

TUNXIS COMMUNITY COLLEGE

FARMINGTON, CONNECTICUT

NECHE INSTITUTIONAL PROGRESS REPORT

AUGUST 2018



Prepared for:

New England Commission of Higher Education (NECHE)

3 Burlington Wood Drive, Suite 100

Burlington, Massachusetts 01803-4514



NECHE Institutional Progress Report

Submitted
August 29, 2018

Report Summary

This progress report discusses initiatives implemented to improve Tunxis Community College's retention and graduation rates as well as college-wide improvements to ensure sufficient personnel and resources in place to support Tunxis' programs and services.

Introduction and Institutional Overview

Purpose of this Report

This progress report discusses initiatives implemented to improve Tunxis Community College (TXCC)'s retention and graduation rates as well as college-wide improvements to ensure sufficient personnel and resources in place to support TXCC's programs and services.

Institutional Overview

Tunxis Community College is a comprehensive two-year college, one of the seventeen institutions in the Connecticut State Colleges and University (CSCU) system, and one of the twelve community colleges. Tunxis Community College was chartered by the State of Connecticut in 1969 to serve the Bristol-New Britain and Farmington Valley areas and first opened our door to students in October 1970. Today, TXCC serves approximately 9,000 credit and noncredit students each year. Our Fall 2017 credit enrollment was 3,889 students (2,312 FTE), our Spring 2018 credit enrollment was 3,607 students (2,055 FTE). We also served approximately 3,800 students through our workforce development and continuing education programs in the 2016-2017 academic year.

Tunxis offers more than 60 academic programs that lead to an associate degree or a certificate. Tunxis also offers more than 10 workforce development programs and courses with a focus on allied health. Since the establishment of the college, TXCC has awarded 16,000 degrees and certificates to over 13,000 graduates, and more than 5,400 noncredit certificates to students through workforce development programs.

Since President Lombella assumed the leadership in the summer of 2017, he made increasing enrollment and revenue as his first priority. He initiated an aggressive marketing campaign and community members expressed excitement about the increased visibility of the College. At the same time, the college increased FTE enrollment for Fall 2017 semester by 4.8%, and Spring 2018 semester by 5.2%. Tunxis is one of only two institutions (the other institution is Asnuntuck) in the CSCU system that demonstrated enrollment increase in the past year. After three years of decline in enrollment and revenue, Tunxis increased \$1.3 million in tuition revenue in 2017.

Structure of this Report

This progress report is developed under the guideline of NEASC, with inputs from all departments of the college. The Deans of Administration and Academic Affairs collected relevant information from departments and staff members, and the Office of Institutional Research provided data for the validation of information that is presented in this report. This report is broken into two sections: Initiatives to Improve Tunxis Community College's Retention and Graduation Rates, and Personnel and Resources to Support Tunxis Community College's Programs and Services.

Update: Initiatives to Improve Tunxis Community College Retention and Graduation Rates

In the Fall 2016 interim report, Tunxis shared several “innovative initiatives” implemented to support our academic programs and to improve our retention and graduation rates. The initiatives include: Reading and Writing and Math Labs; an Early Alert Referral System (EARS); First Year Experience course; a comprehensive degree audit system (Degree Works); changes in the math curriculum; a shortened remedial sequence; and two system initiatives, the Transfer Articulation Program (TAP) and Degree Normalization.

All of the specific eight new initiatives noted in 2016 continue, with several undergoing various changes, and are detailed in the following pages.

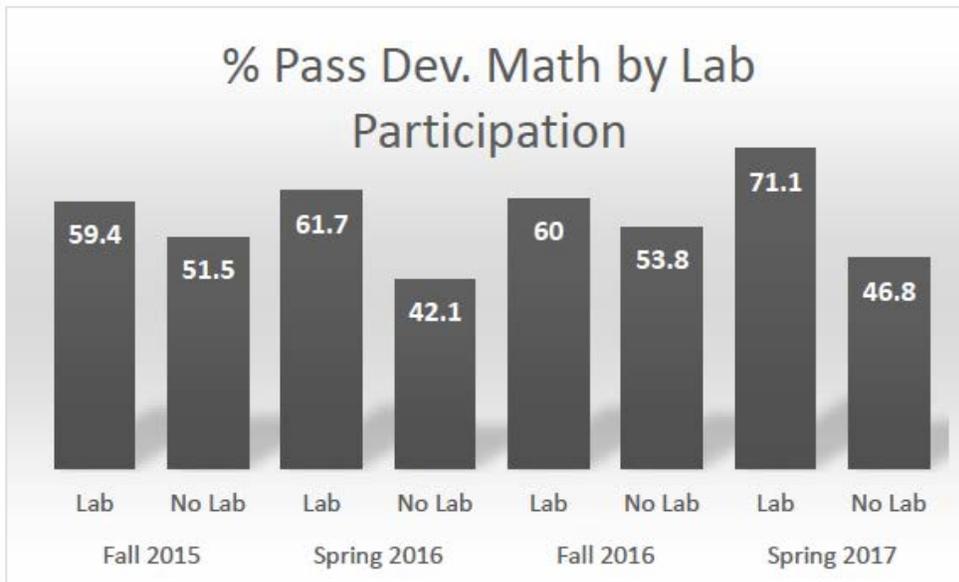
As noted, these new initiatives needed time to be evaluated, and this report addresses the success of these noted initiatives towards retention and graduation, as well as several additional initiatives to address both.

Reading & Writing and Math Labs

The Reading and Writing and Math Labs are an important resource which remain a priority. In the past two years, we have hired and trained new tutors (peer tutors, student workers, volunteers, adjuncts, and graduate students from other colleges). We continued to serve students in Developmental English and Math courses as well as First Year Experience classes. We continued to have lab visits as a requirement in Developmental English courses and ran special topics workshops for students such as Time Management, Test Taking Strategies, and Visual Learning.

Spring and Fall 2017 grades data supports that students who utilize tutoring services provided in the ASC, Algebra, Composition/English as a Second Language (ESL) and Reading/Writing Labs are more successful in their classes compared to students who did not take advantage of these services. Data looking at the percent increase in students tutored earning a grade of “C” or higher in their respective classes as compared to students not tutored unquestionably shows this is a proven practice to increase success, especially in math but also in English. In our developmental math courses in 2017, the percent increase in students tutored earning a grade of “C” or higher range from 15 to 62 percent; in our Intermediate Algebra courses, the percent increasing averages between 6.5 and 29 percent. In Developmental English, the percent increases in students earning a grade of “C” average are between 8 and 10 percent, and in Composition this same average increase is 10 percent.

The significant positive impact the Algebra Lab has for our developmental students who participate in the Math Lab can be seen in the graph below:



Through Spring 2018, the labs have served 578 students, as well as provided new lab support for all traditional developmental education students, Composition students, and Math 137 students.

A major change in our labs will take place starting Fall 2018. As a state mandate (Public Act 12-40), all Connecticut Community Colleges are required to offer students remedial support embedded with corresponding entry-level courses, or an intensive college readiness program. For the past several years, Tunxis piloted a Transition to Tunxis program for the lowest level developmental education students per PA 12-40, enrolling a maximum of 70 students a year in a cohort model. However, results of that pilot did not show the results we were hoping to attain. That program will be discontinued as of Fall 2018.

A change in the program will use the success we have shown in the labs to support our remedial students. The labs will be supported with full time math and English lab coordinators (who will also serve as lab tutors), several part time tutors, as well as full time faculty (who will continue to staff both labs as part of their additional responsibilities per the faculty contract.)

Starting Fall 2018, we will be placing all students who test at the lowest developmental education levels into our present Math 085 and English 096 six-credit developmental courses. In 2017/18, 465 students placed below 34 for math, and 324 placed below 54 for English according to the placement tests, increasing access substantially from the maximum of 70 students served under the previous model. Based on first week, in-class assessments, faculty in Math 085 and English 096 will determine which students need embedded required lab support. Those students determined to be at highest risk will be placed into a free, noncredit, pass/fail course which will have a required lab requirement.

As we realize the fragile nature of these students, we will implement additional supports in our Math 085 and English 096 courses. We will utilize our Early Response System within these classes, and schedule multiple college services to address these students within their math and

English classes, including tutoring, accommodation services, the counseling center, career planning, and more.

Outside of the labs, we are allocating more than \$6,000 in PA 12-40 funding to continuing to support free one-credit bridge classes in English and Math every summer and winter.

Support outside of the classroom for student success extends far beyond our math and English program. For example, our Visual Fine Art and Graphic Design faculty worked this year to hold 10 hours per week of open studio time, which gave art and design students the opportunity for one on one assistance from faculty, and time and space to develop projects. These open studio times encourage camaraderie and connection between students..

Early Alert Referral System (EARS)

Tunxis continues to use the Early Alert Referral System (EARS) technology to help ensure student persistence to graduation. Started in Fall 2014, the EARS is an early alert tool developed by Tunxis which has allowed Tunxis to connect with, and assist, hundreds of academically at-risk Tunxis students. In its first year, the system helped identify 100 students. In the next year, that number increased to 150 students. As more and more faculty began using the EARS, the number of identified students continued to increase. Students receive an automated email noting that they have been identified as at risk in a specific class, and providing a variety of links to college resources, including the counseling center, the academic success center, the library, and more. In the Spring 2018, 40 students were identified and contacted. Starting in the Fall 2018, a part time enrollment specialist will be brought into Tunxis' Counseling Center, and one of the key pieces of this position will be the revitalization of EARS and to establish connections to students.

First Year Experience Course

The First Year Experience (FYE) course has existed at Tunxis in one form or another for about 20 years. It began as the Student Development Seminar, with much of the design of the course begin done by Dr. Jane Fried from Central Connecticut State University. In 2004 the course was renamed FYE and the course was substantially modified. In 2014 the course was minimally revised to remove the one pre-requisite, as we no longer offered ENG 065. Beginning in Fall 2017, the course became required for most new students, with the only expectations being transfer students and students in programs who do not have the ability to add these three additional credits. Growth in the class and numbers of students served shows this requirement: In Fall 2017, there were 15 sections enrolling 342 students; in Spring 2018, there were 15 sections enrolling 293 students; Summer 2018, there are three sections with a projection of 72 students; and Fall 2018, there are 23 sections with a projected 547 students.

One of our English faculty members received a Fall 2017 sabbatical to focus on the development of FYE textbook for Tunxis students, researching best practices within FYE. Those practices are helping shape the current and future course objectives.

As with most two-year colleges, the objectives of this class are three-fold: orientation to campus resources and services/connection with the institution; developing academic skills (such as note-taking) and study skills (such as time management); and self-exploration and personal development.

The past year has been spent working to create consistency between sections, including an active push to get mandated student programs – such as bystander intervention – as a standard requirement in all FYE courses. There have been several pilots of themed/discipline-specific FYE courses and learning communities, with mixed results due to student scheduling requirements. There has also been extensive work revising and expanding the advising component of the course, for example, using the “15 to Finish” movement as a discussion on college success.

A CSCU System-wide first year course is being developed with the same objectives of our current FYE course. This common course is expected to become a requirement as part of the General Education core for all Connecticut Community College students and Tunxis will adapt our FYE class over the next several years to meet these new requirements.

Comprehensive Degree Audit System (Degree Works)

April 2018 marked the start of Degree Works’ Student Educational Planner (SEP), which was rolled out to faculty/advisors in March and to students in April. The successful implementation of Degree Works is a result of hard work from staff and faculty. Registrar staff conducted nine training sessions for 70 faculty and staff, and visited more than 16 FYE classes, presenting to more than 300 students. This program allows students (and most importantly, first year students) to develop an academic plan to ensure they stay on track and to assist with graduating on time. Templates were built for each of our 60 plus degree and certificate programs. According to Ellucian, “Degree Works™ enables students and advisors to create an [academic plan]. This powerful feature allows students and advisors to lay out a recommended sequence of classes that fulfill remaining program requirements—so students know exactly what’s ahead.”

In the Spring 2018 semester, the Registrar’s office reviewed 793 Degree Works audits for completion (for students registered in the Spring 2018 semester, beginning with the highest number of credits down to 44 completed credits). As a result, more than 100 students were contacted with instructions on how to apply for graduation.

From completions data collected, total degrees and certificate conferred numbers have continued to rise, with a total of 559 degrees and certificates awards in 2015-2016, 588 degrees and certificates awards in 2016-2017, and a preliminary 611 degrees and certificates projected for 2017-2018. Additionally, in the past two years the dental hygiene program has had a 100% pass rate on both their CDCA exam (clinical regional exam) and National Boards, an increase in pass rate compared to 2015, which had a 90% pass rate.

Along with Degree Works, a continued effort has been made on structured advising. In the Summer 2018, a dedicated New Student advising program was undertaken. Several full-time faculty were recruited for a total of 500 summer hours dedicated to advising new students

entering the college, ensuring the best first advising experience for our new students and establishing a relationship for future advising sessions. There has also been a concentrated effort to encourage all faculty to include added advising hours as part of their contractual additional responsibilities, both during the academic semester and off contract in the summer.

Changes in the Math Curriculum

Research has proven that major indicator of student retention is their successful completion of their first credit math course. According to the National Council of Teachers of Mathematics, the Mathematical Association of America published the *Curriculum Renewal Across the First Two Years* (CRAFTY) report. CRAFTY advocates secondary mathematics that facilitates students' transition from high school to college by providing (1) a greater emphasis on modeling; (2) consideration of multivariate topics; (3) an emphasis on computational skills that are useful in other fields; and (4) a strong foundation in units, scaling, and dimensional analysis.

To help Tunxis students successfully complete their first credit math course, our math faculty launched a Math Pathway initiative by redesigning the first year math curriculum. Research done by the Dana Center, Carnegie math pathways and Complete College America shows that putting students into a math pathway that is more consistent with their major and their field of study improves retention and completion rates. In addition, AMATYC (The American Mathematical Association of Two Year Colleges) takes the position that "Prerequisite Courses other than intermediate algebra can adequately prepare students for courses of study that do not lead to calculus."

In recognition that not all students need the same approach to math, our math faculty created a new course as part of the math pathways redesign, Math 137L – Intermediate Algebra for the Liberal Arts, and offered the course in Fall 2017. They partnered with our major transfer school, Central Connecticut State University, to pilot CCSU's Applied Algebra (which we called Intermediate Algebra for the Liberal Arts) as a transferable non-STEM Pathway leading to Statistics, Math for the Liberal Arts and Number Systems. This new course covers linear, exponential and quadratic functions and the entire course is problem-solving based. Entry into the course includes lowered placement test scores so more students can start with a college level math course. This new math pathway is designed to help all students successfully meet their math requirement, including those transferring to a 4-year institution. It benefits students because it transfers smoothly and uses Blackboard so there is no cost to students (a PDF of the reference book is available free online or can be purchased for a very low cost.) This course brings more discovery and problem based learning to our credit level math. This change in pedagogy includes opportunity for concept development (called 'Launches'), problem solving in groups and writing about the meaning of solutions. The math faculty ran two training sessions during the Fall 2017 semester for tutors in our Academic Support Center about the new course. A Bridge to College Algebra course was created (Math 110) for students that change to a STEM major and need to take College Algebra for their degree.

Several workshops were held to bring all Tunxis advisors up to speed on this new class. By separating our Math 137 course into STEM and Non-STEM pathways, we are better able to tailor the prerequisite knowledge that students would need for the next course.

The Mathematics department began two additional math initiatives. Tunxis now offers another transferrable upper level mathematics course that already existed in the system, Math 272 – Linear Algebra. This course gives students another option when completing a Mathematics Transfer Ticket and greatly helps our strongest mathematics students. Tunxis has increased the number of mathematics courses now available online for students with the addition of Math 135 – Topics in Contemporary Math. The addition of this course allows Tunxis Community College to offer multiple degrees that can be completed entirely online.

Shortened Remedial Sequence

The creation of Math 137L also shortened the developmental sequence. By creating a lower Accuplacer cut-score to place into Math 137L, liberal arts students that would normally need to take both Math 095 and Math 137 can now be placed directly into Math 137L and complete a college level math in their first semester which meets the Liberal Arts program requirement.

Along with the shorter math sequence, we also successfully developed a shortened developmental English sequence. First, we reintroduced English 093 to place stronger students into fewer developmental credits. This class is a concentrated course that prepares students for the reading and writing demands in Composition and other college level courses. We moved stronger students from English 096 (a six-credit, lowest level developmental English course) to English 093 based on the beginning of the semester in-class personalized assessment by faculty. In this way, we are also able to utilize English 093 to avoid having students repeat English 096 if they did not successfully complete the course. We also continue to offer a Portfolio Review course and a Reading & Writing Review course to help students progress into college level courses more frequently. Results show that in Fall 17, 59% of students passed Eng. 093 and in Spring 2018, 65% of students passed this course, avoiding having to repeat English 096.

Transfer Articulation Program (TAP)

Instituted in 2014, the CSCU Transfer and Articulation Policy (TAP) is intended to allow students seamless transfer of sixty credits from any of the twelve system community colleges into a baccalaureate degree program at any of the Connecticut State Universities or Charter Oak State College. A steering committee and numerous subcommittees, composed of faculty representatives from all seventeen CSCU institutions, constructed a framework of eleven competencies, distributed among thirty to thirty-one credits of coursework in each TAP pathway (degree program), and created learning outcomes, as well as rubrics, for each competency. Similarly, faculty work groups created the twenty-two pathways approved by the BOR to date, agreeing upon specific course and other requirements for each. These groups are responsible for maintaining and updating the pathways as needed. The Framework Implementation and Review Committee (FIRC), composed of faculty and student services representatives, is responsible for reviewing and suggesting changes to the TAP competencies and learning outcomes, advising faculty on the assessment of same, and reviewing new pathways and changes to existing programs.

The CSCU TAP Pathway programs have rapidly become a popular option for Tunxis students. As of Spring 2018, 203 were enrolled in the 13 TAP pathways the institution offers. Given the benefits that TAP offers students (e.g., ease of transfer of credits, cost savings, etc.), the pathways have considerable potential for further enrollment growth.

Another initiative surrounding helping students transition within the CSCU system is an A to B program. Tunxis is working to implement this program for our College of Technology students between Central Connecticut State University and Tunxis. Students who have not been accepted to CCSU will be admitted to Tunxis with the goal of completing their associates' degree and then transferring CCSU to receive a bachelor's degree (the A to B program). Upon successful completion of the associate's (A) degree, the student would then automatically qualify for admission to the university's bachelor's (B) degree program. Supports and specific advising will be provided to the students from both Tunxis and Central. It is hoped that this initiative will be piloted in the Fall of 2019.

We also continue to strengthen and expand our transfer agreements with the many private four-year institutions in Connecticut, and are currently working with the University of St. Joseph on a pre-pharmacy transfer pathway.

Degree Normalization

On Oct. 16, 2014, the BOR passed a policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs. The policy stated "Develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 credit hours respectively without compromising accreditation and certification requirements." The goal of this normalization process is to ensure that students can complete an associates (and bachelor's) degree within the two- and four-year expectation, helping contain both costs and time for students.

After an extensive review, in October of 2015 Tunxis determined that six programs exceeded 60 credits due to reasons beyond the college's control: Business Administration due to a one credit capstone option to fulfill the requirements of the Accreditation Council for Business Schools & Programs, a four credit statistics requirement, and a four credit science option; Dental Hygiene due to the strict standards of the Commission on Dental Accreditation (CODA); Pathway to Teaching Careers due to the possibility of students needing eight credits of foreign language and, due to National Council for Accreditation of Teacher Education, the requirement of a lab science; Early Childhood Education due to the National Association for the Education of Young Children standards; Engineering Science and Technology Studies due to a BOR resolution exempting College of Technology programs from the degree normalization process.

Tunxis found that nine programs could exceed the normalized credit hours due to institutional and/or departmental policies/practices, such as the option of four-credit math, science classes, and computer program electives. As a result of the evaluation, credits were normalized for these programs: Visual Fine Arts, Business Office Technology, Computer Information Systems, Computer Science & Mathematics, Criminal Justice, General Studies, Graphic Design, Human

Services, Liberal Arts & Sciences (AA and AS). All programs continue to be monitored for changes to ensure that they stay within this new policy.

New Initiatives Surrounding Retention and Graduation

Since our Fall 2016 Interim Report, we have implemented several new initiatives in support of retention and graduation, which are noted below:

High School Partnerships

Tunxis continues to strengthen our partnership with our service area high schools to ensure students are prepared to enter a college academic program. A long established High School Partnership program was re-evaluated in Spring 2017, after determining that the number of high school participants was lower than at other schools within the Connecticut Community College system. The High School Partnership program is open in the Fall and Spring semesters to high school juniors and seniors who have an overall “B” average in high school, are recommended by their guidance counselor, and have appropriate placement scores. Recommended students are eligible to take one course per semester free of charge. It was determined that a large barrier to entry was Tunxis’ requirement that, to participate in the High School Partnership, students must take an Accuplacer test or use current SAT scores and place into college algebra and college Composition. This created an unfair requirement for high school students over traditional students entering the college, who can test below college Algebra and Composition and enroll in courses with prerequisites below this level. This requirement has been removed, and now high school students will have the same prerequisite requirements as traditional Tunxis students. This change takes effect in Fall 2018, and we look forward to the results.

Programing Changes

In an effort to establish new programs addressing the needs of our students at all educational levels, Tunxis is developing a series of new Advanced Manufacturing programs, with the first cohort of students to be enrolled for Fall 2018. New programs will feature three stackable certificates and two A.S. degrees. The Manufacturing Machine Technology certificate and associate degree programs provide students with an advanced level of manufacturing skills sets for careers in Computer Numerical Control (CNC) and other machining related-technologies. The Manufacturing Electro-Mechanical Maintenance Technology degree option provides comprehensive foundation course work in electro-mechanical industrial and engineering technologies, electronic controls, mathematics and physical sciences for continuation in a four-year technology degree program. This degree is built upon two certificate programs: Electronic Controls and Manufacturing Electro-Mechanical Maintenance Technology. Job placement in these new programs is projected to reach 90% for students graduating from these programs. Additionally, Tunxis is working with local manufacturing employers and Charter Oak State College to establish credit for prior learning, including a current evaluation being done with TRUMPF manufacturer to ensure their apprenticeship students are given college credit for completing various levels of apprenticeship training.

In Fall 2017, Dental and Science faculty made a non-substantive modification to the Health Career Pathways certificate with an optional substitution from Investigations of our Health Care Careers class for our FYE course and the ability to now complete Microbiology or Introductory Physics – classes more aligned with a nursing degree transfer program. The changes, which go into effect in Fall 2018, have the goal of improving completion rates. In May 2016 we had no graduates with this certificate. In May 2017 we had two graduates. We have already seen an increase to 12 students at our May 2018 graduation with manual substitutions for these classes. With the Fall 2018 permanent curriculum change, we expect to see an increase in our December 2018 graduation numbers.

The college discontinued the e-Commerce Certificate, Entrepreneurship Certificate, and New Media Degree program due to a lack of enrollment in the programs.

Meta-Majors and Department Reorganization

In 2017, the CSCU Student Success Center embarked on a significant, multi-year initiative—Guided Pathways—to help students to successfully complete educational and career goals using an efficient structure of program planning and advising. The CSCU Student Success Center is one of 15 centers across the country dedicated to “a collaborative process in which faculty, staff, students and administrators develop a culture of academic and personal success for students.” (<http://www.jff.org/publications/meta-majors-essential-first-step-path-college-completion>)

The CSCU Guided Pathways Task Force is responsible for making recommendations to the BOR. The Task Force has three subgroups—support, choice, and recruitment architectures; each subgroup is led by Guided Pathways Task Force managers. An important aspect of this work is the identification of meta-majors, which “are collections of degree programs that have related courses and career goals”. Meta-majors do not add degree programs. Instead, meta-majors help students to be more effectively select areas of study. The choice architecture subgroup began its work in Spring 2018 and recommended five meta-majors for the state’s community colleges: Social Science & Public Service; STEM & Applied Technology; Health Sciences; Humanities & Creative Arts; and Business & Hospitality.

The five proposed meta-majors at the system level provide a model for new departmental alignments at Tunxis, which will become effective Fall 2018:

STEAM

- Art/Photo
- Computer Info Systems
- Earth Science
- Energy Management
- Engineering
- Graphic Design
- Manufacturing
- Mathematics
- Physics

English & Humanities

- Communication
- Composition
- Developmental English
- English
- ESL/ Languages
- FYE
- Liberal Arts
- Philosophy

Biology & Health Science

- Biology
- Business Office/Health Info Technology
- Chemistry
- Dental Assisting
- Dental Hygiene
- Health Careers

Business & Social Science

- Business Administration
- Criminal Justice
- Early Childhood Education
- Human Services
- Pathways to Teaching Careers
- Social Sciences

Parking and Transportation

Being landlocked, Tunxis has limited opportunities for expansion. Parking, having been a problem during peak enrollment periods, while still a challenge, remains manageable. By tweaking the schedule, the college has alleviated the parking problem considerably. More classes were moved to off-peak times to reduce congestion at peak times, helping remove frustration among students who very clearly brought to the administration's attention that a lack of parking spaces contributed to their non-continuation at Tunxis.

Starting in the Fall 2017 semester the BOR implemented a transportation fee. This allows students a U-Pass, which covers transportation on all busses and trains within the state. With a public bus stop at the front door of Tunxis, this new initiative is helping provide more ways for students to access the college and helps address the limited parking issues.

Making Progress Grade

In a new retention initiative, beginning in the Fall 2018, the college introduced the Making Progress (MP) grade for Developmental English and Math classes. We see a need to use a GPA-free mark for students who have worked hard, but are not demonstrating course abilities yet. A student who has been consistently engaging in the work of the course but is not yet ready to move onto the next level of English and Math could receive an MP grade instead of getting a D, for example. We are confident that students with MP grades are more likely to continue than those who have received a D grade.

Food Insecurity

Multiple studies have proven that hungry students cannot focus and often do not complete their education. Research showed that in 2013/14 Tunxis had 64.5% of our students at risk of food insecurity, so in the Fall 2016, Tunxis open thePantry@Tunxis. Since opening, the pantry has had more than 300 visits by students. It has also provided food donations to our Veteran's Oasis, provided nutritious snacks to students in our developmental courses, and piloted a Grab and Go program. Additionally, six special events aligned with Thanksgiving, December and April holidays fed more than 500 individuals and provided close to 100 gifts for children of pantry members. Student Government also provides discounted food service vouchers available to students through our student lounge, and the Tunxis Cafeteria has a new menu with half portions for lower cost.

Veteran's Services

In an ongoing commitment to approximately 80 veterans that enrolled at the college each semester, the college increased the hours of the Veterans Advisor who oversees the Veteran's Oasis. In April 2018, Tunxis Community College launched a new website for veteran students: <https://site.tunxis.edu/veterans/educational-benefits/>. We anticipate that this added support will help retain (and recruit) our veteran students.

Civic Engagement and Service Learning

Two newer initiatives at Tunxis are geared to engaging students to help them feel more connected to Tunxis and larger college communities. The Civic Engagement Institute (CEI) at Tunxis Community College was formed in 2017 and consists of a vibrant intellectual space where ideas are discussed and debated for facilitating knowledge and civility and fostering solutions to community problems. Among its first-year accomplishments include a CEI Mission Statement created; Advisory Board appointed; CEI office space secured; two student workers hired; CEI brochure developed and distributed; CEI blog created (<https://site.tunxis.edu/civic/>); and 1st annual campus-wide civic engagement survey conducted.

A major academic accomplishment in Spring 2017 was the development of a Civic Engagement Certificate program and a First-Year Experience course approved for the Civic Engagement Certificate program. The certificate (which is currently going through the approval process by the CSCU Board of Regents) will conclude with a paid civic-engagement internship with one of multiple local community organizations. Additionally, multiple civically-focused community speakers were brought to campus to engage the campus community.

The Tunxis Service Learning Committee/Advisory Board forms the heart of student civic engagement and service learning by bringing together faculty, staff, and community partners to identify, promote, and sustain service learning opportunities in our communities, while providing recognizable measures and recognition for student and faculty community service.

Over the past three years, the Service Learning Committee received a Campus Compact mini Grant award. This resulted in the creation of the Tunxis Service Learning ePortfolio site: https://tunxis.digication.com/tunxis_service_learning_initiative. The committee also created of a Service Learning tracking database to record student participation in service learning activities across programs and disciplines. The committee produced a short Service Learning video to promote service learning: <http://site.tunxis.edu/podcasts/>.

In our Dental Hygiene program, students continue to treat the Connecticut community with preventative oral health services. This year the graduating class treated over 2000 patients and 1700 school children, providing extensive hands-on experience for our dental hygiene students both locally and through a service learning trip to Great Harbour Cay, Bahamas.

Innovate Student Opportunities

In the past two years, Tunxis has participated in two innovative grant opportunities. "CT Clicks: International Education Initiative " is in its third year. This initiative is the first of its kind in Connecticut to create systematic study abroad opportunities for students of the Connecticut Community Colleges. Current international partners are France and Mexico. Modules are taught collaboratively by the Connecticut-partner faculty using virtual technology. To date, both students and faculty have taken three trips to France.

The second grant opportunity is Partnership in Innovation and Education (PIE). Tunxis is the only community college in a partnership of eight colleges and universities awarded this grant for the PIE. Research opportunities are not common for community college students. The Tunxis students who have been chosen to participate in the paid fellowships are being matched to host research laboratories for summer- or semester-long mentored research. They will also attend weekly seminars on bioinnovation and a research symposium at the end of their research.

Library Services

In 2011, the BOR libraries joined forces to determine strategic goals which would increase collaboration and improve services for our shared communities of students, faculty, staff, and public users. In 2017, this consortium of librarians completed the implementation of a common online library system, allowing all users to share the same Discovery search screens and database of resources, and to easily request and receive resources from each of the 18 libraries. Technology at the Library is state of the art and the Library has resources to devote to specialized promotions to encourage student interest.

The library system consortium's goal is improved services for the faculty, staff, and students of our respective institutions and the CSCU. Examples of improvements include: refinement of consortium-wide policies and sharing agreements for library resources, so all students, faculty, and staff can borrow materials easily amongst the 17 institutions; data analytics to assess and inform library activities and services across the consortium, so we can see what students and faculty need for resources; shared facilities and services in "regions." The first agreement was made between CCC and CCSU, allowing community college students to use the CCSU library building and services when CCC is not open. This serves to bolster student success and student retention.

Career and Transfer Resources

The new Transfer and Career Center of Tunxis Community College will be a centrally-located space dedicated to the next steps of community college students – moving into a four-year institution or directly into a career. The space, which will open in the Fall 2018 semester, allows students the opportunity to meet one-on-one and in group workshops with representatives from the local, state, private and public institutions. Staffing for the Center will be two current employees – our Career Advisor and our Transfer Advisor – who will each spend part of their workday in the center.

Students will have the opportunity to discuss transfer opportunities and develop plans to meet the college and university requirements. Students will also have the opportunity to meet with representatives from the local workforce to discuss career-readiness outcomes and requirements necessary for enhancing employment opportunities. Occupation planning opportunities will also be available for students on walk-in and appointment settings.

Dress to Impress is 100% stocked by donations from college staff, faculty, and students and run through Career Services. Currently, the closet has supported several activities on campus, including for student headshots at the annual Career Fair.

Additionally, the Visual Fine Art and Graphic Design faculty also held the first Transfer and Career workshop which helped art and design students gain inspiration and advice for the next steps after Tunxis – both in transferring to a BA/BFA program and embarking on a career.

Project Graduation

In an effort to increase students’ awareness in completion, the Records office began “Project Graduation” to maintain our graduation rate. Each semester the Records office staff receive a list of students that didn’t return from the previous semester. A graduation audit is performed on those students and the student is sent a letter with information about reverse transfer or registration dates for the upcoming semester (which also helps with increasing enrollment). The Records office staff also looks at where students send their transcripts. If students are attending a four-year college and they haven’t yet graduated from Tunxis, Records sends information on reverse transfer as well as information on the importance of earning their Associate’s Degree.

In helping current students see a clearer path to graduation, Tunxis is now fully using Degree Works, a comprehensive academic advising and degree audit program. Students have access 24/7 to see their required courses for graduation, resulting in less wasted time and money on unneeded courses. It gives Advisors more time to discuss meaningful issues with students. This results in the increase of graduation rates by letting students know exactly what courses they need to take to graduate.

We are optimistic that these changes will result in higher retention and graduation rates. The data used in our Fall 2016 progress report used data from our Fall 2015 cohort, showing 55% full time retention and 39% part time retention. Data from our Fall 2016 cohort is promising – with full time having 60% retention and part time improving to 46%. Due to the timing of this report, our Fall 2017 cohort retention data was not available yet. Graduation rates overall are also improving, increasing from 11.5% to 17% in three years, and can be seen in the chart below:

Cohort Year	2011	2012	2013	2014
% Graduated within 150% Normal Time	11.5%	12.3%	14.1%	17.0%
% Transferred within 150% Normal Time	20.0%	22.4%	23.4%	22.0%
% Still Enrolled	26.9%	23.3%	20.2%	20.3%
Total Success Rate	58.4%	58.0%	57.6%	59.3%

Personnel and Resources to Support Tunxis Community College’s Programs and Services

Since submission of the Fifth Year report in August 2016, the college remains one of 17 institutions under the Board of Regents. In April 2017 the Board of Regents (BOR) proposed the Students First initiative, with two strategies. The first strategy was to consolidate administrative functions and provide shared services across all 17 institutions. The second strategy was to have one centrally managed community college with campuses statewide. In April 2018 NEASC informed the BOR that it could not support the Students First initiative due to the magnitude of the proposed changes, proposed timeline and limited investment to support the changes. In June 2018 the BOR approved a revised Students First plan. The revised target date for a single accredited community college is 2023. The BOR plans to split the 12 community colleges among three regions. Each region will be managed by a Regional President. Each campus will have a Chief Executive Officer, Chief Financial Officer and Chief Academic Officer. Regionalizing the college structure will start during the Fall 2018 semester. Tunxis will be in the same region as Asnuntuck, Naugatuck Valley and Northwestern Community College. Coordination between Tunxis and Asnuntuck has been occurring this past year. Broader consolidation will start taking place once the Regional President is hired.

The biggest organizational changes since our Fifth Year report have happened at the campus level. Dr. Cathryn Addy, the longest serving community college president, retired in June 2017. On July 1, 2017, Dr. James Lombella assumed the role of Interim President of Tunxis Community College while retaining his role as President of Asnuntuck Community College in Enfield.

As was explained in the February 2018 NEASC Substantive Change Request the BOR submitted to NEASC, the sharing of a President, and other resources, is an effort to create efficiencies and maximize vacancy management. Both colleges share best practices in enrollment management, campus safety efforts, information technology, institutional research, payroll, academic affairs, and other areas.

The Tunxis management team is composed of management members who work strictly for Tunxis as well as management members who split their duties between Tunxis and Asnuntuck:

Title	Name	Tunxis	Asnuntuck
Interim President/President	J. Lombella	X	X
Executive Assistant to the President	M. Van Cott	X	X
Interim Dean of Academic Affairs	A. Feest	X	
Dean of Administration	C. Cleary	X	
Dean of Student Affairs	K. Peters	X	
Director of Facilities	J. Lodovico	X	
Dean of Workforce Development, Continuing Education, & Marketing	E. Peltier	X	X
Dean of Strategic Initiatives, Enrollment Management and Institutional Assessment (Tunxis), Interim Dean of Administration (Asnuntuck)	G. DeAngelis	X	X

The President has weekly one-on-one meetings with every member of management on each campus. The President’s cabinet meets weekly Tuesday morning. The President is on campus in Enfield. The Tunxis management team participates via video conference.

In the Fall 2017 the Academic Dean at Asnuntuck was asked to perform Academic Dean duties at Tunxis as well. The complexities of managing two schools’ academic divisions proved too difficult for one individual to manage. For the spring 2018 semester each school appointed a faculty member to the respective Interim Dean of Academic Affairs position.

Since spring 2017 there have been three individuals in the Tunxis Interim Dean of Academic Affairs position. This rapid turnover has caused concern among faculty. The current Interim Dean is a former Tunxis Business faculty member who understands Tunxis faculty. She is contracted to continue in this role through June 2019. Although there were several new cabinet members brought on board during Academic Year 2017–2018, the Dean of Administration, Dean of Student Affairs and Director of Facilities have provided continuity and institutional history.

Asnuntuck and Tunxis have generated over \$1 million in savings as a result of combining administrative services across the two campuses. In addition to presidential leadership, examples of areas working under combined management include enrollment management, institutional research, marketing, and informational technology.

Tunxis has utilized this savings to reinvest in academic and student services. These include the four faculty positions and two full-time lecturers. The full-time lecturer in FYE is of particular note given that it is driven by the college’s recently enacted policy which mandates all first year students to enroll in FYE. Data analyzed by the college has consistently revealed that students who take FYE early in their academic career tend to be retained at a higher level and experience more positive academic outcomes.

In addition to the management members, there are several employees who share responsibilities between Asnuntuck and Tunxis:

Name	Home School	Asnuntuck Title	Tunxis Title
Q. Mack	AS	Director of Institutional Research	Director of Institutional Research
C. Cyr	AS	Interim Director, Human Resources	Retirements & Benefits
P. Haffner	TX	Acting Director of Information Technology	Acting Director of Information Technology
R. Lavin	TX	Acting Assistant Director of Information Technology	Acting Assistant Director of Information Technology
K. Madore	AS	Director of Institutional Advancement & Community Engagement	Executive Director, Tunxis Community College Foundation
D. Kozior	TX	Student Disabilities Associate	Student Disabilities Associate

J. Main	TX	Associate Dean, Enrollment Management	Associate Dean, Enrollment Management
M. Kecior	TX	Financial Aid Assistant	Financial Aid Assistant

Tunxis is 30 miles from Asnuntuck. While it is an easy commute going from I-84 to I-91, the traffic in Hartford can be intense, with lengthy delays. Staff try to spend the entire day on one campus to avoid traffic delays. The Asnuntuck managers spend one to two days a week on campus at Tunxis, more as needed. The Tunxis IT staff spend one to two days per week at Asnuntuck. Other staff spend most of their time at their home school, with one to two days per week at the other school.

This summer Tunxis hired an Associate Dean of Enrollment Management. A part-time Financial Aid Assistant was moved to full-time. Another full-time Financial Aid Assistant position was hired this summer.

Over the course of the year the college has reorganized internally, moving several departments between different deans. The current departmental structure at Tunxis is as follows:

Interim Dean of Academic Affairs	Faculty, Media & Instructional Technology, Early Childhood Center, Counseling
Dean of Administration	Business Office, Human Resources, Bookstore
Director of Facilities	Custodial Staff, Facilities
Dean of Student Affairs	Academic Success Center, Library, Student Activities
Dean of Workforce Development & Continuing Education	Workforce Development, Continuing Education, Tunxis@Bristol, Marketing
Dean of Strategic Initiatives, Enrollment Management and Institutional Assessment	Admissions, Financial Aid, Records, Information Technology, Institutional Research

As the Students First initiative has evolved, Tunxis employees have participated, and continue to participate in, implementation decision-making at the system-wide level. The Tunxis Director of Admissions is on a one-year assignment to the BOR to help implement Guided Pathways. Other employees have represented the school on various system-wide committees. Tunxis continues to be actively engaged in sharing resources between Tunxis and Asnuntuck, and utilize best practices while keeping up with anticipated changes as the system move to create the one community college model.

Human Resources

Faculty. The college has 63 full-time faculty positions. Including the four new hires, we have filled 54 faculty slots. Including the faculty member serving as Interim Dean of Academic Affairs, the college now has nine faculty vacancies. For the Fall 2018 semester there will be additional two full-time lecturers in Dental Hygiene and First Year Experience. When funding is available, continue filling full-time faculty position is a priority for the college.

The college's Affirmative Action Plan was given biennial approval by the Commission on Human Rights and Opportunities in August. The college is committed to diversifying faculty and management when opportunities arise. One of the new faculty hires is a Hispanic female.

During the Spring 2018 semester the college initiated filling four faculty vacancies in the following disciplines: Business, Visual and Fine Arts, Early Childhood Education and Psychology. The new faculty members will commence work starting in Fall 2018. Under the new collective bargaining agreement, these faculty members will have a standard workload of five classes per semester, providing students more access to full-time faculty.

Given the current changes in the BOR consolidation plans, the system and college have vacillated between retaining the original department chair structure where faculty are given release time versus moving to a 12-month associate dean overseeing faculty structure. The Interim Dean of Academic Affairs will work with the President, BOR and Tunxis faculty to ensure that whatever structure emerges meets the needs of faculty and supports the academic program and the mission of the college, while focusing on administrative efficiencies.

The contractual processes have continued uninterrupted during the budget crisis. Per the bargaining contract, professional development funds are available for faculty and professional staff. For 2017-18 full-time employees could access \$123,000, and part-time employees could access \$1,000. The Center for Teaching continues to offer trainings for faculty to enhance their classroom skills. In 2017 six faculty members were promoted, two to full professor. In 2018 five faculty members were promoted, two to full professor.

Although the college, and system, have struggled through the ongoing budget crisis, the college has remained firmly committed to its academic programs and services. All classes have been fully staffed. The addition of four new faculty members and two full-time lectures are very welcome. In addition, the new contracted workload will help reduce part-time lecturer costs slightly. The four new faculty members will teach 20 classes per semester under the new contract, as opposed to 16 under the old one, saving approximately \$35 thousand per academic year as well as reducing courses taught by adjuncts.

Staff. During the past two years, the college made several critical hires in Student Services and Facilities: Director of Financial Aid, Associate Director of Financial Aid, Registrar, Associate Registrar, General Trades Worker and Custodian. All salaries are governed by the respective collective bargaining agreements. The college hired an Executive Director of its Tunxis@Bristol location where the majority of workforce development classes are housed. Currently the college hired an Associate Dean of Enrollment Management, Continuing Education Coordinator and full-time Financial Aid Assistant. By reallocating funds under PA 12-40, staffing hours are being increased in the academic labs, providing more direct support to student success.

The library has lost positions due to retirements and budget cuts. Evening hours were reduced slightly. However, through shifting staff hours the library has been able to re-open Saturday's during the fall and spring semesters. Library services have continued uninterrupted to students.

Staff have been redeployed to maximize their talents in areas needing the most assistance in order to maximize supports for students. Although Counseling staff have had retirements, professional staff members from Financial Aid and Continuing Education have been reassigned. Financial Aid hired a part-time Financial Aid Assistant, prior to the new hires this summer. Science and dental lab staffing has remained consistent, with additional help from part-time, grant-funded positions.

Information Technology staffing has grown thin, with a clerical vacancy, an IT tech vacancy and the Acting Director and Acting Associate Director performing duties at both Tunxis and Asnuntuck. Recently a professional IT staff member from Asnuntuck was reassigned to Tunxis, so this should address some deficiencies. IT is one of the six back office functions to be consolidated. The BOR IT Department is coordinating with colleges to streamline processes and system support. This will alleviate some local campus staffing concerns.

The Business Office has sustained the loss of five full-time positions over the past two years with no replacements. Staff have struggled with coverage at the cashiers' window, getting work done timely, responding to requests and maintaining orderly and accurate records. The President's cabinet met in May 2018 to discuss college staffing needs. The Business Office was approved for two full-time clerical positions.

In accordance with the Students First initiative, Tunxis and Asnuntuck have a number of employees working between the two institutions. Management employees include the President, the Dean of Workforce Development and Continuing Education and Dean of Strategic Initiatives, Enrollment Management and Institutional Assessment. The Asnuntuck Interim Director of Human Resources provides retirement and benefits information to Tunxis employees. The Director of Institutional Research provides support to both schools. The Acting Director of IT at Tunxis and Acting Assistant Director of IT at Tunxis both perform duties at Asnuntuck. The shared services model, also at Gateway and Housatonic, is designed to achieve operational efficiencies at each institution. No one school is burdened with the full-time salary and considerable fringe benefit cost.

As a shared role, the Director of Institutional Research (DIR) is physically present at both campuses during the week. The DIR maintains regular office hours, two days each at both Tunxis and Asnuntuck campus, and a third day as needed.

The DIR brings with her a lot of knowledge and skills in research, reporting, assessment, and accreditation, which provides assurance to faculty and staff who are expecting high quality service in order to perform their services and teaching at Tunxis. By physically presented on both campus, the Director participates in committees at both campuses. At Tunxis, for example, she serves on Institutional Effectiveness Committee, the Guided Pathways Campus Committee, and she meets with faculty and staff regularly to discuss project requests and study results. She attends and provides monthly reports to the PSO. Faculty and staff feel supported when they see the DIR at the committee meetings and she contributes to campus-wide decision-making.

Technology in place (i.e. Remote Desktop Connection and Enclave) enabled shared resources to happen when working from either office location to perform institutional research functions

without campus borders. Although there was reorganization and IR staffing changes in the last several years, services and supports provided by IR were not interrupted. On the contrary, the DIR brings to Tunxis relevancy and consistency in research methods, quality assured reporting, and shares best practices between both campuses.

The IR Office is one of the six back-office consolidation strategies in the BOR's consolidation plan. While there are many details still unknown, Tunxis is committed to provide IR support to the college community. To support IR function, the college is currently in the process to hire a full-time IR professional that can provide more support to IR functions at both campuses. Upgrading the IR support at Tunxis will enable the DIR to engage more in upper-level data-informed decision-making processes.

The college has prioritized shared positions to support services to students. Critical full-time positions were, and continue to be, filled. In addition, student labor and part-time, temporary, contracted positions have been created when full-time staff is not an option. The college demonstrates its commitment to its academic programs and services by increasing staffing in student services, and adding four faculty members and two full-time lectures.

This summer the President announced the following personnel changes:

- The Dean of Student Affairs will oversee the college's new Student Success Center in addition to assuming oversight of the Academic Support Center upon the retirement of the Center's Director.
- The college's Director of Admissions will be working on a one-year assignment at the BOR on the Guided Pathways initiative. The newly hired Associate Dean of Enrollment Management will oversee Admissions, Records and Financial Aid, as well as supervising similar functions at Asnuntuck.
- Financial Aid staffing increased. A part-time Financial Aid Associate moved from part-time to full-time. A new full-time Financial Aid Assistant splits time between Asnuntuck and Tunxis, 4 days at Tunxis, and 1 day at Asnuntuck each week.

Projection – Human Resources - As the budget allows, the college will continue to make strategic hires, promote from within and use shared resources with Asnuntuck, the BOR and sister institutions to minimize impact of services to students. The recent hires listed above will ease the strain on areas that have been making do under less than ideal conditions. Given that the consolidation is occurring, the college cannot make long-term staffing projections as a number of new positions are being created while others will be eliminated through attrition. This has been the first year of shared staffing. While shared resources has its benefits, staff going between the two campuses have found time commitment for two locations can be challenge at time They have expressed how stressful it is managing two campuses, each with limited resources. The management team will be monitoring shared positions and making adjustments so that schools are being provided with appropriate levels of staffing and the individuals in these positions feel supported as they go between two campuses.

Physical, Information and Technological Resources

Physical Resources. The college has a well maintained campus at 271 Scott Swamp Road, a residential house at 258 Scott Swamp Road, and a leased satellite location, Tunxis@Bristol. In 2008 Master Plan Phase I the college opened a new library and new 600 classroom building, adding 95,000 square feet to the campus footprint. In 2014 Phase II added an additional 50,000 gross square feet to the 600 Building. The third floor of the 600 Building was renovated in 2016, creating new office space for the Business Office and Marketing, a music classroom and large, multi-purpose room.

In 2017 the college replaced the roof on the 200 Building, which was well past its life expectancy. The college is in the process of adding a solar array to the 100 Building roof in 2018. This is projected to reduce the college's electrical expenses by 33%. In addition, the college has partnered with Eversource to replace lighting in the parking lots and most campus buildings with energy efficient L.E.D. lights. The college is on the BOR schedule to have a new Master Plan during 2018-2019.

The college participated in the creation of the BOR Multi-Campus Hazard Mitigation Plans, approved by FEMA. In the event federal funds become available within Connecticut, the college is poised to take advantage of that opportunity.

The college is reliant on state bond funds for construction and deferred maintenance. The college carefully manages these funds for ongoing projects. The college has appropriate contracts in place with vendors for HVAC, maintenance not performed by staff, snow removal, grounds, etc.

With the advent of a new manufacturing program starting in the Fall 2018 semester, the college is working with the BOR and Department of Administrative Service for the possible purchase or donation of a commercial property adjacent to the college. If acquired, the manufacturing program would be housed in this new building.

Like most community colleges, Tunxis is a mix of old and new buildings. There are sufficient contracts in place and bond funds available to maintain the physical infrastructure.

Projection – Physical Resources - The college's physical infrastructure is robust. Deferred maintenance, from bonding dollars, is dependent on the State's timing of providing the dollars to the college. Aging roof-top units, parking lot replacement, a new Master Plan, and possible acquisition of a property adjacent to campus are all projects the college will be dealing with over the next couple of years.

Library Services. The Tunxis Library relocated to a new, two-story, standalone building in 2008, tripling its size from its former location on campus. The Library collection consists of 50,000 books and other materials. From the Library's website, users can access hundreds of thousands of online journal and newspaper articles full-text, along with a large variety of academic e-book and streaming film titles. The website also allows users to contact a reference librarian through email, text, or chat, place interlibrary loan and hold requests, make suggestions for purchase, reserve group study rooms, and access the Library's online catalog. The Library collection remains current and supports the academic and personal interests of its community.

Fifty percent of the Library's budget is dedicated to online subscriptions and systems maintenance, with the other fifty percent covering print purchases, supplies, and fees.

The Library has evening and Saturday hours, with Library staff collaborating with faculty to provide library instruction for students.

Information Technology (IT) Resources. IT provides campus support to campus hardware and software. Media and Instructional Technology (MIT) provides instructional support to faculty IT and MIT staff work closely with the BOR to support system-wide initiatives. An IT staff member has received certification from Apple, allowing the college to be a certified Apple site.

In 2018 the BOR moved Banner to the cloud. While the move was meant to modernize an outdated system, the results have been less than optimal. Processing time has been slowed tremendously, impacting student services and business office staff and report generation. Employees who work with Banner and CORE-CT accessing key data must now enter via an 'enclave,' an added protection to maintain data security. Slower Banner performance is a system-wide issue and the BOR is working with the vendor to resolve the issue.

The CSCU system maintains six separate instances of Blackboard which is a software as a service (SAAS) cloud-based system hosted by Blackboard: One for Charter Oak, one for each of the four state universities, and one shared instance for all twelve community colleges in Connecticut. The system administrators in the CSCU system office manage the shared community college Blackboard instance while the Educational Technology Directors at each college function as local college administrators. In addition, the Educational Technology directors and their staff (MIT) provide local support, training, and assistance with course design to their respective faculty. The Ed Tech departments and MIT staff also typically provide significant support to students who require assistance with Blackboard.

The college has maintained a robust technological infrastructure. The State has provided strong bond funding, allowing technology to be an asset for faculty, staff and students. Classroom technology is state-of-the-art. The 21st Century Classroom initiative allowed for the modernization of Rooms 6/127-128 and the Cyber Café. Identity Finder helps employees remove protected data safely. Healthy bond funds have allowed the college to replace computers on schedule, create more computer classrooms, and provide faculty with all needed classroom software. Sufficient resources exist for faculty and adjunct training on classroom technology.

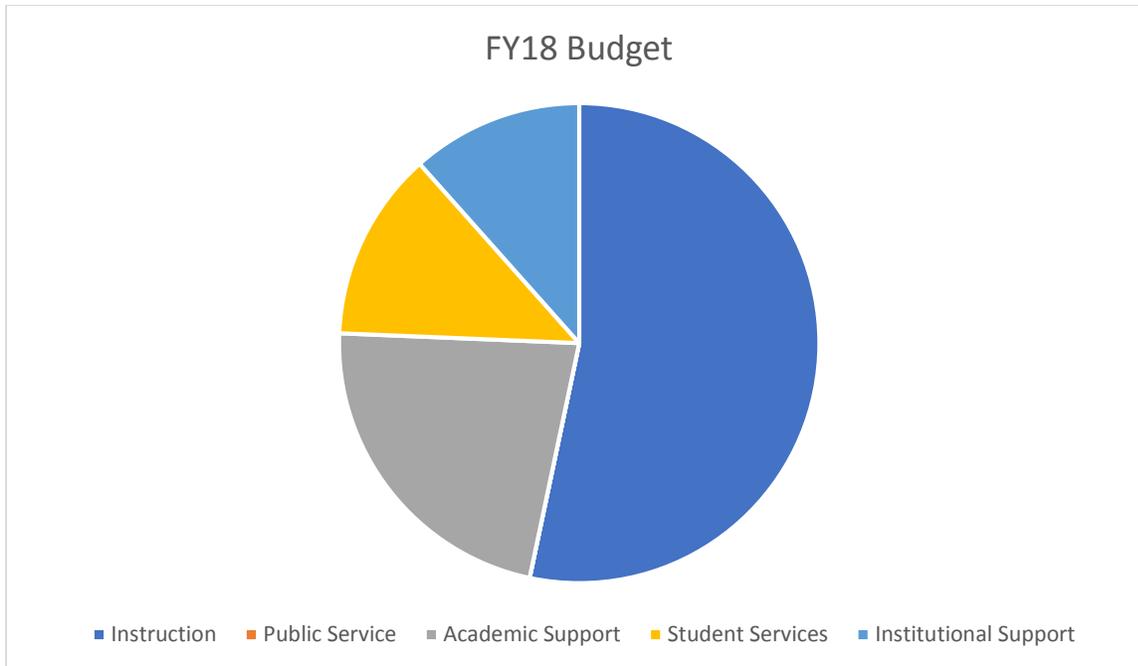
To date, state funding in technology has been strong, with over \$200 thousand allocated each year for System Technology Initiatives. Moreover, IT at the BOR has provided financial support for larger system-wide initiatives. It is challenging for staff to remain up to date on technological advances, data security, network upgrades and the various complexities involved in the consolidation of IT services and future planned migration to one community college. In spite of these challenges, the college's technological resources and staffing are well poised for the future organization in support of student learning.

Projection – Technological Resources - The college's technology is state of the art. Like physical resources, bond funds from the State provide the bulk of funding. While timing of

funding is inconsistent, bond funds have been sufficient to meet the college's needs. The consolidation of IT presents some concerns. Will campus IT staffing be changed and how? Will staffing be sufficient to provide the daily support required by students, faculty and staff?

Financial Resources (Note: The financial data below is also listed on the Data First forms)

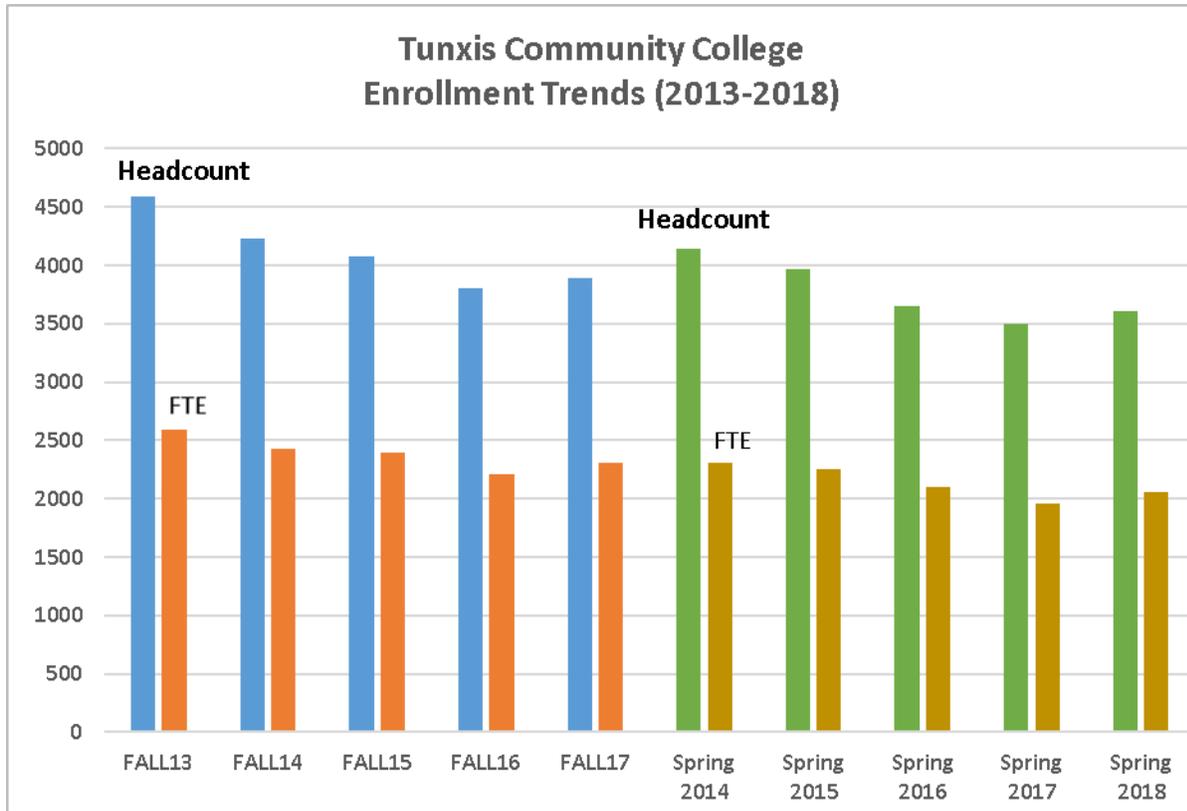
The compiled financial statements of the Connecticut Community Colleges for fiscal years 2015 through 2017 may be found here: <http://www.ct.edu/finance#documents>. Salaries account for the overwhelming expense of the college's budget, with Instructional costs at 55% of total salaries.



Tunxis Community College had total assets of \$54.5 million and liabilities of \$8.4 million and a total net asset position of \$45.7 million as of June 2017. Unrestricted net assets have remained unchanged from 2016 to 2017 at -\$1.8 million. The negative balance in unrestricted net assets has been created by the adoption of GASB 68. This requires the college to recognize a liability for pension plans which were previously disclosed only at the State level.

For the past three years, enrollment declines have resulted in revenue decreasing from \$14.7 million in 2014 to \$13.4 million in 2017. However, the President initiated an aggressive marketing campaign during Summer 2017, increasing advertising from \$25 thousand in 2016 to \$120 thousand in 2017. Community members expressed excitement about the increased Tunxis visibility. In addition, the President implemented new enrollment management strategies, i.e. financial aid processes were streamlined, students were given more lenient timeframes for payment processing, and there were many more increased contacts from Admissions, Financial Aid and Business Office staff to students to encourage enrollment. These efforts resulted in FTE enrollment increase for Fall 2017 semester by 4.8%, and Spring 2018 semester 5.2%. Tunxis is one of the only two institutions (the other institution is Asnuntuck) in the CSCU system that demonstrated enrollment increase in the past year. This dramatic enrollment increase provided

additional financial resources which resulted in the college being able to search for four faculty positions at the end of the spring semester. In addition, it allowed for more robust staffing in Student Services, with additional positions for Financial Aid as well as the Cashiers unit.



For fiscal year 2019, the college anticipates revenue to remain healthy at a projected \$15.4 million. Marketing expenditures will mirror last years. In addition to maintaining the enrollment management strategies adopted last year, the college has increased staffing in Financial Aid. Tunxis and Asnuntuck are piloting the FolderWave platform and Custom Relationship Management (CRM) tool. When fully implemented, this tool should streamline student services processes, allowing a seamless enrollment process for applicants while freeing staff from menial tasks to perform higher level responsibilities.

The college’s expenditures are used in full support of its academic programs and services. Instructional expenses are projected to increase 6.0% from \$16.0 million in 2018 to \$17.0 million in 2019. Personnel expenditures in Academic Support had decreased over the past couple of years due to retirements, but are projected to increase 2.5% in 2019. Personnel expenditures in Student Support is increasing 11.0% from \$3.9 million in 2018 to \$4.3 million in 2019.

The college’s operating expenditures (without general fund) have declined 15.0% from \$3.3 million in 2014 to \$2.9 million in 2018. The college’s energy conservation efforts are paying off, as well as a commitment to maintaining expenditures essential to the college’s academic

programs and services. Total operating expenditures (included general fund) are projected to increase 3.10% from \$38.3 in 2018 to \$39.5 million in 2019.

For fiscal year 2019, the college faces a significant increase in costs, due to one-time expenditures. The colleges are required to pay union members lump sum payments in accordance with the SEBAC agreement. This will cost the college approximately \$717 thousand. Employees who receive longevity, had the second payment normally processed in April (fiscal year 2018) moved to July (fiscal year 2019) per collective bargaining agreements. This results in three longevity payments in fiscal year 2019 for an additional expenditure of \$162 thousand. In total, lump sum payments and the additional longevity payment will cost the college an additional \$849 thousand in fiscal year 2019.

Under the State of Connecticut funding, the General Fund covers fringe benefit costs. Salaries not covered by the General Fund must be paid from the college's operating fund. In addition, the college must absorb the fringe benefit costs in the operating fund. Fringe benefit costs continue to increase every year. As noted in the BOR's February 2018 Substantive Change request, every \$1.00 reduction in general fund appropriation results in a \$1.80 loss of funding. For fiscal year 2019 fringe benefit costs are projected to rise 16.9% resulting in \$1.2 million in increased fringe benefit costs for Tunxis alone.

Due to increased costs of over \$2.0 million from the unfunded mandates and skyrocketing fringe benefit costs, the college originally projected a deficit of \$1.2 million for fiscal year 2019. The Board of Regents had been advocating to the legislature for fiscal relief. This did result in the legislature allocating an additional \$16.2 million for community college operating fund fringe benefit costs. This additional funding had a dramatic impact on the college budget, resulting in the fiscal year 2019 budget deficit going from a \$1.2 million drawdown to a balanced budget.

The balanced budget has allowed the college to start filling key vacancies including the recent hiring of four full-time faculty (Psychology, Visual Fine Arts, Business, and Early Childhood Education). The college has not hired a full-time ranking faculty member since 2014. Financial Aid staff has increased, and additional positions have been approved for Continuing Education and the Business Office.

Tunxis significantly exceeded its enrollment projections during the Fall 2017 and Spring 2018 semesters. This was achieved via a combination of strategic marketing investments to attract new student applications, adjustments to process infrastructure as a means of promoting application (both admissions and financial aid) efficiencies, and analytically driven deployment of institutional need-based financial aid to maximize enrollment yields for both new and returning students. 70% of Tunxis new students who attend full-time received financial aid through the college. Each year, over \$8 million in financial aid was awarded to Tunxis students.

The Board of Regents has been forthcoming about the structural financial problems the community colleges face. Without significant changes, the system will become insolvent in the next five years. The transition to a one-college model will achieve efficiencies to right the fiscal imbalance.

At the college level, Tunxis has been dealing with the ongoing budget crisis for many years. The college has streamlined costs, eliminated positions where possible, left positions vacant and restricted purchasing to essential purchases in support of the college's academic programs and services

The college has taken every effort possible to shield students from budget impacts. Co-curricular activities continue to be offered through Student Government, student clubs, and various offices sponsoring activities throughout the academic year. Computer classrooms, the dental lab, science labs, photography and art classrooms are all state of the art. Tunxis remains a vibrant learning community helping students in our service area achieve their dreams and goals.

In exceeding its projections for enrollment growth, the college also exceeded expectations regarding enrollment related revenue and has utilized this revenue in part to reinvest in academic and student services. In addition to four full-time faculty positions hired this summer, two full-time lecturers - one in Dental Hygiene, and in First Year Experience (FYE) - will be hired for Fall 2018. The addition of a full-time faculty member in FYE is of particular note given that it is driven by the college's recently enacted policy, which mandates almost all first-year students to enroll in FYE. Data analyzed by the college has consistently revealed that students who take FYE early in their academic career tend to be retained and achieve completion at a higher level and experience more positive academic outcomes.

In summary, the college's physical and technological resources are state of the art in a well-maintained facility. While areas strain from limited staffing, all services are delivered to students by an extremely dedicated group of faculty and staff strongly committed to student success. The management team has worked very hard under the considerable financial constraints. Any financial challenges the college faces are not the result of poor decisions at the college level. The fiscal challenges continue to be a result of declining state funding, enrollment challenges and the current fiscal structure of the 12 college model administered by the BOR.

The college, and system, face severe fiscal challenges in the next few years. The college has demonstrated its ability to adapt, as evidenced by the sharing of resources between Tunxis and Asnuntuck. The college will continue to carefully manage its physical, technological, human and financial resources. College staff are active participants in crafting both the future of the college and the one-college model. While there is no relief in sight for the fiscal challenges, the college working with the BOR will ensure that Tunxis continues to be a vital and thriving institution in the Farmington Valley.

Projection – Financial Resources - This year the legislature provided financial relief to the community colleges. President Ojakian has been repeatedly candid about how grave the system's finances are. The BOR continues to advocate at the State level for more support. Given that the projections for Connecticut's budget over the next couple of years remain grim, it is unknown what, if any, additional relief may be provided to the system. A new Governor will be elected this fall, and what his or her plans will be for Connecticut Higher Education remains to be seen. There are many unknowns beyond the college level that make long-range financial planning difficult.

Conclusion

Tunxis will collect data on new initiatives recently modified or implemented, e.g. high school partnership program, guided pathway/meta-major implementation, Civic Engagement Center participation, academic program and course revisions, Academic Skills Center etc., and use this data to guide decision making in academic programs and courses development. We will continue streaming and strengthening student services to increase retention and graduation rates. We will be assessing the impacts of the revised curriculums to increase active participation in Algebra and English labs as part of our developmental courses with anticipated increases in completion and retention.

The college works to maximize tuition, general fund and bond dollars. Developing new academic programs (e.g. Advanced Manufacturing Technology programs) and growing enrollment, as has been done the past year, along with maintaining a lean budget, have been the financial priorities. These priorities will continue for the foreseeable future. Financial resources have been sufficient to maintain college operations for the last few years. Long-term financial stability, for the most part, will not be determined at the college level but are determined by State Legislature and CSU Board of Regents. Fringe benefit costs, changes to state funding, and the system-wide consolidation all will dramatically impact the college's future. At the college level, the management team continues to devote resources towards supporting the college's academic programs and services, and providing students with a high-quality education.

Appendix: F&E Data Forms

FINANCE & ENROLLMENT (F&E) FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	06/30/2017	Yes	Unqualified
Most Recent Year	2017	Yes	Unqualified
1 Year Prior	2016	Yes	Unqualified
2 Years Prior	2015	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2018
Next Year	2019

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2015)			(FY 2016)			(FY 2017)			(FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	61	271	332	60	246	306	58	275	333	60	273	333
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians		1	1		1	1		1	1		1	1
Library Technicians	5		5	4		4	4		4	4		4
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	26	2	28	26	2	28	26	3	29	26	3	29
Management Occupations	9		9	7		7	5		5	5		5
Business and Financial Operations	5	1	6	5	1	6	4	1	5	4	1	5
Computer, Engineering and Science	10		10	10		10	10		10	10		10
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	8	2	10	9	2	11	9	1	10	9	1	10
Healthcare Practitioners and Technical	2		2	2		2	2		2	2		2
Service Occupations	11	1	12	11	2	13	10		10	10		10
Sales and Related Occupations	1		1	1		1	1		1	1		1
Office and Administrative Support	27	5	32	20	4	24	16	4	20	16	4	20
Natural Resources, Construction, Maintenance	1		1	1		1			0			0
Production, Transportation, Material Moving			0			0			0			0

Total	166	283	449	156	258	414	145	285	430	147	283	430
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Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (6 /30)		2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$10	\$10	\$10	0.0%	0.0%
?	Cash held by State Treasurer	\$5,973	\$6,103	\$6,271	2.2%	2.8%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$2,789	\$3,253	\$3,017	16.6%	-7.3%
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses				-	-
?	Long-Term Investments				-	-
?	Loans to Students	\$198	\$153	\$275	-22.7%	79.7%
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$46,968	\$46,471	\$44,929	-1.1%	-3.3%
?	Other Assets				-	-
	Total Assets	\$55,938	\$55,990	\$54,502	0.1%	-2.7%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$41,631	\$47,066	\$53,449	13.1%	13.6%
?	Deferred revenue & refundable advances	\$13,965	\$14,733	\$17,057	5.5%	15.8%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	\$1,682	\$1,903	\$2,062	13.1%	8.4%
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities	(\$49,762)	(\$56,175)	(\$64,150)	12.9%	14.2%
	Total Liabilities	\$7,516	\$7,527	\$8,418	0.1%	11.8%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$25,721	\$37,660	\$45,730	46.4%	21.4%
?	Foundation				-	-
	Total	\$25,721	\$37,660	\$45,730	46.4%	21.4%
	Temporarily restricted net assets					
	Institutional				-	-
?	Foundation				-	-
	Total	\$0	\$0	\$0		
	Permanently restricted net assets					
	Institutional	\$755,526	\$822,628	\$800,734	8.9%	-2.7%
?	Foundation				-	-
	Total	\$755,526	\$822,628	\$800,734	8.9%	-2.7%
	Total Net Assets	\$781,247	\$860,288	\$846,464	10.1%	-1.6%
	TOTAL LIABILITIES and NET ASSETS	\$788,763	\$867,815	\$854,882	10.0%	-1.5%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (6 /30)		3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2 019)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$14,320	\$14,008	\$13,390	\$14,351	\$15,376
?	Room and board					
?	Less: Financial aid	-\$5,282	-\$5,199	-\$5,223	-\$5,290	-\$5,668
	Net student fees	\$9,038	\$8,809	\$8,167	\$9,061	\$9,708
?	Government grants and contracts	\$903	\$1,120	\$2,109	\$1,787	\$1,687
?	Private gifts, grants and contracts	\$71	\$71	\$63	\$72	\$72
?	Other auxiliary enterprises					
	Endowment income used in operations					
?	Other revenue (specify):	\$380	\$376	\$465	\$398	\$345
	Other revenue (specify):					
	Net assets released from restrictions					
	Total Operating Revenues	\$10,392	\$10,376	\$10,804	\$11,318	\$11,812
OPERATING EXPENSES (in 000s)						
?	Instruction	\$16,208	\$16,638	\$15,569	\$16,086	\$17,036
?	Research					
?	Public Service	\$6	\$3		\$2	\$2
?	Academic Support	\$8,229	\$8,677	\$8,285	\$6,741	\$6,914
?	Student Services	\$3,693	\$3,587	\$4,298	\$3,855	\$4,279
?	Institutional Support	\$4,241	\$3,937	\$3,344	\$3,490	\$3,066
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$3,051	\$2,938	\$2,961	\$2,866	\$3,055
?	Scholarships and fellowships (cash refunded by public institution)	\$2,473	\$2,163	\$2,160	\$3,370	\$3,243
?	Auxiliary enterprises					
?	Depreciation (if not allocated)	\$1,873	\$1,801	\$1,893	\$1,893	\$1,893
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$39,774	\$39,744	\$38,510	\$38,303	\$39,488
	Change in net assets from operations	-\$29,382	-\$29,368	-\$27,706	-\$26,985	-\$27,676
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$20,092	\$21,305	\$20,282	\$18,629	\$20,470
?	Investment return	\$2	\$7	\$17	\$23	\$23
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$3	\$5	\$4	\$4	\$4
?	Other (specify):	\$5,388	\$5,032	\$4,803	\$6,000	\$6,100
	Other (specify):	\$1				
	Other (specify):					
	Net non-operating revenues	\$25,486	\$26,349	\$25,106	\$24,656	\$26,597
	Income before other revenues, expenses, gains, or losses	-\$3,896	-\$3,019	-\$2,600	-\$2,329	-\$1,079
?	Capital appropriations (public institutions)	-\$1,365	\$517	\$251	\$56	\$0
?	Other (specify):	\$1,364	\$2,543	-\$31	\$115	\$115
	TOTAL INCREASE/DECREASE IN NET ASSETS	-\$3,897	\$41	-\$2,380	-\$2,158	-\$964

**Standard 7: Institutional Resources
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6 /30)		3 Years Prior (FY2015)	2 Years Prior (FY2 2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
	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.

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

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
NET ASSETS					
Net assets beginning of year	\$48,422	\$48,463	\$46,084	\$43,704	\$41,546
Total increase/decrease in net assets	(\$3,897)	\$41	(\$2,380)	(\$2,158)	(\$964)
Net assets end of year	\$44,525	\$48,504	\$43,704	\$41,546	\$40,582
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$1,835	\$1,734	\$1,630	\$1,729	\$1,852
Federal, state and private grants	\$5,919	\$5,628	\$5,753	\$6,930	\$7,059
Restricted funds					
Total	\$7,754	\$7,362	\$7,383	\$8,659	\$8,911
% Discount of tuition and fees	-36.9%	-37.1%	-39.0%	-36.9%	-36.9%
? % Unrestricted discount	12.8%	12.4%	12.2%	12.3%	12.3%
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
?					
Please indicate your institution's endowment spending policy:					

Please enter any explanatory notes in the box below

Standard 5: Students
(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
Freshmen - Undergraduate					
Completed Applications	1,369	1,447	1,436	1,422	1,422
Applications Accepted	1,357	1,432	1,413	1,383	1,383
Applicants Enrolled	837	864	818	850	850
% Accepted of Applied	99.1%	99.0%	98.4%	97.3%	97.3%
% Enrolled of Accepted	61.7%	60.3%	57.9%	61.5%	61.5%
Percent Change Year over Year					
Completed Applications	na	5.7%	-0.8%	-1.0%	0.0%
Applications Accepted	na	5.5%	-1.3%	-2.1%	0.0%
Applicants Enrolled	na	3.2%	-5.3%	3.9%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	822	775	677	832	832
Applications Accepted	782	736	659	819	819
Applications Enrolled	523	483	416	525	525
% Accepted of Applied	95.1%	95.0%	97.3%	98.4%	98.4%
% Enrolled of Accepted	66.9%	65.6%	63.1%	64.1%	64.1%
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
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	-	-	-	-	-

Please enter any explanatory notes in the box below

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	1,503							1,503
Main Campus PT	1,793							1,793
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	3,296	0	0	0	0	0	0	3,296
Total FTE	2,090.06							2,090.06
Enter FTE definition:	Sum of Credit Hours/15							
Degrees Awarded, Most Recent Year	378							378

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	29	21		50		50
Main Campus PT	78	465		543		543
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	107	486	0	593		593
Total FTE	56.60	164.93		222		221.53
Enter FTE definition:	Sum of Credit Hours/15					
Certificates Awarded, Most Recent Year	210					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

**Standard 5: Students
(Financial Aid, Debt, Retention, and Graduation)**

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

	(FY 2015)	(FY 2016)	(FY 2017)
Three-year Cohort Default Rate	13.8	10.4	10
Three-year Loan repayment rate (from College Scorecard)		59	58

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

Student Financial Aid

Total Federal Aid	\$5,572,244	\$5,564,960	\$5,241,781	\$6,597,068	\$6,926,921
Grants	\$4,779,220	\$4,692,487	\$4,449,053	\$5,399,267	\$5,669,230
Loans	\$699,717	\$784,737	\$695,618	\$1,104,428	\$1,159,649
Work Study	\$93,307	\$87,736	\$97,110	\$93,373	\$98,042
Total State Aid	\$383,587	\$449,493	\$827,989	\$720,680	\$756,714
Total Institutional Aid	\$1,421,926	\$1,428,442	\$1,282,714	\$1,256,078	\$1,318,882
Grants	\$1,421,926	\$1,428,442	\$1,282,714	\$1,256,078	\$1,318,882
Loans					
Total Private Aid	\$62,618	\$46,477	\$47,928	\$30,062	\$31,565
Grants	\$62,618	\$46,477	\$47,928	\$30,062	\$31,565
Loans					

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	5%	5%	5%	5%	5%
Graduates					
First professional students					

For students with debt:

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

Undergraduates	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
Graduates					
First professional students					

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

Undergraduates	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Graduate Students					
First professional students					

Student Persistence and Graduation	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal; specify year
	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17

IPEDS Retention Data

Full-time Associate degree students	60%	62%	55%	60%	62%
Part-time Associate degree students	42%	41%	39%	46%	48%
Full-time Bachelor's degree students					
Part-time Bachelors degree students					

IPEDS Graduation Data (150% of time)

Associate degree students	12%	12%	14%	17%	19%
Bachelors degree students					

Please enter any explanatory notes in the box below

Fall 2017 one-year retention rate is an estimate as the census data for fall 2018 is not available. Student Financial Aid information is provided using same database and methods for consistency. These information does not match what was on

**Standard 5: Students
(Enrollment, Fall Term)**

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



Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,162	1,162	1,025	1,175	1,175
	Part-Time Headcount	1,726	1,639	1,565	1,539	1,539
	Total Headcount	2,888	2,801	2,590	2,714	2,714
	Total FTE	1,682	1,661	1,512	1,651	1,651
Second Year	Full-Time Headcount	424	432	408	379	379
	Part-Time Headcount	913	846	802	796	796
	Total Headcount	1,337	1,278	1,210	1,175	1,175
	Total FTE	745	736	695	661	661
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students	Full-Time Headcount	1,586	1,594	1,433	1,554	1,554
	Part-Time Headcount	2,639	2,485	2,367	2,335	2,335
	Total Headcount	4,225	4,079	3,800	3,889	3,889
	Total FTE	2,427	2,397	2,207	2,312	2,312
	% Change FTE Undergraduate	na	-1.2%	-7.9%	4.8%	0.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	4,225	4,079	3,800	3,889	3,889
	Grand Total FTE	2,427	2,397	2,207	2,312	2,312
	% Change Grand Total FTE	na	-1.2%	-7.9%	4.8%	0.0%

Please enter any explanatory notes in the box below

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



For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)

Certificate (add more rows as needed)

Accounting Certificate	18.00	36	47	33	38	38
BOT: HEALTH CLAIMS PROCESSING	31.00	1				Terminated
BOT: Medical Transcription	27.00		1			Terminated
BOT: Office Applications	27.00	3	3	1		2
Business Administration Cert.	21.00	8	7	10	11	11
Communication	24.00	2				Terminated
Computer Programming	25.00	12	8	13	13	15
Computer-Aided Drafting (CAD)	25.00	4	3	3	3	6
Dental Assisting	33.00	20	23	19	11	15
Early Childhood Administration	15.00				2	2
Early Childhood Education	30.00	14	16	20	16	16
Electronics Technology	27.00	1				Terminated
English as a Second Language	21.00	12	15	9	10	10
Entrepreneurship Certificate	18.00	1		1		Terminated
Family Violence Intervention	30.00				1	1
Finance Certificate	18.00		2	3		1
Graphic Design Certificate	30.00	3	9	5	12	12
Health Career Pathways Cert	28.00	15	15	7	7	12
Health Information Technology	31.00	9	9	3	6	6
Homeland Security Certificate	9.00		2		1	1
Human Services Certificate	27.00	6	7	6	3	3
Lean Manufacturing Cert	6.00				1	1
Marketing Management	21.00	5	7	11	4	4
Microcomputer Processing	21.00			1	1	1
Network Administration Cert	27.00	2	1	4	1	1
Photography Certificate	30.00	2	3	1	3	3
Retail Business Mgmt Cert	24.00	1				Terminated
Total		157	178	150	144	161

Associate (add more rows as needed)

BOT: Medical Option	61	32	33	29	22	24
Bus Adm: Retail Bus Mgmt Opt.	60	5				Terminated
Bus Admin: e-Commerce Option	60-63	3	1	1		Terminated
Business Adm: Accounting	61	50	23	8	5	5
Business Adm: Finance	61	9	6	1	1	Terminated
Business Adm: Marketing Mgmt	60	17	4	1		Terminated
Business Administration	61	344	352	384	419	420
Business Office Technology	60	23	22	11	13	15
CIS: Network Admin Option	64	43	45	44	33	37
CIS:Computer Programming Opt	64	41	47	45	55	55
Computer Information Systems	63	37	43	41	49	49
Computer Science/Math HONORS	63	23	33	27	39	39
Crim.Jus.: Corrections Option	63	19	17	16	13	13
Criminal Justice	63	321	356	294	234	234
CSCU Transfer: Biology Studies	61			4	34	42
CSCU Transfer: Comm Studies	61-63			2	15	20
CSCU Transfer: Crim Studies	62-63			3	13	12
CSCU Transfer: ECTC Studies	61-63				1	5
CSCU Transfer: English Studies	61-63			1	12	5

CSCU Transfer: History Studies	61-63				7	5
CSCU Transfer: Math Studies	60-62			1	10	8
CSCU Transfer: Pol Sci Studies	61-63				5	3
CSCU Transfer: Psych Studies	62-63			2	37	51
CSCU Transfer: Art Studies	61-63				1	1
CSCU Transfer: Business Studies	60-62				11	18
CSCU Transfer: Chemistry Studies	62				11	8
CSCU Transfer: Sociology Studies	61-63			1	4	3
CSCU Transfer: Socl Wrk Studies	60			1	20	19
Dental Hygiene	64	56	56	57	51	47
Drug & Alcohol Recov Counselor	61	11	5			Terminated
Early Childhood Education	64	156	131	121	137	137
Energy Management	61			1	8	16
Engineering Science	64	110	119	119	124	120
General Studies	60	1360	1,350	1,281	1,295	1,295
GraphDes: Interactive Media Opt	60	21	22	16	20	15
Graphic Design	60	65	65	67	58	58
HS: Family Viol Intervention Opt	64	14	19	10	12	12
Human Services	61	126	123	112	102	100
Liberal Arts & Sciences (LAS)	61	50	41	45	42	34
Liberal Arts & Sciences (LAS)	61	221	208	203	201	201
New Media Communication	65-66	5	3	1		Terminated
Pathway to Teaching Careers	61	65	89	92	74	73
Physical Therapist Assistant	67	7				
Tech Stds: Eng Technology Opt	67	12	20	20	10	14
Tech Stds: Tech & Eng Ed Opt	67	3	5	1	5	3
Tech Studies: Electrical Option	64	11	4	3		Terminated
Technology Studies	67	12	4	13	8	9
TechStds: Biomolecular Sci Opt	66	15	11	12	11	11
TechStds: Comp-Aided Design Opt	67	10	3	2		Terminated
Visual Fine Arts	60	53	48	38	48	48
VisualFineArts: Photography Opt	60	41	31	25	26	26
Undeclared		677	562	494	449	418
Total		4,068	3,901	3,650	3,745	3,728

Total Undergraduate	4,225	4,079	3,800	3,889	3,889
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* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

**Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, and Retirements)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

						1	
2						3	
		1		2		2	
2	0	1	0	2	0	6	0

Number of Faculty in Tenured Positions

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

37		42		42		42	
9		7		7		8	
9		7		7		4	
5		4		2		1	
4	234	1	237	2	214	3	233
64	234	61	237	60	214	58	233

Number of Faculty Departing

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

0	0	0	0	0	0	0	0

Number of Faculty Retiring

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

1		3		4			
1	0	3	0	4	0	0	0

Please enter any explanatory notes in the box below