Telling Our Story

MANCHESTER COMMUNITY COLLEGE
NEASC Spring 2014 Progress Report

Published January 2014

Table of Contents

Introduction

In November 2012, the New England Association of Schools & Colleges' Commission on Institutes of Higher Education granted Manchester Community College in Manchester, Connecticut, a continuation of its accreditation, with the following requirements:

- That the next comprehensive evaluation be scheduled for Spring 2022
- That the college submit a fifth-year interim report for consideration in Spring 2017
- That the college give special emphasis in these reports to its success in:
  - ➢ Continuing to develop and implement a robust, college-wide system of assessing student learning and using the results for improvement
  - ➢ Effectively managing enrollment to balance capacity with demand, and addressing the impact of growth on admission and registration, advising and financial aid
- That the college submit a report for consideration in Spring 2014 that gives emphasis to the institution's progress in:
  - ➢ Ensuring a sufficient number of full-time faculty to support the academic programs and providing appropriate opportunities for their professional development
  - ➢ Strengthening advising and developmental instruction, consistent with the new state requirements, to improve student graduation rates
  - ➢ Maintaining financial stability while preserving the quality of the academic program and services provided
  - ➢ Implementing the new college website

The contents of this report reflect the institution's progress since April 2012 in addressing the requirements stated above. Upon receipt of the Commission's determination in February 2013, the college's management team documented the areas of concern to be addressed, and identified those individuals, departments, working groups and committees within the college that had a direct role in faculty hiring and professional development, advising, implementing the new developmental education legislation (PA 12-40) and student success and graduation, budgeting and financial reporting, and development of a new college website. Work in each of these areas was already in progress. This report reflects the status of that work and is organized by the standards: **Faculty, Students, Financial Resources and Public Disclosure**.

Institutional Overview

Manchester Community College is an institution that is in a state of perpetual motion and innovation. In September 2013, Manchester Community College marked the 50th anniversary of its founding. If the founders examined the college today, they would see an institution that is proud of its heritage yet not content to rest on past accomplishments. In the past few years alone, the college community has achieved a firmer understanding of its mission and core values; it has established an integrated strategic planning process and is nearing completion of its next five-year strategic plan; and it has recently completed an analysis of long-term needs through an Educational and Facilities Master Plan. Further, the college's culture is centered on student success and is characterized by a spirit of reflection, collaboration and willingness to change. The central themes of our mission – access, excellence and relevance – and our core values of shared understanding, shared responsibility and shared leadership have positioned Manchester Community College for continued growth and continuous improvement.

The mission of Manchester Community College is to advance academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable education to diverse populations. To that end, MCC has taken on a significant leadership role in the movement to implement developmental education reform aligned with PA-1240. It also plays a key role in general education articulation with the Connecticut State Universities through development of stronger transfer and articulation policies, has deepened partnerships with regional high schools, created new academic programs in areas of regional workforce need, and created extensive programming for MCC on Main, the downtown Manchester arts and education center opened in 2012 as a driving force for art programming and economic development in the college's 'hometown.'

A significant reorganization of Connecticut's public higher education took place in July 2011, which combined the 18-member Board of Trustees for the Community-Technical College system and that of the 18-member Board of Trustees for the Connecticut State University system, and established, in its place, a 19-member Board of Regents for Higher Education as the new governing body for both systems of higher education. The reorganization continues to evolve as new leadership is put into place and policies are consolidated. The newly hired (June 2013) president of the Board of Regents, Dr. Gregory Gray, is in the process of hiring senior-level leaders for the System. He has also initiated a plan to unite the System: "Excel CT" is a comprehensive re-imagination of Connecticut's system of state universities and community colleges.

At present, Manchester Community College is faced with navigating much-tighter budgets than ever in its history. Last year the college successfully balanced its budget through two state rescissions totaling over $1.7M. The college has had to employ a variety of strategies to achieve these savings – including leaving vacant positions unfilled and supporting positions in the operating fund rather than the reduced general fund. The college is limited in its ability to reduce full-time staff because of contractual

obligations, so many of the cuts resulted in the elimination of part-time positions, significantly reducing evening and weekend hours in the library, academic support center, and other support service areas. The college also eliminated the inter-collegiate athletics program.

Despite these challenges, the college has posted increases in student success key performance measures, including retention rates, graduation rates, completions, transfers to four-year colleges and universities, and philanthropic giving to the college. Student support services are "mission critical" for MCC, since closing the achievement and college readiness gaps are essential to student success. The college's principal programs are preparation for transfer to four-year institutions and workforce readiness, non-credit business and industry training, professional training for certification/re-certification and licensing, and a broad range of individual courses for personal/professional enrichment. MCC also collaborates with area high schools to improve college readiness of their students, including working closely with the college's middle college high school, which is located on the campus.

Manchester Community College faculty and staff are passionate about what they do - providing high quality and effective instruction, advising and evaluating students, and participating in scholarship, research, and service compatible with the mission and purposes of the institution. Thoughtful and ongoing collaboration across the college community, including all divisions and functions, is the hallmark of MCC's commitment to our mission and our students.

MCC's accomplishments over the past ten years include:
- Unprecedented enrollment growth, and corresponding increase in awards earned
- Improved retention rates with fall to spring increasing five percent (78 percent for the Fall 2008 to 83 percent in Fall 2012), and fall to fall increasing by four percent (57 percent for the Fall 2008 to 61 percent in Fall 2012).
- Improved graduation rates with a six percent increase from 12 percent in 2006 to 18 percent in 2010.
- New degree programs in areas of workforce need, including Dental Assisting, Computer Game Design, and a fully online General Studies program.
- Renewed emphasis on academic rigor, including new pre-requisites
- Outcomes assessment, General Education reform, institutional learning goals
- Comprehensive advising model, mentoring programs, new student orientation, AAC&U sponsored Roadmap for Student Success project
- Student recognition in the form of robust honor societies and the award of the Jack Kent Cook Scholarship to five MCC students in the last seven years
- Foundation growth has resulted in the doubling of the assets from $2 million to $5 dollars in five years.
- Articulation agreements with the University of Connecticut and Eastern Connecticut State University
- Strategic planning processes, a strategic plan, and an Educational and Facilities Master Plan
- Professional development through the Center for Teaching and the Leadership Institute

- Expanded online offerings and support services – distance learning enrollment is up 77 percent Fall 2013 vs. Fall 2009.
- Service learning opportunities
- College governance review and revision
- College readiness initiatives – grant and college supported high school partnerships, STARS bridge program, Adults in Transition courses, and developmental education re-designs
- Diversity initiatives

The college anticipates facing several challenges in the coming months, including continuing to provide excellent education and support to our students with dwindling resources, providing leadership in the design and implementation of legislative and Board of Regents policy changes, and deepening our engagement with community and educational partners.

At the same time, the college is not satisfied with simply reacting to outside forces. We continue to plan actively for the future. Our strategic plan and initiatives have guided our budget decisions and growth prospects; in 2012-13 we started work on the key findings in our NEASC self-study, Educational and Facilities Master Plan and Enrollment Management Plan. This year, beginning with the Vision Conference that we held in May 2013, and throughout this academic year, MCC will be developing its next strategic plan for 2014-2019.

Manchester Community College is one of the largest of the 12 community colleges in Connecticut. The college offers associate in art and associate in science degrees in more than 40 disciplines. Areas of study include: accounting, business, business office technology, information systems, computer science and technology, engineering science and industrial technology, general studies, health careers, hospitality management, human services, humanities and the liberal arts and sciences.

MCC also offers programs of a shorter duration in each of the areas listed above, resulting in the awarding of a certificate. The certificate programs range from six to 30 credits, and some may be completed in as little as one year.

Through its Continuing Education division, MCC also offers a wide variety of credit-free certificate programs. Examples include Certified Nurse Aide, Complete Microsoft Office, Emergency Medical Technician, Financial Planner, Oracle Database Administrator, Precision Machining, Principles and Practices of Real Estate.

Manchester Community College serves more than 15,000 students a year. Currently, more than 7,400 credit students are enrolled in the college each semester. The Continuing Education division serves more than 7,000 credit-free and 2,500 credit extension students each year. Additionally, the college's middle college high school, Great Path Academy, has 280 students in grades 9, 10, 11 and 12. Theninth grade class was added for Fall 2013 as requested by the State Department of Education to provide further access to students.

The college's annual budget is approximately $53 million: 38 percent from State support and 62 percent from tuition and fees, grants and contracts.

The college has 506 teaching faculty, of which 109 are full-time. They have earned degrees from over 100 institutions, including MCC, from which 20 full-time faculty and staff are graduates.

The average age of an MCC student is 25 and 47 percent are full-time students. Women represent 52 percent of the student body and approximately one-third of MCC credit students are from underrepresented racial and ethnic groups. One hundred of Connecticut's 169 towns are represented in MCC's student body. MCC's international students have represented more than 70 countries over the past 15 years.

On the occasion of its 50th birthday, MCC has looked back and is proud of its accomplishments and will continue to be a forward-looking institution committed to academic excellence, student success, and a culture of diversity and inclusiveness.
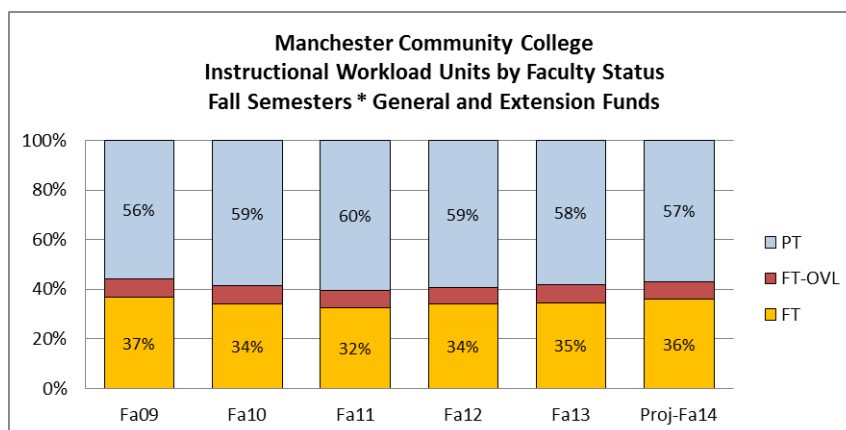
Faculty

Number of Full-Time Faculty

Since April 2012, in spite of the current economic constraints, MCC has made progress in increasing the share of instruction provided by full-time faculty. MCC has hired thirteen new full-time faculty over the past two academic years and, as of December 2013, has searches in progress for four more, which should push the count of full-time faculty to 109 for Spring 2014 (see chart below). These positions have been in disciplines strategically chosen to best fit our current and future needs for program development, teaching and advising, including in Engineering, Allied Health, Biology and Social Science.
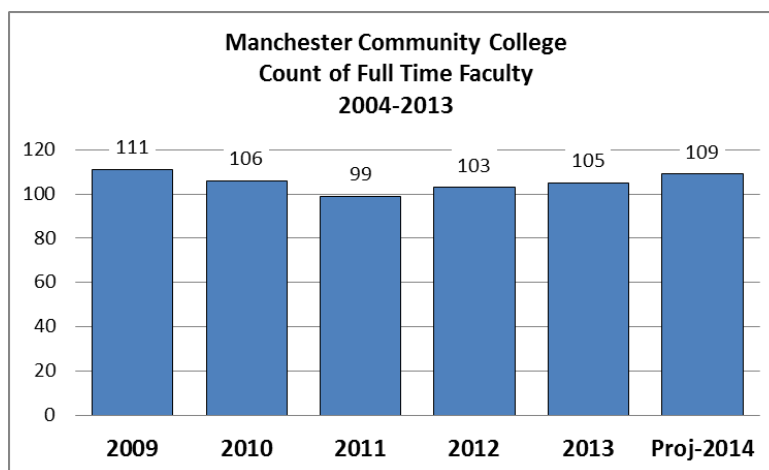
MCC has also made meaningful changes to our scheduling – increasing class sizes in the areas where pedagogy and classroom size allowed - and managing section offerings to maximize class fill-rates. The result has been flatter enrollment in fewer class sections, producing savings in our part-time lecturer budgets and, as the chart below indicates, increased the share of instructional workload covered by full-time faculty.

Increasing the number of full-time faculty has received considerable attention in the strategic planning exercises of the new Connecticut Board of Regents, and we anticipate being able to hire replacement and additional full-time faculty in 2014 dependent on expected changes to community college funding allocation formula resulting in an increase to the college's funding. The college has made positive strides in increasing the number of full-time faculty and anticipates continuing to focus on this issue aggressively over the next several years.

Professional Development Opportunities

MCC has continued its commitment to providing professional development opportunities for faculty and staff. MCC has an internal professional development program featuring a Leadership Institute and an active Center for Teaching, and the college provides faculty and staff access to funds for conference attendance and other professional development activities.

The Leadership Institute was created in 2010 to advance effective leadership, empower faculty and staff with a sense of community, and promote civility and ethics through practice, mentoring and professional development. The Leadership Institute is intended to be utilized by individual employees and/or departments to provide, "employee development" that is purposeful, planned and supported. This initiative has grown from its beginnings in 2010 and the college community has participated at increasing rates. The Leadership Institute added a new Aspiring Leaders' Program for Spring 2014 to address the goal to provide for succession planning and professional growth.

Through Spring 2013, the Leadership Institute has provided three primary programs:

- Job Shadow Program – 42 participants

- Workshop Series – 36 sessions with 265 participants

- Breakfast Speaker Series – 80 participants

MCC has brought in several national and regional speakers to provide professional development to faculty and staff on topics related to general education and assessment, including:

- Middlesex CC (MA) in Spring 2011 to present on student learning outcomes in the co-curriculum

- AAC&U's Dee Fink in Fall 2011 and Fall 2012 to present on integrated learning

- AAC&U's Ashley Finley in Fall 2012 to present on general education reform

MCC was one of ten community colleges nationally to be selected as part of Phase II in AAC&U's Roadmap project. Part of its Liberal Education and America's Promise initiative, AAC&U's Roadmap Project assists community colleges in creating robust and proactive programs of academic support—

tied to expected learning outcomes—that engage students at entrance and teach them, from the outset, how to become active partners in their own quest for educational success. The project seeks to "connect the dots" among the varied student support programs on community college campuses and create roadmaps for success applicable at multiple institutions. These roadmaps will be anchored in a set of expected learning outcomes essential for all students to succeed in life beyond college.

MCC has made a commitment to improving professional development opportunities for adjunct faculty. We have invested in an extensive adjunct orientation at the start of each semester, attracting over 100 faculty each session, and periodic workshops to enhance adjunct instruction and inform adjuncts about changes at the institution. These workshops and orientations provide an array of information about pedagogy, scholarship, professional development, benefits, student rights and grievance, and will keep adjunct faculty better connected to the college and encourage their involvement in the life of the institution.

New full-time faculty members have also been provided with an orientation program, and each was assigned to a tenured full-time faculty mentor. In addition, training sessions have been held for promotion and tenure application, and a training program for new program coordinators and department chairs was initiated in Fall 2011.

MCC has a Teaching Learning Consultant who works with a committee of teaching and non-teaching faculty to create and coordinate activities in key areas of teaching and learning – under the umbrella of our Center for Teaching (CFT). Each year the CFT offers several on-campus and statewide programs focused on pedagogy.

- Pathways for Teaching Excellence addresses the professional needs of early career faculty members.

- The Schwab Institute for Academic Leadership is directed at department chairs, program coordinators, division directors, and those who aspire to a leadership position, and features a keynote address and workshops focused on managerial and leadership issues.

- The Barnes Seminar is a two-and-a-half day workshop that allows faculty to share teaching challenges and successes and, in the process, to identify innovations in teaching.

- The Spirit of Teaching is a one-day event focused on helping faculty members to reconnect with and strengthen their inspiration for teaching.

- Instructional Skills Workshops are intensive teaching workshops in which participants learn the basics of constructing an effective lesson including a plan for each class integrating a Bridge, Objectives, Pre-Assessment, Participatory Learning, Post-Assessment, and Summary (the BOPPPS model). Participants also participate in workshops on issues such as learning styles, the learning process, assessment and general best practices.

- Narrative Teaching is a program in which journaling is used to explore one's teaching and to identify areas for growth. It is modeled after programs currently in place in many medical institutions and has been used on several college campuses.

- A Teaching and Learning Conference is held each semester and includes a number of presentations and workshops on issues related to teaching and learning, such as using grading rubrics to streamline the grading process, techniques for teaching creative thinking, and effective collaborative learning projects.

- The Case Studies series evolved out of an awareness that much of what faculty know about teaching and learning occurs directly through their work in the classroom as well as through their discussions with colleagues. The case studies offer an opportunity akin to talking with a colleague or colleagues informally around the campus. These studies provide a time for reflection and exchange and thus for professional development.

The college's Department of Educational Technology and Distance Learning offers a wide range of educational technology workshops and one-on-one consultations to help faculty integrate technology in on-ground as well as online courses. From Fall 2011 through early Fall 2013 MCC has offered 167 sessions on Blackboard Learn and a variety of web and software applications, serving 265 participants.

Full- and part-time faculty members are eligible to apply for professional development funds at the college. Full-time faculty members are contractually entitled to $750 for professional development each academic year ($800 if presenting at a conference); part-time faculty who have taught 18 credits or more in the system are entitled to $350 each year. Faculty and staff are eligible for additional funding to cover professional development expenses if funds are available.

Each year the college receives an allotment of professional development dollars based on the wage package negotiations with unions. Once that figure is determined, each college gets a proportion of that figure based on the number of full-time represented members that college has. For FY13-14 Manchester Community College was allotted $54,330 for full-time faculty and another $3,714 for part-time professional development. During the previous fiscal year 118 faculty and professional staff utilized professional development funds.

Manchester Community College has been named one of America's Top Workplaces by WorkplaceDynamics. MCC was ranked #135 nationwide among 872 organizations with more than 1,000 employees that participated in regional top workplaces programs. The National Top Workplaces list was determined solely by feedback gathered through an objective employee survey. The survey was conducted by WorkplaceDynamics, LLP, in conjunction with 30 leading regional newspapers. MCC participated in The Hearst Media Groups and Hartford Courant/Fox CT Top Workplaces 2012 program.

Manchester Community College offers a variety of opportunities for faculty (adjunct and full-time) to participate in professional development. The college continues to develop and support initiatives that facilitate growth and training of the faculty and staff.

Students

Developmental Instruction Consistent with the New State Requirements

At the time of the reaccreditation visit, the State of Connecticut was in the midst of enacting a statutory public act (PA 12-40), *An Act Concerning College Readiness and Completion*. This act directs public community colleges and state universities to reconfigure how remedial/developmental education is delivered. Additionally, this act requires public high schools to align their curriculum as described by the Common Core State Standards to ensure that graduates are ready for college-level work.

Public Act 12-40 requires developmental education to be redesigned using a three-tiered system of instruction by Fall 2014 (Appendix). Students will enroll in either (1) college-level instruction, (2) college-level instruction with embedded support designed for students with 12th grade skills who approach college readiness but require some remediation or (3) a single semester of developmental education or an intensive readiness experience for students below the 12th grade level. In addition, Connecticut public institutions have joined together in four regional groups to devise strategies to address students who demonstrate significant gaps in skills levels or are unsuccessful in an initial attempt in an intensive-level offering.

Manchester Community College has taken active role in the redesign of development education.

Taskforce Participation

Dr. Sandra Palmer, Manchester Community College's interim Dean of Academic Affairs, serves as the co-chair of the PA 12-40 Advisory Council, a system-wide body established to provide advice to the Vice Presidents of the Board of Regents about implementation of PA 12-40. Membership includes eight chief academic officers, two members of the faculty advisory committee, four representatives from the transitional strategies groups, four faculty subject matter experts from statewide groups (CCET, Math Basic Skills, Math Issues, one nomination from the faculty advisory committee), and four representatives from the Connecticut P20 Council.

As an advisory group to the Vice Presidents, the group is charged with communicating to campuses about progress, clarifying aspects of PA 12-40 that need explanation, crafting guidelines for campus-level responses, identifying multiple measures for skill assessment, reviewing campus proposals, and reviewing transitional strategies. As co-chair of the PA 12-40 Council, Dr. Palmer takes an active role in ensuring effective and consistent communication from the Council and Board of Regents to the campus community.

English and Math Pilot Course Development and Implementation

In response to the State of Connecticut's Public Act No. 12-40, Manchester Community College began implementing several pilots in math and English during the Fall 2013 semester, to help students pass through remedial/developmental courses successfully and in a shorter period of time. The three levels of math and English education covered in PA 12-40 include, 1) college-level, 2) college-level with embedded support, and 3) and intensive college readiness experience or one semester of a remedial course. The math and English faculty at MCC have developed new courses that address college-level with embedded support and intensive college readiness levels of education. A fourth level, not covered under PA 12-40, called transitional strategies, comprises largely lab-directed, self-paced tutorials for non-matriculated students with 8th grade skill levels or below.

English Pilots

One-semester Intensive-level Instruction: Students who test into the higher end of ENG 066 (Foundation for College Study/Reading/Writing) are eligible for an accelerated program consisting of two 8-week courses - ENG 066 (6 semester hours, 0 college credits) and ENG 101M (4.5 semester hours, 3 college credits). This special program delivers both the developmental course and the college-level course in one semester. During the first eight weeks students complete ENG 066 - Foundations for College Study/Reading/Writing, they then move on to the second eight weeks of the semester where they complete ENG 101M – Embedded Composition. Class size is limited to 18 students.

Embedded-Level Instruction: Students have two options under this model. Option 1 is ENG 101M (Embedded Composition) with embedded reading/writing instruction. This is a 4.5 semester hour (3 college credit) course for students whose placement scores are at the high end of ENG 093 (Introduction to College Reading and Writing). These students meet 3 hours per week with additional instruction for 1.5 hours. Option 2 is ENG 101/104 Reading Community, which is ENG 101 (Composition) linked with ENG 104 (Reading Dynamics and Study Skills) for 6 semester hours and 6 college credits. This course is for students who place high in ENG 093 (Introduction to College Reading and Writing), but need additional help reading. Class size is limited to 24 students.

Math Pilots

One-semester Intensive-level Instruction: The one-semester intensive developmental course is MAT 096, which meets for six semester hours (0 college credit) for the full semester. This course includes students with the lowest math placement scores. The college is offering three sections of this class in the Math Lab (50 students in each section).

Embedded-level Instruction: The embedded class is MAT 139, which meets four semester hours. Students will earn three college credits for the equivalent to MAT 138. It is a traditional class with an extra hour of support that can be completed online. The college is offering two sections of this course that meet in a regular classroom (28 students in each section).

Following the completion of the pilots, Manchester Community College will report to the Board of Regents the outcomes associated with the courses being conducted this academic year and how these outcomes compare to the former delivery of developmental education to students in mathematics and English. We plan to modify our delivery to offer the intensive courses over three days of the week instead of four days to meet students' needs regarding work, transportation and child care.

College Readiness Partnerships

At the time of the reaccreditation visit, the college was embarking on a number of initiatives aimed at fortifying relationships with area secondary education partners to improve college readiness of students enrolling at the college. The items that follow represent the current status of this work.

<u>English Outreach Efforts</u>

After several years of working with area high schools informally regarding placement and expectations of students who come to Manchester Community College, last year (2012-2013) the English department established College Ready Partnerships with three large feeder high schools (Manchester, Rockville and East Hartford). In these partnerships, the college works with selected teachers regarding assignments, course content, and other areas, basically aligning the courses so designated by the high school with our highest developmental course in the sequence, ENG 093. Students successfully completing the year-long course with a grade of 85 plus a score of 4 (indicating college readiness) on a challenge essay similar to the one administered to incoming freshmen are able to bypass the placement procedure, including Accuplacer, and enroll directly in ENG 101.

Teachers have indicated that aligning specific college expectations with their courses has been invaluable, and the fact that these courses are all aligned with the Common Core has made this partnership stronger. Students value being given a taste of real college work, and the effects of "senioritis" seem to have lessened. Challenge essays are given at least three times during the year, and the initial score is used as a benchmark for seniors regarding the prospect of them entering college at the credit-bearing course level. It should also be noted that the partnership includes regular contact between MCC professors and high school teachers regarding assignment and course design, troubleshooting and scoring challenge essays. The relationships established among all the schools are one of the most valuable aspects of the partnerships.

During this academic year (2013-1014), the college has expanded the partnerships to include eight high schools (adding Great Path Academy, E.O. Smith, Coventry, South Windsor and Windsor), a total of more than 1,000 participating high school seniors. Generally, the targeted population is the "college prep" level, those students below honors/AP/UConn ECE, but in some schools students below that level are participating as well.

With this alignment in our English offerings at the college and high schools, a vast majority of students are now getting college-type readings, assignments and assessment as seniors, and all should be better

prepared when they go to college. There is initial data that shows that many students are moving up at least one level higher than they would have been without the partnership.

Mathematics Outreach Efforts

Manchester Community College has historically collaborated with local high school mathematics faculty for curricular alignment and coordination of the College Career Pathways credit-bearing mathematics courses. In 2011, this collaboration was expanded to encompass college readiness in mathematics through the College Access Challenge Grant. The original initiative was modest and included two of our closest neighboring high schools. Pilot programs were designed and promulgated with encouraging results.

This initiative expanded through 2012 and 2013. The program design in mathematics has varied slightly among participating high schools, but a common thread is a technology-based, modularized, self-paced mode of delivery for high school seniors. The target student population is generally high school seniors who have taken Algebra II, but struggled and are not yet college-ready. Students receive a pre- and post-assessment using the College Board Accuplacer test to verify the effectiveness of the intervention.

The interventions use the ALEKS software system in a manner that parallels our developmental mathematics courses at Manchester Community College. Students have the same learning outcomes, the same ALEKS assessments, and success is measured using our standard placement criteria with Accuplacer. This insures that students who successfully complete the intervention at the high school have mastered all of the requisite skill sets that are needed for starting our intermediate algebra course.

During the 2013-2014 academic year, well-organized programs for college readiness are firmly established in six of our local school districts. In three large districts - East Hartford High School (seven sections), Bulkeley High School (six sections) and Manchester High School (five sections) - the students most at risk for not being college-ready are all receiving the intervention. Additionally, there are similar mathematics programs in place at Great Path Academy, Bolton High School and Coventry High School.

Advising

Academic advising is an area in which the college has made significant modifications and investment of financial and human resources since the time of our report. The following highlights these efforts.

<u>Self Study</u>
A self-study of the academic advising program was conducted in June 2012, with a cross section of faculty, division directors, staff and deans, as well as faculty/student focus groups, participating. In addition, a survey was mailed to students in order to gather data on student impressions of advising and the college. There were 558 responses to the survey. Key findings of the survey were;

- 40 percent of the respondents indicated they had an advisor
- of those who use advising, most are satisfied with the quality
- over 150 respondents suggested improvements to the advising experience
  Items referenced in the suggestion area included
    a. increasing the available hours for advising appointments
    b. increasing the responsiveness and/or attention from advisors
    c. wanting the advisor to make contact with students to initiate advising appointments
    d. assigning MCC advisors to all students
    e. providing more detailed, accurate information during the advising process

<u>Program Enhancements</u>
The recommendations developed by the advising self-study committee have been implemented, including:
- The name of the Counseling Center was changed in Fall 2012 to "Advising and Counseling Center" to emphasize advising and to reflect that academic advising is the primary activity occurring in this department.
- A director of the Advising and Counseling Center was hired in January 2013. This was a newly created position at the college.
- More attention to the ongoing assignment of advisees/advisors, and the tracking of these assignments occurs.
- All new students in General Studies and Liberal Arts and Sciences taking up to 30 credits are assigned to the Advising and Counseling staff.
- Student advising seminars have been restructured to be more effective with hands-on time with new students, reducing the time from 2 hours to 1 hour for the Spring 2014 registration cycle.
- Improvements to the advising training program have been implemented including one-on-one and group training formats.

<u>Roadmap Project</u>

In January, 2013, Manchester Community College was selected to participate in the Roadmap Project, sponsored by AAC&U. This project aims to help every student identify a clear pathway to success from their first expression of interest in higher education to meeting their educational goals. The project will provide exposure to high impact practices throughout a student's educational career at MCC. The MCC Roadmap Team's goal is to design and embed "educational mapping" as a virtual game model. This virtual game model will help students, advisors, mentors, faculty and professionals in the Student Affairs, Registrar and Financial Aid offices more effectively and comprehensively serve students as they prepare, plan and navigate their academic career. During the Fall 2013 semester, the team will develop a visual Educational Map with assistance of the Graphic Design faculty. The visual map was reviewed in December 2013, followed by the creation of an electronic prototype that can be tested with students. In Spring 2014, the Educational Technology and Distance Learning and Information Technology staff will work to create an electronic version of the Educational Map.

<u>Training</u>

The college is continuing to improve its training program for academic advisors. Work is underway to augment existing online training materials, and a Faculty Advisor Mentoring Program has been re-energized. To address the large number of students in our General Studies program, additional faculty advisors are being recruited. The Advising webpage is currently being re-engineered to be more student-centric, providing advising FAQs and timely information on transfer changes. The Dean of Academic Affairs is developing a proposal that would result in 100 percent faculty participation in academic advising via one-on-one advising, group advising or participation in new student orientations and other activities.
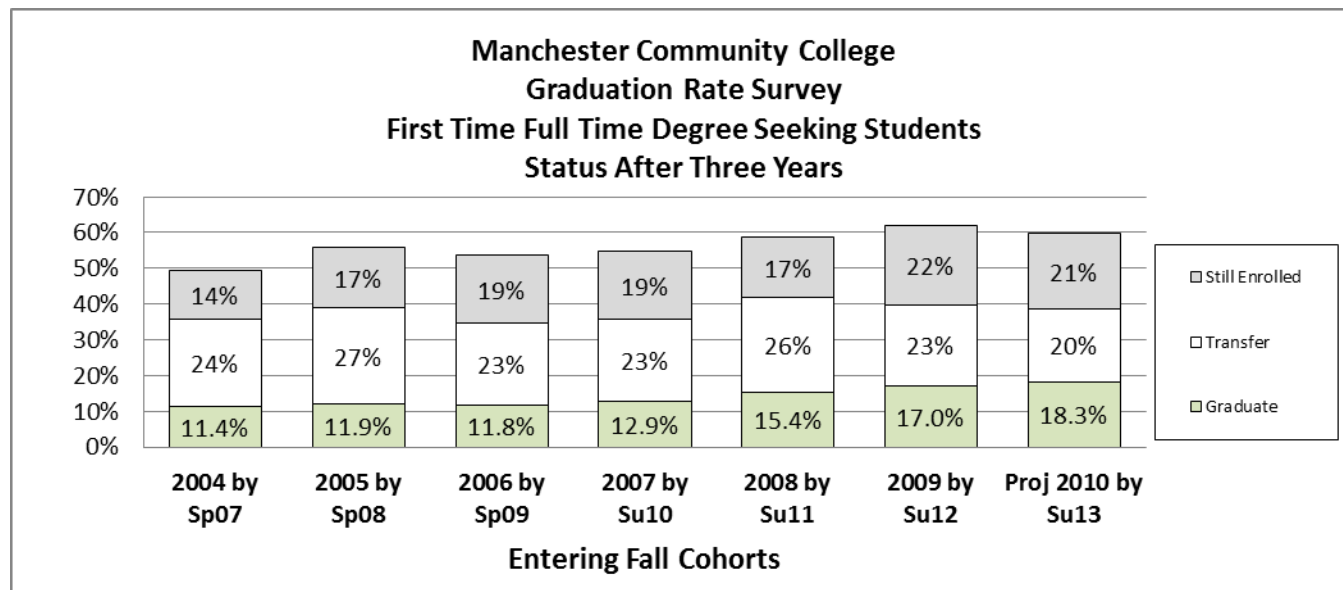
The advising of students in our General Studies program continues to be a challenge. Not only is this our largest program (1992 students), students in this program often select it because they are really "undecided" and select a program that allows them the most flexibility. Many of the students in this program know that they would eventually like to complete a bachelor's degree. The longer they take to hone in on a transfer path, the more likely it is that some of the courses they take may not transfer, course-for-course, to their school of transfer. Additionally, unlike other programs, there is not a "General Studies Department" where students can go to meet with a program coordinator to discuss options. To remedy this, a new position has been established, the General Studies Program Coordinator. The college recruited a senior faculty member to fill this position beginning in the Spring 2014 semester.

The college continues to make the improvement of the academic advising program a priority as reflected in the current strategic plan, human and financial resources allocated to the endeavor, professional training offered, innovative programs like Roadmap, and procedural and structural modifications implemented to strengthen the program. The college will continue to assess the

effectiveness of these efforts to ensure students are benefiting from sound academic advising that facilitates the achievement of their academic goals at the college.

Student Success and Improved Graduation Rates

At the time of the writing of the NEASC report, MCC's most recent reported IPEDS graduation rate was 15.4 percent. As the chart below suggests, that represented an increase over the previous cohorts, where graduation rates were typically around 12 percent. Since that time MCC has reported a graduation rate of 17 percent for the 2009 cohort, and in Spring 2014 will report a graduation rate of 18 percent for the 2010 cohort.

Manchester Community College
Graduation Rate Survey
First Time Full Time Degree Seeking Students
Status After Three Years

Entering Fall Cohort	Graduate	Transfer	Still Enrolled
2004 by Sp07	11.4%	24%	14%
2005 by Sp08	11.9%	27%	17%
2006 by Sp09	11.8%	23%	19%
2007 by Su10	12.9%	23%	19%
2008 by Su11	15.4%	26%	17%
2009 by Su12	17.0%	23%	22%
Proj 2010 by Su13	18.3%	20%	21%

IPEDS graduation rates measure the outcomes for entering cohorts after "150 percent" of normal time, or three years. Community colleges complement graduation rates reported to IPEDS by counting students that have transferred or are still enrolled. MCC's success rates combining all three success measures (graduation, transfer, or still enrolled) are nearly 60 percent.

MCC has recently participated in several national benchmarking projects related to student success – the American Association of Community College's (AACC) Voluntary Framework of Accountability (VFA), the National Governor's Association Complete College America, the Community College Survey of Student Engagement (CCSSE), and the Survey of Entering Student Engagement (SENSE).

The college has implemented a number of initiatives and policy modifications to improve graduation rates. Descriptions of these initiatives follow.

Student Success and Graduation Committee
A cross-divisional team has been formed to focus on strategies and initiatives to improve the college's graduation rate. The Graduation and Student Success committee is a subcommittee of the college's Enrollment Management committee. This group is charged with developing and implementing

initiatives that have a positive impact on persistence, retention and graduation. This committee monitors first-time full-time (FTFT) students from each incoming class, providing them with periodic communication on their status and progress to graduation.

Summer Graduation Option
The college has added a summer graduation application period. Students now can apply for graduation during the fall, spring and summer timeframes.

Marketing of Graduation
The college has made a concerted effort to market the importance of graduation to students and has launched a targeted campaign. The campaign includes on-campus collateral materials and promotions that focus on the importance of graduation. Additionally, the benefits of graduating are emphasized during new student orientation.

Reverse Transfer of Credits
A concerted effort has been made to contact students that have transferred to other colleges that are only 3- 9 credits short of completing their MCC degree requirements. The benefits of having an associate degree are shared and many opt to transfer credits back to MCC to receive their diplomas.

While there has been much debate on the use of graduation rate as a focal indicator of community college success, the college recognizes that when the graduation metric is coupled with other metrics, a more holistic value of student performance is obtained. In addition to graduation rate, the college reports the number of students from each fall semester's first-time full-time cohort that have transferred successfully and the number of students that are still enrolled. This combined measure is a useful metric in discussions on student success and performance.

The college has implemented a number of new initiatives that we anticipate will have a positive impact on graduation rates overtime.

FIRST Program
During the Fall 2013 semester, the college launched a learning community initiative called the FIRST program (Foundations in Retention, Success and Transition). In this program, FTFT students are grouped into cohorts based on English placement and are provided with student service support. Two FIRST advisors/coordinators have been hired to provide oversight for students participating in the program. Sixty-eight students enrolled in the program during the Fall 2013 semester. Three FIRST cohorts for the Spring 2014 semester are planned.

Transfer Articulation Program (TAP)
MCC is an active participant in the statewide Board of Regents Transfer and Articulation Program (TAP). The goal of TAP is to establish clearly articulated transfer pathways for programs between system community colleges and state universities.

Key elements of the Transfer and Articulation policy include:

- The development of a common general education core
- Common lower division pre-major pathways that include 30 credits of transferable general education credits common to all 12 Connecticut community colleges
- Junior year status upon earning an associate transfer degree
- Guaranteed or priority university admission
- Associate and bachelor's degree credit limits

We are confident these TAP agreements will have a positive impact on students remaining at MCC until they complete their degrees. Five TAP programs have been developed and finalized and 25 programs are underway for the 2013-14 academic year.

As evidenced by an increasing graduation rate over the past four years, MCC is making progress in this area and a culture that encourages students to complete has taken root at the college. Our college's current Enrollment Management Plan has established a 22 percent graduation rate target by 2015 and is optimistic that it will meet, if not surpass, this goal based on efforts to-date and initiatives underway. We believe many of the initiatives aimed at improving the graduation rate of FTFT students have a positive impact on our part-time student population as well on other student performance metrics (persistence, retention, etc.).

Financial Resources

Manchester Community College has taken steps to maintain fiscal stability of our financial resources. The college ended FY2012 with a positive balance in unrestricted net assets of $503 thousand. During FY2013 the college maintained a balanced financial position. This was achieved by strategically taking the following steps: refilling only critical vacant positions, reducing part-time employee hours, and reducing divisional expenditure budgets. To minimize the impact of the budget reductions and avoid interruption of services to students, MCC reallocated positions and existing resources to support academic initiatives and new program growth, and achieved substantial cost savings through sustainability practices and initiatives. One other ongoing strategy is to move positions back to the General Fund from the Operating Fund as resources allow. This reduces fringe benefit costs since the State Comptroller is responsible for this cost for general fund positions.

MCC presented a balanced budget for FY2014 and anticipates achieving or exceeding this goal. To do so, the college will continue to implement the financial strategies noted above. Additionally, we anticipate enrollment growth in our credit extension program. We are also investing in facilities and technological infrastructure through the use of bond funds. Most significantly, college administrators have been working with members of the other community colleges and representatives from the Board of Regents on a system-wide review of the state's community college resources allocation methodology. A revision to the distribution formula will result in a fair and more equitable distribution of tuition and state appropriation funds within the community college system. Changes in the distribution methodology should benefit MCC, resulting in an increase in total funding.

The college continues to successfully manage its financial resources and allocate these resources in ways that reflect our mission and purpose. In order to maintain our high quality of education, Manchester Community College has been placing greater emphasis on seeking alternative funding through avenues such as bond funds, grants and private donations. MCC received bond funds totaling $1.6 million in FY11, $758 thousand in FY12, and $2.6 million in FY13. These funds will continue to support academic programs and initiatives through upgrades and replacement of the college's systems technology and infrastructure, as well as purchases of capital equipment. The college was awarded a $1.3 million four-year grant that is contributing to the support of several programs and initiatives in the Allied Health and Sciences program. The Manchester Community College Foundation continues to seek private resources and is currently in the planning phases of a capital campaign. The Foundation has taken an increasingly active role in raising funds for operational and programmatic support to offset expenses. In addition, government grants and contracts used to support college programs and provide financial aid to students, totaled $11.5 million and $12 million in FY12 and FY13, respectively.

The long-term outlook for Manchester Community College is both exciting and fiscally challenging during a period of economic uncertainty, budgetary constraints, and organizational changes. MCC will continue to develop programs and create partnerships that foster student success and follow the guiding principles of shared understanding, shared responsibility and shared leadership.

Public Disclosure

The college's Marketing and Public Relations team, including its Webmaster, Website Content Developer, and Director of Marketing, strategized a plan (attached; see appendix) for developing a new website for launch by the end of Spring 2014. This team identified the goals of the college and the college's website and compared them against both analytical activity and rhetorical feedback. Upon thorough internal review of the website, the components requiring the most critical attention included informational content (accuracy, timeliness, voice) and the organization of that content as it relates to the college's primary audience(s). The future website will be built around the needs of our identified audiences, primarily future and current students, instead of the organization structure of the college.

The plan is currently in its first phase of implementation: review and research. Department/division representatives from across the college were identified to play specific roles in the project, from ownership and expertise to content editing and maintenance. Meetings have been held with these representatives to assess their respective audiences and needs. As of December 2013, content review meetings have been conducted with all of the departments involved in this project.

With the audience and content information collected in these meetings, combined with the analytical metrics reported through the software that captures information about website visitor behavior, the website's content and its organization (i.e., structural hierarchy and navigation) will be revised to more appropriately guide users through their experience on the MCC website, resulting in a consistently positive outcome that satisfies both the objectives of the website visitor and the goals of the college.

Next phases between the current content review phase and the late Spring 2014 launch include a testing period for usability, conducted between the Marketing department and internal and external subjects. The website's design (both aesthetic and structural) will be overhauled during this period, as well. The website will feature a layout that adapts to the screen size of the device on which the visitor is viewing the site (a modern web standard known in the industry as 'responsive web design'). The visual branding will be enhanced throughout. From a technological standpoint, the future website will be built on the industry standard content management system WordPress, which will allow for a simplified process for employees to manage their website content, keep the content and user experience safe and secure, and streamline overhead in maintenance of development and extensibility in the years to come.

Overall, the website will be better leveraged to increase enrollment and involvement, conduct business, and better provide important, timely, accurate information to students and the community.

Appendix

Web-based Documents

- [About MCC](http://www.mcc.commnet.edu/about/)
  http://www.mcc.commnet.edu/about/

- [MCC Facts](http://www.mcc.commnet.edu/about/facts.php)
  http://www.mcc.commnet.edu/about/facts.php

- [Fall 2013 Opening Day Slides](http://www.mcc.commnet.edu/offices/pdf/2013-Fall-Opening-Day-Slides.pdf)
  http://www.mcc.commnet.edu/offices/pdf/2013-Fall-Opening-Day-Slides.pdf

- [PA 12-40](http://www.cga.ct.gov/2012/act/pa/pdf/2012PA-00040-R00SB-00040-PA.pdf)
  http://www.cga.ct.gov/2012/act/pa/pdf/2012PA-00040-R00SB-00040-PA.pdf

- [Connecticut Community College Financial Statements](http://www.commnet.edu/finance/docs/Financial_Statements/FY13/FY13%20Financial%20Statements.pdf)
  http://www.commnet.edu/finance/docs/Financial_Statements/FY13/FY13%20Financial%20Statements.pdf

Attachments

- Fall 2013 PA 12-40 Summary of Pilots
- PA 12-40 Community College Transition Strategies
- MCC 2013-14 Web Redesign Plan
- Finance and Enrollment Data Forms

Summary of Fall 2013 Pilot Courses to Address Requirement of Public Act 12-40

Count of CRN Number of Sections

| Row Labels | Community Colleges | | | | | | | | | | | | COS | State Universities | | | | Grand Total |
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Ct	Quinebaug Valley	Three Rivers	Tunxis	Norwalk	Charter Oak	Central	Eastern	Western	Southern	
Embedded	6	3	8	3	8	5	6	3	4	7	6	8		8	1	3		**78**
English	4	2	5	2	6	3	2	2	2	3	3	6				2		42
Math	2	1	3	1	2	2	4	1	2	4	3	1		8	1	1		36
Intensive	1	2	7	4	5	14	2	2	3	8	5	5						**58**
English		1	1	2	2	2		1	1	4	2	4						20
Math	1	1	6	2	3	12	2	1	2	4	3	1						38
N/A													1				1	**2**
(blank)													1				1	2
Grand Total	7	5	15	7	13	19	8	5	7	15	11	13	1	8	1	3	1	**138**

Intensive sections deliver developmental education in the semester prior to entry into a college-level course

Multi-level developmental offerings that last more than a semester are not allowable under Public Act 12-40 beginning in fall 2014.

Subj/Number	Cr	Institution	Course Title	Course Description
Embedded				
English				
ENG 093	3	Tunxis	Intro to College Reading & Writing	A concentrated course that prepares students for the reading and writing demands in Composition and other college level courses. Students strengthen the critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Baltimore County CC ALP model.
ENG 101	3	Asnuntuck	Composition	Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments.
		Gateway	Composition I	Develops writing skills for college-level writing; includes focus on research, argumentation, organization, purpose, voice, and audience. 3 credits lecture, 3 credits lab
		Naugatuck Valley	Composition with workshop	This course is part of the Accelerated Learning Program combination of ENG* H063 and ENG* H101. Placement into the course(s) will be determined by very high end 063 Accuplacer scores combined with student interest in completing developmental English AND ENG 101 in one semester: RC 78-82 and SS 82-87. These courses run in consecutive time blocks: ENG* H101 is the primary course and will be offered first, then ENG* H063 will continue through the second block as a workshop to support the work offered in ENG* H101. In the ENG* H063 class, students will review questions from ENG* H101, write short papers to reinforce concepts taught in ENG* H101, review drafts, and work on reducing writing errors.

Subj/Number	Cr	Institution	Course Title	Course Description
		Tunxis	Composition	Composition focuses on the study and practice of writing in an academic community. The course develops skills in text-based writing and introduces college-level research. Students sharpen their ability to read, analyze, evaluate, and synthesize texts and ideas and to argue effectively in writing that exhibits an intended purpose and audience. Students will draft and revise essays that are focused, organized, developed, and written in clear, standard English. Experimental pilot course with lower class cap, allowing the instructor to spend more time with each student.
ENG 101 Embedded	3	Manchester	Composition with Writing Lab. Course is offered for students who need writing support;	Each class has 24 students, 12 ENG 101 eligible, 12 ENG 093 eligible with added lab time.
ENG 101 Reading Community	6	Manchester	Composition with Reading. Course is offered for students needing reading support.	Course is 6 semester hours, 6 credits combining ENG 101 and ENG 104; 24 students ENG 093 eligible.
ENG 101E	3	Middlesex	English	Practice in delivering research materials, creating sound arguments. 3 credits/ 4 contact hours
ENG 101P	3	Capital	Composition Plus	ENG* 101P Composition –Plus - Study of writing and the writing process. Students analyze expository essays in multiple genres and prepare writing projects with attention to rhetorical situations for audience and purpose, organization according to genre key features, development using detailed description, attention to language and conventions and with support from outside sources using MLA documentation. Students prepare revised writing in final portfolios complete with self-assessment letters. This course introduces students to college level writing for academic inquiry about current social issues and may not contain literary themes. Students in ENG* 101P will receive embedded support through a required two hour writing lab. The lab will be taught in a computer classroom with LanSchool technology to link all computer screens with the instructor's screen. Instruction in the lab will be conducted using both group and one-on-one instructional methods. The content of lab instruction will be guided by individual student needs as just-in-time interventions. Prerequisites: Placement into ENG* 043/073 but with a Write Placer score of 4 or higher.

Subj/Number	Cr	Institution	Course Title	Course Description
ENG 101S	6	Three Rivers	Composition Embedded Support	ENG* K101S (6 CREDIT HOURS) COMPOSITION EMBEDDED SUPPORT
				Prerequisite: appropriate placement through multiple measures assessment process. ENG* K101S is a Composition course with embedded support for students in need of additional reading and writing practice. It engages students in critical observation, reading, and writing. The course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings. Recommended placement in ENG* K101S may be based on multiple criteria including standardized test scores, entrance essays, high school transcripts or instructor/advisor suggestion. Students may also self-place into ENG* K101S. A grade of "C" or higher must be achieved to successfully complete ENG* K101S.
ENG 101W	3	Housatonic	Composition Workshop	This workshop provides support for the material covered in ENG*101, and is to be taken in conjunction with the corresponding section of ENG*101. The workshop focuses on further examination of and development of strong sentence, paragraph and essay structures necessary for college level writing. The close reading of texts will model effective writing, and students will make heavy use of the writing process and peer workshopping to develop their ENG*101 assignments.
	4	Northwestern Ct	Composition with Workshop	Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments. Composition with Embedded Support meets the same outcomes as ENG101, but offers students additional support through supplemental instruction, increased time on task, focused workshops, and/or tutoring.
	3	Norwalk	English Composition Workshop	ENG101W is a workshop of embedded support for ENG101 students in need of additional reading and writing help. Support includes mandatory computer lab attendance, grammar workshops, assignment review, specialized research exercises, and intensive one-on-one conferencing. Course carries general education credits. Co-requisite of ENG 101.

Subj/Number	Cr	Institution	Course Title	Course Description
ENG 198	3	Asnuntuck	Sp. Topics: Plus	Composition with Embedded Support meets the same outcomes as ENG101, but offers students additional support through additional instruction, supplemental online instruction, increased time on task, focused workshops, and embedded tutoring.
		Quinebaug Valley	Special Topics-Composition	A workshop course providing embedded support for ENG101 students in need of additional reading and writing help. Support will include mandatory computer lab attendance, grammar discussions, assignment reviews, specialized research exercises, and intensive one-on-one conferencing. This workshop combined with a designated ENG101 creates a 6-credit composition pairing, three credits of which will be used as ENG101 credit and three credits that may be used as General Education credits.
ENG 063SP	3	Middlesex	English	Provides students an opportunity to progress through the course at their own pace and to complete ENG063 and ENG101 in one semester.
WRT 198	4	Western	Composition I: Enhanced	This enhanced version of Composition I is designed to help students meet the challenges of college writing. While strengthening the students' skills as writers, the course will instill in them the habit of writing. They will use writing to master challenging subject matter and discover their own legitimate and powerful relationship to that material. Students will learn how to convey their own ideas logically, clearly, and forcefully. Students will also learn the fundamentals of writing a fully documented research essay.
INQ 101	3	Southern	Intellectual and Creative Inquiry	Historically, approximately 90% of entering students placed into an English course that did not satisfy the Gen Ed requirement. Beginning 2011, we embedded significant writing experiences into the required First-Year seminar (INQ 101) and required Critical Thinking courses, thereby eliminating the former ENG 111. As a result, fewer than 30% of the first year students are placing into ENG 110, which provides intensive writing practice in preparation for ENG 112, the general education requirement.

Embedded

Math

Subj/Number	Cr	Institution	Course Title	Course Description
MAT 095	3	Middlesex	Elementary Algebra Foundations	This is paired with Intermediate Algebra in the same semester. The students are taught this combination of algebras in an accelerated pace such that they meet every day to work on elementary algebra topics. They complete the course mid-semester and move on to intermediate algebra within the same semester.
MAT 135P	5	Eastern	Math for Liberal Arts Plus	Mathematics applied to solving practical problems in a variety of disciplines, enhanced by algebraic content and technology skills. Mathematical topics include voting theory and financial mathematics. Additional topics may include but are not limited to linear programming, statistics, biological population growth, and geometric patterns. This course is for non-STEM majors only and cannot be used as a prerequisite for Precalculus Mathematics (MAT 130).

Subj/Number	Cr	Institution	Course Title	Course Description
MAT 136	4	Capital	Intermediate Algebra with Lab	CATALOG DESCRIPTION: Course topics include linear equations and inequalities, systems of linear equations and linear inequalities, graphing, relations and functions, radicals, and quadratic and exponential equations. Students will apply course topics to model and solve real world problems in a participatory learning environment. Special topics such as linear programming will also be included. This course requires the use of a graphing calculator. This course must be taken with MAT* G 093 Introductory Algebra COREQUISITES: MAT* G093
		Naugatuck Valley	Intermediate Algebra with Lab	This course initiates with the concepts of beginning algebra such as solving first degree equations and inequalities, applications and graphing of linear equations, and simplifying exponential expressions. The course also includes concepts of intermediate algebra such as factoring techniques. The study of polynomial functions is extended via applications involving linear functions, linear systems, and quadratic functions. Students also study exponential functions, rational functions, radical functions, and absolute value functions. This course requires a one-hour per week Lab component with activities provided by the instructor. Students in this embedded course will be prepared to take the next college-level course that their major requires
MAT 137E	3	Middlesex	Intermediate Algebra	Covers the same outcomes as the traditional MAT*137 course but includes one additional contact hour each week to allow an integrated review of important elementary algebra skills and additional time for the traditional intermediate algebra concepts. The additional hour also allows for in-class computer labs. Faculty are compensated for 4 contact hours. Students pay for 3 credits of tuition plus the standard BOR lab fee.
MAT 137S	4	Quinebaug Valley	Intermediate Algebra	Intermediate algebra with embedded elementary algebra provided eligible students the opportunity to gain knowledge of topics found in MAT 095; Elementary Algebra Foundations. Support will include mandatory computer lab attendance, utilizing a math software program, review sessions of MAT 095 materials, and intensive one-on-one coaching.

Subj/Number	Cr	Institution	Course Title	Course Description
		Three Rivers	Intermediate Algebra Embedded	Prerequisite: MAT* K090 or MAT* K095 or MAT* K095I with a "C-#" or higher, or appropriate placement through multiple measures assessment process. This course represents the Intermediate Algebra instruction with embedded developmental support. The course cultivates understanding and different representations of functions. The course covers linear, quadratic, exponential, rational, radical functions, equations and expressions and operations on them with emphasis on modeling and solving real world problems.
MAT 137T	3	Housatonic	Intermediate Algebra with Technology Workshop	This workshop provides support for the material covered in MAT*137 and is taken in conjunction with the corresponding section of MAT*137. The workshop focuses on identifying the gaps in the knowledge of each student and addresses them. It will also provide additional instruction as well as structured support for study skills, time management and technology skills. This course will take place in a computer lab.
MAT 139	3	Manchester	Elementary and Intermediate Algebra Combined	Class meets 4 hours per week (3 credits).This is a traditional class (MAT 138) with an extra hour of support which can be done online; 28 students. A course in mathematical modeling where the main themes are represented using tables, graphs, algebraic rules, and verbal rules. Course combines the content of MAT 095 with MAT 138 in one semester.
	4	Tunxis	Elem/Intermediate Algebra	Combines the content of MAT* 095 with MAT* 137 in one semester. It also serves as a prerequisite for most other first level credit Math courses, including College Algebra, Elementary Statistics with Computer Applications, Number Systems, Finite Mathematics, and Math for the Liberal Arts. Included in the list of topics studied are: Factoring polynomials, solving linear equations and inequalities, systems of linear equations, compound inequalities, absolute value equations, and inequalities (all in one variable); interval notation; linear equations in two variables; four operations on radicals and rational expressions; solving radical and rational equations; solving quadratic equations; graphing quadratic functions, and applications involving those skills. The graphing calculator may be presented in this course by the instructor but its use is not required of the student.
MAT 091	1	Naugatuck Valley	Math Recitations for Intermediate Algebra	This course is intended as a 1 hour extension to the Intermediate Algebra course (Math 136)

Subj/Number	Cr	Institution	Course Title	Course Description
MAT 101 CB	3	Central	Intermediate Algebra	Review of fundamental algorithms of whole numbers, integers, rational numbers, and elementary algebra. Review and extension of elementary algebra. A study of functions including their algebraic properties and graphs. Quadratic equations and inequalitiesare solved and graphed. Graphing calculator required. This is not a pilot; we have been running this course for about 20 years.
MAT 137	3	Asnuntuck	Intermediate Algebra	A further study of algebra. Includes a study of functions and mathematical modeling as applied to polynomials, rational expressions, linear and quadratic equations, radicals, and exponents.
		Gateway	Intermediate Algebra	Provides practical hands-on workshop for development of skills covered in MAT 137: Intermediate Algebra (real number system, polynomials, radicals, sets, systems of equations, etc.) -- 3 credits lecture (credits in courses numbered below 100 do not count toward degree or certificate programs)
MAT 137W	4	Northwestern Ct	Intermediate Algebra with Workshop	A rigorous course in Intermediate Algebra with extra class time for working on problems. (This course meets for an hour longer each week than the traditional 3 credit Intermediate Algebra). Topics include: polynomial and rational expressions, exponents and radicals, complex numbers, linear, quadratic, literal, absolute value, and radical equations, systems of linear equations, linear and absolute value inequalities, graphing linear and quadratic functions, functional notation, exponential functions, and applications.
MAT 198	3	Asnuntuck	Sp. Topics: Intermediate Algebra Plus	A further study of algebra. Includes a study of functions and mathematical modeling as applied to polynomials, rational expressions, linear and quadratic equations, radicals, and exponents. Math 198: Special Topics: Intermediate Algebra Plus incorporates a review of the Math 095: Elementary Algebra Foundations topics needed for success in Math 137: Intermediate Algebra. The course offers students additional support through supplemental instruction, increased time on task, and embedded tutoring.
MAT 102	3	Southern	Intermediate Algebra (Extended)	Covers same outcomes as traditional MAT 100 (Solutions to linear equations and inequalities, polynomials, quadratic equations, exponential equations, graphing, rational and radical expressions, and functions) but includes one additional contact hour each week to allow students more practice and opportunity to integrate concepts. Faculty are compensated 4 credit hours; students pay for 3 credit hours.

Subj/Number	Cr	Institution	Course Title	Course Description
		Western	Enhanced Intermediate Algebra	In this course students will use an online adaptive learning technology to master the skills needed for a foundation in mathematics for further work in the field. Students will be required to attend classes regularly and an additional 2 hours of computer assisted work within the Emporium will also be required. This will be a self-paced course but still afford students the opportunity to work with faculty on a one-to-one basis, in addition to a lecture setting. This class format will allow the student to potentially complete the course at a pace quicker than the standard semester and fulfill the remedial requirement of the Board of Regents in one semester, instead of two.
MAT 094E	6	Norwalk	Introductory Algebra with Embedded Topics	This course covers the basic concepts of algebra, simplification of variable expressions, and methods of solving equations. Students will also study factoring techniques, exponential expressions, applications, the coordinate plane, linear equations and their graphs. Embedded topics include operations with integers and rational numbers. Departmental exit assessment is required. Students must earn a C- or higher to move to the next level mathematics course.

Intensive

English

Subj/Number	Cr	Institution	Course Title	Course Description
ENG 043	3	Housatonic	Writing Paragraph to Essay INTENSIVE	This course provides intensive instruction in ENG*043. The course includes comprehensive study of the paragraph as a unit of composition, emphasizing organization of ideas, specific methods of development, and elements of style. The subject matter will include the grammar and syntax of sentence patterns, punctuation, and the mechanics of formal college writing. Frequent writing assignments both in and out of class will be conducted in a workshop manner. Students are expected to demonstrate ability to write an academic essay by the end of the semester.
ENG 066-101	6	Manchester	Foundation for College Study/Reading/Writing and Composition	Student registers for 10.5 semester hours of English; Goal is to move student from ENG 066 through 101 in one semester (6 semester hours, 3 credits for ENG 066 with no lab; 4-1/2 semester hours, 3 credits for ENG 101.

Subj/Number	Cr	Institution	Course Title	Course Description
ENG 043	3	Housatonic	Writing Paragraph to Essay	This course provides intensive instruction in ENG*043 and is paired with ENG*013 Writing Foundations of English Intensive, providing students the opportunity to complete all their writing instruction in one semester. In a more intensive instructional model, the course includes comprehensive study of the paragraph as a unit of composition, emphasizing organization of ideas, specific methods of development, and elements of style. The subject matter will include the grammar and syntax of sentence patterns, punctuation, and the mechanics of formal college writing. Frequent writing assignments both in and out of class will be conducted in a workshop manner. Students are expected to demonstrate ability to write an academic essay by the end of the semester. With revision to course outcomes per CCET recommendations, this course, beginning in Spring 2014, will be available as ENG094I, a 6 credit version of our intensive level developmental writing course. It provides more time on task and instructional support for those students seeking additional support in writing.
ENG 073	3	Housatonic	Academic Reading	This course provides intensive instruction in ENG*073 and is paired with ENG*003 Foundations of Reading Intensive, providing students the opportunity to complete all their reading instruction in one semester. In a more intensive instructional model, the course includes advanced work in reading skills (literal meaning, inference, critical thinking, and interpretation and evaluation) along with vocabulary development (dictionary and library skills) in preparation for general college studies. The course also prepares students for college-level reading in a variety of subjects. Beginning in Spring 2014, this course will be available as ENG092I, a 6 credit version of our intensive level developmental reading course. It provides more time on task and instructional support for those students seeking additional support in reading.
ENG 099	3	Central	Remedial Writing	This course focuses on improvement of basic writing skills in order to meet entrance requirements for ENG 110. In addition to a review of grammar and punctuation, the course emphasizes sentence and paragraph formation and the development of coherent essays through a writing process that includes multiple drafts, peer review, revision, and careful editing. Students who are required to take ENG 099 must pass the course with a C- or better before successful completion of 24 credits of coursework. Grades in ENG 099 will affect GPA as if ENG 099 were a three credit course, but these credits will not count toward the number of credits required for graduation. ENG 099 does not satisfy CCSU's first-year writing requirement, but passing the course with a C- or better qualifies a student to take ENG 110.

Subj/Number	Cr	Institution	Course Title	Course Description
ENG 073	3	Housatonic	Academic Reading INTENSIVE	This course provides intensive instruction in ENG*073. It provides students with advanced work in reading skills (literal meaning, inference, critical thinking, and interpretation and evaluation) along with vocabulary development (dictionary and library skills) in preparation for general college studies. Prepares students for college-level reading in a variety of subjects.
ENG 075	6	Tunxis	Integrated Reading & Writing II	Prepares students for the reading and writing demands in Composition and other college level courses. Students strengthen the critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation.
ENG 085P	6	Northwestern Ct	Acad. Reading & Writing	Prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops.
ENG 096	6	Three Rivers	Reading/Writing Connection	ENG* K096 (6 CREDIT HOURS) READING/WRITING CONNECTION This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops. This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.

Subj/Number	Cr	Institution	Course Title	Course Description
ENG 066	6	Quinebaug Valley	Foundations for College Study, Reading and Writing	This integrated reading/writing course is designed to develop reading comprehension and writing skills. Emphasis is on reading selections from college subject areas, developing and using an academic vocabulary, and writing essays. Classroom activities also focus on improving speaking, listening and thinking skills. Appropriate software is used to improve students writing skills. Computer classroom time is scheduled. Students are required to complete this course before they are allowed to register for other college courses. Departmental exit assessment in both writing and reading is required.
ENG 063	3	Middlesex	English	Focus on how to develop a thesis, maintain coherence, develop evidence. Instruction in grammar and punctuation. Transitional Year Program
ENG 095	0	Capital	Essentials of College Writing	Essentials of College Writing prepares students for the writing demand of ENG* 101 Composition and other credit level courses. Through a genre approach to writing instruction similar to ENG* 101, ENG 095 students will analyze a variety of nonfiction texts in a multiple genres and prepare writing projects according to rhetorical situations. Students will write with attention to purpose and audience, appropriate and varied organization, development using detailed evidence, and language, including grammar and sentence structure. Students will also learn the writing process and emphasis will be placed on the reading/writing connection.[1] In the accompanying writing lab, students do self-paced, computerized supplemental work under the professor's supervision. [1] This course complements instruction in ENG*073, Academic Reading.
ENG 098	4	Gateway	Intro to Advanced Reading and Writing	· Master active critical reading skills (i.e., find explicit or implicit main ideas, supporting details, relationships between ideas, inferences, purpose and tone) to become more productive readers and researchers. · Organize and express ideas through a variety of different paragraph and essay modes such as narrative, description, illustration, process, comparison and contrast, persuasion. · Master the techniques of the composition process: prewriting, outlining, drafting, revising, editing, and proofreading. * Integrates our ENG*063/082 courses *The plan is to run two to three more pilots in spring '14 and enter the course into our curriculum as an common core number ENG*093.

Subj/Number	Cr	Institution	Course Title	Course Description
ENG 088	6	Norwalk	College Writing & Reading Skills	This course is designed to build academic reading and writing skills. Course activities and assignments introduce students to the types of academic writing required in college courses. Emphasis is given to developing opinion/support essays using the writing-as-process philosophy. Reading selections, including literature, nonfiction texts, selections from textbooks, and articles in various academic disciplines, are used as writing models and to help students to read, comprehend, and derive meaning more efficiently. Students learn to use active reading techniques to develop an academic vocabulary and improve their comprehension on both the literal and inferential levels. Library resources are introduced, and students are taught how to incorporate citations into their papers. A departmental exit assessment and a portfolio of course writing work are required.

Intensive

Math

Subj/Number	Cr	Institution	Course Title	Course Description
MAT 075, MAT 095	3	Middlesex	Prealgebra, Elementary Algebra	Self-paced courses use the MyMathLab – a computer based program. Students progress through the computer homework and computer practice-tests until they have mastered the learning and are ready to successfully take the written tests. They can accelerate their learning and complete more than one course in one session or go slow and take the time needed to master the skills required. There is a faculty member along with a supplemental instructor to provide individual instruction. If a student accelerates the learning, he/she can move to intermediate Algebra within the same session. If students change levels during the semester, their registration will be "moved" (add/drop) to the higher level so as to get credit for the highest level of completion on their transcript.

Subj/Number	Cr	Institution	Course Title	Course Description
MAT 075, MAT 095, MAT 137E, MAT 137	3	Middlesex	TYP	The Transitional Year Program is designed for students who place into Intensive Level English (ENG 063 and 073). It is a cohort-based program such that all students register for a minimum of 12 credits, in the same courses, in the Fall semester (ENG 063, ENG 073, Freshman Seminar, and Intro to Computers). In the Spring semester, students move to ENG 101, an introductory science course, and a math course as determined by math placement. The Math instructor is providing review sessions for this cohort throughout Fall 2013 during the Activity Period when no classes are scheduled. Towards the end, the students will take placement test and have the option of being placed at a higher math course.
MAT 085	0	Capital	Pre-algebra & Elementary Algebra	MAT 085 addresses algebraic symbolism, properties of real numbers, operations on algebraic expressions, solution of linear equations and inequalities, operations on polynomials, laws of exponents, factoring, solution of quadratic equations by factoring, the graphing of equations, finding equations of lines, applying algebra to geometry, introduction to metric system, converting between units of measure, and scientific notation. Students will apply course topics to model and solve real world problems in a participatory learning environment. The course includes a teacher-supervised laboratory in which students complete computer based assignments for two hours each week. The assignments both supplement the in-class instruction and allow the instructor to provide customized support for individual students. This course requires the use of a graphing calculator. PREREQUISITES: MAT* G075 with grade of A- or better, MAT* G095 with grade of C- or better, or Qualifying score on Placement Test
	6	Middlesex	Prealgebra & Elementary Algebra Combination	This is a course option that was offered for Fall 2013 combining course topics of both developmental courses, Prealgebra and Elementary Algebra. Students who place at the lowest level of developmental courses, he/she can take this combined course and complete the developmental courses in one semester. Unfortunately, we had to cancel these two courses due to low enrollment. (Likely, they "competed" with the self-paced option which requires students to register for only three credits instead of six)

Subj/Number	Cr	Institution	Course Title	Course Description
		Northwestern Ct	PreAlgebra/Number Sense/Geometry & Elementary Algebra	A rigorous and accelerated combination of PreAlgebra and beginning Algebra courses emphasizing computational, problem solving, and analytical reasoning skills with an emphasis on step-by-step procedure. Topics covered: whole numbers, fractions, decimals, ratio & proportion, percent, measurement, calculator use, negative numbers, simplifying algebraic expressions, linear equations and inequalities, graphing, systems of linear equations, polynomials , exponents (including scientific notation), radicals, quadratic equations, and applications.
		Quinebaug Valley	Pre-Algebra and Elementary Algebra	This course will cover topics including arithmetic operations on integers, decimals and fractions, ratios, proportions, and percent's, linear equations, and inequalities in one or two variables, integral exponents and laws of exponents, operations on variable expressions, polynomials and factoring
MAT 095	3	Asnuntuck	Elementary Algebra Foundations – Self-Paced	This course is an introduction to algebra. It includes a study of signed numbers, operations on polynomials, factoring, rational expressions, graphing, linear and quadratic equations, radicals, exponents, and applications. The self-paced nature of this class allows students to progress through the curriculum at a pace aligned with their needs as learners and has embedded tutoring.
		Housatonic	Elementary Algebra Foundations INTENSIVE	This course provides intensive instruction in MAT*095. This beginning algebra course including signed numbers, algebraic expressions, laws of exponents, order of operations, linear equations and inequalities, word problems, formulas, polynomials, factoring, and graphing.
MAT 095I	6	Three Rivers	Elementary Algebra Intensive College Readiness	This Elementary Algebra developmental course prepares students for college level courses. Designed to build understanding and skills in algebra, it also provides embedded pre-algebra support. The course develops understanding of number system, different representations of numbers, operations on numbers, including numbers expressed in scientific notation. The course introduces functions, their graphs, modeling relationship between quantities using functions. Topics also include solving equations and expressions with integer exponents, radicals, solving, analyzing and modeling linear equations, systems of linear equations. Pythagorean Theorem and geometrical formulas are used to solve real world problems.

Subj/Number	Cr	Institution	Course Title	Course Description
MAT 096	0	Manchester	Algebraic Concepts, Number Sense & Geometry. Course satisfies Requirements for MAT 075 and MAT 095	Course meets for 5 hours per week and will include all students with the lowest math placement scores; offered in the Math Lab with 50 students in each section. Course satisfies the requirements for both MAT 075 and MAT 095 in a single semester. The course will provide the student with enhanced mathematical literacy in arithmetic, geometric and algebraic concepts while strengthening and building problem solving and reasoning skills.
MAT 298	4	Tunxis	Pre/Elem Algebra	Experimental pilot course that couples pre-algebra and elementary algebra into one 4 credit course.
MAT 081	1	Naugatuck Valley	Math Recitations for Introductory Algebra	This course is intended as a 1 hour extension to the Introductory Algebra course (Math 094)
MAT 094	4	Naugatuck Valley	Introductory Algebra	The objective of MAT094 is to enable the student to develop an understanding of the generalization known as "the variable" and to work with, interrelate, and apply the principles of algebra governing: exponents, solution of linear equations (and certain other equations reducible to linear form), operations on polynomials, factoring, solution of quadratic equations by factoring, and the relationship between a line and its equation. The course also introduces percentages, the metric system, converting between units of measure, and scientific notation. Arithmetic will be taught as needed. This course requires a one-hour per week Lab component with activities provided by the instructor. Students in this intensive course will be prepared to take Math 137 upon completion.
MAT 097	5	Gateway	Elem Algebra found w/pre Alg	Intensive course that prepares students for MAT 137 Intermediate Algebra. Basic concepts and skills of arithmetic (whole numbers, signed numbers, decimals, fractions, ratios and proportions, percent and estimation), as well as introductory topics in algebra. Topics in algebra will include linear equations and inequalities in one variable, linear equations in two variable, systems of linear equations in two variables, integral exponents and laws of exponents, operations with polynomials, and an introduction to factoring. Application and problem solving will be integral to this course.
MAT 099	3	Central	Elementary Algebra	Review of properties of real numbers, arithmetic and elementary algebra concepts. The course includes basic equation solving, linear functions, ratio and proportion, percentages and simple operations on polynomials. Students who are required to take MATH 099 must pass this course with a C- or better before successful completion of 24 hrs regular coursework. Grades in MATH 099 will affect GPA as if MATH 099 were a 3-credit course, but these credits will not count toward the number of credits required for graduation. May not be used to meet the General Education requirement nor requirements for a major, a minor or certification in mathematics. Successful completion of MATH 099 qualifies a student to take MATH 101 Intermediate Algebra.

Subj/Number	Cr	Institution	Course Title	Course Description
MAT 136E	6	Norwalk	Intermediate Algebra With Embedded Support	Covers the same outcomes as the traditional MAT 136 course but includes two additional contact hours each week to allow for the embedded review of important introductory algebra skills as they arise in the Intermediate Algebra curriculum. Students are held to the same course outcomes and take the same comprehensive department exit assessment as the traditional MAT 136.

Connecticut State Colleges and Universities
Summary of Transitional Strategies for Level Three
November 15, 2013

Asnuntuck Community College

<u>**English/Writing Pilot**</u>
Plan will be developed in spring 2014.

<u>**Mathematics Pilot**</u>

Goal:
To prepare students with the greatest skills gaps in mathematics for intensive level remediation

Description:
A self-paced pre-algebra class focuses on basic arithmetic skills and beginning algebra concepts. The course includes basic computation, integers, fractions, decimals, ratio and proportion, percentages, geometry and applications. Students work on course materials at their own pace using ALEKS, a web-based learning system. An instructor and embedded tutor are available in class to help students with any questions.

Number of Students served:
This accelerated three-week course will be offered during Wintersession and as a 15-week course in spring 2014. Totals enrollments expected: 20-30.

Outcomes:
As the non-credit pilots have not run yet, we are hesitant to make student success projections, but we are looking at two populations for improved success: (1) first-time students recently placed, and (2) students who failed MAT 075 during fall 2013 and are advised into this course. A credit version of the curriculum is being piloted this semester. The following early results are available: To date, 13 students are enrolled in the self-paced section of Math 075. Three students (23 percent) have completed Math 075 and moved onto Math 095. Of these three students, one has also completed Math 095 and has moved onto Math 137. Complete data on the student success in the course will not be available until the end of the fall semester.

Capital Community College

<u>**English Pilot**</u>

Goals:
- Students will learn to participate fully in class.
- Students will learn a variety of writing styles for varying audiences and purposes.
- Students will learn organization and composition of narrative forms.
- Students will learn critical thinking through writing

Description:
Essentials of College Writing is a three-hour lecture session and two-hour lab in which the professor uses diagnostic tests to design a supplemental, computer-based individualized program of study. Students analyze a variety of nonfiction texts in a multiple genres and prepare writing projects according to rhetorical situations. Students write with attention to purpose and audience, appropriate and varied organization, development using detailed evidence, and language, including grammar and sentence structure. Students do self-paced, computerized supplemental work under the professor's supervision during writing laboratory hours.

Number of Student Served:
Nineteen students participated in the fall 2013 pilot.

Outcomes:
Seventeen of the nineteen students (89%) are on track to pass.

Mathematics Pilot

Goals:
- Students will learn foundation algebraic concepts.
- Students will learn concepts related to equations and inequalities.
- Students will learn concepts related to polynomials.
- Students will learn concepts related to the graph of an equation in two variables.
- Students will learn applications of algebra to geometry and measurement.

Description:
Elementary Algebra and Pre-Algebra is a six-hour noncredit course that addresses algebraic symbolism, properties of real numbers, operations on algebraic expressions, solving linear equations and inequalities, operations on polynomials, laws of exponents, factoring, solving quadratic equations by factoring, graphing equations, finding equations of lines, applying algebra to geometry, introduction to metric system, converting between units of measure, and scientific notation. The course includes a teacher-supervised laboratory in which students complete computer-based assignments for two hours each week.

Number of Student Served:
Eight students participated in the pilot.

Anticipated Outcomes:
Four out of eight students (50%) are positioned to pass.

Gateway Community College

English Pilot

Goal:
Prepare students to retake ACCUPLACER test so that they may place into intensive or embedded courses.

Description
"Boot Camp" (ENG 043 / ENG 073 level–no credit) is designed for students whose ACCUPLACER scores place them in the lowest (Transitional) level. Students with scores in reading and sentence skills below 57 are placed in this level. They may take a three-week Boot Camp which reinforces skills in grammar, writing skills, and reading comprehension. At the end of this intense (minimum of 27 hours of classroom instruction) course, students retake the ACCUPLACER and, if scores are warrant, may place into higher-level and/or embedded courses. Boot Camp is currently non-credit and is offered at no charge because it is covered by state funding.

Math Pilot

Goal:
At the conclusion of this course, students will retake the ACCUPLACER. If their scores have improved sufficiently, the student may place into an intensive or embedded course. Students receive one-on-one advising after the ACCUPLACER retake.

Description:
The Math Boot Camp (MAT 075; no credit) is designed for students whose ACCUPLACER scores of below 40 in Arithmetic and below 30 in Elementary Algebra place them in the transitional level. Transitional students may take this intensive (minimum 36 hours) three-week Boot Camp to learn and reinforce skills in arithmetic including adding, subtracting, multiplying and dividing whole numbers, integers, fractions, and decimals, as well as problems involving proportions and percentages.

Number of Students Served:
Summer 2013: 22 OF 30 completed the classroom course; 3 of 7 completed online version.
Fall Session (beginning November 15): expected enrollment of 22
Winter Intersession (January 2014): expected enrollment of 22
Proposed Fall Semester 2014:
Three (3) sessions of three (3) boot camps for a total of 9 sessions in the fall, or about 200 students. Note: We also plan to offer an entirely self-paced computerized option through the CES for students who are unable to attend a boot camp.

Outcomes:
At the conclusion of summer session 2013, all of the students who completed the classroom boot camp placed out of the transitional level, except for one student who chose not to retest. Though it is too early to predict outcomes with any certainty, these early numbers were promising, and students who successfully completed the program will continue to be tracked to check progress through subsequent semesters.

Housatonic Community College

English Pilot

Description:
HCC is conducting a non-credit program in English transitional studies based on the design from the regional meetings in January 2013.

Math Pilot

Goals:
- Transfer HCC's iMath program to the Plato platform.
- Prepare to expand iMath program in anticipation of changes in developmental education.
- Increase enrollment, completion, and advancement rates.

Description:
HCC is using $20,000 in state funding for its iMath program. The college is also using a NEBHE grant to integrate Khan Academy materials into developmental mathematics coursework. Students served during the spring and summer of 2013 were taught by an iMath instructor using 15 Plato licenses.

Number of Students Served:
iMAth enrollment has increased 214 percent in four years; 340 students were served in 2012-13.

Outcomes (spring-summer 2013)
- 221 students enrolled in iMath
- 135 (61%) completed the coursework
- 121 (90% of completers) retested
- 71 (59% of those retested) advanced to the next level of mathematics

Manchester Community College

English Pilot

Goal
The goal is to move individual students into the highest developmental level in one semester.

Description
Manchester Community College is currently piloting ENG 003 Foundations of Reading for the Transitional Strategies in English during the 15-week semester; weekly group study sessions are required in the two sections of the course being taught. The Academic Support Center has a dedicated tutor for students in these two sections, and both classes are scheduled in computer labs to meet technology based needs.

Number of Students Served:
36 students

Outcome:
Students will retake Accuplacer and the MCC English Challenge Essay, with the desired goal of moving students into the highest developmental level within one semester.

Mathematics Pilot

Goal:
Prepare students to take or retake the mathematics portion of the Accuplacer placement exam.

Description:
In fall 2013, Khan Academy is being piloted in Developmental Math (DM) fast track programs in the Adults in Transition program at Manchester Community College. Titled "Math Blast!", the course is being offered to adult students who initially placed in developmental courses. Kahn Academy videos have been aligned with the outcomes and topics of the Accuplacer exam. The students meet twice weekly for 10 weeks and have the support of a classroom coach who monitors their progress and provides instruction to students when they have difficulty understanding a topic. The Developmental Math Demonstration Project is supported through a grant from the New England Board of Higher Education.

Number of Students Served:
There are 16 students enrolled for the fall semester in two cohorts, one meeting twice per week and the other meeting once on Fridays. It is anticipated that there will be an additional 20 students enrolled in the spring 2014 semester.

Outcomes:
Students will retake the Accuplacer exam to see if their results are improved.

<center>Middlesex Community College</center>

English/Writing Pilot
Goals:
* Facilitate the improvement of participating students' English skills
* Improve placement test scores
* Increase the percentage of students enrolling in college-level courses. Students who successfully complete a workshop will move through the developmental course sequence quicker or avoid it entirely, thus increasing retention. Skill upgrades and improved placement test scores are expected to translate into reduced demand for developmental courses.

Description:
English Intensive College Prep Workshops, offered in summer 2013, were designed to help students address their college readiness and remedial education needs by refreshing their skills in reading and writing. This was done through a two-week intensive experience with 24 hours of guided instruction. The goal is to prepare students for the Accuplacer placement test, which will be administered at the end of each workshop; and, to see if students who place at the developmental/intensive levels can advance to college-level courses or enter their designated English course more prepared to complete within a given semester.

Number of Students served (Summer 2013)
- English: 33 students served

Outcomes (Summer 2013)
- Of the 33 students who placed within the developmental sequence:
  - 7 (21%) re-tested and placed into credit-level ENG*101
  - 5 (33%) re-tested and changed placement from Transitional to Intensive level
  - 21 (63%) opted not to re-test, or re-tested and did not change levels.

Math Pilot

Goals:
- Facilitate the improvement of participating students' math skills
- Improve placement test scores
- Increase the percentage of students enrolling in college-level courses. Students who successfully complete a workshop will move through the developmental course sequence quicker or avoid it entirely, thus increasing retention. Skill upgrades and improved placement test scores are expected to translate into reduced demand for developmental courses.

Description:
Math workshops start with the administration of the Accuplacer placement test and a diagnostic test aligned with Accuplacer to help instructors evaluate each student's areas of weakness. Participating students are grouped according to those skills areas needing focused instruction. The 30-hour workshops, conducted over a two-week intensive period, are customized to suit these group needs, and are structured to provide a one-hour classroom session followed by lab work on a web-based assessment and learning system that focuses on different areas of mathematics. The instructor, aided by qualified classroom assistants, provides individual help to the students during the lab portion of the class. At the end of the workshop, students re-take the Accuplacer test for direct comparative data and to determine an appropriate math course placement for the fall 2014 semester.

Number of Students Served:
31 students served (40 students registered, and 9 dropped out prior to end of workshop.)

Outcomes:
Of the 31 students who were served, 28 re-took the placement test on the last day of the workshop. Among these 28 students who had both pre- and post- testing data:
- 23 (82%) increased their placement level
- 21 (75%) re-tested and placed into credit-level Intermediate Algebra – with nine students (32%) making a "double jump" from the lower developmental level (MAT* 075) to credit-level MAT* 137/137E.

Naugatuck Valley Community College

English Pilot

Goal:
To assist those students with the largest gaps in skills to acquire skills relating to the ability to respond to non-fiction texts, write thesis-driven essays with appropriate structure and support as well as demonstrate time management, commitment to long-term goals, and study skills.

Description:
The pilot will use a traditional classroom format with standard meeting time, instructor, and grades. Students will work independently on a computer with exercises designed to build skills and competencies and work through assessments at an individual pace to support writing tasks and activities.

Number of Students Served:
5

Outcomes:
Students will produce 5 to 8 pages of final, edited prose that show reading, writing, critical thinking and study skills (note-taking, active reading, time management)

Math Pilot

Goal:
To assist students with the largest skills gaps to successfully acquire math skills required to place into the Beginning Algebra level. Skills include arithmetic, calculator usage, and pre-Algebra.

Description:
This course is a computer-assisted, non-credit lecture with EA assistance. It has a staffed lab for homework and a self-paced option with assessment on each competency. Students will work independently on exercises designed to build skills. Students will have tutors available to them.

Number of Students Served:
10

Outcomes:
Retake Accuplacer-or pass common paper/pencil Final Exam (73% considered successful)

Northwestern Connecticut Community College

English Pilot
We will be developing the English transitional program based on the successful teaching of ENG* 033 at the college and adapting that curriculum to a non-credit offering. It will be four hours of instructional time, more mechanical/grammatically oriented than the original ENG*033, and may involve computer-aided instruction.

Mathematics Pilot
Goals:
- Design a program that provides the skills needed for students who place below the college's Intensive-Level math to place into Intensive or Math Extended level.
- Pilot a computer-based, self-paced, time-compressed approach to math review.
- Provide individualized learning and assessment to ensure student mastery and retention.
- Track and analyze detailed student progress for program assessment.

Description:
The College Math Preparation Program (CMPP) is an 11-week, web-based assessment and learning system, called ALEKS (Assessment and LEarning in Knowledge Spaces) by McGraw-Hill. There is also a mandatory two hours per week tutoring requirement, which can be met during the day, in the evenings and/or on weekends.

Number of Students Served:
Nine students were recruited and six remain in the program at varying levels of success.

Outcomes:
The students should, upon re-test with Accuplacer, place into Math 094 [Intensive Level] for spring 2014.

Norwalk Community College

English Pilot (spring 2014)

Goal: To prepare students for the developmental level course (English 088)

Description:
Fundamentals of Academic Writing will help prepare students to meet the demands of writing in academic settings. Students will learn how to develop a college vocabulary, strengthen their knowledge of grammar, write clear sentences and compose brief essays. Instruction will include opportunities for students to work in groups and to use computer technology to improve their written communication skills. Students will receive individualized feedback on their written assignments throughout the course.

Number of students served: 12- 15 in a class

Outcomes:
Upon completion of this course students should be able to:
- demonstrate knowledge of the fundamentals of grammar, punctuation, and spelling conventions used in academic writing
- compose sentences that express ideas clearly and correctly
- organize paragraphs around their topic sentences
- demonstrate the ability to use explanations and examples to support main ideas
- apply the knowledge of the writing process to compose clear and developed essays
- understand and follow the directions for a formal writing assignment
- expand vocabulary to facilitate precise and clear communication

Mathematics Pilot (summer 2014)

Goal:
Upon completion of the 5-week mathematics course, transitional level students will place into college level mathematics (MAT 136 or MAT 136E) and earn one college credit.

Description:
During the 5-week Summer Session 2 (July 2014) students will participate in a four-day per week, computer based, individualized curriculum mathematics course and a two day per week COL 100 College Forum course. The College Forum course is designed to enhance the students' academic skills and will have specific components on how to succeed in a mathematics course. Students earn a letter grade upon completion of COL 100 (1 college level credit). At the conclusion of the mathematics course (non-credit/not-graded), students will retake the math placement test.

Number of Students served:
20 per class

Outcomes Expected:
A learning community will be created as students will be in both the College Forum course and the math portion. Students will earn one college credit upon completion of COL 100. Students' mathematics placement test score will increase.

Quinebaug Valley Community College

English Pilot

Goal:
To prepare students who place at the transitional level for English 066 (the six-credit intensive developmental education course)

Description:
This non-credit course will be a two-week long boot camp taught by an adjunct instructor who will offer students a rigorous experience that focuses on both reading comprehension and writing skills. The students will meet for three hours a day Monday through Thursday and engage in reading and responding to texts, and their writing tasks will focus on paragraph composition, sentence structure, and grammar. At the end of the two-week session students will retake the Accuplacer Test, and if their score has improved, they will be advised to take English 066.

Number of Students Served:
12-15 students

Outcomes:
- Students should demonstrate knowledge of grammar, punctuation, and spelling conventions that are used in college level writing.
- Compose coherent sentences without errors.

- Create topic sentences and organize their paragraphs around their topic sentences.
- Be able to identify the main point, theme, and thesis statements in a piece of writing.
- Respond to an essay by offering a logical response that shows critical thinking skills.

Mathematics Pilot

Goal:

In summer 2014, students will complete the necessary requirements to re-take the Accuplacer to place in the intensive or embedded course.

Description:
This online program is designed to provide students with a thorough pre-algebra review. A web-based assessment and learning system, called Khan Academy, will be used. Students will be able to access Khan Academy over the Internet, can email an instructor and will be offered an opportunity to come to the college for instruction based on a schedule. Students will also have access to the Educational Intervention Specialist, who will work with the math department. At the conclusion of this program, students will re-take the math placement test.

Number of Served: N/A

Outcomes:

It is expected that students will successfully complete the requirements set up by the math faculty and re-take the Accuplacer for placements into the intensive or embedded course. Further, students will be introduced to full-time math faculty and the Educational Intervention Specialist, who can assist new students in a variety of areas.

<div align="center">

Three Rivers Community College

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English Pilot

Goal:
Address substantial gaps in English skills.

Description: The Jump Ahead! Boot Camp in English ran from August 6-22, 2013. The ideal candidates for this program were students who were placed, using multiple measures, into ENG002 (Foundations of Reading) and/or ENG012 (Foundations of Writing).

Number of Students Served:
15 students started the English boot camp, 13 students completed the program, and eight students progressed to the next level English course. The remaining five students remained enrolled in their original English course(s).

Outcome:
Learning outcomes included (1) reading and thinking critically; (2) writing critically and analytically; and (3) applying the foundations of strong academic skills. Students who completed

the transitional program and demonstrated significant progress in English were eligible to by-pass at least one semester of developmental coursework.

Math Pilot
Goal:
Address substantial gaps in math skills.

Description:
The Jump Ahead! Boot Camp in math ran from August 6-22, 2013. The ideal candidates for this program were students who were placed, using multiple measures, into MAT075 (Pre-Algebra). Two sections of Boot Camp math were offered as part of the program.

Number of Students Served:
35 students started the math boot camp, 29 students completed the program, and 18 students progressed to the next level math course.

Outcome:
Students who completed the transitional program and demonstrated significant progress in math were eligible to by-pass at least one semester of developmental coursework.

Tunxis Community College

Mathematics Pilot
Goal:
To provide support for the most at-risk students
Description:
- An Accuplacer preparation workshop was offered in summer 2013 to give students the opportunity to practice answering questions similar to those asked on the Accuplacer test.
- Four rooms have been converted into a Writing Lab and Math Lab.
- The math department is considering developing a one-credit workshop in math for those placing into elementary algebra, to be offered in summer 2014.

Number of Students Served: N/A
Outcomes:
The students gained familiarity with the types of questions asked on the Accuplacer test.

English Pilot
Goal:
Develop a one-credit course for students who place in the top half of the lowest level developmental class so that they can successfully move up to a higher level.

Description:
Students are initially placed using Accuplacer. Students practice strategies at home using Pearson's MyFoundationsLab. In the summer of 2013, the course ran once a week for five weeks. During this winter it will run three days. Students learn and practice basic reading and

writing skills. Students learn components of the reading process; text structure and effective sentence and paragraph writing; and how to support the main ideas in a narrative.

Number of Students Served: The one-credit pilot had nine students enrolled in the summer 2013 session. It will be offered again in the winter of 2013 and summer 2014 terms.

Outcomes:
The primary expected outcomes for this one-credit workshop are that the majority of students enrolled will be able to move successfully from their initial placement to the embedded course or higher at the course's conclusion. Outcomes found during the pilot: students originally placed in the class place higher about 85 percent of the time. ESL students need more time to work on their skills and students not using the MyFoundationsLab do not improve their skills enough.

Manchester Community College
Website Redesign Plan
Spring 2013–Spring 2014

Background

The Manchester Community College website, in its current incarnation, is eight years old. From a design (look and feel) standpoint, it is due for a facelift. Its look could also better support the college's recent branding efforts. Behind the scenes, the needs of the college's website content owners have exceeded the functionality of the current content management system, hence the investigation of new software to manage the college's wide and deep website presence. Add in NEASC's recommendation that the college website needs work, their Spring 2014 deadline for follow-up, and the college's pending 50th birthday, then now is the perfect time to undergo a comprehensive review and updating of the college website.

Project Scope

- Design
- Infrastructure
- Functionality
- Content management system and, most importantly,
- Content

Website Mission

The Manchester Community College website is the electronic gateway to the college – its people, its programs and its services. Primarily serving current and prospective students, its goal is to complement the information and experience offered by the college on-ground with the same quality, accuracy and timeliness. The website is committed to supporting the college's brand promise of access, excellence and relevance.

Website Audience(s)

Prospective Students	Alumni
Faculty/Staff	Prospective Donors/Donors
Influencers	Business Partners
Community-at-Large	Legislators

Work Plan and Timeline: Website Content

Milestone	Date	Stakeholders/Assignees
Approve Scope and Work Plan	By June 4, 2013	President, Cabinet
Email to College with Scope and Plan	On June 12, 2013	Project Managers
Identify Stakeholders (*Assignment of Roles to Individuals; see page 4 for Stakeholder Roles and Definitions*)	By June 14, 2013	Project Champions
Kick-off Meeting	On July 8, 2013	Project Managers Stakeholders
Content Training By Division*	By December 15, 2013	Project Managers Subject Matter Experts Content Editors

Comprehensive Content Review
• Analytics
• Best Practices
• Creative Brief
• Top 10 Questions
• Personas
• Desired Outcomes
   • What Stays
   • What Goes
   • What's New (Content and Function)
• Rewrites
	By December 15, 2013	Project Managers Subject Matter Experts

Function Analysis • Current Redesign • Post-Redesign • Future Redesign	By December 15, 2013	Project Managers
Content Management System (CMS) Training	In Spring 2014	Content Editors
Usability Testing	In Spring 2014	Project Managers Personas "Personified"
Other Feedback	In Spring 2014	Project Members Website Visitors CT Usability Group
Post Redesign Plan	In Spring 2014	Project Managers

In order: Administrative Affairs, President's Office, Development, Continuing Education, Student Affairs, Academic Affairs (order subject to change; exact dates to be determined.)

Communications about the project status to the Cabinet and the college community-at-large will be ongoing throughout the project.

Work Plan and Timeline: Website Design, Infrastructure & Functionality

Assignment	Date	Stakeholders/Assignees
Review and Assess Analytics	June–July, 2013	Project Managers
Determine and Compile Best Practices	By June 14, 2013	Project Managers
Develop Personas	June–July, 2013	Project Managers Subject Matter Experts
Determine Data-Informed Home Page Content	By June 14, 2013	Project Managers
Form Web Advisory Group	Fall 2013	Project Managers
External Design Review	Fall 2013	Project Managers Web Advisory Group
Landing Pages and Content: Audience-based	By December 15, 2013	Project Managers
Landing Pages: Other Primary Entrances	By December 15, 2013	Project Managers
Function Analysis • Current Redesign • Post-Redesign • Future Redesign	By December 15, 2013	Project Managers
Page Redesigns	By December 15, 2013	Project Managers
Launch New Website	In Spring 2014	Project Managers

Benefits of a New MCC Website

- **Currency**: The existing website is approximately eight years old. Constant advancements in technology and design are pushing the need for an update.
- **Refresh**: The existing website look and feel have become stale. The navigation accommodated the needs at the time of its development; as the website became a broader resource and more content was added, the overall structure has become unstable. This is an opportunity to refine useful content, weed out useless content, and determine how to better leverage our content to increase enrollment, conduct business, and better provide important, timely, accurate information to students and the community.
- **Ease of Visitor Use**: The content audit will allow for appropriately significant adjustments in navigation and structure/hierarchy, an easier user experience on a site as large and complex as MCC's. Website accessibility will be guided by contemporary ADA, WAI and UAAG standards.
- **Competition**: A new website will maintain MCC's competitive edge in our market.
- **Multi-device Friendly**: The future website will be constructed with a responsive design approach, allowing users on devices from smartphones to enormous desktop monitors (and everything in between) to view and use the site in a layout appropriate for their device.
- **Time Saving**: The new website and its content management assignments and software will allow content owners and editors to update their webpages with ease.
- **No Cost**: The new website will be built on the Wordpress platform, a secure and open-source content management system.

Stakeholder Definitions

Project Champions – A project champion is a person who supports a team through the completion of a project. He/she provides emotional and physical support to the team, provides them with needed resources and advocates the project's benefits and advantages to its stakeholders. Since a project champion's experience, resources, strength and influence can guarantee the success of the project, it is imperative that the President and the Deans, under whose areas all web content falls, fill this role.

Uber-Champion – Dean Leia Bell, under whose area responsibility for the website falls.

Project Managers – The members of the Marketing department accountable for developing the scope and work plan, and managing the various steps (cost, resources, tasks, etc.) required for the project in an effective and organized fashion. They are Ray Kingston and Joy Dorin. Charlene Tappan will provide assistance and counsel as needed.

Content Owners – Those department, division and unit heads under whose responsibility significant pieces of the college's website fall. The content owners are identified by the Project Champions (President/Deans) and have ultimate accountability for the content that references their area(s) on the college website[*].

Subject Matter Experts (the Smees) – A subject matter expert is the definitive source of knowledge about their department, division, unit or function. Under the direction of the Content Owner, they update time-sensitive web content constantly and perform regular reviews of more static pages. They are trained in content best practices and see web content management as part of their job responsibilities. The Smee functions as the ambassador for their knowledge area, and applies their expertise to support the website's mission and strategic direction. Smees are identified by the Project Champions in consultation with the Content Owners[*].

Content Editors – The Content Editors have responsibility for the hands-on updating of web content through the college's content management system. They are trained in content best practices and the CMS, and work collaboratively with the webmaster when advanced content or functionality are needed. Content Editors are identified by the Project Champions in consultation with the Content Owners[*].

An individual may fill any or all of these roles, depending on the complexity and resources of each department, unit or division.

FINANCE AND ENROLLMENT (F&E) DATA FORMS   ***July 2011***

This Excel workbook contains data forms to supplement reports on finance and enrollment. Much of the information requested is readily available on institutional audited financial statements, yearly IPEDS reports, and other institutional reports and publications. When entering financial data, please round to the nearest thousand.

Some forms contain cells that will automatically caulculate totals. These cells have "0s" in them and are locked so that you cannot enter data into them or inadvertently change the formula. To add rows or adjust column widths, unprotect the sheet by selecting the "Protection" option from the "Tools" menu. You will be prompted for a password, which is ark. The password is case sensitive.

Instructions are contained in embedded comments in each form. Move the cursor on top of the red boxes with a "?" to see the comments. This workbook has been formatted so that all comments will be printed out at the end of each data form. If you do not wish to print the instructions, you can change this on the "Sheet" tab of the "Page Setup" menu.

In the following forms, the column "Current Year" or "Current Budget" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

Commission staff members are always willing to assist institutions with reporting requirements. Please call Kaslong Nda (781-425-7708) if any questions arise regarding the Finance and Enrollment (F&E) Data Forms.

INSTITUTIONAL INFORMATION

Institution Name:	Manchester Community College		
OPE ID:	?	129695	
			Annual Audit
			Certified: Qualified
Financial Results for Year Ending:	?	6/30	Yes/No Unqualified
Most Recent Year	?	2012	Yes Unqualified
1 Year Prior		2011	Yes Unqualified
2 Years Prior		2010	Yes Unqualified
Budget / Plans			
Current Year		2013	
Next Year		2014	
Contact Person:	?	David Nielsen	
Title:		Director of Planning, Research and Assessment	
Telephone No:		860-512-3108	
E-mail address		Dnielsen@mcc.commnet.edu	

F&E Data Forms - Financial Position/Statement of Net Assets

FISCAL YEAR ENDS month &day: (/)		2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Most Recent Year	Percent Change 2 yrs-1 yr prior	1 yr-most recent
	ASSETS					
?	CASH AND SHORT TERM INVESTMENTS	$3	$3	$3	0.0%	0.0%
?	CASH HELD BY STATE TREASURER	$11,160	$8,084	$12,871	-27.6%	59.2%
?	DEPOSITS HELD BY STATE TREASURER				-	-
?	ACCOUNTS RECEIVABLE, NET	$4,666	$3,552	$4,392	-23.9%	23.6%
?	CONTRIBUTIONS RECEIVABLE, NET				-	-
?	INVENTORY AND PREPAID EXPENSES	$24	$0	$0	-100.0%	-
?	LONG-TERM INVESTMENTS				-	-
?	LOANS TO STUDENTS	$33	$27	$32	-18.2%	18.5%
?	FUNDS HELD UNDER BOND AGREEMENT				-	-
?	PLANT, PROPERTY AND EQUIPMENT, NET	$66,887	$64,695	$63,275	-3.3%	-2.2%
?	OTHER ASSETS				-	-
	TOTAL ASSETS	**$82,773**	**$76,361**	**$80,573**	**-7.7%**	**5.5%**
	LIABILITIES					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$4,898	$3,764	$4,018	-23.2%	6.7%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	$2,242	$2,175	$2,413	-3.0%	10.9%
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS	$225	$202	$157	-10.2%	-22.3%
?	LONG TERM DEBT				-	-
?	REFUNDABLE GOVERNMENT ADVANCES				-	-
?	OTHER LONG-TERM LIABILITIES	$4,314	$3,857	$3,858	-10.6%	0.0%
	TOTAL LIABILITIES	**$11,679**	**$9,998**	**$10,446**	**-14.4%**	**4.5%**
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL	**$1,685**	**$503**	**$218**	-70.1%	-56.7%
?	FOUNDATION				-	-
	TOTAL	**$1,685**	**$503**	**$218**	-70.1%	-56.7%
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL				-	-
?	FOUNDATION				-	-
	TOTAL	**$0**	**$0**	**$0**	-	-
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**$69,409**	**$65,860**	**$69,909**	-5.1%	6.1%
?	FOUNDATION				-	
	TOTAL	**$69,409**	**$65,860**	**$69,909**	-5.1%	6.1%
	TOTAL NET ASSETS	**$71,094**	**$66,363**	**$70,127**	-6.7%	5.7%
	TOTAL LIABILITIES AND NET ASSETS	**$82,773**	**$76,361**	**$80,573**	-7.7%	5.5%

Cell: B4

Comment: Include cash on hand, demand deposits and short-term investments - not considered a part of long-term investments or endowment. Include on this line, cash and short-term investments available to meet current obligations. If the institution invests working capital cash with their long-term investments to meet accrued liabilities of a longer-term nature, contingent liabilities or reserve funds for designated purposes, please identify with a footnote the component of long-term investments, designated for these purposes.

Cell: B5

Comment: This item is for public institutions only and represents cash sent to the state generally to be used to pay for non-state salaries. It can be found on the statement of net assets in the asset section.

Cell: B6

Comment: This item is for public institutions only. This item represents accrued accounts payable and accrued salaries that will be paid from state appropriation. It can be found on the statement of net assets in the asset section.

Cell: B7

Comment: Include student receivables, auxiliary enterprises, education and general, hospital, independent operations, advances to employees and other trade receivables. All amounts should be net of allowance for doubtful accounts.

Cell: B8

Comment: Record here pledges from donors and benefactors, net of allowance for doubtful accounts.

Cell: B9

Comment: Include supplies and materials held for internal use, goods held for resale in revenue producing activities, prepaid amounts and deferred revenue that relates to future periods.

Cell: B10

Comment: Include cash, short-term investments, money market funds, marketable securities, fixed income, real estate, private equity and venture capital funds held for long-term investments. Typically, this line is considered the institution's endowment. Some institutions may include operating and plant reserves on this line. If such amounts are included, please specify the amount with a footnote.

Cell: B11

Comment: Include the amount of all institutional and government-funded long-term students loans, net of allowance for doubtful accounts.

Cell: B12

Comment: Include cash and temporary investment held under bond indentures to acquire or construct permanent assets for the institution.

Cell: B13

Comment: Include the combined balances for land, buildings and equipment, net of accumulated depreciation.

Cell: B14

Comment: Include assets not recorded in any of the categories above.

Cell: B17

Comment: Include trade accounts payable and amounts owed to suppliers and service providers as of the reporting date. Also include on this line accrued interest payable, salary and benefit accruals and accruals for goods and services received.

Cell: B18

Comment: Include all advance deposits from students, advances from customers, government agencies, foundations, corporations and others for activities not yet taken place. Includes all activities defined as exchange transactions under FASB 116.

Cell: B19

Comment: This item is for public institutions only and represents state tuition billed to students but not yet collected.

Cell: B20

Comment: This item is primarily for public institutions and represents any amount owed to the affiliate foundation.

Cell: B21

Comment: Include the present value of beneficiary interests in assets held by the institution subject to trust agreements, annuity obligations and life income funds.

Cell: B22

Comment: Include agency funds, deferred compensation and other funds held on behalf of others.

Cell: B23

Comment: Include amount for all long-term debt obligations including mortgages, bonds payable and long-term notes payable. Include all capital leases.

Cell: B24

Comment: Include funds advanced to the institution by the federal government for student loans.

Cell: B25

Comment: Record here any liabilities not included in the categories above.

Cell: B30

Comment: This item is for public institutions only and shows the distinction between the college and foundation net assets.

Cell: B34

Comment: This item is for public institutions only and shows the distinction between the college and foundation net assets.

Cell: B38

Comment: This item is for public institutions only and shows the distinction between the college and foundation net assets

F&E Data Forms - Revenues and Expenses

FISCAL YEAR ENDS month &day: (/)		3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014) (1)	Next Year Forward (FY 2015) (1)
	OPERATING REVENUES					
?	TUITION & FEES	$22,133	$22,067	$22,702	$24,079	$24,320
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID	($7,867)	($7,969)	($8,776)	($9,062)	($9,153)
	NET STUDENT FEES	$14,266	$14,098	$13,926	$15,017	$15,167
?	GOVERNMENT GRANTS & CONTRACTS	$11,134	$11,370	$11,832	$11,941	$12,060
?	PRIVATE GIFTS, GRANTS & CONTRACTS	$267	$98	$71	$0	$0
?	OTHER AUXILIARY ENTERPRISES					
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify):	$709	$619	$745	$837	$845
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	**$26,376**	**$26,185**	**$26,574**	**$27,795**	**$28,072**
	OPERATING EXPENSES					
?	INSTRUCTION	$21,811	$22,068	$22,113	$23,497	$23,732
?	RESEARCH					
?	PUBLIC SERVICE	$19	$23	$10		
?	ACADEMIC SUPPORT	$8,553	$8,582	$8,599	$9,475	$9,570
?	STUDENT SERVICES	$5,424	$5,158	$5,139	$4,642	$4,688
?	INSTITUTIONAL SUPPORT	$6,464	$5,647	$6,395	$5,364	$5,418
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	$6,544	$6,062	$5,914	$5,401	$5,453
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$5,152	$5,346	$4,863	$4,388	$4,432
?	AUXILIARY ENTERPRISES					
?	DEPRECIATION (if not allocated)	$3,022	$2,991	$2,866	$0	$0
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	**$56,989**	**$55,877**	**$55,899**	**$52,767**	**$53,293**
	CHANGE IN NET ASSETS FROM OPERATIONS	**($30,613)**	**($29,692)**	**($29,325)**	**($24,972)**	**($25,221)**
	NON OPERATING REVENUES					
?	STATE APPROPRIATIONS (NET)	**$29,757**	**$26,856**	**$26,896**	**$28,443**	**$28,727**
?	INVESTMENT RETURN	**$23**	**$13**	**$12**	**$10**	**$10**
?	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	**$29**				
?	OTHER (specify):	**$3**	**$4**	**$2**	**$2**	**$2**
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	**$29,812**	**$26,873**	**$26,910**	**$28,455**	**$28,739**
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**($801)**	**($2,819)**	**($2,415)**	**$3,483**	**$3,518**
?	CAPITAL APPROPRIATIONS (public institutions)	**$2,997**	**$447**	**$6,979**		
?	OTHER	**($2,975)**	**($2,358)**	**($801)**	**($3,483)**	**($3,518)**
	TOTAL INCREASE/DECREASE IN NET ASSETS	**($779)**	**($4,730)**	**$3,763**	**$0**	**$0**

Cell: B4

Comment: Include tuition and fees from students for courses and special fees. Do not include room, board and other auxiliary service revenues.

Cell: B5

Comment: If your scholarship allowances include room and board waivers, enter your revenue from those auxiliary enterprises here. Otherwise, enter revenue from all auxiliary enterprises on line 9 below.

Cell: B6

Comment: Student financial aid is treated as a "discount" from tuition and fee revenues. Included in this "discount" are institutionally-funded scholarships and waivers. Enter this amount as a negative number.

Cell: B8

Comment: Report revenues from governmental agencies that are for specific research projects or other types of programs and that are classified as operating revenues.

Cell: B9

Comment: Report revenues from non-governmental agencies and organizations that are for specific research projects or other types of programs and that are classified as operating revenues.

Cell: B10

Comment: Include income from essentially self-supporting auxiliary enterprises, such as room, board, dining operations, bookstore and other fee-for- service activities that exist to serve students, faculty and staff. If you do not include room and board waivers in your scholarship allowances, enter all revenue from auxiliary enterprises here.

Cell: B12

Comment: Identify any revenue sources not included in categories above.

Cell: B17

Comment: Include all expenditures for the colleges, schools, departments and other instructional divisions of the institution.

Cell: B18

Comment: Include expenses for externally-funded research programs, both governmental and private.

Cell: B19

Comment: Include expenses for activities budgeted specifically for public service and for activities established primarily to provide noninstructional services beneficial to groups external to the institution.

Cell: B20

Comment: Include expenditures for departments which directly support instruction (i.e., library, academic computing, audio visual, art gallery, academic deans, etc.)

Cell: B21

Comment: Include expenditures for admissions, registrar, financial aid and other activities whose primary purpose is to contribute to the intellectual, cultural and social development outside the context of formal instruction. (i.e., student activities, athletics, career services, health services and counseling, etc.)

Cell: B22

Comment: Report expenses for the day-to-day operational support of the institution, excluding expenses for physical plant operations. Include expenses for general administrative services, executive direction, planning, legal and fiscal operations, and public relations/development.

Cell: B24

Comment: Report expenses for operations established to provide service and maintenance related to grounds and facilities. Include expenses for utilities, fire protection, property insurance and similar items.

Cell: B25

Comment: Report scholarship and fellowship expenses in the form of outright grants to students selected by the institution. Report only amounts that exceed charges assessed to students and that have not been recorded as discounts or allowances. Do not include loans to students.

Cell: B26

Comment: Report expenses of essentially self-supporting, fee-for-service operations of the institution (e.g., residence halls, food services, health services, college stores). Include costs associated with athletic programs that produce revenue for the institution.

Cell: B27

Comment: Report the current year's depreciation expense on capital assets.

Cell: B28

Comment: Specify any other expenses not included in the categories above.

Cell: B33

Comment: Report all amounts received by the institution through acts of a state legislative body, except grants and contracts and amounts reportable on line 33. Funds reported in this category are for meeting current operating expenses, not for specific projects or programs.

Cell: B34
Comment: Report all revenues from investments held by the institution. Do not include income received by a foundation associated with the institution.

Cell: B35
Comment: Interest expense is not classified as an operating expense item. Please include on this line.

Cell: B37
Comment: Specify any other non-operating revenues not included in the categories above.

Cell: B42
Comment: Report amounts provided by government appropriations intended primarily for acquisition or construction of capital assets for the institution.

Cell: B43
Comment: Record any other revenues, expenses, gains or losses

F&E Data Forms - Debt

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2)	2 Years Prior (FY2)	Most Recently Completed Year (FY 2)	Current Budget* (FY 2)	Next Year Forward (FY 2)
DEBT					
BEGINNING BALANCE					
ADDITIONS					
? REDUCTIONS					
ENDING BALANCE	$0	$0	$0	$0	$0
INTEREST PAID DURING FISCAL YEAR					
CURRENT PORTION					
BOND RATING					
DEBT COVENANTS (PLEASE DESCRIBE INTEREST RATE, SCHEDULE AND STRUCTURE OF PAYMENTS):					

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

*"Current Budget" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

Cell: B6
Comment: Enter as a negative number.

F&E Data Forms - Supplemental Data

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$71,873	$71,094	$66,364	$70,126	$70,126
TOTAL INCREASE/DECREASE IN NET ASSETS	($779)	($4,730)	$3,762	$0	$0
NET ASSETS END OF YEAR	**$71,094**	**$66,364**	**$70,126**	**$70,126**	**$70,126**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$2,809	$2,717	$2,877	$3,082	$3,113
FEDERAL, STATE & PRIVATE GRANTS	**$10,212**	**$10,605**	**$10,762**	**$10,368**	**$10,472**
RESTRICTED FUNDS					
TOTAL	**$13,021**	**$13,322**	**$13,639**	**$13,450**	**$13,585**
% DISCOUNT OF TUITION & FEES	-36.0%	-36.0%	-39.0%	38.0%	38.0%
% UNRESTRICTED DISCOUNT	13.0%	13.0%	13.0%	13.0%	13.0%
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

*"Current Budget" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

F&E Data Forms - Admissions

Student Admissions Data (Fall Term)   [**?**]

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(Fa10)	(Fa11)	(Fa12)	(Fa13)	(Proj-Fa14)
Freshmen - Undergraduate [?]					
Completed Applications [?]	5,253	5,131	5,699	5,164	5,216
Applications Accepted [?]	5,253	5,131	5,699	5,164	5,216
Applicants Enrolled [?]	2,946	2,726	3,057	2,889	2,918
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	56.1%	53.1%	53.6%	55.9%	55.9%
Percent Change Year over Year					
Completed Applications	n.a.	-2.3%	11.1%	-9.4%	1.0%
Applications Accepted	n.a.	-2.3%	11.1%	-9.4%	1.0%
Applicants Enrolled	n.a.	-7.5%	12.1%	-5.5%	1.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below) [?]					
Transfers - Undergraduate [?]					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Master's Degree [?]					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	?
First Professional Degree - All Programs [?]					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree [?]					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.
Source: cd A11; projections = 1% increase

Cell: L3

Comment: This form is intended to capture admissions data on entering students. Complete all applicable categories. For the Statistical Indicator of Aptitude, please enter the indicators used by your institution and associated scores for each year requested.

Cell: C10

Comment: Students entering who have never attended any college before. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing.

Cell: C11

Comment: Number of individuals formally requesting admission to the institution.

Cell: C12

Comment: Number of formal notifications of acceptance.

Cell: C13

Comment: Students who actually enroll after being accepted.

Cell: C22

Comment: Provide describe below the statistical indicator used to measure the aptitude of freshman enrollees (e.g., average combined SAT, average rank in high school graduating class, etc.)

Cell: C25

Comment: An entering student who has attended another institution.

Cell: C32

Comment: Any program where the earned academic degree carries the title "master."

Cell: C39

Comment: May included programs in Chiropractic, Dentistry, Law, Medicine, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Theology, Veterinary Medicine.

Cell: C46

Comment: Any program where the earned academic degree carries the title "doctor" such as Doctor of Education, Doctor of Public Health, and the Ph.D. in any field.

F&E Data Forms - Enrollment Summary

FTE and Headcount Enrollments by location and modality

For Fall term*, 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 FTE
? Main Campus FTE	4,255							4,149
? Other Campus FTE								0
? Branches FTE								0
? Other Locations FTE								0
Overseas Locations FTE								0
? On-Line FTE								0
? Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	4,255	0	0	0	0	0	0	4,149
Unduplicated Headcount Total	6,773							6,773
Degrees Awarded, Most Recent Year	925							925

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
? Main Campus FTE	350		
? Other Campus FTE			
? Branches FTE			
? Other Locations FTE			
Overseas Locations FTE			
? On-Line FTE			
? Correspondence FTE			
Low-Residency Programs FTE			
Total FTE			
Unduplicated Headcount Total	798		
Certificates Awarded, Most Recent Year	n.a.	n.a.	

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."

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

Cell: A6
Comment: Main campus: The institution's primary campus, including the principal office of the chief executive officer.

Cell: A7
Comment: Other principal campus: A campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Cell: A8
Comment: Branch campus (federal definition): A location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Cell: A9
Comment: Instructional location: A location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Cell: A11
Comment: Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Cell: A12
Comment: Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

Cell: A20
Comment: Main campus: The institution's primary campus, including the principal office of the chief executive officer.

Cell: A21
Comment: Other principal campus: A campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Cell: A22
Comment: Branch campus (federal definition): A location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Cell: A23
Comment: Instructional location: A location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Cell: A25
Comment: Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Cell: A26
Comment: Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

F&E Data Forms - Student Debt and Persistence

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget**	Next Year Forward (goal)
	(2010-11)	(2011-12)	(2012-13)	(FY 2)	(FY 2)

Student Debt

Percent of students graduating with debt*

Undergraduates	NA	NA	NA	NA	NA
Graduates					

For students with debt:

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

Undergraduates					
Graduates					

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

Undergraduates					
Graduates					

Cohort Default Rate

* All students who graduated should be included in this calculation.

Undergraduate Retention and Graduation Rates

	Reported 3 Years Prior	Reported 2 Years Prior	Reported 1 Year Prior	Reported In Most Recent Year	Next Year Forward (goal)
IPEDS Retention Rate					
Full-Time Associate's degree students	60%	61%	64%	61%	63%
Part-Time Associate's degree students	45%	47%	51%	45%	50%
Full-Time Bachelor's degree students					
Part-Time Bachelor's degree students					
IPEDS Graduation Rate					
Associate's degree students	11.80%	12.90%	15.40%	17.00%	18.30%
Bachelor's degree students					

**"Current Budget" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

Source: IPEDS Enrollment template - FreshRetention

F&E Data Forms - Enrollment Breakdown

Student Enrollment Data (Fall term, census date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (Fa10)	2 Years Prior (Fa11)	1 Year Prior (Fa12)	Current Year* (Fa13)	Next Year Forward (goal) (Proj-Fa14)
UNDERGRADUATE ?						
First Year	Full-Time Headcount ?	2,311	1,950	1,911	1,940	1,959
	Part-Time Headcount ?	2,844	2,964	3,190	3,117	3,148
	Total Headcount	5,155	4,914	5,101	5,057	5,108
	Total FTE ?	3,177.0	2,944.1	2,995.9	3,004.7	3,035
Second Year	Full-Time Headcount	902	869	810	773	781
	Part-Time Headcount	1,483	1,716	1,796	1,741	1,758
	Total Headcount	2,385	2,585	2,606	2,514	2,539
	Total FTE	1,424.0	1,517.1	1,494.3	1,442.5	1,457
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Unclassified	Full-Time Headcount ?					
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	3,213	2,819	2,721	2,713	2,740
	Part-Time Headcount	4,327	4,680	4,986	4,858	4,907
	Total Headcount	7,540	7,499	7,707	7,571	7,647
	Total FTE	4,601.0	4,461.2	4,490.2	4,447.2	4,491.7
	% Change FTE Undergraduate	n.a.	-3.0%	0.7%	-1.0%	1.0%
GRADUATE ?						
	Full-Time Headcount ?					
	Part-Time Headcount ?					
	Total Headcount	-	-	-	-	-
	Total FTE ?					
	% Change FTE Graduate	n.a.	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		7,540	7,499	7,707	7,571	7,647
Grand Total FTE		4,601.0	4,461.2	4,490.2	4,447.2	4,491.7
% Change Grand Total FTE		n.a.	-3.0%	0.7%	-1.0%	1.0%

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

Cell: L3
Comment: This form requires Fall student counts for all classes enrolled as of the institution's Census Date.

Cell: C10
Comment: A student enrolled in a four or five-year bachelor's degree program, in an associate's degree program, or in a vocational or technical program below the baccalaureate.

Cell: C11
Comment: A student enrolled for 12 or more semester credits; or 12 or more quarter credits; or 24 contact hours a week each term

Cell: C12
Comment: A student enrolled for either 11 semester credits or less, or 11 quarter credits or less; or less than 24 contact hours a week each term

Cell: C14
Comment: Please calculate FTE by dividing the normal total number of credit hours required for completing a typical student program by the number of terms normally required. [If 120 student credit hours are required for completion and the normal length of the program is eight semesters, the normal FTE should be 15 hours.]

Cell: C31
Comment: This is defined as a student taking courses creditable toward a degree or other formal award who cannot be classified by academic level. (For example, this could include a transfer student whose earned credits have not been determined at the time of the Fall report.)

Cell: C43
Comment: A student who holds a bachelor's or first-professional degree, or equivalent, and is taking courses at the post-baccalaureate level. These students may or many not be enrolled in graduate programs.

Cell: C44
Comment: A student enrolled for 9 semester (or quarter) credits or more.

Cell: C45
Comment: A student enrolled for either 8 semester (or quarter) credits or less.

Cell: C47
Comment: FTE for graduate programs is more difficult to calculate and has been generally accepted at 9 hours. If you have adopted different definitions for FTE (i.e., 3 courses/semester), please provide that information below.

F&E Data Forms - Headcount Undergraduate Major

For Fall Term, as of Census Date	3 Years Prior (Fa10)	2 Years Prior (Fa11)	1 Year Prior (Fa12)	Current Year* (Fa13)	Next Year Forward (goal) (Proj-Fa14)
Certificate					
? Accounting - CERT	23	17	12	14	14
BOT: Medical Insurance Spec - CERT	18	13	14	17	17
BOT: Medical Transcription - CERT	6	3	3	2	2
BOT: Support Specialist Certificate	3	2	4	1	1
BOT: Word Processing - CERT	1	1			
Child Development Assoc - CERT	8	4	6	3	3
Computer Aided Design - CERT	5	6	3	5	5
Computer Information Systems - CERT	1	1		1	1
Computer Maintenance Tech - CERT	3		4	1	1
Computer Network Tech - CERT	11	7	7	7	7
Computer Programming Tech - CERT	5	3	8	7	7
Criminal Justice - CERT	13	10	10	12	12
Culinary Arts - CERT	59	47	26	15	15
Dental Assistant - CERT			4	1	1
Desktop Publishing - CERT	2	1	1	1	1
Disabilities Specialist - CERT	2	1	2	1	1
Entrepreneur/Small Business Cert - CE	1	2	2	1	1
Financial Planner - CERT	7	9	11	6	6
Fitness Specialist - CERT			6	7	7
Food Store - CERT	2	1	1		
Forensics - CERT	7	4	3	5	5
Gerontology - CERT	4	4	2	5	5
Health Career Pathways - CERT	28	18	15	12	12
HIDE * Computer Operating Sys Tech	2	1			
HIDE * Real Estate - CERT					
Homeland Security - CERT			1	1	1
Hotel-Tourism - CERT	1	2	2	2	2
Lean Manufacturing Certificate					
Marketing - CERT	4	4	2	5	5
Media Technology - CERT	10	7	5	4	4
Mgmt Substance Abuse Facility - CERT	1				-
Paralegal - CERT	26	26	24	27	27
Polysomnography - Cert			12		
Professional Baker Cert - CERT	12	8	9	7	7
Professional Cook - CERT	1				
Public Relations - CERT	2	3		2	2
Social Services - CERT	9	9	8	10	10
Speech Language Pathology Asst - CE	3	8	6	12	12
Supply Chain Management Cert				1	1
Sustainable Energy Cert	6	6	6	6	6
Taxation - CERT	3	3	2	1	1
Technology Management Cert - CERT				1	1
Therapeutic Recreation - CERT	17	11	14	9	9
Web Technology Cert - CERT	1	3	5	6	6

	Total	307	245	240	218	220

Associate

? Acct & Bus Admin - AS	364	368	386	326	329
Acct & Bus Admin: MIS - AS	7	4	1		-
Acct: Career - AS	100	88	87	85	86
BOT: Admin Assist - AS	33	29	36	38	38
BOT: Admin Assist, Legal - AS	8	4	5	1	1
BOT: Admin Assist, Medical - AS	44	57	50	47	47
Bus Admin: Entreprenship Option - AS	44	54	65	61	62
Business Admin - AS	211	200	198	210	212
Business Office Technology - AS	6	6	1		-
Communication - AS	91	101	97	94	95
Communication: Journalism Option - A	35	33	37	36	36
Computer Engineering Tech - AS	65	59	52	44	44
Computer Game Design - AS			5	34	34
Computer Network Tech - AS	61	61	58	64	65
Computer Programming Tech - AS	43	39	53	57	58
Computer Science - AS	60	61	64	76	77
Computer Technology - AS	27	34	35	38	38
Criminal Justice - AS	545	529	493	486	491
Culinary Arts - AS		56	129	142	143
Disabilities Specialist - AS	38	35	43	40	40
DisSpec: Spch-Lang Path Ast Option -	20	21	22	15	15
Drug & Alcohol Recov Counselor - AS	149	153	169	158	160
Early Childhood Education - AS	210	204	190	187	189
Engineering Science - AS	183	221	234	220	222
Environmental Science - AS	3	4	2	1	1
Environmental Science-AS	36	40	46	46	46
Foodservice Management - AS	86	65	37	32	32
Gen Studies-Allied Health - AS	250	254	300	372	376
Gen Studies-Education - AS		1		5	5
General Studies - AS	1,772	1,688	1,719	1,615	1,631
Graphic Design - AS	123	125	118	106	107
Graphic Design: Multimedia Option - A	15	10	5	2	2
Health & Exercise Science - AS	139	133	144	140	141
Hotel-Motel Management - AS	1	1			-
Hotel-Tourism Management - AS	34	44	51	31	31
LAS: Biology - AS	21	35	51	53	54
LAS: Chemistry - AS	6	10	15	10	10
LAS: Mathematics - AS	3	6	9	9	9
LAS: Music - AA/AS	15	3	1		-
LAS: Physics - AS	4	2	3	4	4
LAS: Science - AS	7	4	8	11	11
LAS: Social Sci - AS		2		4	4
LAS: Theater Arts - AA					-
Lib Arts & Science - AA/AS	678	632	682	673	680
Management Information Systems - AS	11	16	9	14	14
Manufacturing Engr Science - AS	40	50	43	46	46
Marketing - AS	41	40	41	37	37
Multimedia Studies - AA	60	54	60	47	47
Multimedia Studies: Comp Game Desi	28	39	54	46	46

Music Studies - AA	39	62	79	91	92
Occupational Therapy Asst - AS	37	44	39	41	41
Paralegal - AS	93	87	96	94	95
Pathways to Teaching - AA	22	16	8	12	12
Physical Therapy Asst - AS	8	5	3	6	6
Public Relations - AS		1		3	3
Respiratory Care - AS	41	35	31	34	34
Social Services - AS	196	198	227	212	214
Surgical Technology - AS	41	47	43	38	38
Tech Stds: Comp-Aided Design Option	13	15	15	23	23
Tech Stds: Electronics Tech Option - A	5	4	4	16	16
Tech Stds: Eng Technology Option - A	18	18	33	29	29
Tech Stds: Industrial Tech Option - AS	3	1	7	6	6
Tech Stds: LeanMfg & Supply Option -	3	5	1	1	1
Tech Stds: Machine Tech Cert	2	2	1	1	1
Tech Stds: Tech & Eng Ed Option - AS	3	4	4	3	3
Tech Stds: Technology Mgmt Option -		4	6	3	3
Technology Studies - AS	5	1	4	4	4
Therapeutic Recreation - AS	37	29	34	32	32
Visual Fine Arts - AA	107	112	106	108	109
Visual Fine Arts: Photography - AA	10	32	44	35	35
? Undeclared	825	851	757	798	806
Total	7,225	7,248	7,450	7,353	7,427

Baccalaureate

?					
Undeclared					
Total	-	-	-	-	-

| Total Undergraduate | 7,532 | 7,493 | 7,690 | 7,571 | 7,647 |

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the
Source: cd ST by program

Cell: A8

Comment: Certificates include post-secondary programs lasting less than two years. Please enter program name in first column.

Cell: A55

Comment: Associate degree programs include post- secondary programs generally two academic years in length (or the equivalent). Please enter program name in first column.

Cell: A129

Comment: Students who have not declared a major should be listed as "Undeclared."

Cell: A133

Comment: Baccalaureate degree programs include post-secondary programs generally four academic years in length (or the equivalent). Please enter program name in first column.

F&E Data Forms - Headcount Grad

	?

For Fall Term, as of Census Date	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year* (FY 2)	Next Year Forward (goal) (FY 2)

Master's

?

Total	-	-	-	-	-

Doctorate

?

Total	-	-	-	-	-

First Professional

?

Total	-	-	-	-	-

Other

?

Total	-	-	-	-	-

Total Graduate	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

Cell: M3

Comment: Graduate programs can be summarized by school (i.e., medicine, law) except in the traditional liberal arts and sciences, where they should be listed by academic department (i.e., history, biology). Indicate the level for each program by listing each one according to the classifications given.

Cell: A10

Comment: Master's degree programs include any program where the earned academic degree carries the title "master." Please enter program name in the first column.

Cell: A24

Comment: Doctoral degree programs include any program where the earned academic degree carries the title "doctor," such as Doctor of Education, Doctor of Public Health, and the Ph.D. in any field. First professional degrees are not included here. Please enter program name in the first column.

Cell: A36

Comment: First professional degree programs include the first earned degree in a professional field. Programs that may be included here include Chiropracty, Theology, and Veterinary Medicine. Please enter program name in the first column.

Cell: A43

Comment: Please specify other program names in the first column.

F&E - Faculty Numbers

Number of Faculty by Department (or comparable academic unit)	3 Years Prior (Fa10) FT	3 Years Prior (Fa10) PT	2 Years Prior (Fa11) FT	2 Years Prior (Fa11) PT	1 Year Prior (Fa12) FT	1 Year Prior (Fa12) PT	Current Year* (Fa13) FT	Current Year* (Fa13) PT	Next Year Forward (goal) (Proj-Fa14) FT	Next Year Forward (goal) (Proj-Fa14) PT
? Accounting/Business/Marketing	5	23	6	24	7	22	7	17	7	17
Allied Health	5	12	4	16	4	17	4	18	5	14
Business Office Technology	1	8	1	8	1	5	1	7	1	7
Communications	7	26	6	29	7	29	6	32	6	32
Computer Information Systems	5	9	5	12	4	14	4	12	4	12
Criminal Justice	3	13	2	18	3	15	3	13	3	13
DARC	1	7	1	7	1	7	1	5	1	5
Early Childhood Ed	2	5	2	5	2	4	2	7	2	7
Engineering	3	8	3	8	3	10	4	10	5	6
English	18	65	18	56	18	56	18	70	18	70
Fine Arts	5	20	5	19	6	19	6	19	6	19
Foreign Language	2	1	2	2	2	2	2	3	2	3
Graphic Design	2	10	2	11	3	10	3	10	3	10
Hospitality	4	10	3	10	4	11	4	11	4	11
Humanities	3	20	3	21	3	22	3	23	3	23
Math	9	32	9	28	9	33	9	32	9	32
Paralegal	2	6	1	9	2	7	2	5	2	5
Science	13	38	10	36	9	40	10	43	10	43
Social Sciences	13	69	14	65	13	65	14	72	14	72
Social Service	1	1	1	2	1	2	1	2	2	(2)
Sport & Exercise Science	2	14	1	12	1	13	1	8	2	4
	-	4	-	8	-	5	-	8	-	8
Total	106	401	99	406	103	408	105	427	109	411

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

Source: IPEDS-HR defines inclusion, and swrxIN defines department

Cell: A10

Comment: If your institution is organized by departments, or comparable academic units, list those departments or units on the form by name and enter faculty numbers for the years requested. The departments or academic sub-units listed should correspond to those listed on the Std 4-Credit Hours data form. Please enter the name of the department or comparable unit in the first column.

F&E - Faculty Appointments, Departures

	3 Years Prior (Fa10)		2 Years Prior (Fa11)		1 Year Prior (Fa12)		Current Year* (Fa13)		Next Year Forward (goal) (Proj-Fa14)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed [?]										
Professor										
Associate										
Assistant										1	
Instructor	2		2		10		1		3	
Other	1						2			
Total	3	-	2	-	10	-	3	-	4	-
# of Faculty in Tenured Positions [?]										
Professor	55		52		55		58			
Associate	15		13		14		15			
Assistant	3		3		4		2			
Instructor										
Other										
Total	73	-	68	-	73	-	75	-	-	-
# of Faculty Departing [?]										
Professor					1					
Associate					1					
Assistant					1					
Instructor	1									
Other			1							
Total	1	-	1	-	3	-	-	-	-	-
# of Faculty Retiring [?]										
Professor			7		1		1			
Associate	2		1		1					
Assistant										
Instructor										
Other					1					
Total	2	-	8	-	3	-	1	-	-	-

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

		3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward	
Total		106	401	99	406	103	408	105	427	109	411

Source: IPEDS-HR complemented with I22 and IN

Fa13 HR data are preliminary - IPEDS Spring collection

Cell: D8

Comment: Please enter the number of faculty appointed (hired) during the course of the corresponding year, by rank.

Cell: D15

Comment: Please enter the number of tenured faculty at the beginning of the academic year in each rank. If your institution does not have a tenure system, leave this section blank.

Cell: D24

Comment: Please enter the number of faculty who have departed during the corresponding year, by rank. These may be faculty terminated by the institution or who are leaving for other reasons. Do not include faculty who are on sabbatical, those on an unpaid leave of absence, or those who are retiring.

Cell: D32

Comment: Please enter the number of faculty who are retiring, by rank. In the column "Current Year," please record anticipated retirements.