

Progress Report
to the
New England Association of Schools and Colleges
Commission on Institution of Higher Education



Submitted by:
Three Rivers Community College
Norwich, Connecticut

Introduction

Three Rivers Community College is submitting a progress report to the Commission. The purpose of this report is to provide an update on areas that were noted in a letter from the Commission dated April 30, 2013. The letter resulted from a ten-year reaccreditation evaluation team visit that occurred in Spring 2013. This report emphasizes five areas:

1. the impact of the reorganization of higher education governance level of funding by the State of Connecticut on the institution's operations;
2. its success in addressing the challenges related to reduced state support for developmental education;
3. using the results of assessment activities to improve educational effectiveness;
4. efforts to address deferred maintenance;
5. the College's success in building capacity to support its use of evidence and data to make improvements throughout the institution.

This report will provide an update for each of the five areas. In addition, the Finance and Enrollment (F&E) data forms are included in the appendix to this report.

Institutional Overview

Three Rivers Community College (TRCC) is a public, two-year College within the Connecticut State Colleges and University System. In 2012, the Boards of the Connecticut Community College System, the Connecticut State University System and Charter Oak College merged to form one Board of Regents for the Connecticut State Colleges and University (CSCU) system. The ConnSCU system is comprised of twelve community colleges, the four state universities (Central, Eastern, Southern, and Western) and Charter Oak State College.

Prior to that time, Three Rivers Community College was formed in 1992 as a result of a mandate enacted by the Connecticut General Assembly which merged community and technical colleges in five geographic areas around Connecticut. Named in recognition of the region's three primary rivers– the Shetucket, the Yantic and the Thames, Three Rivers Community College, now at a single location, was formed from the merger of Mohegan Community College and Thames Valley State Technical College.

In 2003, the Connecticut State Legislature formally announced and approved \$75 million for the renovation and consolidation of Three Rivers Community College at the Thames Valley campus. The college has undergone major changes over the past few years which allow it to better better its mission of providing affordable and accessible educational opportunities that meet the diverse educational needs of our community.

As a part of the Connecticut State Colleges & Universities (ConnSCU) system, the community colleges share a mission to make excellent higher education and lifelong learning affordable and accessible. Through unique and comprehensive degree and certificate programs, non-credit life-long learning opportunities and job skills training programs, they advance student aspirations to earn career-oriented degrees and certificates and to pursue their further education. The Colleges nurture student learning and success to transform students and equip them to contribute to the economical, intellectual, civic, cultural and social well-being of their communities. In doing so, the Colleges support the state, its businesses and other enterprises and its citizens with a skilled, well-trained and educated workforce.

The ConnSCU system is governed by a Board of Regents appointed by the Governor. The Board of Regents in 2013 appointed Dr. Gregory Gray as system President to lead the system and implement policies. Each regional college has a President and operates as a separate entity within the ConnSCU system under policies and authority from the Board of Regents. Local decisions are made by each President. The President of the College enjoys the support and advice of community stakeholders who serve on the Regional Advisory Council. Dr. Mary Ellen Jukoski was recently named as the third President of Three Rivers Community College in July 2014. Her previous tenure as President of Mitchell College in New London provided a working knowledge of the southeastern Connecticut community, and has contributed to a seamless transition as the President of Three Rivers.

The College stimulates learning through its commitment to its values of Teaching and Learning, Integrity and Service, and Community and Diversity. In fulfilling its mission, the College helps students reach their educational goals, while grounding them in a well-rounded educational experience that emphasizes the core competencies and habits of mind of an educated citizen.

Three Rivers Community College grants degrees in the following areas: Associate in Arts, Associate in Science, and Associate in Applied Science. Currently, 37 associate degrees are offered for both career and transfer to baccalaureate programs. Twenty-nine certificate programs are also offered. The Workforce and Community Education Department sponsors customized workforce development education and training programs.

To accomplish its mission the College: provides a broad range of credit and non-credit liberal arts and sciences, career, technical, associate degree and certificate programs leading to transfer, employment, and life-long learning; provides workforce focused education and training; promotes student success through efficient and effective operations and services; and promotes the use of technology to support teaching, learning, and services to students.

TRCC is accredited by the New England Association of Schools and Colleges (NEASC) and the Connecticut Board of Governors for Higher Education. Individual academic programs are accredited through such organizations as the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET), the Accreditation Commission for Education of Nurses (ACEN), the Connecticut State Board of Examiners for Nursing, American Library Association, National Association of Developmental Education, College Reading and Learning Association (CRLA), the Association of Collegiate Business Schools and Programs (ACBSP) and the National Association for the Education of Young Children (NAEYC)..

The College provides educational opportunities that are affordable and accessible. Additionally, Three Rivers develops regional partnerships and initiatives that contribute to the educational, economic, and cultural growth of Southeastern Connecticut. In our effort to contribute to economic development of this region and the state, the College has developed successful continuing education and workforce development programs. For example, Workforce and Community Education collaborates with the Eastern Connecticut and Greater Norwich Chambers of Commerce, the CT One Stops, and Eastern Workforce Investment Board (EWIB) to provide relevant job training needs. Our College has worked on three USDOL grants to encourage

growth in the areas of manufacturing, sustainability, and allied health. These grants partnered TRCC with the CT One Stops and identified career options in these areas to help the unemployed find training at TRCC. In the areas of sustainability and green job training, Workforce and Community Education also work closely with credit faculty to make credit classes available to the workforce to tint existing jobs “green.” For example, we have created a transparent pathway for people in industries to come in and take classes in sustainable certificate and degree programs to retrain or reorient skills.

In fulfilling its mission, Three Rivers Community College assists individuals in developing: a capacity for critical thinking; the ability to communicate effectively; an appreciation of the sciences and humanities; and an understanding of the technological nature of modern society.

Three Rivers Community College serves southeastern Connecticut consisting primarily of New London County covering an area of 666 square miles. New London County contains a mix of rural communities, three urban centers (Groton, Norwich, and New London) and a number of small, more affluent suburban towns.

As the same time, New London County is also the home of the state’s largest defense manufacturing and pharmaceutical companies – General Dynamics/Electric Boat and Pfizer Corporation. New London County is also home for one of the U.S. Navy submarine bases and the U.S. Coast Guard Academy. The College’s proximity to the world’s two largest gambling casinos and reservation lands of the Mashantucket Pequot and Mohegan tribes presents the College with an ever-changing student body.

The two largest ethnicities in the region are persons of African-American origin representing seven percent of the population and person of Hispanic origin representing ten percent of the population. The remaining ethnic groups (Native Americans and Asians) represent six percent of the service area population, for a total minority representation within the service area of twenty-three percent. Nine percent of the region’s population is foreign born and fourteen percent speaks a language other than English in the home; the number of ELL speakers is expected to increase. In terms of being a “culturally diverse community,” in fall 2014, thirty-five percent of our

students identified themselves as belonging to a group other than white (non-Hispanic), as compared with twenty-three percent of individuals in New London County.

While responding to regional needs, the other facet of the College mission is serving as an entry point for students transferring to state, national and international four-year institutions. The majority of Three Rivers' students pursue degrees which provide a seamless transition to baccalaureate institutions, such as the University of Connecticut and Eastern Connecticut State University and other colleges in the Connecticut State University System. See Appendix A, page 27.

The affordability of TRCC is one of the strengths of our College. Per credit, an education at TRCC is 50% more affordable than our four-year comprehensive state universities per year. Sixty-five percent of our students receive financial aid, twenty-three percent in the form of grants.

Areas of Emphasis

1. the impact on the institution's operations of the reorganization of higher education governance level of funding by the State of Connecticut;

Three Rivers' Academic and Student Service Support operations remained committed to registering, advising, and teaching students during the period of system-wide organizational consolidation and change. These changes implemented in the new Board of Regents' structure and governance of Connecticut's Higher Education framework were initially projected to save \$5M through the centralization of system office staff and support functions of the State Community College and University systems. Some marginal savings were achieved as a result of the initial consolidation, but due to the underestimated expense of management and staff payouts during the downsizing, most of the projected savings of \$5M did not materialize and were not distributed to State Colleges and Universities as initially planned. For Three Rivers, any funding allocation resulting from the system-wide consolidation effort would have helped offset the combined \$1.5M in General Fund (non-operating revenue) reductions the College sustained in FY12 and FY13 as a result of state-wide budget cuts.

The General Fund reductions extended to all Connecticut Institutions of Higher Learning and resulted in a funding decrease of \$1.1M in FY12 and \$400K in FY13 for Three Rivers. The College achieved some required savings through vacancy elimination and non-reappointment of temporary staff positions. Most of the funding reduction was achieved through the movement (recoding) of several staff positions from the College's General Fund to its Operating Fund. Though this achieved the General Fund reduction target, moving these personnel expenses of \$890,039 to the Operating Fund carried with it the additional fringe benefit expense of \$356,016 which had previously been absorbed in the State Comptroller's budget. Prior to this time, all full time permanent positions were funded in the General Fund. This was a critical strategy in previous years which allowed the college to increase its reserve balance to fund furniture and equipment necessary for the new consolidated campus. Although payments to employees decreased by \$321K between FY12 and FY14, the impact of fringe expense skyrocketed by \$2,273K. The average fringe benefit rate for all positions at the conclusion of FY12 was 46% compared to 59% for FY14. The annual impact of the liability for these 17 positions continues to outpace any increase in Operating Fund revenues. Though the Operating Fund was now burdened with these additional personnel expenses, this strategy preserved the permanent Academic and Student Service positions that directly supported student learning.

During this time of state budget reductions, Three Rivers began to realize an enrollment decrease. From FY12 to FY14, student FTE declined by 7.5% in the fall and 10.7% in the spring. This loss in tuition and fee operating revenue coupled with the increased Operating Fund expense from the General Fund positions being moved significantly strained Three Rivers' budget. Although the college is continually monitoring all costs, the Board of Regents requested that all Presidents limit purchases to those that were "essential" in nature. From FY12 to FY14, the college was able to reduce payments to vendors by \$645K. In addition to reducing energy costs, reductions were achieved in the area of security, food service, and facility contracts. Similar enrollment declines were being realized by a majority of the State's other Community Colleges as the economy began to improve, resulting in displaced workers completing their course work and returning to the workplace. The Board of Regents attempted to offset this enrollment decline and added personnel expense of required pay increases of union positions by approving tuition increases of 5.25% in FY14, 2% in FY15 and 4.8% for FY16, and by providing

non-recurring Operating Fund subsidies to Colleges. Additional non-recurring funding was also appropriated for Colleges to help offset the costs of PA 12-40, the new State legislative mandate for developmental education. For Three Rivers, this resulted in an additional \$1.29M for FY15 and \$1.35M for FY16. Due to significant enrollment declines during this period, this non-recurring supplemental funding was essential in closing out FY15 with a balanced budget and projecting a balanced budget for FY16 year-end.

Next Steps

Three Rivers Community College will continue to look for opportunities to control all costs. This includes managing the courses that are being offered each semester to ensure that they meet or exceed the break-even level; ensure we are receiving the best prices from all vendors through negotiations and the use of available State contracts and higher education consortium agreements; and looking for ways to reorganize positions when attrition occurs to ensure we have the right people, in the right places, at the right time.

The college recently completed the install highly efficient boilers. These condensing boilers should save us 20% of our annual gas expense (FY15 \$190K). This savings combined with one-time rebates will net the college approximately \$20K in savings for FY 16.

Additionally, the Connecticut Board of Regents is utilizing Effectiveness Teams to identify areas where consolidation between colleges and universities may make sense and emphasize system priorities. Some of the areas being looked at include, Human Resources, Financial Aid, and Accounts Payable. This global approach will maximize the savings possible for all institutions.

2. its success in addressing the challenges related to reduced state support for developmental education;

Introduction

In 2012, Connecticut Public Act 12-40 (PA 12-40) directed public community colleges and state universities to reconfigure how remedial/developmental education is delivered. *It also required 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.*¹ In response to PA 12-40, the Board of Regents (BOR) provided funding to each CSCU institution for the development and implementation of transitional, embedded, and intensive-level programs. This document provides a summary of TRCC's implementation efforts, which meet the requirements of the state mandate.

The PA 12-40 Tiered System of Instruction

As defined by the BOR, there are three levels of instruction²:

- **College Level:** Requires college-level instruction for courses numbered 100 or higher. TRCC College Level courses include, but are not limited to, MAT 137 and ENG101.
- **Embedded Level:** Requires college-level instruction with embedded developmental support for students who are approaching college readiness but may require additional remediation. Embedded courses must be numbered 100 or higher. TRCC Embedded Level courses for 2014-2015 include MAT 137S (4 credit hours) and ENG 101S (6 credit hours).
- **Intensive Level:** Requires a single semester of developmental education or an intensive readiness experience for students who fall below the 12th grade level. Intensive level courses prepare students to take a college-level course within one semester. Intensive level courses must be numbered below 100. TRCC Intensive Level courses for 2014-2015 include MAT 095I (6 credit hours) and ENG 096 (6 credit hours).

¹ <http://www.ct.edu/initiatives/dev-education>

² <http://www.ct.edu/initiatives/dev-education#about>

In addition, each college received additional funding during AY14-15 to support Transitional-Level programs, which support students who place at the 8th grade level or below in math and/or English. Transitional courses (designated as Transitional Learning Community or “TLC” courses at TRCC) are designed to address substantial gaps in math and/or English. TLC courses were piloted during AY14-15 in conjunction with Norwich Adult Education and New London Adult and Community Education. Transitional-level courses are 12-week, non-credit courses, which prepare students for the rigor of intensive-level math and/or English courses. The TLC courses are offered free of charge to students.

Placement into all of these three levels is determined using the multiple measures assessment process.

According to the ConnSCU website³, PA 12-40 does not eradicate remedial/developmental education nor does it restrict access to community colleges or state universities. The act also does not prevent students from enrolling in courses that do not have English or math as prerequisites and does not impact existing ELL/ESL programs.

TRCC Embedded Level Courses – See Appendix B, pages 28-30 for course description

As defined by PA 12-40, embedded level courses must have the same learning outcomes as college-level English and math courses without embedded support. Embedded math and English courses were piloted at TRCC in AY2013-2014 and continue as part of the full-scale implementation of PA 12-40. Embedded level courses at the college include a six-credit English Composition course (ENG101S) and a four-credit Embedded Intermediate Algebra course (MAT137S). During the AY2014-15 the college recorded 650 embedded course registrations (see table below for breakdown.)

³ <http://www.ct.edu/files/pdfs/12-40-overview.pdf>

TRCC Intensive Level Courses – See Appendix B, pages 28-30 for course description

Per PA 12-40 guidelines, the curriculum of intensive level courses must be at least at the 9th grade level to be eligible for students to receive federal financial aid.⁴ Intensive level courses were redesigned by TRCC faculty during the summer of 2013. Intensive level courses in both math and English were piloted during the 2013-2014 academic year and these courses were fully implemented in AY2014-2015. ENG096 (six-credits) replaced ENG002, ENG012, and ENG100, which were all eliminated due to the new legislation. MAT095I (six-credits) replaced MAT075 and MAT090, which were also eliminated due to PA 12-40 (see table below for breakdown.)

TRCC Transitional Level Courses – See Appendix B, pages 28-30 for course description

Three Rivers Community College recently completed a pilot year of implementation for Transitional Strategies courses, which are referred to as “TLC” courses (Transitional Learning Community courses). Transitional courses are designed to address substantial gaps in math and/or English skills. These 12-week non-credit courses are available to students who place at the 8th grade level or below upon entry to the college. There is no cost to the student for TLC courses and all books/software are provided free of charge. Student placement is assessed using multiple measures. If a student places at the Transitional level, he/she must take the appropriate TLC course(s). Students do not have the option to self-place into higher level courses (i.e. ENG096 or MAT095/MAT095I). (See table below for breakdown.)

Student Assessment:

Multiple Measures Assessment continues as part of the full-scale implementation of PA 12-40 at TRCC. Three Rivers was an early adopter of the Multiple Measures assessment process and will continue to use high school transcripts, Accuplacer scores, SAT and/or ACT scores, a TRCC Student Background Questionnaire, and student interviews to determine the appropriate placement levels for each incoming student. After reviewing any and all items available, the advisor makes an appropriate placement recommendation. When placement is borderline and/or placement indicators conflict with one another, students are placed into the higher level course to create opportunities and remove barriers. To ensure that Multiple Measures Assessment does what it is intended to accomplish, which is to more accurately place students into appropriate

⁴ <http://www.ct.edu/initiatives/dev-education#intensive>

course levels, further analysis of the “borderline” student group’s academic performance will be conducted.

Embedded Tutors

Since the implementation of PA 12-40 began in AY2013-2014, TRCC has hired eight new embedded tutors to support students enrolled in Embedded and Intensive level courses at the college. In collaboration with existing tutoring staff, the college now employs 12 part-time tutors in support of PA 12-40. As of AY2014-2015, the following embedded tutors have been trained and supported by the college:

English: Five part-time (17 hpw) embedded tutors currently provide embedded tutoring support for the Embedded and Intensive level English courses at the college. When the tutors are not in the classroom, they provide tutoring support to the general college population in the Writing Center. Many embedded and intensive level students seek out-of-class tutoring appointments with the embedded tutor assigned to their class.

Math: Seven part-time (17 hpw) embedded tutors currently provide embedded tutoring support for the Embedded and Intensive level math courses at the college. Like the English tutors, the embedded math tutors provide one-on-one tutoring support outside of the classroom in the Tutoring and Academic Success Center (TASC). The embedded tutors all received ALEKS training.

PA 12-40 Successes

- Immediate action was taken by the English and math faculty to on-board the newly developed classes in an expedient and non-disruptive manner. TRCC English and math faculty members served on several statewide committees, which influenced much of the PA 12-40 curricular work in its earliest stages.
- With the new embedded and intensive course sequences, students are spending twice as much time with the instructor per week (3-credit hours versus 6-credit hours)
- PA 12-40 assessment has been conducted in a consistent manner since the pilot courses were implemented in Fall 2013. The assessments include:

- quantitative data assessment using Banner;
- anonymous student surveys;
- embedded tutor focus groups;
- faculty focus groups;
- and standard classroom evaluations.
- Despite the lack of uniform data collection across the CSCU System, TRCC has collected extensive data, which helped us improve and modify the newly implemented intensive, embedded, and transitional level courses.
 - Initial assessment of the developmental math curriculum suggests the redesigned curriculum:
 - helps more developmental students to be college ready (increased from 25% to 54%)
 - reduces time spent in developmental study (decreased from 2.8 semesters to 1.1 semester)
 - maintains the 100-level course success rate
- TRCC formed a PA 12-40 Implementation Committee prior to the implementation of the pilot courses in 2013. The Implementation Committee continues to meet on a regular basis. Its membership consists of representatives from various divisions at the college. The work of this committee continues to drive our PA 12-40 efforts. Most recently, the committee approved the implementation of Accuplacer placement testing for all new students at the college. The Accuplacer scores will be used as one measure of student placement data.
- The acquisition of twelve new embedded English and math tutors, as noted above, has provided students with additional academic support, both in the classroom and through individual tutoring appointments conducted in TASC.
- Initial data collection demonstrates that TRCC students are spending less time in the developmental course sequence and are transitioning into college-level courses at a faster rate versus the developmental course sequence used prior to PA 12-40. (Data assessment is still in the early stages of collection and review. A more accurate picture of our PA 12-40 efforts will emerge over the course of the next three years.)

Ongoing Questions to Consider:

- Have our efforts reduced the amount of time students spend in overall in the developmental courses?
- How will the PA 12-40 courses impact graduation and college completion rates?
- Has the CSCU System Office identified what they are looking for in terms of success measures?

Conclusion

The implementation of PA 12-40 courses has had a significant impact on the college. Despite a short implementation time frame, the TRCC response to PA 12-40 created synergy and collaboration from multiple constituencies within the college. Collaboration was fostered between the academic division (course implementation and redesign), the student services division (registration), the administrative services division (fiscal management), workforce and community education (registration and scheduling), and institutional research (assessment). As a team, the college quickly developed an implementation plan, created and/or redesigned the new intensive and embedded math and English courses, determined student success factors, determined appropriate placement criteria, recruited and advised students, hired and oriented instructors, assessed course outcomes, and disseminated program information in a timely manner to all constituents. See Appendix C, TRCC PA 12-40 Course Sequence, page 31.

3. Using of the results of assessment activities to improve educational effectiveness;

Institutional Assessment Report (Fall 2013- Spring 2015)

The Office of Institutional Research, together with members of the Institutional Assessment Committee, completed the first Institutional Assessment Report. The set of performance indicators included in the report were purposefully designed to measure the institutional priorities stated in the college's strategic plan.

While the performance indicators do not depict a complete picture of the college, they provide a starting point for building a functional framework for monitoring institutional assessment. Furthermore, the institutional level data is not intended to fulfill all of the campus data needs. It is expected that additional data such as course capacity, graduate surveys, student course feedback will continue to be collected and reviewed at the division, program, and course levels.

Community College Survey of Student Engagement (Spring 2015)

In addition to using direct student learning outcome data, the college also participated in the Spring 2015 Community College Survey of Student Engagement. The survey focuses on institutional practices and student behaviors that promote student engagement. By measuring the students' perception of academic challenge, active and collaborative learning, student effort, student-faculty interaction, and support for learners on campus, we hope to gain useful qualitative information relating to student learning, persistence, and academic attainment. The survey results will be available on July 31st and will be distributed to faculty and staff for further analysis.

General Education Assessment (ongoing, activities between 2013-2015 are summarized below)

A TRCC General Education Committee (GEC) conducts its assessment of the competency based general education requirements to make sure the goals, outcomes, and measures stay consistent with the growing and changing curricula within and across the institutions of the Connecticut State Colleges and Universities system. The committee has representation of faculty from each academic department and key staff from the administration. Attainment of general education

outcomes is measured via assessment of a diverse collection of artifacts using rubrics that were either developed by the committee, or obtained with modification from the Association of American Colleges and Universities.

Since the inception of the General Education Committee in 2007, the college has seen a steady increase in campus participation, in the form of both more faculty incorporating general education rubrics in class assignments, and more students submitting their work using Digication (an online portfolio management tool). In addition, faculty reported that by intentionally aligning assignments with general education goals and rubrics, it has helped them to communicate course expectations to students, and benefited students by providing them with clear guidelines for self-assessment.

For Academic Year 2013-2015, the GEC assessed student artifacts for the following competency areas:

- Critical Analysis & Logical Thinking
- Quantitative Reasoning
- Written Communication
- Continued Learning & Information Literacy

For the Academic Year 2015-2016, the planned assessments will include:

1. Spring 2015/Fall 2015
 - a. Oral Communication
 - b. Historical Knowledge and Understanding
2. Spring 2016/ Fall 2016
 - a. Scientific Reasoning
 - b. Scientific Knowledge and Understanding

Multi-State Collaborative Assessment (2014-2015)

Because community colleges tend to have lower graduation rate compared to four-year institutions, basing institutional or program level assessments on “completers” misses the majority of students. For the purpose of assessment, many colleges assess work from students who have completed a certain number of credits towards a degree.

In fall 2014, Three Rivers Community College, in partnership with nine state higher education systems which includes 69 two- and four-year public campuses in those states, participated in the Multi-State Collaborative (MSC) to Advance Learning Outcomes Assessment initiative, funded by AAC&U and the Gates Foundation. The college submitted over 300 artifacts from students who had completed at least 75% of the total credits required to graduate. The next step in the MSC project is for teams of faculty volunteers to examine these near-graduation student works from 68 institutions (four-year and 2-year) on a set of rubrics important to all disciplines. Results from the MSC initiative will provide Three Rivers with valuable baseline non-completer learning outcomes data. The institution's general education committee may also incorporate similar practices into its ongoing assessment process.

Program Reviews (ongoing, activities between 2013-2015 are summarized below)

Every five years, academic program coordinators are required to submit program reviews and/or external accreditation self-studies, documenting program and course level achievement data, and discuss strategies for improving student learning outcomes. Together with the Office of Institutional Research, the Academic Division developed a set of standardized metrics to show program achievement in stated outcomes:

- Student enrollment, retention, graduation and transfer to 4-year institutions.
- Student advisement, engagement, and support data based on results from CCSSE.
- The quality of educational programs including assessment of student learning (course level grade distribution, student artifacts, general education assessment data, etc.).
- The sustainability of institutional resources to maintain the quality of the program.
- The strengths and weaknesses of the program.

Another example of effectively using data to assess and improve programs is the effort of developmental program review at TRCC. The PA 12-40 Implementation Committee, chaired by the Director of Learning Initiatives, has been instrumental in guiding, assessing, and devising new strategies for improving developmental education at TRCC. The committee meets monthly to review data on student enrollment, progress and completion data. As members of the committee, the Registrar and retention counselor also provided information on course

registration patterns, financial aid, advising, and/or retention issues faced by students going through a difficult curriculum that was still under development.

The committee surveyed faculty and staff about their experiences and perceptions of the implementation process. Tutors and students were also surveyed and, in some cases, interviewed to get their stories.

Course Level Assessment (ongoing, activities between 2013-2015 are summarized below)

In addition, many faculty have engaged in active course-level assessment. At the beginning of each semester, the Office of Institutional Research provides the latest course-level grade distribution data to the Department Chairs (DC's). The DC's then share and discuss the data with faculty members in the department and devise strategies for improvement when appropriate.

The Office of Institutional Research also provides course capacity data to the Academic Division and Department Chair prior to scheduling courses for upcoming semesters. During the registration period, the Office of Academic Division and Registrar's office collaboratively monitor the registration pattern before making decisions regarding the addition or deletion of offered sections

Next Steps

Viewing academic assessment holistically, a new picture of the curriculum has begun to emerge and given the course, program, and institutional level of focus, faculty are viewing it through a more integrated lens. Due to recent policy changes at the system level that govern transfer of credit and total number of program credits, programs must be "normalized" to 60 credits before the fall 2017. The data that has emerged as a result of gen ed assessment will drive decisions about which courses are meeting the competency needs of students, and which courses may need additional work to remain in the total course inventory.

4. efforts to address deferred maintenance;

At the time of the spring 2013 NEASC reaccreditation visit, Three Rivers had a deferred maintenance list estimated at \$3.1M, representing only 4% of the \$80M capitalized value of the College campus. At the time, the list included the exterior window replacement project at an estimated cost of \$2.5M. When the contract was awarded in 2014, the cost was revised to \$1.4M resulting in a \$1.1M reduction to the initial list estimate. Since spring 2013, the following projects with a total value of \$1.828M have been completed utilizing a mix of CSCU-system deferred maintenance bond funds and Transform 2020 bond funds:

Deferred Maintenance Project	Estimated Cost
Exterior Door Replacement	\$125,000
Terrazzo Restoration	\$15,000 (work completed by in-house staff)
Computer Lab Doors	\$25,000
Exterior Signage (design, fabrication, install)	\$91,500
Exterior Window Replacement	\$1,400,000
Blinds	\$6,600
Interior Door Replacement	\$150,000
HVAC improvements	\$15,000

As a result of the reduced cost for the window replacement project and completion of the above project list, the revised cost of pending projects from the original list is \$228,000, a decrease of \$2.89M from the initial cost estimate.

Additional deferred maintenance and code compliance projects have since been identified including a hot water tank replacement (completed), decorative grass relocation (completed), light pole installation at bus stop (pending), and carpeting replacement in the Oasis Center, Cashier's Office, and B127 tiered classroom (pending). The total cost of the pending projects is \$30K.

This significant reduction in deferred maintenance requirements will enable the College to direct out-year code compliance and infrastructure improvement bond funds to the final design and renovation of the Tutoring Center, Library, and Student Services spaces.

Three Rivers Community College Deferred Maintenance Projects

		Estimate	Revised Cost Estimate	Notes
1	Tunnel Ladder Replacement: Replace unsafe metal ladders into existing utility tunnel.	\$3,000.00	\$3,000.00	Pending funding availability

Projects necessary to complete ongoing renovations to existing TRCC (Thames Valley D and E wings) facilities:

2	Exterior Door Replacement: Replace eight exterior doors not included in renovation project	\$125,000.00	\$125,000.00	Completed
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Renovations of existing facilities

3	Terrazzo Restoration: Repair and restore all existing terrazzo stairs and floors in renovated facilities	\$15,000.00	\$0.00	In house/In progress
4	Computer Lab Doors: Replace 5 existing computer lab doors and hardware not included in project	\$25,000.00	\$25,000.00	Completed
5	Exterior Signage: Provide exterior way finding, identification and warning signage campus-wide to direct faculty, staff and students - not included in project funding	\$25,000.00	\$91,500.00	Completed
6	Loading dock leveling ramp	\$15,000.00	\$15,000.00	Pending funding availability

	Energy Related Projects			
7	Window Replacement: Replace all windows in old building with energy efficient windows compatible with those provided in all new construction - Confirmed PCB's	\$2,500,000.00	\$1,400,000.00	Completed
8	Blinds for A-wing corridor	\$15,000.00	\$6,600.00	Completed
9	Dehumidification System			Pending funding availability

General Maintenance Projects

10	Interior Door/Hardware Replacement: Replace remaining interior doors and hardware in renovated facilities to be add hardware compatible with all other replace doors - approximately 30 doors	\$150,000.00	\$150,000.00	Completed
11	Masonry/Brick Repair: Repair and repoint all existing masonry brick work not included in project	\$150,000.00	\$150,000.00	Pending funding availability
12	HVAC Corrections: Miscellaneous Corrections to HVAC covers/installations not included in project	\$15,000.00	\$15,000.00	Completed
13	Modification to dumpster/proposed compactor area and screening	\$20,000.00	\$20,000.00	Pending funding availability
14	Perimeter mow strip	\$35,000.00	\$35,000.00	Pending funding availability
15	Daycare awning	\$12,000.00	\$12,000.00	Completed
16	Smoke shelters (2 places)	\$20,000.00	\$20,000.00	Pending funding availability

Deferred Maintenance Cost Estimate

\$3,125,000.00

\$2,068,100.00

Less completed projects	\$1,840,100.00
Plus new projects	
(1) Light pole installation at bus stop	\$9,400.00
(2) Carpet replacement (Oasis Center, Cashiers Office, B127)	\$20,000.00
Revised Deferred Maintenance Cost Estimate	\$257,400.00

Next Steps

In FY15, the Board of Regents received \$15M from the State for code compliance and infrastructure improvement projects. From these funds, Three Rivers was allocated \$832,609 to fund agency-initiated projects. To date, Three Rivers has expended \$153,935 and has identified \$678K in other deferred maintenance/college improvement projects:

MTC renovation into a sheet metal fabrication room	\$150K
Energy Conservation and Improvement Program	\$ 47,497
Campus Master Plan and Facilities Study	\$ 30,000
Computer and Infrastructure improvements	\$ 75,511
Tutoring Center reorganization shortfall	\$375,000

Three Rivers expects to receive an additional \$679,601 for FY16 and unspecified amounts for FY17-20. After several years of not receiving any funds for these type of projects, this funding stream is extremely important and will allow the college to continue upgrading and renewing our current facilities. Currently, we have plans to enlarge and reconfigure the Tutoring Center. With an estimated cost of \$1.2M, it is critically important that we continue to reduce our deferred maintenance log, so that these resources can be utilized to exceed the immediate needs of students and faculty.

5. the College's success in building capacity to support its use of evidence and data to make improvements throughout the institution.

Due to the lack of an Institutional Research Director for more than a year, most data-driven assessment activities at the course/program/institutional levels had not been maintained. From October 2013 through the spring semester of 2014, the Institutional Research Director became familiar with the institutional history and previous institutional research activities/initiatives. In the summer of 2014, different assessment projects were underway with deans, department chairs, program coordinators, individual faculty and staff to work on.

The institutional research office is focused on developing comprehensive and systematic assessment strategies and processes to support each division with their planning and evaluation. The institutional office has implemented the following ongoing assessment activities:

- Providing customized course outcome, course retention, and program pathway analysis for Department Chairs, Curriculum Leaders, Program Coordinators, and faculty members to assess teaching/learning effectiveness at the institutional, program and course level.
- Providing customized student enrollment and retention data analysis for the Enrollment and Retention Committee, Academic Advising Committee, and PA 12-40 Developmental Education Committee
- Collaborating with Academic Division and Administrative Division to build a model for assessing the instructional cost of academic programs.
- Building and maintaining an Access Database for the Office of Academic Division and Registrar's Office to identify low enrolled courses and look up historical course enrollment data efficiently.
- Assisting the General Education Committee to develop procedures for collecting, selecting, assessing and reporting TRCC's ongoing GE Ed Assessment effort.

In addition, the IR director is involved in a variety of activities to support the ongoing mission of the office:

- As a member of the president's cabinet, the IR director participates on weekly cabinet meeting, communicates with cabinet members, and provides information/recommendations on institutional and/or divisional priorities and initiatives.
- The IR director chaired the Institutional Assessment Committee with the mission to advance educational quality by systematically and continuously measuring the extent to which TRCC achieves its mission, as expressed through the goals and strategic objectives developed in the strategic plan.
- The IR director presents at College Professional Day each semester to update the college community on major institutional research initiatives.

The institutional research office has rebuilt its capacity and established a track record of conducting data-driven assessment at all levels. With continued decreasing budget funding, and more upcoming major initiatives, the challenge is to expand assessment activities and involve more participation to use the assessment data.

In addition to the improved overall institutional assessment structure, Three Rivers has strategically participated in professional development initiatives designed to strengthen the knowledge base and improve faculty confidence in the academic assessment process. For example, as part of TRCC's participation in the MSC, faculty have attended more than 6 professional development opportunities designed to improve intellectual capacity within the participating colleges as relates to academic outcomes assessment. During the 2014-2015 academic year, 36 faculty members were trained in assessment using the established rubrics, and participated in evaluating the student artifacts submitted to the national study. In doing so, the faculty members have significantly improved their own working knowledge, formed new professional networks to further their assessment activities, and significantly advanced the culture of assessment at Three Rivers.

Next Steps

Through the capacity building process described, faculty are now poised to take a more active leadership role in Curriculum Committee, and plans are underway this year to transition the Chairmanship of that committee to a faculty member, with the Academic Dean serving as ex-officio to the committee. TRCC seeks to capitalize on the momentum built around the culture of assessment by designing improved faculty leadership and oversight of the curriculum as a model of best practice. As TRCC works to comply with the recent policy mandates, faculty will be well prepared to design quality offerings at all levels of the curriculum.

Three Rivers has no institutional debt.

Summary

Three Rivers Community College has seriously reviewed the results of the biennial accreditation visit and Commission letter. The College's current strategic plan is focused on addressing the areas of emphasis cited in the report. The College administration, faculty and staff are committed to:

1. Responsible and prudent fiscal stewardship of the state budget allocation;
2. Prioritizing and addressing deferred maintenance issues with the system office and advocating for funding;
3. Educating the faculty about the value of assessment and implementing measures to create a culture of assessment to increase academic quality and student success while at the same time;
4. Focusing efforts and creating systems to increase students retention and graduation rates.

This progress report recognizes that steps are being initiated to strengthen the areas of emphasis. The strategic plan sets goals and activities to measure progress. We recognize that more can be achieved, however, we have a plan to follow.

Three Rivers Community College

Appendices

<u>Appendix A</u>	Student Transfers to 4-Year Institutions
<u>Appendix B</u>	PA 12-40 Embedded Course Level Descriptions
<u>Appendix C</u>	TRCC PA 12-40 Course Sequence
<u>Appendix D</u>	Endowment Investment Spending Policy
<u>Appendix E</u>	Finance and Enrollment (F+E) Data Forms

Appendix A:

	First Time Full Time Degree Seeking	Transferred to 4-Year Institutions Within * Transfer rates are accumulative						
		1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years
FALL08	594	3%	9%	17%	22%	26%	29%	31%
FALL09	614	3%	10%	20%	26%	29%	30%	
FALL10	670	3%	10%	19%	24%	27%		
FALL11	569	3%	12%	20%	23%			

Appendix B:

PA 12-40 Embedded Level Course Descriptions:

ENG* K101S (6 CREDIT HOURS) COMPOSITION EMBEDDED SUPPORT

Prerequisite: ENG K101S placement or completion of ENG* K096 with a “C#” grade or better.* 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.

MAT* K137S (4 CREDIT HOURS) INTERMEDIATE ALGEBRA EMBEDDED

Prerequisite: 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 of 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.

Like ENG 101S, MAT 137S includes embedded tutoring support for students in need of additional math practice. The course also utilizes the ALEKS (Assessment and Learning in Knowledge Spaces) assessment and learning system, an online educational software package.

PA 12-40 Intensive Level Course Descriptions:

ENG* K096 (6 CREDIT HOURS) INTRODUCTION TO COLLEGE ENGLISH

Prerequisites: ESL K063 with a “C#” grade or better; or appropriate placement through*

multiple measures assessment process. 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.

MAT* K095I (6 CREDIT HOURS) 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, and modeling relationships between quantities using functions. Topics also include solving equations and expressions with integer exponents, radicals, solving, analyzing and modeling linear equations, and systems of linear equations. Pythagorean Theorem and geometrical formulas are used to solve real world problems.

PA 12-40 Transitional Level Course Descriptions:

EDUC K5002 (non-credit) TRANSITIONAL LEARNING COMMUNITY ENGLISH

The TLC English course focuses on leading students from the sentence to the paragraph. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, supporting, and refining ideas. Within this context, word, sentence and paragraph skills are stressed. Attention is given to spelling, punctuation, capitalization, grammar, word choice, organization, and development of ideas. The primary goal of the English course is to prepare students for placement into ENG096. The TLC English course is 12-weeks long for a total of 50 hours of classroom instruction per section. The TLC English course utilizes MySkillsLab, an online educational software package, which accompanies the *Writing for Life – Sentences and Paragraphs* text.

EDUC K5000 (non-credit) TRANSITIONAL LEARNING COMMUNITY MATH

The TLC Math course focuses on basic arithmetic and pre-algebra skills including operations on whole numbers, fractions, decimals, signed numbers, the Order of Operations Rule, algebraic expressions, evaluation of algebraic expressions, and an introduction to linear equations in one variable. The primary goal of the TLC math course is to prepare students for MAT095 or MAT095I. The TLC Math course is 12-weeks long for a total of 47.5 hours of classroom instruction per section. The TLC Math course utilizes the ALEKS (Assessment and Learning in Knowledge Spaces) assessment and learning system, an online educational software package, which is used in embedded and intensive level math courses at the college.

Appendix C:

TRCC PA 12-40 Course Sequence						
<u>Embedded Level Courses</u>	Course Title	Semester	Credits	Capacity	# of active sections	Embedded Level Enrollment
ENG 101S	Composition <i>Embedded Support</i>	Fall 2014	6	23	9	214 (freeze date of 9/9/14)
		Spring 2015	6	23	5	120 (freeze date of 2/9/15)
MAT137S	Intermediate Algebra <i>Embedded</i>	Fall 2014	4	28	6	158 (freeze date of 9/9/14)
		Spring 2015	4	28	6	158 (freeze date of 2/9/15)
TOTALS					26 sections	650 Embedded course registrations for AY14-15
<u>Intensive Level Courses</u>	Course Title	Semester	Credits	Capacity	# of active sections	Intensive Level Enrollment
ENG 096	Introduction to College English	Fall 2014	6	20	15	299 (freeze date of 9/9/14)
		Spring 2015	6	20	9	159 (freeze date of 2/9/15)
MAT095I	Elementary Algebra Intensive College Readiness	Fall 2014	6	28	7	198 (freeze date of 9/9/14)
		Spring 2015	6	28	6	168 (freeze date of 2/9/15)
TOTALS					37 sections	824 Intensive course registrations for AY14-15
<u>Transitional Level Courses</u>	Course Title	Semester	Credits	Capacity	# of active sections	Transitional Level Enrollment
EDUC 5000	TLC Math	Fall 2014	NC	18	5	65
		Spring 2015	NC	18	4	49
EDUC 5002	TLC English	Fall 2014	NC	18	4	42
		Spring 2015	NC	18	3	45
TOTALS					16 sections	201 Transitional course registrations for AY14-15
TOTAL PA 12-40 IMPACT					79 sections	1,675 PA 12-40 course registrations for AY14-15

Appendix D:

Endowment Investment & Spending Policies

SPENDRULE POLICY

The objective of a spendrule policy is to allocate investment income from the endowment between current spending and reinvestment of earnings. The spendrule plan will achieve a balance between providing for the funding of current Foundation programs and future endowment needs. A secondary objective of a spending policy is to provide a relatively predictable, constant and stable stream of earnings for current use.

Each year, as part of the Board's budgetary process, the market value of the endowment portfolio will be examined to determine the maximum allowable distribution for the next fiscal year. As close as practical to June 30th of the current year, the value of the endowment portfolio will be measured and averaged with the previous two years' values at June 30th. This three-year moving average will then be multiplied by 5% to determine the maximum allowable distribution for the next fiscal year. Funds may be distributed from the endowment portfolio (up to the maximum) as needed during the next fiscal year to fulfill the approved endowment spending requirements of the Foundation.

Appendix E



**New England Association of Schools and Colleges
Commission on Institutions of Higher Education
3 Burlington Woods Drive, Suite 100 • Burlington, MA 01803
phone: (781)-425-7785 • fax: (781) 425-1001
<http://cihe.neasc.org>**

FINANCE AND ENROLLMENT (F&E) DATA FORMS June 2014

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 calculate 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.

On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Budget" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Budget" column.

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:

Three Rivers Community College

OPE ID:

?

976500

Financial Results for Year Ending:

Most Recent Year

1 Year Prior

2 Years Prior

?

2014

?

2014

2013

2012

Annual Audit	
Certified:	Qualified
Yes/No	Unqualified
No	
Yes	Unqualified
Yes	Unqualified

Budget / Plans

Current Year

Next Year

2015

2016

Contact Person:

?

Mike Lopez

Title:

Dean of Administration

Telephone No:

860-215-9002

E-mail address

Mlopez@threerivers.edu

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

FISCAL YEAR ENDS month & day: (/)		3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Most Recent Year - 2014	Percent Change	
						2 yrs-1 yr prior	1 yr-most recent
ASSETS							
?	CASH AND SHORT TERM INVESTMENTS	\$9	\$9	\$9	\$9	0.0%	0.0%
?	CASH HELD BY STATE TREASURER	\$11,278	\$11,634	\$12,400	\$11,945	9.9%	-3.7%
?	DEPOSITS HELD BY STATE TREASURER					-	-
?	ACCOUNTS RECEIVABLE, NET	\$3,319	\$2,545	\$2,727	\$2,896	-17.8%	6.2%
?	CONTRIBUTIONS RECEIVABLE, NET					-	-
?	INVENTORY AND PREPAID EXPENSES					-	-
?	LONG-TERM INVESTMENTS					-	-
?	LOANS TO STUDENTS	\$79	\$87	\$80	\$75	1.3%	-6.3%
?	FUNDS HELD UNDER BOND AGREEMENT					-	-
?	PLANT, PROPERTY AND EQUIPMENT, NET	\$84,340	\$82,061	\$79,075	\$77,682	-6.2%	-1.8%
?	OTHER ASSETS					-	-
	TOTAL ASSETS	\$99,025	\$96,336	\$94,291	\$92,607	-4.8%	-1.8%
LIABILITIES							
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$3,565	\$2,829	\$2,945	\$3,022	-17.4%	2.6%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$1,251	\$1,035	\$942	\$721	-24.7%	-23.5%
?	DUE TO STATE					-	-
?	DUE TO AFFILIATES					-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS					-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS	\$201	\$195	\$197	\$216	-2.0%	9.6%
?	LONG TERM DEBT					-	-
?	REFUNDABLE GOVERNMENT ADVANCES					-	-
?	OTHER LONG-TERM LIABILITIES	\$3,447	\$3,114	\$3,128	\$3,046	-9.3%	-2.6%
	TOTAL LIABILITIES	\$8,464	\$7,173	\$7,212	\$7,005	-14.8%	-2.9%
NET ASSETS							
UNRESTRICTED NET ASSETS							
	INSTITUTIONAL	\$3,281	\$3,393	\$3,243	\$3,517	-1.2%	8.4%
?	FOUNDATION					-	-
	TOTAL	\$3,281	\$3,393	\$3,243	\$3,517	-1.2%	8.4%
TEMPORARILY RESTRICTED NET ASSETS							
	INSTITUTIONAL					-	-
?	FOUNDATION					-	-
	TOTAL	\$0	\$0	\$0	\$0	-	-
PERMANENTLY RESTRICTED NET ASSETS							
	INSTITUTIONAL	\$87,282	\$85,775	\$83,838	\$82,084	-3.9%	-2.1%
?	FOUNDATION					-	-
	TOTAL	\$87,282	\$85,775	\$83,838	\$82,084	-3.9%	-2.1%
	TOTAL NET ASSETS	\$90,563	\$89,168	\$87,081	\$85,601	-3.8%	-1.7%
	TOTAL LIABILITIES AND NET ASSETS	\$99,027	\$96,341	\$94,293	\$92,606	-4.8%	-1.8%

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)	1 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
OPERATING REVENUES							
<input type="checkbox"/>	TUITION & FEES	\$13,789	\$14,074	\$13,907	\$13,809		
<input type="checkbox"/>	ROOM AND BOARD						
<input type="checkbox"/>	LESS: FINANCIAL AID	\$6,214	\$6,608	\$6,464	\$6,578		
<input type="checkbox"/>	NET STUDENT FEES	\$20,003	\$20,682	\$20,371	\$20,387	\$0	\$0
<input type="checkbox"/>	GOVERNMENT GRANTS & CONTRACTS	\$8,232	\$8,651	\$8,129	\$7,782		
<input type="checkbox"/>	PRIVATE GIFTS, GRANTS & CONTRACTS	\$254	\$290	\$299	\$241		
<input type="checkbox"/>	OTHER AUXILIARY ENTERPRISES						
<input type="checkbox"/>	ENDOWMENT INCOME USED IN OPERATIONS						
<input type="checkbox"/>	OTHER REVENUE (specify):	\$732	\$752	\$646	\$564		
<input type="checkbox"/>	OTHER REVENUE (specify):						
<input type="checkbox"/>	NET ASSETS RELEASED FROM RESTRICTIONS						
<input type="checkbox"/>	TOTAL OPERATING REVENUES	\$29,221	\$30,375	\$29,445	\$28,974	\$0	\$0
OPERATING EXPENSES							
<input type="checkbox"/>	INSTRUCTION	\$15,647	\$14,880	\$15,671	\$17,026		
<input type="checkbox"/>	RESEARCH						
<input type="checkbox"/>	PUBLIC SERVICE						
<input type="checkbox"/>	ACADEMIC SUPPORT	\$6,652	\$5,962	\$5,944	\$5,790		
<input type="checkbox"/>	STUDENT SERVICES	\$3,922	\$4,061	\$4,171	\$4,256		
<input type="checkbox"/>	INSTITUTIONAL SUPPORT	\$3,876	\$3,858	\$3,727	\$3,662		
<input type="checkbox"/>	FUNDRAISING AND ALUMNI RELATIONS						
<input type="checkbox"/>	OPERATION, MAINTENANCE OF PLANT (if not allocated)	\$3,299	\$3,007	\$3,352	\$3,152		
<input type="checkbox"/>	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$10,700	\$11,475	\$10,847	\$10,480		
<input type="checkbox"/>	AUXILIARY ENTERPRISES						
<input type="checkbox"/>	DEPRECIATION (if not allocated)	\$2,762	\$2,913	\$3,007	\$2,873		
<input type="checkbox"/>	OTHER EXPENSES (specify):						
<input type="checkbox"/>	OTHER EXPENSES (specify):						
<input type="checkbox"/>	TOTAL OPERATING EXPENDITURES	\$46,858	\$46,156	\$46,719	\$47,239	\$0	\$0
<input type="checkbox"/>	CHANGE IN NET ASSETS FROM OPERATIONS	(\$17,637)	(\$15,781)	(\$17,274)	(\$18,265)	\$0	\$0
NON OPERATING REVENUES							
<input type="checkbox"/>	STATE APPROPRIATIONS (NET)	\$21,923	\$18,342	\$19,085	\$21,381		
<input type="checkbox"/>	INVESTMENT RETURN	\$17	\$13	\$13	\$12		
<input type="checkbox"/>	INTEREST EXPENSE (public institutions)						
<input type="checkbox"/>	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$37	\$56	\$65	\$202		
<input type="checkbox"/>	OTHER (specify):	\$0	\$0	\$119	\$0		
<input type="checkbox"/>	OTHER (specify):						
<input type="checkbox"/>	OTHER (specify):						
<input type="checkbox"/>	NET NON OPERATING REVENUES	\$21,977	\$18,411	\$19,282	\$21,595	\$0	\$0
<input type="checkbox"/>	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$4,340	\$2,630	\$2,008	\$3,330	\$0	\$0
<input type="checkbox"/>	CAPITAL APPROPRIATIONS (public institutions)						
<input type="checkbox"/>	OTHER						
<input type="checkbox"/>	TOTAL INCREASE/DECREASE IN NET ASSETS	\$4,340	\$2,630	\$2,008	\$3,330	\$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: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.

TRCC does not carry any institutional debts.

LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.

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.

F&E Data Forms - Supplemental Data

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	1 Years Prior (FY2013)	Most Recently Completed Year (FY 2014)	Current Budget* (FY 2015)	Next Year Forward (FY 2016)
NET ASSETS						
NET ASSETS BEGINNING OF YEAR	\$90,563	\$89,168	\$87,081	\$85,601		
TOTAL INCREASE/DECREASE IN NET ASSETS	\$4,340	\$2,630	\$2,008	\$3,330		
NET ASSETS END OF YEAR	\$94,903	\$91,798	\$89,089	\$88,931	\$0	\$0
FINANCIAL AID						
SOURCE OF FUNDS						
UNRESTRICTED INSTITUTIONAL	\$2,012	\$2,106	\$2,091	\$2,029		
FEDERAL, STATE & PRIVATE GRANTS	\$7,459	\$8,016	\$7,622	\$7,546		
RESTRICTED FUNDS						
TOTAL	\$9,471	\$10,122	\$9,713	\$9,575	\$0	\$0
% DISCOUNT OF TUITION & FEES	-46.5%	-46.5%	-47.6%	-47.6%		
% UNRESTRICTED DISCOUNT	15.0%	15.0%	14.7%	14.7%		
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

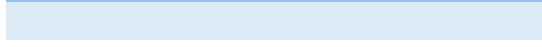
Student Admissions Data (Fall Term)



Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
Freshmen - Undergraduate	?				
Completed Applications	1,738	1,734	1,626	1,562	1,484
Applications Accepted	1,715	1,731	1,621	1,559	1,481
Applicants Enrolled	1,044	977	963	893	848
% Accepted of Applied	98.7%	99.8%	99.7%	99.8%	99.8%
% Enrolled of Accepted	60.9%	56.4%	59.4%	57.3%	57.3%
 Percent Change Year over Year					
Completed Applications	n.a.	-0.2%	-6.2%	-3.9%	-5.0%
Applications Accepted	n.a.	0.9%	-6.4%	-3.8%	-5.0%
Applicants Enrolled	n.a.	-6.4%	-1.4%	-7.3%	-5.0%
 Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?				
 Transfers - Undergraduate	?				
Completed Applications	781	781	647	659	650
Applications Accepted	774	780	644	657	645
Applications Enrolled	483	463	375	370	375
% Accepted of Applied	99.1%	99.9%	99.5%	99.7%	99.2%
% Enrolled of Accepted	62.4%	59.4%	58.2%	56.3%	58.1%
 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.



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	2,456							2,456
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	2,456	0	0	0	0	0	0	2,456
Unduplicated Headcount Total	4,056							4,056
Degrees Awarded, Most Recent Year	537							537

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
Main Campus FTE	122		42
Other Campus FTE			
Branches FTE			
Other Locations FTE			
Overseas Locations FTE			
On-Line FTE			
Correspondence FTE			
Low-Residency Programs FTE			
Total FTE	122	0	42
Unduplicated Headcount Total	373	0	81
Certificates Awarded, Most Recent Year	n.a.	n.a.	59

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)
(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)

Student Debt

Percent of students graduating with debt*

Undergraduates

10%	12%	15%	17%	

Graduates

For students with debt:

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

Undergraduates

9863	13050	12940	11927	

Graduates

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

Undergraduates

Graduates

Three-year Cohort Default Rate

Most recent three years

(FY 2010)	(FY 2011)	(FY 2012)
11.20%	13%	11.30%

* 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

61%	61%	56%	61%	67%
-----	-----	-----	-----	-----

Part-Time Associate's degree students

42%	49%	41%	46%	51%
-----	-----	-----	-----	-----

Full-Time Bachelor's degree students

--	--	--	--	--

Part-Time Bachelor's degree students

--	--	--	--	--

IPEDS Graduation Rate

Associate's degree students

10%	11%	11%	13%	14%
-----	-----	-----	-----	-----

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.

F&E Data Forms - Enrollment Breakdown

Student Enrollment Data (Fall term, census date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	1,149	1,042	1,100	966	918
	Part-Time Headcount	1,810	1,728	1,504	1,441	1,369
	Total Headcount	2,959	2,770	2,604	2,407	2,287
	Total FTE	1,799.8	1,672.8	1,618.0	1,485.4	1,411.1
Second Year	Full-Time Headcount	471	489	486	504	479
	Part-Time Headcount	1,349	1,357	1,290	1,250	1,188
	Total Headcount	1,820	1,846	1,776	1,754	1,666
	Total FTE	1,013.6	1,034.0	1,011.9	1,022.3	971.2
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	1,620	1,531	1,586	1,470	1,397
	Part-Time Headcount	3,159	3,085	2,794	2,691	2,556
	Total Headcount	4,779	4,616	4,380	4,161	3,953
	Total FTE	2,813.4	2,706.8	2,629.9	2,507.7	2,382.3
	% Change FTE Undergraduate	n.a.	-3.8%	-2.8%	-4.6%	-5.0%
GRADUATE		?				
	Full-Time Headcount	?				
	Part-Time Headcount	?				
	Total Headcount	-	-	-	-	-
	Total FTE	?				
	% Change FTE Graduate	n.a.	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	4,779	4,616	4,380	4,161	3,953
	Grand Total FTE	2,813.4	2,706.8	2,629.9	2,507.7	2,382.3
	% Change Grand Total FTE	n.a.	-3.8%	-2.8%	-4.6%	-5.0%

*"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 (FY 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
Certificate					
Accounting	12	8	6	5	5
Advertising/Public Relations	1	1			-
Architectural Drafting Technology	5	1	2	4	4
Basic Business Skills		1	2	2	2
Business Administration	2	2	3	5	5
Business Information Systems	1	1	1		-
Business Management Core			1		-
Case Management	3	2	9	5	5
Casino Management	1		2	1	1
Communication & Customer Relations			1		-
Computer Applications	2		2	1	1
Computer-Aided Drafting (CAD)	15	12	7	7	7
Construction Management	4	4	4	2	2
Criminal Justice	11	16	5	7	7
Customer Service		1	1		-
Early Childhood Education	9	5	7	8	8
E-Commerce				1	1
Environ Health and Safety Management	1	4	6	4	4
General Studies	2	1	5	1	1
Graphic & Communication Arts	20	13	15	17	16
Health Career Pathways	10	3	2	1	1
Hotel Management			1	3	3
Laser & Fiber Optic Technology	2			1	1
Lean Manufacturing	4	1			-
Library Technology	13	12	14	8	8
Manufacturing, Introduction to (Level 1)	2		1	1	1
Marketing	1				-
Networking Technology	2	6	8	3	3
Restaurant Management	2	2		4	4
Retail Management	1				-
Security/Loss Prevention Cert	1	2	1		-
Small Business & Entrepren Studies	1	4	3	3	3
Supply Chain Management	1				-
Surveying & Mapping Technician		1	1	1	1
Sustainable Facilities Management	8	1			-
Sustainable Landscape Ecology & Consev. Tech	1	3	6	4	4
Technical Writing		1	2	1	1
Wastewater			2		-
Web Design and Development	9	6	6	5	5
Total	147	114	126	105	100

Associate

Accounting: Career	78	78	71	78	74
Accounting: Transfer	55	68	64	69	66

Architectural Design Technology	57	55	49	40	38
Aviation Maintenance Technology	4	3	2	2	2
Banking	1				-
Business Administration Management	132	121	128	120	114
Business Administration: Transfer	74	59	60	54	51
Business Information Systems	14	14	21	17	16
Business Office Tech: Admin Asst	1				-
Business Office Tech: Office Management	1	1			-
Civil Engineering Technology	31	27	34	37	35
Computer Science Technology	135	132	127	124	118
Construction Management Technology	33	33	30	26	25
Criminal Justice		1			-
Criminal Justice: Enforcement	219	189	173	175	166
Criminal Justice: Treatment	47	32	40	34	32
Early Childhood Education	162	166	161	139	132
E-Commerce			1	3	3
Electrical Engineering Technology	65	68	60	60	57
Engineering Science	84	74	79	87	83
Entrepreneurial Studies	2	1	2		-
Environmental Engineering Technology	47	50	44	31	29
Exercise Science	43	59	61	70	67
Finance and Banking	15	18	13	17	16
Fire Technology & Administration	23	18	23	23	22
General Engineering Technology	37	26	19	26	25
General Studies	2080	2,034	1,839	1,706	1,621
Hosp.Mgmt: Casino Management	4	4	3	3	3
Hosp.Mgmt: Hotel Management	15	20	19	17	16
Hosp.Mgmt: Restaurant Management	31	22	17	11	10
Human Services	159	157	134	125	119
Laser and Fiber Optic Technology	21	26	24	19	18
Liberal Arts & Sciences	435	411	429	395	375
Manufacturing Engineering Tech: Laser Mfg Opt	1	1	1	1	1
Manufacturing Engineering Technology	12	10	5	12	11
Marketing: Career	15	14	13	18	17
Marketing: Transfer	28	17	12	17	16
Mechanical Engineering Technology	91	79	69	61	58
Montessori Teacher Education	2	1			-
Nuclear Engineering Technology	60	57	53	54	51
Nursing	184	180	192	181	172
Pathway to Teaching Careers	33	42	33	42	40
Small Bus & Entrepren Studies	19	31	33	33	31
Sports and Leisure Management		4	16	19	18
Technology Studies	7	9	13	7	7
Technology Studies: Biomolecular Science	6	12	7	14	13
Technology Studies: CAD	8	8	14	13	12
Technology Studies: Electrical	1	1	1	1	1
Technology Studies: Engineering Tech	1	4	5	5	5
Technology Studies: Lean Mfg & Supply Chain		1	3	2	2
Technology Studies: Tech & Engineering Edu			1		-
Technology Studies: Wastewater	3		4	2	2
Visual Fine Arts	56	64	52	66	63
Undeclared	375	374	373	373	354

Cell: A8

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

Cell: A50

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: A103

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

Cell: A107

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 2012)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Current Year* (FY 2015)	Next Year Forward (goal) (FY 2016)
--------------------------------	--------------------------------	-------------------------------	--------------------------------	---

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 Chiropractic, Theology, and Veterinary Medicine. Please enter program name in the first column.

Cell: A43

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

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		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2012)		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor										
Associate										
Assistant					1					
Instructor					1		2			
Other	3	29	4	26	2	2	2	22		10
Total	3	29	4	26	4	2	4	22	-	10
# of Faculty in Tenured Positions ?										
Professor	26		29		33		34			
Associate	8		12		11		8			
Assistant					-		-			
Instructor					-		-			
Other					-		-			
Total	34	-	41	-	44	-	42	-	-	-
# of Faculty Departing ?										
Professor										
Associate										
Assistant							1			
Instructor							1			
Other							8			
Total	-	-	-	-	-	-	10	-	-	-
# of Faculty Retiring ?										
Professor	1		1		3		1			
Associate					1		1			
Assistant	1									
Instructor										
Other	1									
Total	3	-	1	-	4	-	2	-	-	-

*"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: 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.