the next year, College Unbound and CAEL worked together to refine the program and build infrastructure for students to sit for interviews electronically via Zoom. Summer 2017, 13 College Unbound students attended our Prior Learning Assessment course, and 8 out of the 13 sat for or are scheduled for interviews in March 2018. Similar completion rates are expected.

An additional three students from Cohort I submitted and received credit for portfolios Winter 2018 speeding their time to completion.

College Unbound Survey of Student Engagement (CUSSE)
College Unbound (CU) administered the student engagement survey in December 2017 to Solo Cohort 1 and Solo Cohort 2 that was designed to assess their engagement in learning through their experience at College Unbound. The College Unbound Survey of Student Engagement (CUSSE) instrument is based on the National Survey of Student Engagement (NSSE). The purpose of the CUSSE is to gather data to assess strengths and weaknesses at College Unbound that can impact student engagement in order to guide quality improvement.

In December 2017 Jenene Cook, at Renga Consulting Services, Inc., worked with Adam Bush, Vice President of Academic Affairs/Provost, at College Unbound and John Saltmarsh, Visiting Scholar at College Unbound, to update the CUSSE 2016 survey so that it would provide useful and comparable data as CU grows. This custom instrument enables CU to measure student engagement on a regular basis until CU is accredited and enrollment grows.

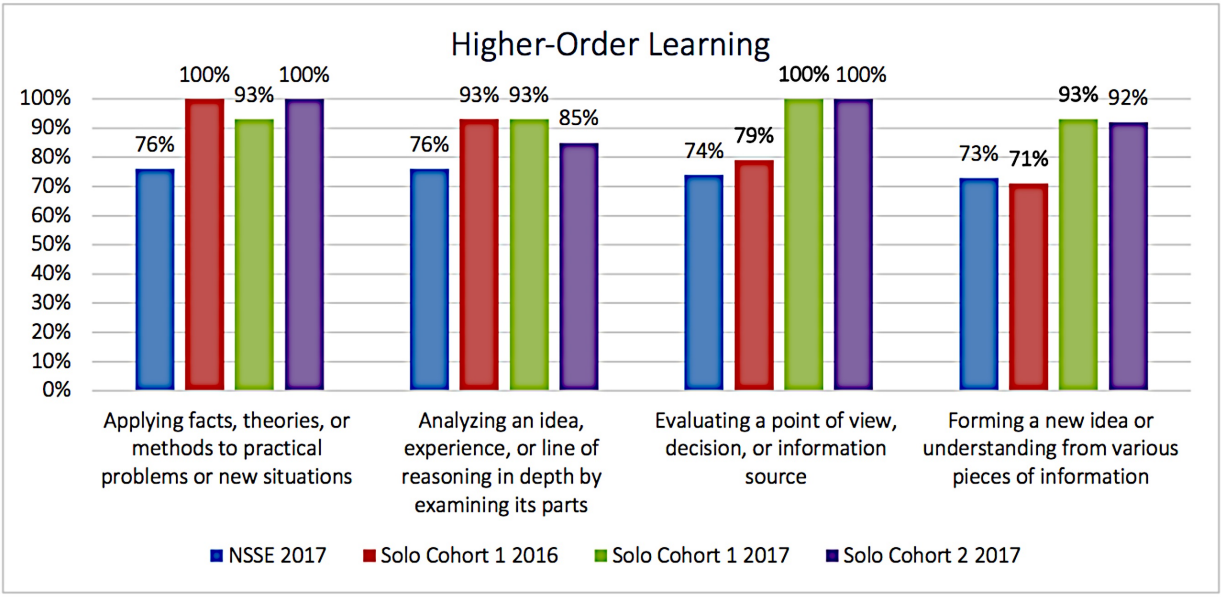
The 2017 NSSE provides a solid baseline for student engagement and defines the term this way: "Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning."

Overall, the report data indicates strong student engagement in the areas of higher-order learning, reflective and integrative learning, learning strategies, discussions with diverse others, quality of interactions, supportive environment, research, leadership, learning communities, service learning, preparedness, grades, student satisfaction and educational aspirations. This is data we will use to establish and validate educational claims we make to current and prospective students.

Following are a few examples from the survey from the final January 2018 report. You will note both positives and areas of concern that the Academic Affairs committee is currently exploring.

Higher-Order Learning
Academic work that is challenging is central to student learning and collegiate quality. College Unbound promotes high levels of student achievement by calling on students to engage in complex cognitive tasks requiring more than mere memorization of facts. This Engagement Indicator (EI) captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis (NSSE, 2018).

The following percentages of students reported that coursework emphasized higher-order learning quite a bit or very much:



College Unbound student responses rank higher or are on par with NSSE 2017 student responses in all of the areas of higher-order learning. A larger percentage of Solo Cohort 1 students responded that in 2017 versus 2016 the coursework emphasized evaluating a point of view, decision, or information source (21 percentage points more) and forming a new idea or understanding from various pieces of information (22 percentage points more).

Level of Academic Challenge

When students were asked "during the current school year, to what extent have your courses challenged you to do your best work?" The following percentages responded between 5 – 7 on a scale of 1 – 7:

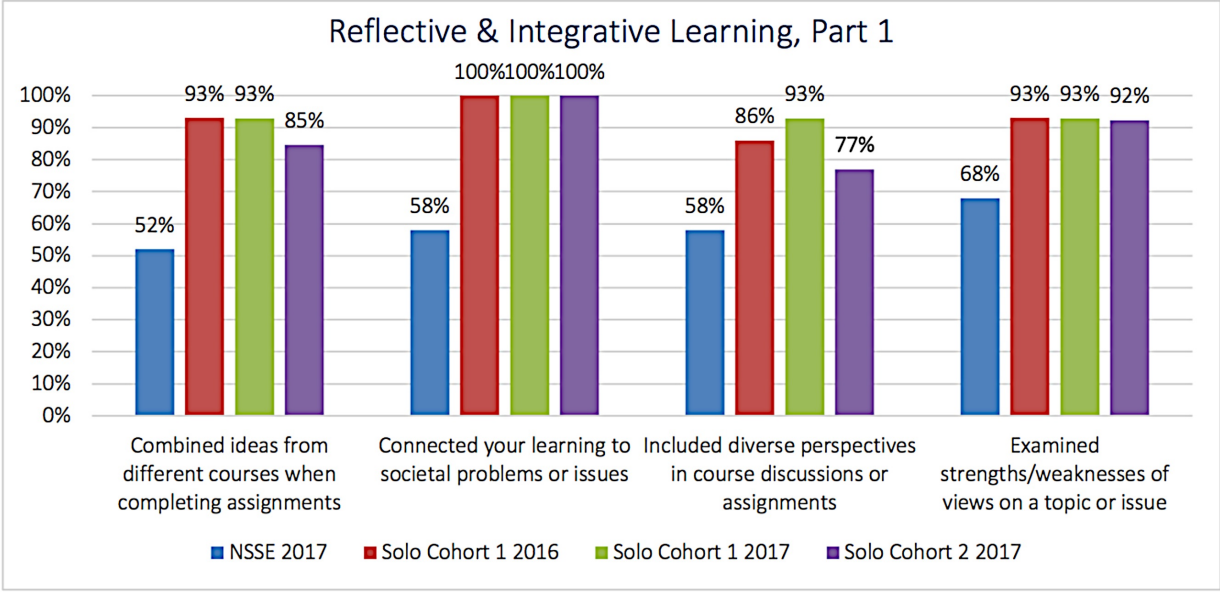
NSSE 2017	Solo Cohort 1 2016	Solo Cohort 1 2017	Solo Cohort 2 2017
77%	86%	100%	86%

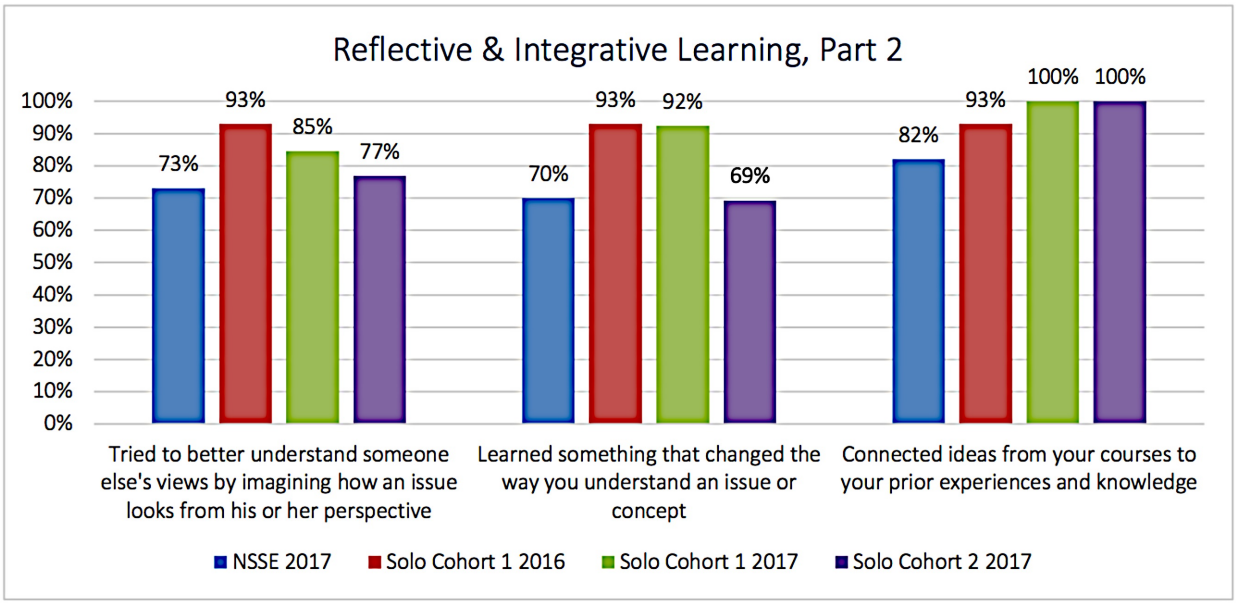
100% of Solo Cohort 1 reported their courses challenged them to do their best work in 2017 in comparison to 86% in 2016.

Reflective & Integrative Learning

Connecting with course material on a personal level requires students to relate their understandings and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others' perspectives (NSSE, 2018).

The following percentages of students reported that instructors emphasized reflective and integrative learning often or very often:

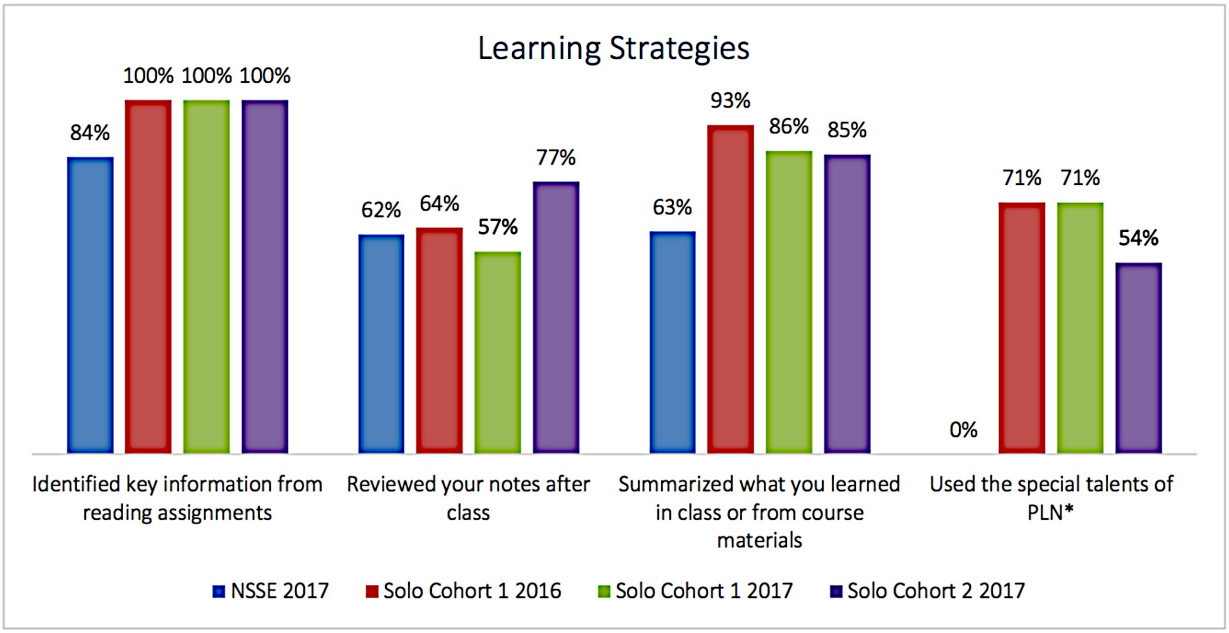




Learning Strategies

College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success (NSSE, 2018).

The following percentages of students reported they often or very often use effective learning strategies:



57% of Solo Cohort 1 2017 reported that they reviewed their notes after class which is 20 percentage points lower than Solo Cohort 2 2017 reported.

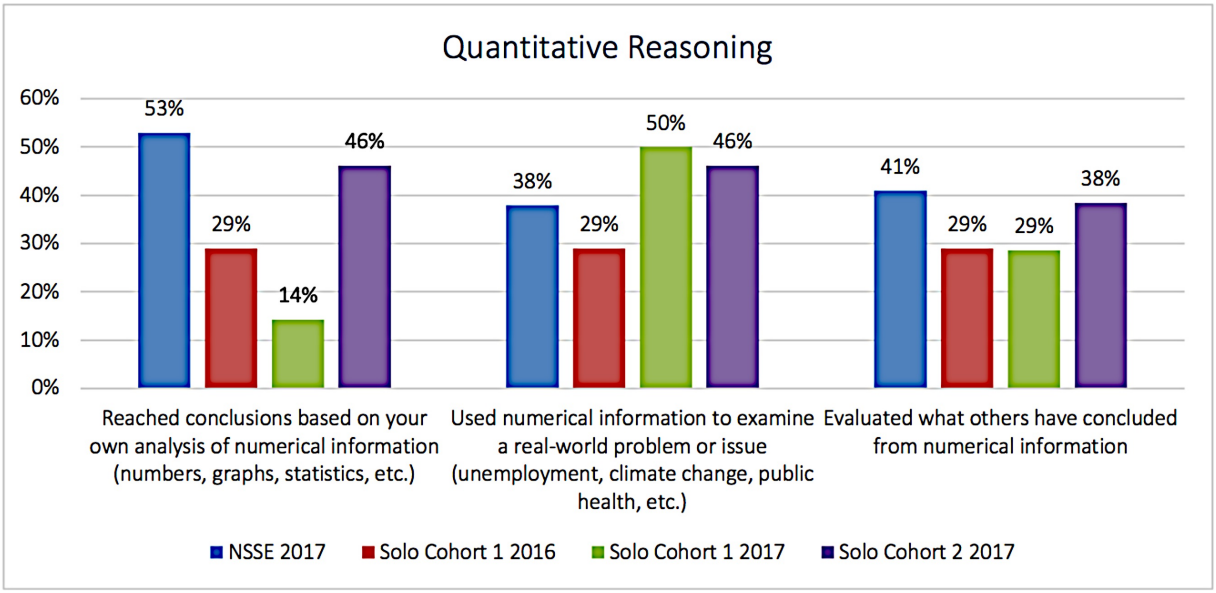
The Personal Learning Network (PLN) is a support team, unique to College Unbound, that provides students with encouragement, relevance, depth, validity, accountability, and integration. 54% of Solo Cohort 2 2017 reported that they used their PLN compared to 71% of Solo Cohort 1 in 2016 and 2017.*

We also discovered areas that need improvement, such as Quantitative Reasoning (see below), and they are being addressed.

Quantitative Reasoning

Quantitative literacy—the ability to use and understand numerical and statistical information in everyday life— is an increasingly important outcome of higher education. All students, regardless of major, should have ample opportunities to develop their ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information (NSSE, 2018).

The following percentages of students reported they often or very often use quantitative reasoning:



This is one of the weakest areas for the Solo Cohorts 2017 in comparison to NSSE 2017 data, but one of Solo Cohort 1 2017 ratings is significantly higher and another is on par with what was reported in 2016. An interesting data point is 14% of Solo Cohort 1 2017 reported they often or very often "reached conclusions based on their own analysis of numerical information" versus 46% of Solo Cohort 2 2017 reported they often or very often did.

In mid-February 2018, the Provost, Vice President of Strategic Planning/Communications Director, and our Visiting Scholar who is helping with College Unbound institutional research met with Jenene Cook of Renga Consulting who completed the CUSSE analysis to discuss recommendations and next steps. We agreed that the results must be shared and discussed with students, shared publicly on our website, reviewed by the Academic Affairs Committee to determine necessary program improvements, and shared with our partners in the Great Colleges for the New Majority Consortium. We anticipate that the Great Colleges for the New Majority Consortium will begin dialogue with Indiana University's Center for Postsecondary Research that produces the National Survey of Student Engagement (NSSE) to consider a tool designed specifically for non-traditional adult populations using the CUSSE as an example of important modifications.

Smarter Measure

Another measure we have used is the Smarter Measure assessment. (See Exhibit 8.5.) SmarterMeasure indicates the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success, particularly for, but not limited to online learning:

- Self motivation
- Time management skills
- Self discipline
- On-screen Reading Rate and Recall
- Persistence
- Availability of time

- Ability to use a laptop, printer, software, and the Internet

Additionally, Smarter Measure allowed us to add criteria for the Big 10 Leadership and Change competencies so that students can self assess their level of proficiency in each. This assessment has been a helpful tool when a student is first admitted to College Unbound as one measure of their likelihood of success. The results are used for discussions between Academic Advisor and student and partially inform the construction of the student's first personal learning plan. Students and advisors have found these discussions useful, though the addition of the Big 10 made the tool somewhat cumbersome to use, and its use as a post-assessment has been inconsistent. We are currently doing a cost/benefit analysis and determining whether we should continue use of this tool, and if we continue how to better build its use into Academic Advisor training.

The Capacity Group Review of College Unbound

We engaged the services of The Capacity Group who conducted our 2015 feasibility study to review our program in January 2017 and again in January 2018. This 22-page report is included as Exhibit 1.2. We wanted to compare data across our two independent cohorts and have an external measure of how well we have maintained key processes and are delivering the model that we promise our students. The January 2018 report identified many areas of significant improvement in processes, as well as identifying areas requiring improvement and additional focus. The Capacity Group's overall findings were summarized as follows: *According to student self reports from one-on-one confidential interviews, College Unbound maintains an extremely high degree of fidelity relative to the model it has laid out and findings from the Year 2 cohort mirror findings from the Year 1 Cohort.*

The reports from 2017 and 2018 both end with student quotes and profiles with names and identifying details changed for confidentiality. The profile below is typical:

> ***Background***
> *Zia is a mother of two and is an ESL learner. She has a sister in cohort one that always spoke highly of her experience. Zia took advantage of the opportunity to apply when she found out CU was offering scholarships. Zia's project focuses on establishing a CU preparatory course. Her project was born from her own rocky experience when she first started CU not knowing what to expect.*
>
> ***Why CU works well for them***
> *Zia is grateful for the opportunity to finish her bachelors without it being a financial burden on her or her family. She also appreciates how flexible, accommodating and understanding CU is regarding her many responsibilities. "CU respects the fact I have other responsibilities outside full time job and respects the fact that I have lived and worked experience that is valuable to bring to the table to advance myself academically. And they tailor it further to make content relevant, as well as adding a project that can help communities."*

Barriers to prior college success
In the past, Zia did not feel support from family and friends when she would go back to take classes since she was older than the traditional college age student. Additionally, she found it nearly impossible to attend college before CU due to parenting and work duties. Zia had to work along with her husband to support the family financially.

What CU taught me
Zia has learned the importance of holding herself accountable for her learning. "The fact they hold me accountable for my own learning experience and journey has made a huge difference. I can't be absent in every sense of the word. Sometimes we are there physically, but not there. With CU you have to be physically present and participate fully." Additionally, Zia learned how crucial the cohort model is to helping you succeed.

My intellectual growth at CU
Zia notices intellectual growth through the opportunity to learn materials that are relevant to her own interests and put her own "spin" on them. The content of what she learns impacts her ability to make a difference within the community. "...it will stick more because you are really learning it and making it relevant and seeing how you can apply it affectively."

Big 10 responses and CU curriculum support
Zia understands the Big 10 as skills to practice and apply to her role as a CU student in all aspects of her life in order to be successful in the communities she is involved in. Zia has focused on strengthening the skills of resiliency, collaboration and accountability. She is glad to have the personal learning plan to help hold her accountable to their usage. She absolutely believes CU shifts the curriculum to meet students' needs. "The fact that it is tailored to busy lifestyles, recognizes that there is value to our own story beyond the classroom and that professors are willing to work with you" is very refreshing. She found the support she got from the provost and her academic advisor regarding her learning style very beneficial.

Impact of CU model
If it weren't for the cohort model, Zia feels she may have quit during the first term. "Cohort Mondays allows us to see faces, celebrate each other's achievements and gives us space to talk about frustrations or ask for support. I think cohort Monday is a vital part of the CU program. "

Zia feels CU needs to do a much better job at orienting students to the program before it starts and equipping them with the tools and resources to be successful

College Unbound Success Rates
The CU high-support/high-interest curricular model works well for our diverse underserved population which includes single parents, the formerly incarcerated, low-wage earners, and the majority of which are people of color.

Because we only started operating cohorts independent of partner institutions in January 2016, the data below is compiled from all the students we've worked with across partnerships. We have compared our data with national data.

	College Unbound	National
Pell Grant Recipients	74%	33%
Overall Graduation Rate	83%	62%
Pell Grant Recipient Graduation Rate	76%	51%
Retention Rate (Returning for Year 2) Part-Time Students	85%	50%
Retention Rate (Returning for Year 2) Full-Time Students	85%	78.2%

2015 graduation data from The National Center for Education Statistics (NCES)

The retention rate for our first two independent cohorts is currently 92%--96% for Cohort I and 87% for Cohort II. College Unbound intends to remain at these levels through graduation. It is our goal to never drop below an 85% graduation rate.

Alumni

An important measure of Educational Effectiveness is to track how well alumni are doing personally and professionally once they leave College Unbound. The Provost and Dean of Instruction and Student Services are working with current students to design the systems that will allow us to track important data once students graduate.

We are in touch with the 118 students who have graduated from CU receiving degrees from partner institutions. Data gathered through phone calls to alumni in Fall 2016 revealed that 87% of College Unbound alumni are employed full-time and 20% are in graduate school. We know that for 71%, their ongoing action research project was ultimately used in the workplace or community while 27% report that it will be in the near future. (See Exhibit 4.6.)

Appraisal

Student learning exhibitions every eight weeks demonstrate growth in the Big 10 Leadership and Change competencies, project development, and the students' abilities to integrate and apply theories and ideas from their coursework.

The College Unbound Survey of Student Engagement results indicate that CU students are deeply engaged in learning through the CU curriculum. The survey results exceed national results indicating success in meeting two critical features of collegiate quality: 1) the amount of time and effort students put into their studies and other educationally purposeful activities, and 2) the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

External Evaluator Julie Dibari of The Capacity Group has interviewed CU solo students and interviews indicate that CU is implementing a program true to its marketing. Students report that the program promised them is the program being delivered. They are supported, challenged, engaged, learning, and moving toward a degree in a timely manner.

Smarter Measure results indicate that students understand the Big 10, are committed to growing in those 10 areas, and can provide evidence of their development.

Student grades and course passing rates indicate steady forward progress to degree completion.

CU's system of shared assessment ensures that student competencies are being evaluated by instructional faculty, advising faculty, professional mentors, and peers.

Projections

- The Provost and Vice President of Strategic Planning are reaching out to current students in CU Solo cohorts to begin to build an alumni program for the future which will meet the needs of CU Alumni and provide CU with critical information about its graduates. An initial plan will be in place by June 2018.

- CUSSE results will be discussed with CU Solo students at their March 12, 2018 seminar.

- The Board of Trustees, faculty, staff, and Academic Affairs and Technology Committee have been given copies of the January 2018 CUSSE report for review. We will hold an open meeting after the March student meeting for faculty and staff to provide input and suggestions to the Academic Affairs and Technology Committee for how to use the data for program improvement.

- The Academic Affairs and Technology Committee will determine whether and how to continue with the Smarter Measure assessment prior to Fall 2018.

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

	Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
	IPEDS Retention Data					
	Associate degree students					
	Bachelors degree students					
[1	**IPEDS Graduation Data (150% of time)**					
	Associate degree students					
	Bachelors degree students					
[2	**IPEDS Outcomes Measures Data**					
	First-time, full time students					
	Awarded a degree within six years					
	Awarded a degree within eight years					
	Not awarded within eight years but still enrolled					
	First-time, part-time students					
	Awarded a degree within six years					
	Awarded a degree within eight years					
	Not awarded within eight years but still enrolled					
	Non-first-time, full-time students					
	Awarded a degree within six years					
	Awarded a degree within eight years					
	Not awarded within eight years but still enrolled					
	Non-first-time, part-time students					
	Awarded a degree within six years					
	Awarded a degree within eight years					
	Not awarded within eight years but still enrolled					
[3	**Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1						
2						
3						
4						
5						
[4	**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1						
2						
3						
4						
5						
	Definition and Methodology Explanations					
1						
2						

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

As we are not yet accredited, College Unbound does not have IPEDS data.

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

	Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	na			
Not graduated, still enrolled at original institution	na			
Degree from a different institution	na			
Transferred to a different institution	na			
Not graduated, never transferred, no longer enrolled	na			
First-time, Part-time Students				
Degree from original institution	na			
Not graduated, still enrolled at original institution	na			
Degree from a different institution	na			
Transferred to a different institution	na			
Not graduated, never transferred, no longer enrolled	na			
Non-first-time, Full-time Students				
Degree from original institution	na			
Not graduated, still enrolled at original institution	na			
Degree from a different institution	na			
Transferred to a different institution	na			
Not graduated, never transferred, no longer enrolled	na			
Non-first-time, Part-time Students				
Degree from original institution				
Not graduated, still enrolled at original institution				
Degree from a different institution				
Transferred to a different institution				
Not graduated, never transferred, no longer enrolled				

Measures of Student Achievement and Success/Institutional Performance and Goals

		Prior (FY 2)	Prior (FY2)	Prior (FY 2)	Current Year (FY 2)	Forward (goal) (FY 2)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 belo					
1						
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						
2						
3						
4						

Definition and Methodology Explanations

1	College Unbound does not yet have graduates for its independent Solo Cohorts.

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	
		(FY 2)		(FY 2)		(FY 2)		(FY 2)	
?	**State Licensure Examination Passage Rates**								
	Name of exam	# who took exam	# who passed	took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NA								
2									
3									
4									
5									
?	**National Licensure Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	NA								
2									
3									
4									
5									
?	**Job Placement Rates**								
	Major/time period	*	# of grads	# with	# of	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	NA									
2										
3										
4										
5										

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

Web location of gainful employment report (if appli

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)
		(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
?	**Completion Rates**					
1	NA					
2						
?	**Placement Rates**					
1	NA					
2						

Please enter any explanatory notes in the box below

Not Applicable to College Unbound.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
? **Master's Programs (Add definitions/methodology in #1 below)**					
Retention rates first-to-second year	na				
Graduation rates @ 150% time	na				
Average time to degree	na				
Other measures, specify:					
? **Doctoral Programs (Add definitions/methodology in #2 below)**					
Retention rates first-to-second year	na				
Graduation rates @ 150% time	na				
Average time to degree	na				
Other measures, specify:					
? **First Professional Programs (Add definitions/methodology in #3 below)**					
Retention rates first-to-second year	na				
Graduation rates @ 150% time	na				
Average time to degree	na				
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	na				
Retention rates	na				
Graduation rates	na				
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	na				
Retention rates	na				
Graduation rates	na				
Other measures, specify:					

Definition and Methodology Explanations

1 Not Applicable to College Unbound

Standard Nine | INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Integrity

Description

On May 20, 2015, College Unbound received initial approval from the Council of Postsecondary Education to operate in Rhode Island and offer a baccalaureate degree in Organizational Leadership and Change. Continuing approval is contingent upon an annual review, ongoing compliance with the Regulations Governing Institutions of Higher Education Operating in Rhode Island, and securing accreditation from NEASC within five years. (For Authorizing Documents, see Exhibit 7.8 – Articles of Incorporation, and Exhibit 9.1 – Rhode Island State Approval.) On May 15, 2017, College Unbound received notice that we are eligible to proceed with an application for candidacy for accreditation. (See Exhibit 9.2.)

The process for state approval and the process for demonstrating we meet the CIHE requirements of affiliation were rigorous and thorough processes. College Unbound takes seriously its commitments to the state, to CIHE, and to the students it serves. We are careful to honor all legal requirements and to communicate our progress and any institutional or program changes with both the Rhode Island Office of Postsecondary Education and with the Commission.

Just as the Commission and the State of Rhode Island have been clear about their expectations for College Unbound to act responsibly, so has College Unbound made expectations clear for the Board of Trustees, College Unbound administration, faculty, staff, and students. The Board of Trustees operates according to its bylaws and the list of Board Performance Expectations. (Exhibits 3.2 and 3.4.) College Unbound administration, faculty, and staff operate according to clear job descriptions and policies and procedures made public in the Employee Handbook (Exhibit 7.5), Faculty Handbooks (Exhibits 6.2 and 6.3), and Policy Manual (Exhibit 6.4). These documents are made available to faculty and staff both digitally and in paper copies. The College Unbound Academic Catalog (Exhibit 4.2) and Student Handbook (Exhibit 8.2) are also public documents available to students both digitally and in paper copy.

These documents outline for students College Unbound's responsibilities and student rights and responsibilities. Student rights include academic freedom, and student responsibilities include academic honesty and integrity. Policies such as Academic Honesty (Exhibit 4.5) are reviewed with students each semester in the required Workplace and World Lab. Academic Advisors review with students examples of plagiarism, and offer instruction that includes: how to appropriately cite sources, quote from sources, and appropriately paraphrase and use parenthetical citations.

Rights and responsibilities are clearly outlined for faculty as well, ensuring that at College Unbound (as outlined by the Commission standards) there is "freedom to teach and study, examine all pertinent data, question assumptions and be guided by evidence of scholarly research."

College Unbound is non-discriminatory in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. College Unbound leadership works to build a culture of trust across all sectors (board, administration, faculty, staff, and students) so that issues can be

discussed openly and honestly. Clear policies and processes are in place for complaints and grievances and their resolution for faculty, staff, and students. These policies appear in the Policy Manual (Exhibit 6.4), the Faculty Handbooks (Exhibits 6.2 and 6.3), Employee Handbook (Exhibit 7.5), and Student Handbook (Exhibit 8.2). All handbooks are available on our internal Team Drive. The Policy Manual and Student Handbook are also available on our public website.

Appraisal

Building and maintaining relationships with the Rhode Island Office of Postsecondary Education (RIOPE) and with CIHE/NEASC as we have moved from program to institution has strengthened College Unbound. External evaluation holds us to high professional and ethical standards. Adhering to the regulations of our authorizing and accrediting bodies ensures sustainability and quality education for our students. These relationships come with built-in benchmarks and checkpoints that complement our internal benchmarks and checkpoints.

In addition to feedback from RIOPE and CIHE, College Unbound has hired external evaluators for program review, carefully monitoring that we are delivering the educational program that we have promised our students. Student interviews conducted by external evaluator The Capacity Group (2016, 2017) demonstrate that students believe CU is delivering on its promises and exemplifying its mission in its practice. (Exhibit 1.2) Additionally, results from the College Unbound Survey of Student Engagement (CUSSE) demonstrate that College Unbound is providing an academically challenging curriculum and engaging learning environment for students, consistent with its mission. (Exhibit 8.1)

The College Unbound non-discrimination policy is displayed on our website and in appropriate handbooks/literature. Students and staff report that it is followed and it is evident in the culture. College Unbound is paying careful attention to race and power dynamics. As mentioned in Standard Two, in Spring 2017 College Unbound hired Renga Consulting to conduct staff surveys and interviews concerning race and power dynamics in the workplace. These consultants are currently working with the Executive Leadership Team to review the results and to build processes for increasing diversity in hiring administrative leadership and staff.

Transparency

Description

College Unbound operates openly, providing to prospective and enrolled students, as well as the general public, all necessary information concerning its programs, activities, policies, and procedures. We publish a Policy Manual and Academic Catalog, Student Handbook, and website which are reviewed and updated annually, and maintained regularly. Past catalogs and handbooks are archived internally and available upon request. The Communications department and Academic Affairs Committee review all documents each year in March, allowing time for revisions and printing of new publications for the upcoming school year in May.

Our website contains the accurate information which is necessary for current and prospective students, for donors, and for regulators. Our accreditation status is reported in the About tab dropdown in the section labeled Authority and Accreditation, using the language prescribed by the Commission. There you will also find our mission, history, institutional policies, information

concerning specific student affinity cohorts (e.g., Charter Oak State College Enrolled, Current and Formerly Incarcerated), and an up to date list of the members of our Board of Trustees. The Admissions tab of the website includes our admissions policy and process, general education requirements, transfer credit policies, Frequently Asked Questions, and Academic Catalog. The Academics tab includes the details of our Organizational Leadership and Change degree requirements, List of Faculty, and our Student Handbook. These documents have clear tables of contents making it easy for students and prospective students to locate information such as the student code of conduct, complaint procedures, and how to access student services. See Exhibit 9.3 for a complete website map.

Public Disclosure

Description

College Unbound provides the public it serves with the information that public needs to make informed decisions. Current and prospective students, funders, authorizing agencies, and the general public have access to College Unbound's accreditation status, offerings, student body composition, educational goals, success rates, and other essential information through the website and a variety of public documents.

Data First Form 9.3 demonstrates College Unbound's transparency with the public, listing key institutional information and characteristics and where they can be found on the website and in documents.

Appraisal for Transparency and Public Disclosure

The CU website is accurate and makes readily available information concerning its non-profit status, mission, admissions and academic program policies, student fees, complaint procedures, degree requirements, courses offered, Board of Trustees and their affiliations, student body demographics, and total cost of completing a degree at CU. CU is explicit about its accreditation status on its website and in all marketing and other relevant documents.

The CU mission and policies for admissions, degree program, and governance are clearly described and consistently displayed on the website and all social media sites, student handbooks, faculty handbooks, and appropriate marketing literature.

While our website is accurate and contains all necessary information, it is not as easy to navigate as we would like it to be. A website challenge at this stage of our development is that we serve multiple student populations through partnerships with Charter Oak State College (COSC), the Rhode Island Adult Correctional Institute (ACI), and the United Way Rhode Island. These student populations align well with our mission, and developing feeder populations ensures that we will meet enrollment projections along the path to eventual accreditation.

Our Charter Oak State College population receives their degree from COSC and must adhere to COSC regulations while honoring their College Unbound commitments. Our students in the ACI must honor ACI regulations and parameters. They are not yet matriculating or degree seeking. They are not given access to CU student support services. Our part-time students with partners such as the United Way and our upcoming Aquidneck Island cohorts are matriculating, but not yet in our degree program.

Ensuring clear and accurate information for each population on a single website is difficult. We are careful in all face-to-face, phone, and e-mail contact with students from each population to ensure that they understand our accreditation status; who will issue their degree; tuition, fees, and other expenses; our non-discrimination policy; and all program requirements. We use clear and careful language about what they are promised, what is required of them, and all rights and responsibilities. It is more difficult to control how they read the website. We are working to make the navigation clear and easy for multiple populations and to avoid misunderstandings.

If we become an accredited institution in the future, the COSC and part-time United Way Rhode Island and Aquidneck Island feeder populations will likely transition into our degree program and we will eliminate the need for separate programs with different parameters.

The College Unbound website is currently (February 2018 - June 2018) undergoing a redesign. We are working with Edlio, our website management company to ensure ease of navigation and to ensure that the site is mobile device friendly. We are also working with a consultant to make the content less dense, so that key information is clear and more immediately accessible. We anticipate a new look Summer 2018.

Projections

- College Unbound will submit its third Annual Report to the Rhode Island Office of Postsecondary Education May 2018, a requirement of initial approval.

- The website revision and redesign will occur in stages.
    - A second review and revision for accuracy and clarity of language for each population will be complete by February 28, 2018.
    - Clearer navigation and highlighting key information for each population will be complete by February 28, 2018.
    - Reducing content to more bulleted and concise information will be complete by June 30, 2018.
    - A redesign of the overall appearance of the website will be complete by June 30, 2018.

Standard 9: Integrity, Transparency, and Public Disclosure

(Integrity)

? [1]	Policies	Last Updated	? [2]	Website location where policy is posted		Responsible Office or Committee
	Academic hones	CU Student Handbook 2016		College Unbound Student Handbook 2016-2017 Academic Honesty p.82 https://www.collegeunbound.org/apps/pages/degree		Dean of Instruction and Student Services
	Intellectual prope	Policy Manual Spring 2016		Institutional Policy-Policy Manual p.75-76 https://www.collegeunbound.org/apps/pages/policies		Administration and Finance
	Conflict of interes	CU Policy Manual Spring 2016		Institutional Policy-Policy Manual By Laws Article XII Section 12.1 Conflict of Interest p.53-55 https://www.collegeunbound.org/apps/pages/policies		Administration and Finance
	Privacy rights	CU Student Handbook 2016 AND CU Academic Catalog 1.15.16		College Unbound Student Handbook 2016-2017 Student Rights and Responsibilies p.87 https://www.collegeunbound.org/apps/pages/degree AND College Unbound Academic Catalog - Transcripts (FERPA Privacy Act) p.7 https://www.collegeunbound.org/apps/pages/academiccatalog		Administration and Finance
	Fairness for stud	CU Website February 2018 AND CU Student Handbook 2016		CU website Admissions - Admissions Policy- Admissions https://www.collegeunbound.org/apps/pages/admissionspolicy AND College Unbound Student Handbook 2016-2017 Student Support Services/Disabiling Conditions -Student Rights and Responsibilities p.87-88 https://www.collegeunbound.org/apps/pages/degree		Provost
	Fairness for facu	CU Website February 2018 AND CU Student Handbook 2016		CU website Admissions - Admissions Policy- Admissions https://www.collegeunbound.org/apps/pages/admissionspolicy AND College Unbound Student Handbook 2016-2017 Student Support Services/Disabiling Conditions -Faculty Rights and Responsibilities p.88 https://www.collegeunbound.org/apps/pages/degree		Provost
	Fairness for staff	CU Website February 2018		CU website Admissions - Admissions Policy- Admissions https://www.collegeunbound.org/apps/pages/admissionspolicy		Administration and Finance
	Academic freedo	CU Policy Manual Spring 2016		CU website About- Institutional Policy- Policy Manual Spring 2016 p.73-74 https://www.collegeunbound.org/apps/pages/policies		Provost
	Title IX	CU Policy Manual Spring 2016		Policy Manual, Spring 2016, p. 89.		Provost
	Non-discrimination policies					
	Recruitment and	CU Website February 2018		CU website Admissions - Admissions Policy- Admissions https://www.collegeunbound.org/apps/pages/admissionspolicy		Registrar
	Employment	CU Website February 2018 AND CU Employee Handbook June 2016		CU website Admissions - Admissions Policy- Admissions https://www.collegeunbound.org/apps/pages/admissionspolicy AND College Unbound Employee Handbook - Non Discrimination & Americans with Disabilities Act p.7-8 Employee Handbook Revised Final_6.02.2016.pdf		Administration and Finance
	Evaluation	CU Website February 2018		CU website Admissions - Admissions Policy- Admissions https://www.collegeunbound.org/apps/pages/admissionspolicy		Provost/Administration and Finance
	Disciplinary actio	CU Website February 2018		CU website Admissions - Admissions Policy- Admissions https://www.collegeunbound.org/apps/pages/admissionspolicy		Administration and Finance
	Advancement	CU Website February 2018		CU website Admissions - Admissions Policy- Admissions https://www.collegeunbound.org/apps/pages/admissionspolicy		Administration and Finance
	Other; specify	CU Student Handbook 2016		College Unbound Student Handbook 2016-2017- Conduct that Violates the Student Code of Conduct- 2. Bias and Harassment p.78-79 https://www.collegeunbound.org/apps/pages/degree		Communications
	Resolution of grievances					
	Students	CU Student Handbook 2016		Student Unbound Student Handbook 2016-2017- College Unbound Complaint Process p.83-85 https://www.collegeunbound.org/apps/pages/degree		Provost
	Faculty			CU Instructional Faculty Handbook, p. 30		Provost
	Staff	CU Employee Handbook June 2016		CU Employee Handbook June 2016- Behavior of Employees- Grievances p.33 Employee Handbook Revised Final_6.02.2016.pdf		Administration and Finance
	Other; specify					

? [3]	Other	Last Updated		Website location or Publication		Responsible Office or Committee

Please enter any explanatory notes in the box below

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.collegeunbound.org/apps/pages/applytocu
Notice of availability of publications and of audited financial statement or fair summary	CU website: CU Policy Manual- About - Institutional Policies https://www.collegeunbound.org/apps/pages/policies AND CU Feasibility Study 2018/Strategic Plan 2017-2021- About - Strategic Plan https://www.collegeunbound.org/apps/pages/policies AND CU Student Handbook 2016-2017 - Academics - Student Resources - Student Handbook https://www.collegeunbound.org/apps/pages/studentresources https://www.collegeunbound.org/apps/pages/fastfacts - Audited Financial Statement
Processes for admissions	CU website: Admissions - Admissions Policy - Enrollment Process https://www.collegeunbound.org/apps/pages/admissionspolicy
Processes for employment	CU website: About - Careers at CU - Jobs at CU https://www.collegeunbound.org/apps/pages/employmentopportunities
Processes for grading	CU website: Academics - Student Resources - Student Handbook - Grading System p.73-75 https://www.collegeunbound.org/apps/pages/studentresources
Processes for assessment	CU website: Academics - Student Resources - Student Handbook - Assessment p.32-33 https://www.collegeunbound.org/apps/pages/studentresources
Processes for student discipline	CU website: Academics - Student Resources - Student Handbook -Student Code of Conduct p.76-81 https://www.collegeunbound.org/apps/pages/studentresources
Processes for consideration of complaints and appeals	CU website: Academics - Student Resources - Student Handbook - College Unbound Complaint Process p.83-85 https://www.collegeunbound.org/apps/pages/studentresources

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**

Delivery of CU Model	Capacity Group: Synopsis of Key Outcomes from CU Solo 2 Student Perspectives- Qualitative Analysis January 2018 AND Synopsis of Key Outcomes from the CU Solo Cohort Student Perspective - Qualitative Analysis March 2017 (CU Solo 1)
Achievement of Students	Graduates and Current Students Step UP in the Workplace and Community - document
CU - The Essential Parts	Academics - Student Resources - Student Handbook p.19 https://www.collegeunbound.org/apps/pages/studentresources
Date of last review of:	
Print publications	CU Student Handbook August 2016/ Policy Manual Spring 2016/Academic Catalog 1.15.16/ College Unbound Feasibility Study 2015/Strategic Plan 2017-2021/ Employee Handbook June 2016/
Digital publications	Fall 2017
Please enter any explanatory notes in the box below	

Standard 9: Integrity, Transparency, and Public Disclosure

(Public Disclosure)

Information	Website location
Institutional catalog	About - Institutional Policies - Policy Manual https: //www.collegeunbound.org/apps/pages/policies
Obligations and responsibilities of students and the institution	Academics - Student Resources - Student Handbook - Specific Responsibilities of Each Member of the Student's PLN p. 30-31 https://www.collegeunbound. org/apps/pages/studentresources
Information on admission and attendance	Admissions - Admissions Policy - Enrollment Process https://www.collegeunbound. org/apps/pages/admissionspolicy
Institutional mission and objectives Text	About - Mission https://www.collegeunbound. org/apps/pages/mission
Expected educational outcomes	Academics - Student Resources - Student Handbook - Degree Program - Bachelor of Arts Organizational Leadership and Change p.13 https://www. collegeunbound.org/apps/pages/studentresources
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	About - Welcome to a Different Kind of College https: //www.collegeunbound.org/apps/pages/impact
Requirements, procedures and policies re: admissions	Admissions - Admissions Policy - Enrollment Process https://www.collegeunbound. org/apps/pages/admissionspolicy
Requirements, procedures and policies re: transfer credit	Admissions - Transfer Credit and Prior Learning Experience https://www.collegeunbound. org/apps/pages/priorlearning
A list of institutions with which the institution has an articulation agreement	In conversation with Charter Oak State College and Rhode Island College.
Student fees, charges and refund policies	Admissions - Admissions Policy - Tuition and Fees and Refund Policies https://www.collegeunbound. org/apps/pages/admissionspolicy
Rules and regulations for student conduct	Academics - Student Resources - Student Handbook - Student Code of Conduct p.76-81 https://www. collegeunbound.org/apps/pages/studentresources
Procedures for student appeals and complaints	Academics - Student Resources - Student Handbook - College Unbound Complaint Process p.83-85 https: //www.collegeunbound. org/apps/pages/studentresources
Other information re: attending or withdrawing from the institution	Admissions - Admissions Policy - Withdrawal After Commencement of Classes https://www. collegeunbound.org/apps/pages/admissionspolicy
Academic programs	About - Programs and Partners https://www. collegeunbound.org/apps/pages/admissionspolicy AND
Courses currently offered	About - Programs and Partners https://www. collegeunbound.org/apps/pages/admissionspolicy
Requirements for degrees and other forms of academic recognition	Academics - Degree Requirements https://www. collegeunbound.org/apps/pages/BArequirements
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	Academics - Faculty https://www.collegeunbound. org/apps/pages/faculty
Names and positions of administrative officers	Contact - Staff Directory https://www. collegeunbound.org/apps/staff/

Names, principal affiliations of governing board members	About - Board of Trustees https://www.collegeunbound.org/apps/pages/trustees
Size and characteristics of the student body	https://www.collegeunbound.org/apps/pages/fastfacts
Description of the campus setting	https://www.collegeunbound.org/apps/pages/fastfacts
Availability of academic and other support services	Academics - Student Resources - Student Handbook - Student Support Services/Disabling Conditions p.86-90 https://www.collegeunbound.org/apps/pages/studentresources AND About - Welcome to a Different Kind of College - Culture Support and Academic Support https://www.collegeunbound.org/apps/pages/impact
Range of co-curricular and non-academic opportunities available to students	Students attend a full range of local and regional events which support community activism, the arts, and culture.
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Academics - Student Resources - Student Handbook : Big 10 - Leadership & Change Habits of Practice and Mind (27-28) & (37-51)/Personal Learning Network (29-31)/Exhibitions Tips & Tricks (63)/Professional Mentor Agreement (52)/CU Weekly Reflections (58) https://www.collegeunbound.org/apps/pages/studentresources AND availability of loaner laptops, family style dinner at cohort meeting/babysitting
Institutional goals for students' education	About - Mission - Guiding Principles https://www.collegeunbound.org/apps/pages/mission
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	About - CU Fast Facts - Graduation Rate - Alumni Data https://www.collegeunbound.org/apps/pages/fastfacts
Total cost of education and net price, including availability of financial aid and typical length of study	Admissions - Apply to CU https://www.collegeunbound.org/apps/pages/applytocu AND Admissions- Admissions Policy - Tuition and Fees https://www.collegeunbound.org/apps/pages/admissionspolicy
Statement about accreditation	About - Authority and Accreditation https://www.collegeunbound.org/apps/pages/index.jsp?uREC_ID=385185&type=d&pREC_ID=1383539 About - History - CU Receives State Authorization, May 2015 https://www.collegeunbound.org/apps/pages/history

Exhibits – Providing Evidence for Standards
The following exhibits have been made available in the Self Study Team Workroom and are also available on a thumb drive given to each team member.

EXHIBITS FOR STANDARD ONE	
1.1	Mission Statement Adopted
1.2	The Capacity Group Year 1 Evaluation Report, April 2017 The Capacity Group Year 2 Evaluation Report, January 2018
1.3	Survey Data Summary Report Fall 2017
1.4	Board of Trustees Survey Review 2017
1.5	Staff Survey 2017
EXHIBITS FOR STANDARD TWO	
2.1	Strategic Plan 2017-2021
2.2	Sample TGIF Staff Reflection
2.3	CU Standard Four Study/Final Report – January 2018 – An analysis of Student Satisfaction Data by UMass Boston Higher Education Doctoral Students
2.4	General Education/Distribution Requirements Review Spring 2017
2.5	Semester One Prescribed Courses for OLC Review Fall 2017
2.6	Smarter Measure Analysis
2.7	Student Services Usage Review
2.8	Website Review Fall 2017
2.9	Handbooks Review Spring 2017
2.10	Marketing Materials Review Spring 2017
2.11	Professional Mentor Student Evaluation
EXHIBITS FOR STANDARD THREE	
3.1	Board of Trustees and Affiliations
3.2	Bylaws
3.3	Board Survey 2017
3.4	Board Performance Expectations
3.5	Minutes – Academic Affairs and Technology Committee
3.6	Minutes – Finance and Development Committee
3.7	Minutes – Student Services Committee
3.8	Minutes – Executive Committee
EXHIBITS FOR STANDARD FOUR	
4.1	Graduation Requirements
4.2	Academic Catalog
4.3	Curriculum Review Process
4.4	Credit Hour/Workload Explanation
4.5	Academic Honesty Policy
4.6	Alumni Data Survey Fall 2016
4.7	Great Colleges for the New Majority Consortium Mission and Values
4.8	Sample Syllabi

4.9	Board of Trustees Minutes November 2017
4.10	Draft Independent Study Approval Process Revision
EXHIBITS FOR STANDARD FIVE	
5.1	Feasibility Study March 2015
5.2	Statement of Target Market Adopted by Board
5.3	Admissions Policy
5.4	CU Solo Scholarship Press Release
5.5	Student Support Services Policies
5.6	Admissions Report 2017
EXHIBITS FOR STANDARD SIX	
6.1	Academic Freedom Policy
6.2	Instructional Faculty Handbook
6.3	Advising Faculty Handbook
6.4	Policy Manual
EXHIBITS FOR STANDARD SEVEN	
7.1	Pro Forma Five Year Budget
7.2	Development Plan
7.3	Technology Report
7.4	Organizational Charts
7.5	Employee Handbook
7.6	Job Descriptions
7.7	Staff Evaluation Form
7.8	Articles of Incorporation
7.9	Library Resource Agreements
7.10	CU Addresses NEASC Standard 7: Library and Other Information Sources (2015)
7.11	Facilities Use
7.12	CU Learning Management System Yardstick
EXHIBITS FOR STANDARD EIGHT	
8.1	College Unbound Survey of Student Engagement (CUSSE) January 2018
8.2	Student Handbook
8.3	Competency and Learning Outcome Rubrics
8.4	Student Personal Learning Plan
8.5	Smarter Measure Report
EXHIBITS FOR STANDARD NINE	
9.1	Rhode Island State Approval
9.2	NEASC Notice of Eligibility
9.3	Website Map

Appendices

Appendix A – Affirmation of Compliance with Federal Requirements of Title IV

Appendix B – E-Series Forms: Making Assessment More Explicit
Option E1: Part A. Inventory of Educational Effectiveness Indicators

Appendix C – *Audited Financial Statements

Appendix D – *Auditor's Management Letter
This management letter is in revision by the external auditor. We will send it as soon as we receive it.

Appendix E – Staff Positions, Hours, Compensation

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: https://cihe.neasc.org

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 Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://www.collegeunbound.org/apps/pages/index.jsp?uREC_ID=309214&type=d&pREC_ID=1384164
Print Publications	Student Handbook – pp 14, 15, 16
Self-study/Interim Report Page Reference	Exhibit 4.4 Credit-Hour Work Load, p. 50

2. **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. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://www.collegeunbound.org/apps/pages/admissionspolicy https://www.collegeunbound.org/apps/pages/priorlearning
Print Publications	Academic Catalog, p. 9
Self-study/Interim Report Page Reference	p.47, 51, 53, 107

3. **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 9.19.)

URL	https://www.collegeunbound.org/apps/pages/studentresources
Print Publications	Student Handbook - College Unbound Complaint Process p.83-85 Academic Catalog, p. 22
Self-study/Interim Report Page Reference	p. 106, 107

4. **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. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	NA
Self-study/Interim Report Page Reference	

5. 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. (CIHE Policy 77.)

URL	https://www.collegeunbound.org (Scheduled for posting March 1, 2018.) https://www.facebook.com/collegeunbound (Scheduled for posting March 1, 2018.)
Print Publications	Press Release/Letter to Editor for Providence Journal Scheduled for March 1, 2018.
Self-study Page Reference	Not mentioned as it hasn't yet occurred.

The undersigned affirms that College Unbound (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: _____

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:	Academic Catalog https://www.collegeunbound.org/apps/pages/academiccatalog Faculty Handbooks	Competency demonstrations; course embedded assessments; CUSSE; academic program review	Academic Affairs and Technology Committee; Provost's Office; faculty	Discovering that our students needed greater access to research journals and periodicals we established a partnership with Brown University to utilize their library resources.	Fall 2017
For general education if an undergraduate institution:	Academic Catalog https://www.collegeunbound.org/apps/pages/academiccatalog	Course embedded assessments; Common rubrics (empirical reasoning, digital fluency, ethical reasoning, historical reasoning, human expression, participatory action research, quantitative reasoning, social reasoning); CUSSE; Student Learning Exhibitions	Faculty	We are conducting a search for the most appropriate external academic skills assessment to administer to our students once they reach 60 credits.	Fall 2017
List each degree program: 1. Organizational Leadership and Change	Academic Catalog https://www.collegeunbound.org/apps/pages/academiccatalog	Capstone and Final Student Learning Exhibition.	Faculty Academic Affairs and Technology Committee	The format of the student learning exhibition has been changed for easier auditing of the Leadership and Change Competencies.	Fall 2017

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.). *	(6) Date and nature of next scheduled review.
The Council on Postsecondary Education (CPE) granted Initial Approval for College Unbound to operate in Rhode Island and offer a baccalaureate degree in Organizational Leadership and Change.	May 20, 2015	Initial approval is granted for a period of five years. This approval is contingent upon the institution remaining in conformance with the CPE's *Regulations Governing Institutions of Higher Education Operating in Rhode Island* and specifically, the following: • Any additional academic programs or changes will be presented to CPE for approval in accordance with Regulations Governing Institutions of Higher Education Operating in Rhode Island. • The Council on Postsecondary Education has instructed the Office of the Postsecondary Commissioner (OPC) to review the program(s) annually to assess the extent to which the estimates and assertions contained in the original proposal have been fulfilled, and the extent to which appropriate progress is being made toward achieving NEASC accreditation. • At the end of Five years, the institution must apply for and the CPE may grant full approval if the school has secured accreditation from the regional accreditation agency (NEASC) and if the school demonstrates that it remains in conformance with the regulations; thereafter, periodic re-evaluations may be conducted to determine whether the school is financially stable and whether its approved program(s) are continuing to meet the review criteria and operating as proposed and authorized.	Annual Report listing any program changes and updating the Office of the Postsecondary Commissioner of our progress toward regional accreditation.	May 30, 2018

COLLEGE UNBOUND

FINANCIAL STATEMENTS

JUNE 30, 2017

Draft

COLLEGE UNBOUND

Financial Statements

June 30, 2017

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Draft

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
College Unbound
Providence, Rhode Island

Report on the Financial Statements
We have audited the accompanying financial statements of College Unbound (a non-profit organization) (the "College"), which comprise the statement of financial position as of June 30, 2017, the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the financial statements.

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 conducted our audit in accordance with the auditing standards generally accepted in 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 the auditors' 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.

Opinion
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of College Unbound as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter
As discussed in Note 2 to the financial statements, the College restated beginning net assets due to a correction of an error. Our opinion is not modified with respect to that matter.

Report on Supplemental Information
Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of functional expenses on page 13 is presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Draft

Certified Public Accountants
Braintree, Massachusetts

DATE

COLLEGE UNBOUND

Statement of Financial Position

June 30, 2017

Draft

COLLEGE UNBOUND

Statement of Financial Position

June 30, 2017

Assets

Current Assets:	
Cash and equivalents	**$ 572,545**
Restricted cash and equivalents	**259,306**
Pledges receivable, net	**127,068**
Prepaid expenses	**3,000**
Total Current Assets	**961,919**
Non-Current Assets:	
Computer equipment, net	**10,778**
Total Assets	**$ 972,697**

Liabilities and Net Assets

Current Liabilities:	
Accounts payable and accrued expenses	**$ 37,710**
Deferred Revenue	**15,848**
Total Current Liabilities	**53,558**
Net Assets:	
Unrestricted	**532,765**
Temporarily restricted	**386,374**
Total Net Assets	**919,139**
Total Liabilities and Net Assets	**$ 972,697**

The accompanying notes are an integral part of the financial statements.

Draft

COLLEGE UNBOUND

Statement of Activities and Changes in Net Assets

For the Year Ended June 30, 2017

	Unrestricted	Temporarily Restricted	Total
Revenues:			
Donations and grants	$ 444,094	$ 400,000	$ 844,094
Tuition	71,106	-	71,106
In-kind	278,361	-	278,361
Net assets released from restrictions	624,090	(624,090)	-
Total Revenues and Contributed Support	1,417,651	(224,090)	1,193,561
Expenses:			
Program services	634,365	-	634,365
Management and general	440,422	-	440,422
Development	119,578	-	119,578
Total Expenses	1,194,365	-	1,194,365
Increase (Decrease) in Net Assets	223,286	(224,090)	(804)
Net Assets, Beginning of Year, as Previously Stated	309,479	209,364	518,843
Prior Period Adjustment (Note 2)	-	401,100	401,100
Net Assets, Beginning of Year, as Restated	309,479	610,464	919,943
Net Assets, End of Year	$ 532,765	$ 386,374	$ 919,139

The accompanying notes are an integral part of the financial statements.

Draft

COLLEGE UNBOUND

Statement of Cash Flows

For the Year Ended June 30, 2017

Cash Flows from Operating Activities:	
Decrease in net assets	$ (804)
Adjustments to reconcile increase (decrease) in net assets to net cash provided by operating activities:	
Depreciation	5,295
Changes in assets and liabilities:	
Prepaid expenses	250
Pledges receivable, net	304,664
Accounts payable and accrued expenses	(16,245)
Deferred revenue	15,848
Net Adjustments	309,812
Net Cash Provided by Operating Activities	309,008
Cash Flows from Investing Activity:	
Purchase of capital assets	(7,443)
Net Increase in Cash and Equivalents	301,565
Cash and Equivalents, Beginning of Year	530,286
Cash and Equivalents, End of Year	$ 831,851

Draft

The accompanying notes are an integral part of the financial statements.

COLLEGE UNBOUND

Notes to the Financial Statements

June 30, 2017

Note 1 - **Summary of Significant Accounting Policies**

Description of Organization

College Unbound ("CUB") is a Rhode Island non-profit corporation exempt from income taxes as a public charity under Section 501(c)(3) of the Internal Revenue Code. College Unbound was a component of The Big Picture Company as of June 30, 2015. CUB's mission is to reinvent higher education for underrepresented returning adult learners, using a model that is individualized, interest-based, project driven, work-enhanced, flexible, supportive and affordable. Major sources of revenue include contributions from individuals and organizations throughout the United States of America.

CUB is not accredited as a higher educational institution. As a result, its students are not eligible for federal or state financial aid. CUB has applied for accreditation as a higher educational institution with the New England Association of Schools and Colleges but management believes the process may take several years for its students to be eligible for federal or state financial aid. CUB offers college-level and non-college level courses to students. Since CUB is not authorized by the State of Rhode Island to confer college degrees, CUB's college level courses are taught under the supervision of an accredited higher educational institution. CUB does not charge tuition to students in non-college level courses. Non-college level courses are supported by contributions.

Method of Accounting

The accompanying financial statements have been prepared utilizing the accrual basis of accounting in accordance with generally accepted accounting principles. Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions.

Basis of Presentation

CUB is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets. However, CUB had no permanently restricted net assets at June 30, 2017.

The net assets category definitions are as follows:

Unrestricted net assets - Net assets that are not subject to donor-imposed stipulations.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation - continued

Temporarily restricted net assets - Carry specific, donor-imposed, restrictions on the expenditure or other use of contributed assets. Temporary restrictions may expire either because of the passage of time or because the College has taken certain actions that fulfill the restrictions. When a donor-imposed restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and changes in net assets as net assets released from restrictions.

Permanently restricted net assets - Net assets subject to donor-imposed stipulations that must be maintained permanently. The donors of these assets permit the College to use all or part of the income earned on any related investments for general or specific purposes.

Income Tax Status

Accounting principles generally accepted in the United States of America require an entity to assess the probability that a tax position has a "more likely than not" sustainability after review by tax authorities. If a tax position is deemed not to meet this threshold, any unrecognized tax benefits and costs are estimated and recognized. Tax returns are routinely open for review by the tax authorities for three years from their due date. In certain circumstances, the statute of limitations may remain open indefinitely. As a not-for-profit entity exempt from income taxes in accordance with section 501(c)(3) of the Internal Revenue Code, College Unbound may, however, be subject to tax on unrelated business income.

Contributions and Grants

Contributions and grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence or nature of any donor restrictions.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Contributions and Grants - continued

All donor-restricted support is reported as an increase in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. Contributions received with temporary restrictions that are met in the same reporting period are reported as unrestricted support and increase unrestricted assets.

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 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 determining the value of accounts receivable, allowance for doubtful pledge receivables, estimating depreciation and the recoverability of long-lived assets.

Pledges Receivable

Unconditional promises to give, less an allowance of uncollectible amounts, are recognized as revenue in the period received and as assets, decreases of liabilities, or as expenses depending on the form of the benefits received. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Unconditional promises to give with amounts due later than one year are discounted to reflect the present value of estimated future cash flows.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Computer Equipment and Depreciation

Depreciation is computed using the straight-line method to amortize the cost of the assets or fair market value if donated, over their estimated useful lives. Donated equipment is included as support in the accompanying financial statements at its estimated fair market value as of the date of gift. CUB capitalizes any fixed asset purchase and donation over $1,000 that has an estimated life of more than one year.

In-Kind

Contributions of services are recognized if the services received (a) create or enhance non-financial assets or (b) require specialized skills, are provided by individuals possessing those skills that would typically need to be purchased if not provided by donation. A substantial number of unpaid volunteers, including board members, have made significant contributions of their time to develop the CUB's fundraising campaigns and other administrative matters. The value of this contributed time is not reflected in these financial statements since it is not susceptible to objective measurement or valuation and does not meet the criteria of generally accepted accounting principles.

Functional Allocation of Expenses

Expenses are categorized as program services, management and general or fundraising on a direct identification basis where practical and on a percentage allocation basis based on management's judgment.

Cash and Equivalents

For purposes of the statements of cash flows, CUB considers all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Pledge receivables are periodically evaluated for collectability based on past experience. As of June 30, 2017, management has concluded that an allowance for doubtful accounts is not required.

Note 1 - **Summary of Significant Accounting Policies - Continued**

Deferred Revenue
Payments received for cost reimbursement grants are recognized only as revenue equal to the amount of allowable expenses incurred during the fiscal year. Any amount received that exceeds allowable expenses will be deferred.

New Accounting Pronouncements
During fiscal year 2017, CUB adopted ASU 2016-18, *Statement of Cash Flows Restricted Cash*. Before the change, restricted cash and restricted cash equivalents were not included with cash and cash equivalents when reconciling the beginning-of-period and end-of-period total amounts reported on the statement of cash flows.

Presentation of Financial Statements of Not-for-Profit Entities - The Financial Accounting Standards Board ("FASB") issued Accounting Standards Update 2016-14 (ASU 2016-14) effective for periods beginning after December 15, 2017. The purpose of this amendment is to improve the transparency and utility of information contained in the financial statements of such entities. Net assets will be presented in two categories, net assets with donor restrictions and net assets without donor restrictions, as opposed to the current three categories. Additional information and disclosures will be required to enable a reader to more readily understand liquidity limitations due to restrictions on net assets. Early application is permitted. Management has not begun its review of the standard, but does not expect implementation to have a material effect on financial position or results of operations.

Leases - FASB issued Accounting Standards Update 2016-02 (ASU 2016-02) effective for non-public and most not-for-profit entities for fiscal years beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of financial position the rights and obligations resulting from leases categorized as operating leases as assets and liabilities. It provides for an election on leases with terms of less than twelve months to be excluded from this standard. Management is in the process of evaluating this standard and has not yet determined its impact on the financial statements.

Note 2 - **Prior Period Adjustment**

During fiscal year 2017, management became aware that two contributions totaling $401,100 were not recognized as pledges receivable and temporarily restricted revenue as of and for the year ended June 30, 2016. The effect of this correction resulted in an increase in net assets by $401,100 for the year ended June 30, 2016 as well as an increase in temporarily restricted net assets by $401,100 at July 1, 2016.

COLLEGE UNBOUND

Notes to the Financial Statements - Continued

June 30, 2017

Note 3 - **Computer Equipment, Net**

Computer equipment, net consist of the following at June 30, 2017:

Category	Balance, Start of Year
Computers	$ 31,420
Less: Accumulated depreciation	(20,642)
Net Property and Equipment	$ 10,778

Note 4 - **Temporarily Restricted Net Assets**

Temporarily restricted net assets consist of the following at June 30, 2017:

Accreditation support program	$ 184,491
Prison and release support program	201,883
Total	$ 386,374

Note 5 - **Related Party Transactions**

CUB receives in-kind personnel and administrative services from The Big Picture Company, Inc. ("BPC"). The BPC is not-for-profit organization under common management. In-kind personnel and administrative services costs provided by BPC were $276,500 and $1,837, respectively, for the year ended June 30, 2017.

CUB rents office space from the Metropolitan Regional Career and Technical Center ("MET") as a tenant-at-will. The MET is component unit of the State of Rhode Island that is under common management with CUB. Rent expense for the year ended June 30, 2017 was $9,200.

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Note 6 - **Pension Plan**

CUB offers a Section 403(b) defined contribution retirement plan to eligible employees and contributes 5% of each eligible employee's salary. Permanent, full-time employees are eligible after six months of service with no age restrictions and are 100% vested in employer contributions upon eligibility. Pension expense included in fringe benefit expense at June 30, 2017 was $79,943, respectively. This expense also includes discretionary supplemental contributions to a specific executive based on board approval and the availability of funds.

Note 7 - **Concentrations, Risks, and Uncertainties**

Concentration of Revenue Sources
The CUB's support comes primarily from individuals and Foundations. During fiscal year 2017, approximately 83% of CUB's donations and grants revenue was received from two donors.

One higher education institution provides support for all courses under tuition revenue.

Cash
CUB periodically maintains cash balances in excess of the Federal Deposit Insurance Corporation ("FDIC") insurable limit. Management monitors the financial condition of the banking institution along with its cash balances and tries to keep the potential risk to a minimum. At June 30, 2017, uninsured cash balances in excess of the FDIC insurance limit was approximability $580,000.

Note 8 - **Management's Acceptance of Financial Statements**

Management has evaluated subsequent events through DATE, the date which the financial statements were available for issuance. Management has accepted the financial statements and did not identify any events subsequent to June 30, 2017 requiring disclosure in the financial statements.

SUPPLEMENTAL INFORMATION

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COLLEGE UNBOUND

Schedule of Functional Expenses

For the Year Ended June 30, 2017

	Program Services	Management and General	Fundraising	Total
Personnel Costs:				
Salaries	$ 292,178	$ 238,612	$ 57,213	$ 588,003
Fringe benefits	52,696	43,035	10,319	106,050
Payroll taxes	27,663	22,592	5,417	55,672
Total Personnel Costs	372,537	304,239	72,949	749,725
Other Expenses:				
Consultants	179,510	76,210	2,531	258,251
Travel	3,416	9,271	36,106	48,793
Professional fees	-	27,219	-	27,219
Supplies and materials	13,305	6,125	1,690	21,120
Student activities	33,442	-	-	33,442
Printing and copying	1,310	7,861	3,931	13,102
Books and subscriptions	9,279	-	-	9,279
Rent	5,796	2,668	736	9,200
Depreciation	3,177	1,165	953	5,295
Telephone and internet	3,099	1,427	394	4,920
Professional development	4,215	-	-	4,215
Bank fees	-	3,183	-	3,183
Meals	2,220	-	-	2,220
Insurance	808	882	147	1,837
Postage	1,783	-	-	1,783
Computers and software	468	172	141	781
Total Other Expenses	261,828	136,183	46,629	444,640
Total Expenses	$ 634,365	$ 440,422	$ 119,578	$ 1,194,365

See the independent auditors' report on supplemental information.

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Staff Positions, Compensation, Hours

College Unbound Staffing - FY 2018			
Staff Member	Position	FY2018 Salary	Hrs/Wk
Batista, Unique	Student Intern	$5,984	14
Barrett, Chris	Senior Information Technologist	$5,000	4
Brown, Wanda	Case Manager, Prison Education Program	$21,454	20
Bush, Adam	Vice President of Academic Affairs/Provost*	$95,969	FT
Carothers, Robert L.	Executive Vice President	$47,500	14
Clayton, Sierra	Student Intern	$5,984	14
Colom, Siri	Dean of Instruction and Student Services *	$50,800	FT
Hagopian, Tara	Executive Assistant	$41,855	FT
Kayata, Maureen	Business Manager	$42,300	FT
Keith, Jocelyn	Dir. of Partnerships/Interim Dir. of Development	$56,444	FT
Littky, Dennis	President*	$100,000	FT
Lussier, Lucas	Associate VP of Administration and Finance	$35,070	10
Maddox, Danielle	Payroll Manager	$6,000	4
Money, Tracy	Vice President of Strategic Planning*	$90,969	FT
Saltmarsh, John	Visiting Scholar	$7,063	4
Weygand, Robert A.	Vice President of Administration and Finance	$31,667	14
Staff		**$644,059**	
Adjunct Faculty	Contracted	**$118,250**	
Genral Consultants:	Contracted	**$66,258**	
Total		**$828,567**	