

TUNXIS COMMUNITY COLLEGE

271 Scott Swamp Road

Farmington, CT 06032

August 1, 2006

FIFTH-YEAR INTERIM REPORT

Statement on Report Preparation

In October 2005, a Fifth Year Report meeting was held by the Commission on Institutes of Higher Education to prepare institutions to submit reports according to the new standards guidelines. Associate Dean Susan Dantino, NEASC Liaison Officer for Tunxis Community College attended that meeting and reported back to President Cathryn Addy with a proposed plan for assembling the report. On November 5, 2005 an organizational meeting was convened by Associate Dean Dantino to review the purpose and structure of the report, review the Commission's role, propose a timeline for preparation, and to determine report preparation assignments. An on-line template instrument was created so that committee members could input information, edit drafts and revisions, and view in real time what was included in the report. The following individuals comprise the main task force. Each individual worked with others in the Tunxis community to assemble data and information for the assignment:

Task Force and Assignments:

Areas Identified for Special Emphasis ..	Francena Dwyer, Academic Assessment Planner/Faculty
	Dr. David England, Director Institutional Research
Mission & Purpose	Susan Dantino, Associate Dean
Editor/ 5th Year Report	Institutional Planning & Effectiveness
Planning & Evaluation.....	Dr.David England, Director Institutional Research
Fifth Year "Plan" Narrative and	Dr. Cathryn Addy, President
Organization and Governance	

The Academic Program.....	Colleen Keyes, Dean Academic Affairs
	Francena Dwyer Academic Assessment Planner/Faculty
Faculty	Colleen Keyes, Dean Academic Affairs
	Francena Dwyer, Faculty Academic Assessment Planner/Faculty
Students	Dr. Kirk Peters, Dean Student Affairs
Library and Other Information.....	Colleen Keyes, Dean Academic Affairs
Physical and	Dr. David England, Director Institutional Research
Technological Resources	Susan Dantino, Associate Dean Institutional Planning and Effectiveness
Financial Resources	Chuck Cleary, Dean Administration
	Dr. David England, Director Institutional Research
Disclosure	Leigh Knopf, Director Marketing and Public Relations

Integrity	Susan Dantino, Associate Dean Institutional Planning & Effectiveness
	David Welsh, Acting Director Human Resources
	Dr. Kirk Peters, Dean Student Affairs
Editorial Assistance.....	Robert Brown, Associate Professor History and English
	Kristine Watterworth, Administrative Assistant to Associate Dean

All Task Group leaders assembled input from additional sources and individuals as needed. Special acknowledgement should go to the faculty for its collective input during this process. Other departments and groups in this process included:

- Administrative Assistants to the Deans
- Affirmative Action Officer
- Business Office Staff
- Department Chairs
- Facilities Staff
- Foundation Development Coordinator
- Human Resources and Staff
- Institutional Effectiveness Committee
- Library Services Staff
- Title III Steering Committee

Schedule

2005

November ... Organizational Meeting

2006

FebruaryTask Group Meetings/Assignments and Format

MarchTutorial for On-Line Template Created For Group Input

March - May....First Draft

May.....Second Task Group Meeting

JuneSecond Draft - Broad Review and Input

JulyFinalize and Submit

Report Organization:

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Institutional Overview

As indicated in the Tunxis Community Catalog, Tunxis was chartered by the State of Connecticut in 1969 to serve the Bristol, New Britain and Farmington valley areas. It first opened for classes in October 1970 with 494 students; today approximately 4,800 full and part-time students attend the College each semester in both credit and continuing education classes. Tunxis is small enough to offer students individual attention. Since the first graduation in 1972 more than 9,400 students have received an associate degree or certificate.

As a publicly supported learning center, Tunxis provides an array of educational services designed to meet the training, occupational, intellectual, and cultural needs of the people of its region. The College seeks to serve those who wish to develop their knowledge and skills; it does so by making its services easily accessible and supports these services through the quality of its faculty and staff. Tunxis bases its operations on the belief that learning is best accomplished through the evaluation of current skills and knowledge, the identification of educational objectives, the determination of a proper balance between study and other responsibilities, and involvement in the educational process that meets one's objectives.

The College is authorized to award the Associate in Arts and Associate in Science degrees. College curricula are registered and approved by the Department of Higher Education of the State of Connecticut.

Tunxis is committed to a program of learning and services that provides:

- a stimulating, effective and economical education for qualified students who wish to attend College within commuting distance of their homes;
- career programs leading to an associate's degree for those students who desire employment after two years of College;
- liberal arts and pre-professional education leading to an associate's degree for those students who plan to transfer to baccalaureate programs in Colleges and universities;
- certificate programs for those students who desire a short period of specialized study;
- counseling and advising to aid students in the development of their educational, vocational, and personal goals;

- opportunities for continuing education through part time study;
- a spectrum of extracurricular activities designed to enhance student awareness of social and cultural values and community issues.

Tunxis offers a curriculum that develops students' ability to analyze and evaluate information, to draw valid conclusions, and to express them with clarity. Degree programs include a core of requirements to help students gain an awareness of the ideas that shape our civilization. This core includes Composition along with contributions from the humanities, fine arts, social sciences, mathematics, and physical sciences that address students' educational needs as citizens and as moral and ethical decision-makers. Tunxis continues its tradition as a leader with on-line learning, providing more on-line courses than any other higher-education institution in Connecticut. On-line enrollment has skyrocketed from 583 students enrolled in seven disciplines in 2001 to more than 2,200 students enrolled in 17 disciplines today, with the percentage of minority students in on-line classes rising as well. In addition, Tunxis offers the only state supported dental hygiene program in Connecticut.

Tunxis was also awarded a \$1.8 million Title III Strengthening Institutions Grant to assist the College in increasing institutional effectiveness and student success through comprehensive outcomes assessment, faculty development and effective integration of technology into College functions. This outcomes-based education project will enable Tunxis to implement a comprehensive outcomes assessment system.

The Bristol Career Center was developed in cooperation with the Greater Bristol Chamber of Commerce, area business leaders and Tunxis Community College Foundation & Advisory Board. The Center is a satellite facility and provides new services in response to national trends and the needs of area employers expanding on the educational and training opportunities the College provides at its Farmington campus. Located in Bristol, CT. the Center provides area residents and businesses with specialized training and credit programming. The 8,300 sq. ft. Center, which also offers rooms for community use, is home to the Tunxis Criminal Justice Command Institute.

Tunxis entered a new era at the end of 2005 with state authorization for a major campus expansion. Financially, the school is sound and well positioned for Phase I of new construction which is currently underway. Phase I includes a new library, academic support center, dental, science and art classrooms adding more than 90,000 sq. ft. to the current campus.

Response to Areas Identified for Special Emphasis

The commission requested that the College give particular emphasis to the following concerns:

1) Planning efforts which are broad-based, that clarify the nature and relationship between strategic and operational plans, and that benefit from well-coordinated administrative oversight and communication:

Planning

Planning at Tunxis Community College is an on-going, participatory process that engages both the internal and external College community in identifying and prioritizing College goals and indetermining the means to achieve them. It provides the College with the opportunity to envision the future and chart a course for achieving it while at the same time shaping the budget development and distribution processes which are based on institutional priorities. The process includes Strategic and Operational Planning, and Evaluation/Institutional Effectiveness. This narrative describes the evolution and current status of the planning process.

2002-2005 Strategic Planning Cycle

The vision for Tunxis Community College determined during the 2002-2005 Strategic Planning Cycle stated that we would be a vibrant educational and cultural center responsive to current as well as emerging student and community needs. Our mission, which guided this process, was to offer our students a quality, affordable education in an accessible and supportive environment, fostering the skills necessary to compete in an increasingly complex world.

In 2001 the Strategic Planning Committee derived five themes from a planning day held in May, which provided College-wide input on strategic issues. The college's mission and vision statements, the NEASC Self-Study, the external environmental scan, and system strategic plan, provided the information that enabled the President, Cabinet, and her advisors to establish institutional priorities: outcomes assessment, physical expansion, and the further integration of technology into campus operations. Early in 2002, the Strategic Planning Committee met to review the College mission statement and to align the language and intent of the initiatives with the mission of the College. The resulting four strategic goals reflected the mission and priorities of the College until 2005. These goals were adopted by the College community in 2002.

They were:

- Educate for a changing global environment
- Demonstrate that the College provides quality, flexible, educational programs and services
- Maximize the effective use of technology
- Secure sufficient resources to support expansion and growth

The next step in the process involved creating a permanent infrastructure for institutional planning and effectiveness that would engage input from all College departments on a specific timetable documenting the completion of goals and objectives over the course of each year. The purpose of the process was to enable the College to determine accurately what it could and could not do with the resources available, to efficiently guide the College toward its preferred future, and to assess its progress.

This infrastructure included the development of the Department Planner, an electronic planning database, that enabled every department to input and prioritize goals, objectives, and methods of assessment on line. The 2002-03 academic year concluded the initial cycle facilitated by the Strategic Planning Committee and the Office of Institutional Planning and Effectiveness. Staff in all college departments were trained in the use of the Department Planner and by July 2003 all departments had submitted operational plans. Reports drawn from this database enable the President and her cabinet along with the Strategic Planning Committee, to determine institutional priorities each year and align operational activities for assessment.

A survey on core mission was also undertaken within the College to initiate discussion and feedback to align institutional priorities for programs and for resource allocation. Program priorities that emerged included:

- Continuing our work on program revision in many curricular areas;
- Finalizing development of a New Media program;
- Supporting courses and academic initiatives that further diversify the curriculum;
- Working toward national accreditation for the Business and Technology;
- Expanding our ability to offer training to manufacturers and businesses;
- Expanding non-credit allied health training programs that lead to immediate employment;

- Continuing to integrate the use of technology in the classroom, as well as;
- Supporting and expanding our on-line offerings (both credit and non-credit).

In short, we have continued to position ourselves to respond to the educational and training needs of the constituents we serve.

A Core Institutional Outcomes Committee was appointed and developed General Education Outcomes and Student Success and Institutional Effectiveness Measures. Early in 2005, a new Institutional Research Director was hired(See Appendix F/Organizational Chart). He focused on assessment through the use of research data, including IPEDS and other student data. This enabled the College to anticipate and project student needs and trends (e.g. the projected increase in the younger and full time student population) that had a direct impact on space, programming, and resource allocation. This information assisted with the designing of Phase I of the new campus construction project. During 2003-04, the College not only completed designs for the new library and classroom building, but began to prepare for the two years during the building phase when we will have less space than we do now. Our ability to accommodate any further increases in enrollment or staffing must mesh very closely with our ability to operate efficiently, schedule classes appropriately, and locate all employees in appropriate spaces. The demands of our younger, full time students compel us to examine assumptions about when classes are offered and in what kinds of configurations. We must also be attentive to the values of an increasingly diverse student body ensuring that the special events we are able to have or the curricular offerings we develop are responsive to cultural and social change without losing their academic validity or rigor.

Implementing our strategic plan has led to many milestones. Chief among them has been the construction of a strong planning infrastructure so that the process of planning does not overshadow the content of the plan and is not dependent upon external funding.

2005-2008 Strategic Planning Cycle

In Fall 2005, an Institutional Effectiveness Committee, (replacing the Strategic Planning Committee) was assigned the responsibility for coordinating and overseeing the Planning Process and implementation of a comprehensive assessment system utilizing resources provided by the Title III Strengthening Institutions grant as well as College resources. This charge was approved by the College's Professional Staff Organization (PSO), the President's Cabinet and the Institutional Effectiveness Committee. Integral parts of this comprehensive

assessment system were the Outcomes-Based Education Project, the Strategic and Operational Planning Process, and Evaluation/Institutional Effectiveness.

Outcomes-Based Education Project – Title III

Specific data-based outcomes for all curricula and services at the College will be developed, monitored and used for continuous improvement through this project over a five year implementation period (2004 -2009). The process will be self-sustaining after 2009. General Education Outcomes, Student Success and Institutional Effectiveness Measures developed by the Core Institutional Outcomes Committee during the last planning cycle provided the foundation for this project.

Academic disciplines and programs have made significant progress in developing assessment plans to measure the General Education Outcomes (see Appendix H/ General Education Outcomes) as well as discipline and program outcomes within their curricula. The development and implementation of these plans is coordinated and overseen by the Academic Affairs Committee, (a Professional Staff Organization committee that reviews proposed changes in academic operations), and the Institutional Effectiveness Committee.

The Institutional Effectiveness Committee tracks, monitors, and modifies, as necessary the General Education Outcomes, Student Success and Institutional Measures, which relates to and evaluates outcomes of the services provided by all divisions of the College. The Academic Affairs Committee participates in all processes involving the General Education Outcomes. This data is used in the Strategic and Operational Planning Process and for evaluation of institutional effectiveness to measure and continuously improve the College's accomplishment of its mission and goals.

Strategic and Operational Planning Process

The Institutional Effectiveness Committee oversees and coordinates this process. Each member represents a work group on campus and has the responsibility to report to and obtain input from that work group. This allows all faculty and staff to participate in the process. The Academic Assessment Planner and the Director of Institutional Research serve as staff to the committee and the College deans attend meetings as ad hoc members.

A graphic representation of the Tunxis Community College Strategic and Operational Planning Process and the Annual Calendar: Integrated Strategic Planning and Budget Development Process, (included in this report in Appendix D), were developed by Institutional Research and approved by both the

Institutional Effectiveness Committee and the President's Cabinet. The graphic is "simplified" in that many steps are omitted in order to show the cyclical, data-oriented aspects of the system. Because it involves several review and revision processes. (Step 2 is particularly complex, and its multiple parts are shown in the Appendix E).

The process is cyclical in that it repeats and builds on itself each year to ensure that the planning system promotes continuous improvement focused on critical issues. Progress of work groups and task forces is assessed each year and initiatives are continued if further progress needs to be made. In other words, this system is much more than a document; it is a living process focused on action and results.

On September 30, 2005, the Institutional Effectiveness Committee participated in a retreat to review results of the Environmental Scan completed by Institutional Research and to discuss potential strategic initiatives for the coming year. The scan included data from the Institutional and Student Success Outcomes, area workforce data and a variety of special data studies. These studies, among others, included:

- Successful Outcomes and At-Risk Student Characteristics;
- Personal Assessment of the College Environment (faculty and staff climate study);
- Student Assessment of the College Environment (student climate study);
- Institutional Effectiveness Outcomes and Data: Student Success and Institutional Measures;
- On-line Enrollment Trends;
- Summer Enrollment Trends;
- Student Transfer Data: Fall 1999 through Fall 2003 Cohorts;
- TCC Service Area Population and School Demographics and;
- Hartford County Jobs Requiring a Community College Credential: Number of Openings through 2012, and Fall 2005 Student Assessment and Placement.

Highlights of the Environmental Scan are distributed to all College faculty and staff.

The potential strategic initiatives were refined and the Mission and Vision of the College were discussed in subsequent meetings of the committee during the Fall 2005 semester. Early in the Spring 2006, after input from work groups was

compiled and integrated into the process by the committee, Strategic Initiatives for the coming year were approved by the Cabinet and announced by the President as the basis for Operational Planning for the 2006-2007 year, as scheduled on the Annual Calendar. Those initiatives are:

- Increase Student Success
- Implement Comprehensive Institutional Assessment
- Improve Internal Cooperation
- Promote Strengths and Areas of Excellence

(See Appendix C for the complete Strategic Plan 2005-08)

The electronic planning database, the Department Planner, developed during the last cycle, was modified to make it possible for work groups to request resources as well as to document and commit to their plans and initiatives that are based on the institution's Strategic Initiatives and their own assessment systems. Work groups can request resources from the College's operating budget and/or from a special Strategic Initiatives Fund established by the President.

A budget development component to the Department Planner is being constructed. It will link to department plans to ensure that resources requested receive full consideration during the budget development process. The Institutional Effectiveness Committee will also use this database to consider and recommend requests for funding from the Strategic Initiative Fund.

Evaluation/ Institutional Effectiveness

"Institutional Effectiveness Outcomes and Data: Student Success and Institutional Measures", (see Appendix I) an annual report, includes effectiveness data for all College functions, and this data is used extensively for evaluation and continuous improvement in the Planning Process. Sections of this report include: Employment Preparation and Placement; Transfer Preparation; Developmental Education; Student Persistence, Goal Attainment, and Satisfaction; Workforce Development; Community Service; Student Services; Decision-making Processes; Resource Management; Academic Excellence and Quality of Instruction; Disclosure and Integrity; and Quality Work Environment. The Institutional Effectiveness Committee uses this report, as well as data from the assessment of the General Education Outcomes, departmental program reviews, and assessments of departmental initiatives in the Department Planner to evaluate the institution's performance in accomplishing its mission and to recommend initiatives to improve performance and institutional effectiveness.

The commission requested that the college give particular emphasis to the following concern:

2). Documenting institutional effectiveness, particularly as it relates to student learning, and using the results for improvement:

As a result of its review of our institutional self study conducted in September 2001, the NEASC external review team declared that Tunxis met all of the standards of the New England Association of Schools and Colleges, and “that Tunxis had many things in its favor,” but “despite its strengths... it must address the most pressing of its problems.” Those pressing problems offered in the NEASC summary are:

Outcomes assessment of various programs and of the general education core has not yet gone beyond the early planning phase.

There is a lack of assessment and outcome measures for all programs and for general education core courses.

Each program has published “learning objectives” that appear in the College catalog. Now the College needs to measure student learning of those stated objectives.

Academic Program Priorities

In our efforts to create a comprehensive assessment system, the faculty, staff, and administrators at Tunxis Community College are currently engaged in several significant, well-coordinated initiatives to plan, provide, oversee, evaluate, improve, and assure the quality and integrity of our academic programs and the credits and degrees awarded. Outcomes assessment of various programs and of the general education core has moved beyond the early planning phase. Moreover, our efforts reflect a high level of cooperation among faculty and staff across disciplines. They also reflect the willingness of the Tunxis community to embrace change. This degree of planning and collaboration is expected to increase institutional effectiveness, particularly documenting what students know and how they apply their knowledge.

At Tunxis there is a significant intentional academic change. The framework for this change is ability/outcomes-based education, a multi-layered process defined below.

The Title III Strengthening Institutions grant, received in October 2004, provided \$1.8 million to focus on the following key goals for the institution:

- Design and implement a comprehensive assessment program to measure institutional effectiveness.
- Significantly increase retention, graduation, and successful course completion rates by increasing institutional effectiveness, specifying and assessing course and program expectations, and involving students in their own assessment.
- Significantly increase student technology competency by defining institutional technology outcomes, increasing faculty technology competency, and increasing the integration of technology into the teaching/learning process.

This grant has facilitated the efforts of faculty and staff to engage in several systematic efforts to understand how and what students learn:

- It provides financial support for key personnel, including an institutional researcher and an academic assessment planner, to lead the charge toward creation of a comprehensive assessment program;
- It provides for 12 full-time faculty reassigned times each academic year for faculty to be responsible for implementing outcomes assessment as Faculty Assessment Coaches;
- It provides substantial dollars to integrate technology into the curriculum.

Tunxis has adopted a campus-wide commitment to ability-based learning and assessment based on an approach which emerged from a close look at the model provided by award winning Alverno College in Milwaukee, Wisconsin. As of the summer of 2006, approximately 40 Tunxis faculty and staff have traveled to Alverno College in Wisconsin to attend its renowned summer institute on ability-based education. The complex model that Tunxis has developed embraces the notion of a shared responsibility on the part of all faculty and staff for student learning. It has several ongoing efforts at its core.

Central to the success of this effort, is a commitment to be explicit at all times. Based on that simple yet important notion, the College has adopted clear statements that define what students are expected to gain, achieve, demonstrate, and know by the time they complete their academic programs. We are crafting assessment tools that directly measure student achievement based on those statements. (See Appendix H/ General Education Outcomes)

This ability/outcomes-based approach to education at Tunxis has the full support of the institution's academic and institutional leadership and the

systematic involvement of faculty. At the heart this project is the creation of general education ability groups led by faculty and staff. At Tunxis, we have organized six ability groups based on our former general education learning outcomes. These outcomes were developed several years ago through the ongoing efforts of many dedicated faculty and staff serving as a core outcomes committee. This Spring, approximately 45 faculty and staff engaged in the ambitious task of revising those outcomes. The following list represents our new ability areas:

- Communication
- Critical Thinking
- Information Literacy
- Technological Literacy
- Quantitative and Scientific Reasoning
- Values/Ethics/Citizenship
- World Cultures and Perspectives
- Aesthetic Engagement and Creative Expression
- Interpersonal and Team Skills

Beyond revising the general education outcomes, we have also created levels of mastery for each outcome. Within each discipline, faculty have now begun the process of identifying appropriate general education outcomes for each of their courses and defining a level of mastery appropriate to the courses. Eventually, every institutional course syllabus at Tunxis will reflect one or more of these general outcomes and establish a particular level of mastery within the outcome.

Faculty coaches in the disciplines of English/Humanities, Mathematics, Allied Health, Business Administration, Business and Office Technology, and Computer Information Systems are engaged in efforts to revise all departmental syllabi to reflect explicit course, program, and general education outcomes. Over the next two years, the faculty in Social Sciences, Science, ESL, Foreign Languages, and Arts and Media are expected to complete their discipline-specific goals of including explicit course, program, and general education outcomes on our institutional syllabi.

Faculty and staff are also creating rubrics to assess general education outcomes. By the end of 2007, we will have identified specific course, program and general education outcomes for all courses and programs and define levels of mastery within each outcome. We also will have outcome-specific rubrics to guide the assessment of these outcomes.

In an effort to capture the comprehensive nature of our work, we are following the model set forth by Alverno by creating outcomes-based pamphlets for all disciplines and programs. Each pamphlet will reflect the institution's goals as well as the department or program philosophy, courses, and assessment tools. These pamphlets represent a systematic and broad-based approach to assessment of student learning and provide useful information to the many stakeholders.

Assessment of Student Learning/Outcome Measures

We have already begun to create measures of evaluation for the general education core and in various programs and disciplines. Those measures include the following:

The Mathematics Department systematically assesses all students in the developmental and intermediate algebra courses through cumulative departmental exams, both mid-term and final. Standard syllabi, common textbooks, and a standard grading scale are employed in these sections.

Beginning in the Fall 2006 semester, all developmental English instructors will be required to administer a first-day reading and writing diagnostic activity to determine the strengths and weaknesses of the individual students and of the class as a whole. This activity will also be used to confirm and reinforce a student's placement test results. In addition, each instructor will be required to administer an exit exam designed to assess whether the student has met the outcomes for a particular course.

The English Department has adopted the use of portfolios as a method of assessment for Composition. Beginning in the Fall 2006 semester, the English/Humanities Department will require all full and part-time Composition and Composition II instructors to use a portfolio to assess whether students have met departmental standards as Composition outcomes. The English/Humanities Department uses the portfolio to assess student work for a variety of reasons: This method provides for a greater degree of consistency, provides for a closer adherence to departmental objectives, allows students to become more actively involved in the learning/writing process, especially with regard to revision, and provides for a greater degree of objectivity for the instructor when grading and "removes the tyranny of grading" for the student. All fulltime and adjunct instructors are engaged in ongoing training and professional development around portfolio assessment.

With faculty leadership, we plan to integrate the use of ePortfolios(see Appendix K/ePortfolio Status Report) into the assessment process. Students will create an

ePortfolio when they first enter a program. In the past semester we completed three pilot projects to determine the effectiveness of using ePortfolios both as a way of involving students in their own assessment and as a way of designing and implementing a comprehensive assessment program. Based on these pilot projects, several programs including Computer Information Systems, Dental Hygiene, and Business Office Technology will begin to use ePortfolio as a tool to measure student achievement of program outcomes. In addition, the ePortfolio will serve as a repository for students' work as they progress through the program. In their capstone course, students will create an assessment portfolio where they select a body of work that they believe best demonstrates how they have met each of the stated program outcomes. The assessment portfolio will be reviewed by faculty and advisory boards as one measure of student learning as related to specific program outcomes.

Many programs now use capstone courses as a method of student assessment. Students complete an 8 to 10 hour per week work experience in their field and are evaluated by their supervisor. In many of the programs at Tunxis, students are also required to complete a paper and presentation on their work experience, and a portfolio, either paper or electronic. All of these methods are used for student assessment. Starting next spring, Computer Information Systems and Business Office Technology will begin a formal assessment process of program outcomes through electronic portfolio. Their methods, experiences, and expertise will be used to help other programs begin a formalized, comprehensive assessment process.

Finally, the Dental Hygiene Associate in Science program and the Dental Assisting certificate are nationally and regionally licensed and accredited, requiring a national examination to demonstrate proficiency.

As a comprehensive approach to assessment, the various measures we have in place are inextricably tied to the general education core and the mastery/achievement levels. In an effort to capture the total picture of assessment at Tunxis, we have purchased eLumen Achievements, a software tool that allows us to record, organize, and monitor student learning. The software provides a systematic means of assessing general education, discipline, and program outcomes. Most simply, sections of courses are linked to articulated outcomes and student achievement is assessed directly in eLumen.

Courses that contribute to students' General Education outcomes will be linked to specific abilities in eLumen through a process of collaborative decision-making by Departments, programs, and disciplines. Via eLumen, teams of faculty will assess students according to a system of ratings. By building

student-ability transcripts over time, the eLumen program will provide a variety of reports on student performance, providing faculty with a variety of ways to assess their own teaching practices—with feedback from the ability committees.

The software also supports and facilitates assessment-as-learning practice institution-wide and across the curriculum. Its comprehensive view of performance provide faculty and students opportunities to focus and adjust pedagogy and curriculum. eLumen’s substantive reports of assessments by area, program, and shared assessments will supply detailed knowledge of learning and practice, accessible by those responsible for curriculum development and student learning outcome assessment.

Tunxis has begun the practice of collaborative assessment and self-assessment beginning with the creation of the Institutional Effectiveness Committee and the General Education Ability committees. The ability committees will serve as mediators, moderators, and facilitators of Tunxis’ progressive assessment of General Education outcomes. eLumen provides a comprehensive and visual system of relations between courses and outcomes and provides for significant collaboration among faculty who share achievement areas and common methods of assessment, such as the portfolio, presentations, critical thinking, or the research paper. Faculty can prepare shared assessment packages or establish abilities that may apply to several courses and generate views of student progress through the curriculum. With these data, faculty will be able to ascertain the relevance and dynamic nature of their course content and teaching methodologies. Tunxis will have a better view of its work as it relates to instruction.

In terms of institutional effectiveness and whether our “evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings and student learning” (Standard Four) it is certain that the efforts detailed above translate into a resounding yes. Embracing the model of outcomes-based education has provided an opportunity for dialogue among faculty, staff, and administrators about consistent goals for our students.

This dialogue has allowed us to discuss what it is we actually believe our courses and programs are doing in ways that are less threatening to academic freedom, than the more prescriptive means such as standardized tests. Our process results in an iterative loop. The faculty and staff at Tunxis clearly define what is expected from students in terms of outcomes and levels of mastery. We then create effective ways to assess those outcomes on an ongoing basis. We use the results of student assessments to assess our own effectiveness, thereby, consciously making important connections: continuous feedback for continuous improvement. This systematic approach is the meeting

ground between students and the institution, a method by which we continually assess the students and ourselves. Assessment as learning is the essence of ability-based education.

Narrative

Standard One Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

It is the vision of Tunxis Community College to be a vibrant educational and cultural center responsive to current as well as emerging student and community needs. Our mission is to offer our students a quality, yet affordable education in an accessible and supportive environment, fostering the skills necessary to succeed in an increasingly complex world. The College's mission and purposes are consistent with its operating authority serving a diverse population of students and citizens within its service region.

The Tunxis Mission and Vision statements appear in the College's major publications including the College catalog, the Tunxis Website www.tunxis.comnet.edu, the Student Handbook, Future Focus, (a recently developed electronic journal for planning at the College), and are visible on large banners in the main public area of the campus.

The mission and vision of the College are also included on the Department Planner, a database specifically created by the office of Institutional Planning and Effectiveness to verify and document individual department goals and objectives throughout the strategic planning cycle. These plans are directly tied to the mission and strategic initiatives identified in the College's Strategic Plan and used to document effectiveness.

Standard Two Planning and Evaluation

The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

This section is addressed in the Areas of Special Emphasis

Standard Three Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

Tunxis Community College is one of twelve colleges in the Connecticut Community-Technical College system, governed by one Board of Trustees. A Chancellor is appointed by the Board as are the individual College presidents. Locally, the Tunxis organizational chart is available on the IntraWeb, as are local policies governing the College. Board of Trustee policies and information applying the entire system are available on the System's web site, www.commnet.edu

All members of the Board of Trustees are appointed by the Governor according to state statutes governing qualifications and geographical representation. Broad policies are developed with input from the various Colleges and constituencies and activities are overseen by the Chancellor's office and staff. The Board and its committees meet monthly. Minutes of all meetings are widely available in the system, and presidents serve on all Board committees.

Yearly evaluations are done of all Presidents. Appropriate levels of authority and responsibility are delegated to each campus and to each President. The administrative/managerial structure at Tunxis is very flat, as it is throughout

the system. The President is supported by a Dean of Academic Affairs, Dean of Student Affairs, Dean of Administrative Services, Dean of Workforce Development and Continuing Education, Associate Dean of Institutional Planning and Effectiveness and Director of Human Resources. The only recent changes in leadership have been the Dean of Administrative Services and Director of Human Resources. There is a very good working relationship with the President and all of the managers. Consultation and collaboration are part of the culture at Tunxis, as is fiscal restraint. The improved planning processes are ensuring that even more communication occurs and that the budget is allocated to support the goals and objectives.

The organizational structure of the College has remained constant for the past several years. The current Academic Dean has been in place for the past five years and the department structure has remained relatively constant. The Dean of Workforce Development has also been in place for five years and has fostered a very close working relationship with faculty and staff in Academic Affairs. There is a clear structure in place for the approval of new programs and courses, and all are working on evaluation and assessment as mentioned elsewhere in this report.

Academic program development is the responsibility of the individual campus, but all new programs must be approved by the board of Trustees prior to implementation or marketing. Personnel decisions are made at the local level unless there is an exception being recommended to Board policy, or a decision being contemplated that might have precedent-setting effects impacting the other campuses. In all cases, however, the parameters of authority are very clear.

The Academic Affairs Committee is the faculty-led group, created through the Professional Staff Organization, that is responsible for the review and recommendation of all academic programming and policy decisions made at the local level. The Tunxis committee takes its role very seriously and works conscientiously to ensure quality. Faculty are also deeply involved in the hiring of new faculty and their recommendations are almost always supported by the Dean and the President.

Where appropriate, the College involves students in the governance structure. One of the standing committees of the Professional Staff Organization for example, is the Student Affairs Committee. Students are members of that committee and other committees throughout the College. Students are members of the Foundation and Advisory Board as well. The Student Government Association is quite active in the planning and execution of events and programs, and in fiscal support for matters of direct concern to students.

The Professional Staff Organization has recently undertaken a self-review and, as a result, has changed some of its by-laws and operating procedures. The College as a whole has undergone such a review during summer to closely align its administrative structure with its commitment to student success and its commitment to outcomes assessment throughout the College. Accordingly, some organizational changes will be implemented in the Fall 2006 semester.

Standard Four The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

This section is addressed in the Areas of Special Emphasis

Standard Five Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

In response to the concern raised in 2001 by the NEASC external review team, that there is an insufficient number of full-time faculty to meet the instructional and non-instructional academic needs of the College, it is essential to know that the community-college system determines the number of faculty any College can have based on formulas that it applies to all community Colleges. Given that Tunxis has traditionally been under-staffed in the area of full-time faculty and that our full-time(FT) to part-time(PT) faculty ratio has been identified as problematic,(it is among the three lowest in the system), the system office has granted Tunxis Community College additional full-time faculty positions. All positions will be filled by Fall 2006. We have used our resources to their full potential. President Addy and the deans have been in full support of the increase in full-time faculty above other needs.

In considering ratios of FT to PT faculty as well as FT faculty to student Full-Time Equivalent (FTE) numbers, it is important to note that another effort to

improve quality of teaching/learning at Tunxis has been to lower enrollment maximums in many courses. The dean of academic affairs has consistently lowered course enrollment limits over the past five years in as many areas as feasible. Additionally, there has been a consistent and notable effort in the past three years to maintain course limits and not to overload courses as had been the practice of previous deans.

The academic dean and department chairpersons are committed to the idea that teaching/learning quality decreases when courses have too many students. Social science and history classes that formerly were capped at 45 and were sometimes allowed to over-enroll up to 55 have been lowered and generally kept to no more than 35. On-line courses that had caps of 35 are now limited to 25. Writing intensive courses such as Journalism that had been capped at 30 are now 24. And new courses such as New Media have been created with lower limits to enhance the quality of the learning experience and the amount of time and attention any faculty member is able to provide students.

This has meant an increase in the number of course sections, which then requires more faculty. One result is that full-time to part-time faculty ratios have not improved as dramatically as we would hope, even given the number of full-time faculty hires. We strongly believe however, that the lowered course caps are in fact, improving the quality of learning experiences of our students as much as the increases in the ratio of full-time to part-time faculty.

Please consider the following data: In Fall 2001, the number of full-time faculty was 55, with a part-time faculty FTE (Full-time Equivalent) of 30 (in which every 4 Part-Time faculty equals 1 full-time faculty). This gave Tunxis a ratio of FT to PT faculty of 1.84. The percentage of courses taught by FT faculty was 64.77. At that time the student FTE was 1783 and the number of sections that were offered and ran were approximately 428 (including 1-4 credit courses).

By Fall 2004, the College had attempted to increase its number of full time faculty by filling some of its full-time vacancies and the number of full-time faculty then rose to 58.5, with the part-time faculty FTE down a bit to 28.975. This gave us a ratio of FT to PT faculty of 2.02, slightly better than in 2001. The percentage of courses taught by FT faculty had also risen slightly to 66.88 percent. At that time the student FTE was up to 2114 and the number of sections that were offered and ran were approximately 440. The FT faculty to student FTE ratio was not improved due to the significant increase in student FTE; the ratio was 36.14. (For this ratio, the lower the number the better.)

By Spring 2005, the full-time faculty remained at 58.5, but the PT faculty FTE was down slightly to 26.72 bringing the FT to PT faculty ratio slightly higher to

2.19 and the percentage of courses taught by FT faculty up to 68.64 percent. The student FTE was 1912 that semester. The FT faculty to student FTE ratio was 32.68, an improvement. (See Appendix M/ Faculty Ratios)

The academic leadership of the College made a conscious decision and effort to try to fill as many full-time faculty vacancies as possible by the Fall 2005 and hired another faculty member, bringing the number of FT faculty to 59.75. The part-time faculty FTE for that semester has not yet been calculated, but we do know that the student FTE was up to 2120 and the number of sections of courses offered and run were approximately 475. Additional searches for FT faculty were conducted in that semester to increase the number of FT faculty for Spring 2006 and two additional faculty were hired, though one senior faculty member moved into a professional staff position, giving us a net gain of one FT faculty member for Spring 2006.

This spring (2006), the number of FT faculty was up to 59.75 and six national searches for additional faculty are currently being conducted. This effort will have filled all existing faculty vacancies and will result in a net gain of 5 new faculty for Fall 2006. While we do not yet have the ratios calculated of PT faculty FTE and FT to PT ratio, we do know that FT faculty to student FTE ratio was better. It was 31.53, down from Fall of 2005, when this ratio was 35.48. In part this was due to the increase in FT faculty, and in part due to a lower student FTE of 1884 for Spring 2006.

By Fall 2006, we expect that the FT-to-PT ratio as well as FT faculty to student FTE will show significant improvements. Clearly, these ratios have improved since 2001 and can only continue with our measured and consistent efforts to address the areas of concern in the 2001 NEASC report.

Regarding the observation that Tunxis needs to increase its efforts to recruit faculty of color, it is important to note that the Commission on Human Rights and Opportunities for the State of Connecticut is the agency responsible for setting hiring goals for all state agencies. Tunxis is always in compliance with the goals that we are given, which are based on demographic information for the entire state. However, we also recognize that our effort to identify and hire faculty from minority backgrounds is an ongoing commitment from which we cannot stray. We continue to be vigilant and are always looking for ways to increase the numbers of underrepresented ethnic or cultural groups in our faculty and staff. At Tunxis, the Affirmative Action Officer ensures that all faculty searches are charged with affirmative action hiring goals. In addition, faculty searches are advertised in several minority venues, including CALAHE, Northend Agent, and Global Minority News.

Standard Six Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

As Tunxis enters the third year of the Title III-funded Outcomes Based Education Project, the College has made organizational adjustments designed to maximize support for students and also to address the area of concern, identified in 2001, that retention efforts should be made more systematic. Beginning in Fall 2006, a new Advising Center, in the office of the Dean of Academic Affairs, will coordinate all academic advising and advisor training. The center will be staffed by counselors, a student-services specialist, a career counselor, and a transfer advisor. It is our belief that descriptor "student-centered" must apply to every office and every individual at the College. In addition, the College has begun work on development of a formal First-Year Experience Program that will support new students. These changes, along with others discussed elsewhere in this report, are designed to advance the cause of student-centeredness.

A variety of other College functions impinge on the lives of students. The Admissions Office adheres to all Board of Trustees policies as they pertain to the admission of students. Our admissions policies are available to students via our website as well as in our printed catalogue and schedules; our outreach/recruitment activities include a myriad of venues including high schools, non-traditional high school settings, adult education programs, social service and employment agencies and businesses in our service area

All incoming students are required to take the Accuplacer exam to determine appropriate course placement. Only students who have previously taken and passed appropriate college-level math and/or English course work may be exempted from this requirement (College transcript required). Students who self-disclose any form of learning disability to the Admissions Office, or who have questions about services available to students with disabilities, are directed to our Academic Support Center and Learning Specialist where needs

are accessed and addressed as needed.(see Appendix L/Demographic Trends in Enrollment)

The Connecticut Community College Board of Trustees has established policies defining the standards for continuing enrollment. Satisfactory progress (good standing) is defined by achieving a graduated grade point scale of least 1.5 during the first 11 credits to a 2.00 by the 31st attempted credit. Additionally, the students must successfully complete at least 50 percent of the attempted credits. A course is not considered complete if a student receives a grade of “F” or a transcript notation of “W” or “I” (withdrawal and incomplete). If satisfactory progress is not maintained, a notice of Written Warning, Academic Probation or Suspension will be issued.

Although not a residential College, we provide to our students and staff a fulltime health service clinic staffed by an RN. The Counseling Office also provides health related programming throughout the year on a wide variety of health topics.

Several different new student orientation programs have been employed over the last four years to inform students on the availability of services. Only a small percentage of our new students participate in the sessions. We are investigating a web orientation which would increase our audience. During the academic term, student service opportunities are clearly marketed to our student body through the catalog and other printed materials. We are also investigating a campus-wide e-mail service that we believe would greatly increase our marketing efforts.

Grant and loan programs as well as employment opportunities are clearly articulated via web, catalog and other printed materials. More than 21percent of our fulltime student body receives some form of Tunxis assisted financial support. During the past five years we have focused on the marketing of the web-based application processed. The percentage of our web applications has grown 80% percent from the Fall 2004 (184) to the Fall 2005 (332) semester.

We have experienced great success in programs such as the student newspaper and other student clubs that have involved faculty or staff sponsors, however, has fallen on part-time staff, which has limited the overall effectiveness of our student leadership opportunities. Understanding that we need more fully to more fully support these programs, especially with the growth in our fulltime student population we have reinstated the positions of Director of Student Activities and Minority Affairs Coordinator. The primary focus of Student Activities and Minority Affairs will be retention and supporting two of the General Education Outcomes: World Cultures and Perspectives; and Values,

Ethics and Citizenship. These moves also will support our effort to develop a systematic retention program.

The Board of Trustees has established a clear set of student rights and responsibility guidelines, including appeal and grievance procedures for all Connecticut Community College students. These are published in the College Catalog and Student Handbook. The Board of Trustees has also established a clear set of guidelines regarding confidentiality of student records, directory information, access of records to students as well as of persons or agencies other than students, all published in the Catalog. The overall skills and abilities of the student services workforce are clearly defined through a combination of education, experience and training in all job descriptions.

Standard Seven

Library and Other Information Resources

The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.

The Tunxis Community College Library is working to expand information literacy initiatives throughout the curriculum. Working with English as a Second Language faculty and in conjunction with the development of an expanded ESL collection, the librarians have developed and integrated a graduated five-step information literacy component into the ESL program. The Library is looking to expand this graduated approach to information literacy into the English department curriculum. We hope to abandon the “one-shot approach” in favor of a framework that builds successively on previous classes. All departments have Library liaisons who attend department meetings to report on new library resources, request input, and offer help with assignments. We are meeting with the English Department and the Developmental Education Committee to institute this graduated model. The librarians continue to work with faculty of the Social Sciences Department which has identified two departmental objectives that support the Colleges’ information literacy initiatives. All courses offered by the Social Sciences Department will have “at least one instructional objective which requires students to locate five or more library sources” and one instructional objective which requires students “to locate five or more resources using a search engine”.

Information literacy is one of the College’s nine general education outcomes. A committee composed of faculty and a librarian is working on developing a rubric for assessing this important outcome. We will be working closely with faculty to help create and assess assignments that foster information literacy. We have begun to survey students in the First Year Experience course to ascertain their perceptions of libraries, librarians, and their knowledge of library use. After their initial library session another assessment is given to ascertain their progress. Continued cooperation between faculty and librarians is vital for successful information literacy assessment.

The librarians continue to meet and plan with faculty in the academic Departments and disciplines with the aim of fostering information literacy rich assignments into upper level classes; continue to investigate and develop assessment tools and methods to use assessment data to strengthen services and resources.

Standard Eight

Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

Facilities currently maintained by the Information Technology Department, continue to provide appropriate resources to serve the needs of the institution. Eleven general purpose or specialty computer classrooms are available on the main campus and one at the Bristol Career Center in addition to the Computer Resource Center. However, increasing demand for computer classroom space is limiting the ability of the institution to meet the demand for computer-supported courses at the most popular times.

In addition, there are eleven classrooms equipped with instructor workstations incorporating a computer and smartboards. These are maintained jointly by the IT Department and the Media & Instructional Technology Department. The IT Department maintains a Help Desk to record any reported problems and assign staff to resolve them. The Network Manager within the IT Department performs on-going monitoring of systems in a pro-active approach to maintain optimal functioning of systems.

The facilities are equipped with computers meeting the College's four-year replacement cycle. The IT Department prepares budgets to provide for the replacement cycle as well as the replacement of peripheral equipment. In addition, software needs are planned to maintain currency in the College's offerings. All server data, including user data files are backed up on a nightly basis. Appropriate measures are taken to ensure the privacy of individuals.

In order to sustain and enhance resources to realize the college's goals, Tunxis undertook a facilities master planning effort in response to the acquisition of a new facility, the tightening of classroom use and potential opportunities associated with the occupancy once the facility is completed. The lack of student space on campus, the quality and quantity of lab spaces, the number and size of faculty offices, the need for meeting rooms and the campus wide lack of storage space, all were general concerns.

As part of this master planning effort, a process was developed to quantify and qualify data and to identify appropriate space related recommendations. This

work provided the foundation for the development of a master plan which identified current square footage and projected future space requirements. Tunxis has approximately 82,000 assignable square feet in four occupied buildings. This equates to approximately 56 assignable square feet per full time equivalent student and placed Tunxis last among all Connecticut Community Colleges. The statewide planning target is 95 assignable square feet. Among the specific recommendations emerging from the master planning process were:

- an additional 5500 square feet of classroom space as well as improvements to virtually all existing classrooms;
- an additional 10,000 square feet of lab space to support unmet needs associated with Computer, Math, Foreign Language, ESL, Math, Dental, and Art;
- 12,000 additional square feet of space to support office related needs including conference rooms, and work areas;
- an additional 6500 square feet of space to support expansion to the Library and Student Development Center;
- 7,000 square feet to support an auditorium type space seating 350;
- approximately 30,000 square feet to provide student activities and recreational/wellness space.

In December of 2005, Tunxis was bonded for a \$31 million capital improvement project from the State of Connecticut to provide adequate space for growth. Demolition of the Fisher Building occurred in the Fall of 2005 and official groundbreaking for the new Library occurred in May 2006. When completed, Phase One of the project will provide:

- five science labs
- one mini-lab for Physics
- Dental Hygiene suite
- Dental Materials lab
- two art studios
- Computer Arts studio
- Lighting studio
- computer arts studio
- two 40-person classrooms
- four 20-person classrooms
- eight 8-person breakout rooms
- a 12-person seminar room
- one 24-person computer classroom (library)
- one 40-person classroom general
- four 8-person media study rooms
- ten 8-person study rooms

- two 12-person study rooms

In 2006, a lab for students enrolled in Business and Technology Department courses, will provide opportunities to demonstrate outcomes by completing project-based learning assessments. The Department is committed to enabling students to apply course-related concepts, theories and skills in a supervised lab environment promoting strengths and areas of excellence.

Tunxis Community College evaluates its physical and technological resources on an ongoing basis in light of its mission, current needs and plans for the future. This evaluation is a basis for realistic planning and budget allocation.

Standard Nine Financial Resources

The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

As one of twelve community Colleges, Tunxis receives its budget from the System Office in Hartford CT. based on a resource allocation model. The budget for the system is approved by the Board of Trustees and then allocated to each college.

Starting in fiscal year 2003 the Board hired PriceWaterhouse Coopers (PWC) to audit the System's combined financial statements. PWC has audited the financial statements for fiscal years 2003, 2004 and 2005. Hard copies are enclosed. For all three years PWC has found the statements in conformity with accounting principles generally accepted in the United States of America. PWC will also perform the audit for fiscal year 2006. Every third year the PWC auditors make site visits to Colleges. Tunxis was selected for a site visit for summer 2005, and the PWC auditors found no areas of concern. The statements are available in hardcopy as well as on-line at <http://www.commnet.edu/finsup/contact.asp>. The combined financial statements also include statements from each foundation; foundation statements are not audited by PWC.

In addition, the College is audited biannually by the State of Connecticut Auditors of Public Accounts. The last state audit was performed for fiscal year 2003. The State Auditors are scheduled to audit fiscal years 2004 and 2005 sometime in 2006. The College also has been audited by the Office of the State Comptroller. Starting in fiscal year 2006 the System Office has created an Internal Audit Committee (See Appendix B/Fiscal Analyses)

The combined financial statements are a joint effort between Tunxis and the System Office. Although not required, each school writes its own Management Discussion and Analysis (MD&A) for each fiscal year.

Hard copies of the PWC audit reports and Auditors of Public Accounts audit reports are placed in the library. Faculty and staff are notified via email about the audit reports being available for review.

Tunxis remains financially stable and is compliant with the Board's minimum financial reserve requirements. Tunxis Community College had total assets of \$18.7 million, liabilities of \$6.0 million, and a total net asset balance of \$12.7 million as of June 30, 2005. On that date unrestricted net asset reserves were \$995 thousand. The unrestricted current assets to current liabilities ratio is a healthy 2.0.

Enrollment growth coupled with inflationary tuition and fee rate increase primarily account for the increase in operating revenue from \$9.9 million in 2004 to \$10 million in 2005. The major source of operating revenue continues to be student tuition and fees, which increased from \$7.6 million in fiscal year 2004 to \$7.9 million in fiscal year 2005. (See Appendix for Summaries 2002 – 2005)

Operating expenses grew 8.6 percent from \$23 million in 2004 to \$25 million in 2005. Salaries and wages grew 8.7 percent from \$12.9 million in 2004 to \$14 million in 2005. Fringe benefit costs increased 25.3 percent from \$4.8 million in 2004 to \$6 million in 2005. Gross scholarship aid rose 5.3 percent from \$2.5 million in 2004 to \$2.7 million in 2005. The number of subsidized federal loans increased 61 percent from fiscal year 2003 to fiscal year 2005.

The Tunxis Community College Foundation and Advisory Board, Inc. supports the College with student scholarships, endowments, program enrichment, faculty and staff professional development, and equipment and facilities acquisitions.

Established in 1970, the Foundation recently celebrated its 35th anniversary of service to the College with a gala dinner and evening of recognition. The Foundation is a 501(c)(3) organization led by a 29-member volunteer Board of Directors who serve three-year terms on a rotating basis. The Board is comprised of corporate, financial, business, municipal, and community leaders, including an additional 9 members drawn from students, faculty, and alumni.

The Foundation is guided by clear policies, by-laws, and state or federal laws. The Executive Committee, Finance Committee, Scholarship Committee, Fund Development Committee, and Board Development Committee are the Board's permanent committees. Ad hoc committees, like the Gift Acceptance Committee and the Property Renovations Committee, help the board conduct its business and meet its goals.

Foundation members apply their skills and experience to manage the affairs of the Board. They have four major roles: 1. learn about the College; 2. participate in Board leadership and activities; 3. support the College to meet its goals; and 4. promote awareness of the College. The Board meets quarterly. Committees meet as needed, often between board meetings.

The Foundation manages nearly \$1 million in total assets, the majority of which is held in endowment and other investment accounts. During 2005, the Foundation, its volunteers, and area corporate sponsors raised \$40,000 through fundraisers, individual donations, corporate giving, endowments, and grants. Annual and special events have included a golf tournament, scholarship dinners, economic conference, and receptions. Donations have provided scholarships, equipment, furnishings, and computers for student use.

Beginning in 1980, the Foundation held an annual economic breakfast that featured local and regional business speakers who addressed topics of interest to legislators, business owners, corporations, and community leaders. It became the signature foundation event to raise scholarship funds. In recent years, the breakfast format has been replaced by an evening dinner. Focus of the event broadened to include speakers from environmental issues, sports, and personal growth topics. Last year's speaker was national business and planning expert Dr. Stephen R. Covey.

The Foundation helped the College with its expansion needs by contributing nearly \$800,000 with other partners to open the Bristol Career Center's three classrooms and meeting spaces. In June of 2005, the Foundation purchased a private home for \$420,000 on nearly seven acres opposite the main campus that will provide additional space for meetings, special events, and small gatherings. The home has been renovated and complies with ADA requirements for a variety of uses by the College. The Foundation plans to lease the facility to the College until such time as the state can purchase the property on behalf of the College.

During the past year, Foundation leaders have begun a variety of management and fund-raising initiatives. Increasing membership, expanding its fundraising scope, and updating some management practices are parts of an overall planning focus that has already yielded significant results. Policies, practices, and programs have been updated to align with board goals. Foundation activities are more visible to the community and to Tunxis Community College faculty and staff. Committee leadership and participation have been energized with new projects and other activity.

Plans include further integrating foundation and College planning, particularly as the College proceeds with Phase I of the facility master plan for a new library, academic support center, and dental, science, and art classrooms. The Foundation is exploring some level of support for Phase I to complement projected shortfalls in available state funding for equipments and other needs.

In addition to continuing its planning focus, the Foundation agenda includes updating the web site, establishing a legacy gift program, strengthening its relationship with the College alumni association, and considering a capital campaign.

Standard Ten

Public Disclosure

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.

The College provides comprehensive information through its web site; the College catalog; the Student Handbook; brochures; fliers; news releases; newsletter; fact sheets; advertisements; course schedules; and various program-emphasis marketing materials. Information is systematically updated, and consistent in all communications. Additionally, the College Catalog for Fall 2006-Spring 2007 will reflect major changes in General Education Outcomes, Programs of Study, and Course Descriptions.

Tunxis was the first college to implement the Connecticut Community College System's integrated marketing communications plan. In 2005, after approximately five years of implementation, overall credit enrollment increased by more than 14 percent, and we were able to reduce our marketing budget by 16.8 percent of the 2000 operating budget, after adjusting for inflation. In the pilot phase, Tunxis realized a 4.75 percent increase in credit enrollment—nearly 25 percent more than the System's average increase. Our branding initiative has enabled Tunxis to make more effective and cogent use of limited resources and to maintain clarity and consistency of messaging which builds upon itself with each year to promote positive public perception.

Branding is clear communication about who we are—eliminating confusion and message competition. It is about creating awareness and delivering relevance. Developing and presenting an organization's brand and position is a disciplined effort based on thorough research and analysis of distinguishing characteristics and unifying attributes, communicating who we are, why we are different, and how that difference is an advantage for students.

We have redesigned our web site to convey the value that Tunxis brings to the state rather than simply the programs it offers. A Web Roundtable (focus group) was held in November 2005 as an additional mechanism to garner feedback and encourage participation regarding the website. A broad group of staff/faculty from diverse areas of the College participated. A comprehensive report about the feedback was distributed thereafter, and a Web Task Group consisting of a diverse group of members was organized to address what

arose from the Roundtable. The Task Group have met three times in 2006, for discussion and planning.

Tunxis Marketing and Public Relations has conducted biannual communications audits of students, as well as business, to gauge the effectiveness of current approaches and to plan for increased effectiveness. We have redirected resources in support of that feedback, to provide communications most desired and best suited to our customer base. This has mainly involved directing most of our efforts to targeted direct mail, as well as to enhancing our web site.

New in 2006 are a Student Viewbook which relays program information and workplace value; a new brochure targeted to business and how Tunxis serves their education and training needs; a new student brochure relaying programs, costs, accessibility, and services; an additional postcard added to a monthly direct-mail series which emphasizes liberal arts and sciences, and transfer; and a new recruitment CD which reflects Tunxis and all 12 CT Community Colleges. Another new Viewbook is planned for next academic year. The Viewbook will highlight the economic value Tunxis brings to the state and the return on investment which the state enjoys. It will be used to solicit financial support from business, alumni and residents, as well as other efforts. Video ads and new print ads are also planned for next academic year, and all materials introduced in 05-06 will be updated and redistributed each year.

Achievements of graduates and faculty are featured in: In & Around Tunxis newsletter (also available and archived on web site); news releases/media feature stories; advertisements; marketing materials; web site; and showcased through materials reproduction in the College catalog and course schedules.

Standard Eleven Integrity

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

Students are informed on the topic of academic dishonesty by way of the Catalog and can also be accessed in each course syllabus. Faculty receive education on academic integrity through our Faculty Committee on Academic Misconduct and via the Faculty and Adjunct Faculty Orientations. Faculty are asked to forward all academic dishonesty cases Dean of Students office for adjudication. This has helped to ensure a consistent practice of adjudicating academic dishonesty cases.

Tunxis Community College is authorized to award the Associate in Arts and Associate in Science degrees. College curricula are registered and approved by the department of Higher Education of the State of Connecticut. All degrees and most certificate programs are approved for veterans educational assistance.

The Equal Opportunity Policy Statement is established for TCC by the Board of Trustees for the Connecticut Community Colleges. This statement establishes a policy framework for the implementation of equal opportunity and affirmative action principles within the the Community College system. The purpose is to set forth an appropriate and consistent standard for each College and the Central Office. The statement constitutes requirements by Section 46a-68-33 of the Regulations of Connecticut State Agencies.

The mission of our College, as well as all community Colleges in the state, is particularly well suited to include and provide an environment for success for members of protected groups. The Board and the College recognize and support that affirmative action in employment involves taking additional steps to recruit, employ and promote members of these groups. The College's Affirmative Action Plan for 2005-06 was approved and we continue our efforts to reach out to those groups within our society that have been historically excluded from or disproportionately represented in postsecondary education.

Tunxis publicizes that it is an affirmative action/equal opportunity employer in all publications, course offering brochures and advertising, for both credit and non-credit offerings, faculty and staff position openings. In an effort to improve the quality of our minority affairs, the President has assigned a coordinator of minority student affairs. This position has enabled the College to conduct more intense recruitment activities and assist minority students.

With the awarding of the Title III Strengthening Institutions federal grant to establish a comprehensive outcomes assessment system at the College, (referenced in several sections of the narrative above), the College has sponsored several conferences and institutes to support this initiative including The Alverno Institute where more than 40 faculty and staff participated in workshops at the Alverno Institute relative to outcomes-based education in 2005-2006.

Plans

The next five years will be particularly interesting at Tunxis Community College due to the following significant issues we will be facing: continuing demographic shifts; the economic outlook for the state and region; the impact of technology; changes in our whole approach to learning; and the status of the campus expansion project.

The shift in the College age population began several years ago and all indicators are that it will continue until the end of the decade. The average age of the student at Tunxis Community College is now around 27, whereas a few short years ago the average age was closer to 30. This means that there are different academic priorities as well as different behavioral standards. More and more students are coming in need of serious remediation, and as a result, a larger share of the College's instructional resources is being devoted to developmental courses and pre-College level coursework. Tunxis has maintained, and plans to continue to maintain, a very high standard for entrance into its College level classes. In addition, our student population is becoming more diverse, so a cultural shift is also having an impact in the classroom that was not seen previously. Finally, the behavioral changes are also apparent in younger students. Even though we are a commuter campus, our younger students are going to school full time, during the day, and staying on campus when not in class. Unfortunately, there are few places to relax on campus, so students are crowding into the library and computer labs and cafeteria. There have been some disciplinary issues in classes that were unheard of five years ago that the faculty are attributing to a younger, less mature student population. As long as the trend continues, we will have to change as well to be more attuned to their needs while we are expecting them to meet our standards.

The economic outlook for much of the Northeast is not optimistic: the general population is growing older; the future of manufacturing in the state is bleak; over all population is decreasing; and the cost of living is higher than in other parts of the country. If the worst predictions come true over the next decade, then Tunxis Community College will be faced with the challenges of remaining affordable to students in the face of decreasing financial support from the state. We will also have to pay even more attention to the management of our fiscal and human resources to make sure that the money and time we have are being spent in ways that will most benefit our students. Our sense of urgency in

implementing our most comprehensive strategic planning and assessment processes is well founded.

Another of our major issues has been, and will continue to be, the impact of technology on the teaching/learning process. We have already seen a major change in how our younger students, who have grown up with technology of all kinds, approach learning. Many of our faculty and staff are equally comfortable with new technology and all that it offers, but that comfort is not universal. Resources to purchase and maintain hardware and software will need to be planned carefully, and more attention must be paid to professional development of faculty and staff, particularly around the uses of constantly emerging technology.

As we continue to work on our Outcomes-Based Education project funded by Title III, it is very clear that the primary attention of faculty will continue to be devoted to the restructuring of the ways learning is achieved and measured. We have taken outcomes assessment very seriously throughout the institution, but the first place that transformation is occurring in is the classroom. Those shifts will continue to demand increased levels of participation by all faculty, including adjuncts, and a challenge to the institution will be to develop ways of keeping everyone participating. Outcomes-based education is a long term commitment and will ultimately affect the entire College. However, for the next several years, the initiatives being undertaken by faculty will be paramount.

The fourth major issue for Tunxis in the next five years will be how we co-exist with a major campus expansion project. The construction of 92,000 square feet of instructional and library space began in January, 2006, and is expected to be completed by July of 2007. This is a doubling of the space available from what we presently have, but in the same thirteen acre space. A building had to be torn down in order to build the new library, and the new classroom building will be attached to the existing classroom building. Shortly after the completion of this construction project, we will begin planning for the second phase of construction. Again, the building housing faculty offices will be torn down in order to build an auditorium; the oldest classroom building will be torn down to build an office building for faculty; and the remaining classroom building will be renovated and reconfigured.

In the midst of this "chaos", we will be continuing our academic work--living in our house while it is being remodeled, so to speak. The point of mentioning these changes in the physical plant is that we know there will be an impact and we know we will have to pay attention to it. We just don't know exactly what the impact will be or how it will be manifested.

What we do know, however, is that all of the initiatives that we will be undertaking in the next five years will be designed to address not only the four issues mentioned, but also some other ones: the challenge of more closely integrating adjunct faculty into our new approach to outcomes assessment and measuring effectiveness; keeping academic programs current and applicable to changing economic circumstances of the region and preparing students for the jobs of the future when we don't know for sure what they will be; understanding the balance between security and freedom for ourselves and for our students; finding better ways to celebrate our successes and achievements.

In addition, we will be completing our initial work on the Outcomes-Based Education project; we will be implementing new academic programs, especially those related to preparing students for work in the health care fields, child care, and in various business fields; we will be continuing to expand our distance learning offerings; and we will be expanding an international program connection with China and several local school districts. There is much to do.

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A.

ENROLLMENT DATA

**CIHE DATA FORMS FOR
PUBLIC INSTITUTIONS**



New England Association of Schools and Colleges
 Commission on Institutions of Higher Education
 209 Burlington Road • Bedford, MA 01730
 phone: (781) 271-0022 • fax: (781) 271-0950
<http://www.neasc.org>

CIHE DATA FORMS FOR PUBLIC INSTITUTIONS
 GENERAL INFORMATION

Institution Name:

Tunxis Community College

? FICE Code:

9764

? Carnegie Classification:

ExU2 PT2 M2 Assoc/Pub-S-SC

? Financial Results for Year Ending:

- Most Recent Year
- 1 Year Prior
- 2 Years Prior

Fiscal year ends:

2005

Annual Audit

Certified: Qualified

Yes/No Unqualified

Yes/No	Unqualified
Yes	
Yes	
Yes	

? Contact Person:

Name:

Charles C. Cleary

Title:

Dean of Administration

Telephone Number:

860-255-3403

E-mail address:

ccleary@txcc.commnet.edu

CIHE DATA FORM 1
STATEMENT OF REVENUES AND EXPENSES (000)

FISCAL YEAR ENDS month & day: (06 /30)		3 YEARS PRIOR (FY 2002)	2 YEARS PRIOR (FY 2003)	1 YEAR PRIOR (FY 2004)	MOST RECENTLY COMPLETED FY (FY 2005)	CURRENT BUDGET (FY 2006)
2	OPERATING REVENUES					
3	TUITION & FEES	\$5,401,000.00	\$6,689,000.00	\$7,589,947.39	\$7,858,528.68	\$8,305,266.00
4	AUXILIARY ENTERPRISES (Enter here and/or on line 9)					
5	LESS: SCHOLARSHIP ALLOWANCE	(\$1,028,000.00)	(\$1,251,000.00)	(\$1,447,121.39)	(\$1,560,358.68)	(\$2,076,316.50)
6	NET STUDENT FEES	\$4,373,000.00	\$5,438,000.00	\$6,142,826.00	\$6,298,170.00	\$6,228,949.50
7	GOVERNMENT GRANTS & CONTRACTS	\$1,772,000.00	\$2,057,000.00	\$1,859,165.00	\$1,808,455.00	\$1,844,624.10
8	PRIVATE GIFTS, GRANTS & CONTRACTS			\$367,704.00	\$340,095.00	\$360,500.70
9	AUXILIARY ENTERPRISES (Enter here or on line 4)					
10	OTHER	\$1,772,000.00	\$1,627,000.00	\$1,575,050.00	\$1,540,316.00	\$1,586,525.48
11	TOTAL OPERATING REVENUES	\$7,917,000.00	\$9,122,000.00	\$9,944,745.00	\$9,987,036.00	\$10,020,599.78
12	OPERATING EXPENSES					
13	INSTRUCTION				\$9,468,035.00	\$9,846,756.40
14	RESEARCH					
15	PUBLIC SERVICE				\$26,216.00	\$27,264.64
16	ACADEMIC SUPPORT				\$3,940,509.00	\$4,098,129.36
17	STUDENT SERVICES				\$4,953,009.00	\$5,151,129.36
18	INSTITUTIONAL SUPPORT				\$3,572,922.00	\$3,715,838.88
19	OPERATION, MAINTENANCE OF PLANT				\$1,766,992.00	\$1,837,671.68
20	SCHOLARSHIPS & FELLOWSHIPS				\$773,962.00	\$804,920.48
21	AUXILIARY ENTERPRISES					
22	DEPRECIATION				\$557,735.00	\$580,044.40
23	OTHER	\$21,929,000.00	\$22,114,000.00	\$23,065,455.00		
24	TOTAL OPERATING EXPENDITURES	\$21,929,000.00	\$22,114,000.00	\$23,065,455.00	\$25,059,380.00	\$26,061,755.20
25	OPERATING LOSS	(\$14,012,000.00)	(\$12,992,000.00)	(\$13,120,710.00)	(\$15,072,344.00)	(\$16,041,155.42)
26	NON OPERATING REVENUES					
27	STATE APPROPRIATIONS (NET)	\$15,451,000.00	\$13,096,000.00	\$13,846,000.00	\$15,575,000.00	\$16,613,901.55
28	INVESTMENT INCOME					
29	INTEREST INCOME					
30	OTHER	\$127,000.00	\$92,000.00	\$63,000.00	\$128,000.00	\$134,400.00
31	NET NON OPERATING REVENUES	\$15,578,000.00	\$13,188,000.00	\$13,909,000.00	\$15,703,000.00	\$16,748,301.55
32	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	\$1,566,000.00	\$196,000.00	\$788,290.00	\$630,656.00	\$707,146.13
33	CAPITAL APPROPRIATIONS	\$617,000.00	(\$886,000.00)			
34	OTHER			(\$641,000.00)	(\$110,000.00)	
35	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,183,000.00	(\$690,000.00)	\$147,290.00	\$520,656.00	\$707,146.13

CIHE DATA FORM 4
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

FALL TERM (YEAR)		4 YEARS AGO (FY ____)	3 YEARS AGO (FY ____)	2 YEARS AGO (FY ____)	1 YEAR AGO (FY ____)	CURRENT YEAR (FY ____)
2	? FIRST-YEAR STUDENTS					
3	COMPLETED APPLICATIONS					
4	APPLICATIONS ACCEPTED					
5	APPLICANTS ENROLLED	985	933	918	860	791
6	AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)					
7	? TRANSFERS-UNDERGRADUATE					
8	COMPLETED APPLICATIONS					
9	APPLICATIONS ACCEPTED					
10	APPLICANTS ENROLLED	397	609	591	684	569
11	? MASTER'S DEGREE STUDENTS					
12	COMPLETED APPLICATIONS					
13	APPLICATIONS ACCEPTED					
14	APPLICANTS ENROLLED					
15	? FIRST-PROFESSIONAL DEGREE STUDENTS					
16	COMPLETED APPLICATIONS					
17	APPLICATIONS ACCEPTED					
18	APPLICANTS ENROLLED					
19	? DOCTORAL DEGREE STUDENTS					
20	COMPLETED APPLICATIONS					
21	APPLICATIONS ACCEPTED					
22	APPLICANTS ENROLLED					

Description of statistical indicator of aptitude of first-year enrollees (average combined SAT, average rank in high school graduating class, etc.):

Open door institution. No statistical indicator of aptitude is required. Applications/applications accepted ratio not tracked.

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

		4 YEARS AGO (FY ____)	3 YEARS AGO (FY ____)	2 YEARS AGO (FY ____)	1 YEAR AGO (FY ____)	CURRENT YEAR (FY ____)
2	? UNDERGRADUATE					
3	? FIRST YEAR: FULL-TIME HEADCOUNT	814	938	1079	1078	1107
4	? PART-TIME HEADCOUNT	2024	2008	1902	1767	1668
5	TOTAL HEADCOUNT	2838	2946	2981	2845	2775
6	? TOTAL FTE	1690	1825	1952	1926	1899
7	? SECOND YEAR: FULL-TIME HEADCOUNT	235	307	286	359	381
8	PART-TIME HEADCOUNT	646	782	716	738	738
9	TOTAL HEADCOUNT	881	1089	1002	1097	1119
10	TOTAL FTE	539	689	633	717	752
11	? THIRD YEAR: FULL-TIME HEADCOUNT					
12	PART-TIME HEADCOUNT					
13	TOTAL HEADCOUNT	0	0	0	0	0
14	TOTAL FTE					
15	? FOURTH YEAR: FULL-TIME HEADCOUNT					
16	PART-TIME HEADCOUNT					
17	TOTAL HEADCOUNT	0	0	0	0	0
18	TOTAL FTE					
19	? UNCLASSIFIED: FULL-TIME HEADCOUNT					
20	PART-TIME HEADCOUNT					
21	TOTAL HEADCOUNT	0	0	0	0	0
22	TOTAL FTE					
23	TOTAL UNDERGRADUATE HEADCOUNT	3719	4035	3983	3942	3894
24	TOTAL UNDERGRADUATE FTE	2229	2514	2585	2643	2651
25	? GRADUATE					
26	? FULL-TIME HEADCOUNT					
27	? PART-TIME HEADCOUNT					
28	TOTAL GRADUATE HEADCOUNT	0	0	0	0	0
29	? TOTAL GRADUATE FTE					
31	GRAND TOTAL HEADCOUNT	3719	6549	6568	6585	6545
32	GRAND TOTAL FTE	2229	2514	2585	2643	2651

UNDERGRADUATE RETENTION AND GRADUATION RATES

34	1ST YEAR STUDENTS RETURNING FOR 2ND YEAR	48%	43%	43%	47%	49%
35	? GRADUATION RATE	12%	11%	14%	10%	9%

DEFINITION OF UNDERGRADUATE FTE
 DEFINITION OF GRADUATE FTE

**CIHE DATA FORM 7
FACULTY PROFILE**

		4 YEARS AGO (FY ____)		3 YEARS AGO (FY ____)		2 YEARS AGO (FY ____)		1 YEAR AGO (FY ____)		CURRENT YEAR (FY ____)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
		170	?	NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT (USE THE INSERT ROWS FUNCTION TO ADDITIONAL ROWS AS NEEDED)							
171		NAME OF DEPARTMENT OR ACADEMIC UNIT									
172		8	0.491	7	0.564	6	0.0621	8	0		
173				7.25	5.969	7.75	4.383				
		5.75	4								
174				8.75	4.94	9.25	5.125				
		10.5	5								
175		8.25	2.5	13.25	8.792	11.5	9.542				
176		8.5	4.25	10.5	4	10.25	5.25	14.25	4.878	14	5
		7.25	7.491								
177				9.5	9.187	9.75	9.293				
178								4.5	4.966	4.5	5
179								10	5.338	10.75	5
180								5	0		
181								12.75	8.835	12.5	9
182								4	5.376	5	4.5
183										13	0.5
184											
185		*Part-time faculty figures are shown as FTE's.									
186											
187											
188											
189											
190											
191											
192											
193											
194											
195											
196											
197											
198											

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)	4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY 2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
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UNDERGRADUATE

3	?	CERTIFICATE				
4		Network Administration Cert				2
		Accounting Certificate	18	23	24	21
		English as a 2nd Language Cert	57	48	27	19
		Evidence Tech. Certificate	10	8	6	4
		Retail Business Mgmt Cert	3	2	2	1
		Graphic Design Certificate	25	16	8	13
		Human Services Certificate	13	14	7	10
		Marketing Management Cert.	7	4	5	3
		Computer Programming Cert.	47	40	26	16
		Microcomputer Processing Cert.	19	14	3	2
		Computer-Aided Drafting Cert.	10	7	7	2
		Electronics Technology Cert.			1	
		Business Administration Cert.	14	15	15	12
5		Communication Certificate	15	9	14	11
		Computer Info. Systems Cert.	4	3	1	
		Data Processing Certificate		1		
6		Early Childhood Education Cert	12	22	22	23
7		Electrical Certificate	2	2	1	
8		TOTAL	256	228	169	137

10	?	ASSOCIATE				
11		Visual Fine Arts:Photog Option	22	34	35	31
		Computer Programming Option				14
		Accounting	70	40	22	11
		Network Administration Option			5	14
		CJ: Drug & Alcohol Treatmt Opt				3
		Graphic Design	96	90	83	82
		Visual Fine Arts	18	31	26	25

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY 2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
	Mktg: Retail Merchandising	6	5	1	1	
	Marketing Management	18	13	4	1	1
	Business Office Technology	57	71	83	75	80
	BOT: Executive Secretary	2				
	Physical Therapy Assistant	6	3	3	3	5
	Secretarial Science: Legal	2				
	Secretarial Science: Executive	4	2			
	Tech Std: Spring & Metalstamp	2	1			1
	Technological Studies	26	21	27	26	21
	Banking	10	8	10	9	13
	Business Adm: Banking Option				1	
	Business Adm:CIS Option	4	6	2		
	Business Adm:Data Processing	4	1			
	Business Adm: Transfer	1				
	Business Administration	221	226	193	190	216
	Business Management	1				
12	Liberal Arts & Sciences (LAS)	206	214	216	238	209
13	BOT: Medical Option	1	1			3
14	Crim.Jus.: Corrections Option	22	23	23	17	12
15	Computer Information Systems	166	165	139	107	81
	Criminal Justice: Criminal		1			
	Criminal Justice: Security		2			
16	Criminal Justice	227	272	268	273	250
17	Dental Hygiene	50	58	71	70	68
18	Engineering Science	30	29	26	26	33
19	General Studies	636	705	762	840	920
20	Human Services	110	115	93	98	77
	LAS: General Studies	2				
	Human Svs: Family Violence Opt	12				
21	HS:Famly Viol Intervention Opt		10	13	10	12
22	TECH STDS: TV OPS OPTION	8	6	2	1	1

CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

FALL TERM (YEAR)		4 YEARS AGO (FY 2002)	3 YEARS AGO (FY 2003)	2 YEARS AGO (FY 2004)	1 YEAR AGO (FY 2005)	CURRENT YEAR (FY 2006)
23	Business Adm: Accounting	46	70	94	112	128
24	Business Adm: Marketing Mgmt	38	58	69	73	73
25	Bus Adm: Retail Bus Mgmt Opt.	11	32	29	41	35
	Graph Des Interactive Media	9	22	29	18	22
	Early Childhood Education	54	108	119	121	138
	TechStds: Integrator Tech A+		1	1	4	3
	TechStds: Integrator Tech Cabling					1
	TechStds: Integrator Tech Network		1	2	4	4
	Drug & Alcohol Rehab Counselor	13	18	15	14	3
	Drug & Alcohol Recov Counselor					7
	Tech Studies: Wastewater Opt.		1			
	Tech Studies: Electrical Option	3	1	6	5	6
	BOT: Medical Transcription	13	14	13	10	10
	BOT: Office Applications	6	11	4	5	4
	CJ: Supervisory Leadership	36	21	19	8	9
	Dental Assisting	36	50	31	20	17
	BOT: HEALTH CLAIMS PROCESSING	5	7	6	14	6
	Pre-Service Correction	1	1	3	2	
	Family Violence Intervention			2		
26	Early Childhood Administration		1	2	3	3
	NON DEG/MATRIC		1	38	40	49
27	? Undeclared NON DEG/NON MAT	1152	1236	1225	1145	1071
28	TOTAL	3463	3807	3814	3805	3765

**CIHE DATA FORM 3
STUDENT CHARGES**

FISCAL YEAR ENDS month & day: (/)	3 YEARS PRIOR (FY 2)	2 YEARS PRIOR (FY 2)	1 YEAR PRIOR (FY 2)	MOST RECENTLY COMPLETED FY (FY 2)	CURRENT BUDGET (FY 2)
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3	?	TUITION AND FEE CHARGES				
4		FULL-TIME UNDERGRADUATE STUDENT				
5		IN-STATE				
6		OUT-OF-STATE				
7		PART-TIME UNDERGRADUATE STUDENT				
8		IN-STATE				
9		OUT-OF-STATE				
10		FULL-TIME GRADUATE STUDENT				
11		IN-STATE				
12		OUT-OF-STATE				
13		PART-TIME GRADUATE STUDENT				
14		IN-STATE				
15		OUT-OF-STATE				

17	?	ROOM AND BOARD CHARGES				
18		UNDERGRADUATE STUDENT				
19		GRADUATE STUDENT				

B.

FISCAL ANALYSES

2002 – 2004

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2005 and 2004

Education That Works For a Lifetime

Tunxis Community College

Tunxis Community College ("Tunxis") was chartered by the State of Connecticut in 1969 to serve the Bristol-New Britain and Farmington Valley areas. It first opened for classes in October 1970 with 494 students; approximately 9,151 full- and part-time students attended Tunxis in fiscal year 2005 enrolled in credit and continuing education classes. Vibrant and growing, Tunxis remains one of the strongest schools within the CCC system, both academically and financially. In its 2002 re-accreditation summary, the NEASC review team found Tunxis to be "a very inspiring, comprehensive, and creative institution." Tunxis continues in this tradition today as a leader in online learning, providing more online courses than any other higher education institution in Connecticut. In addition, Tunxis offers the only state-supported dental hygiene program in Connecticut.

Tunxis Community College had total assets of \$18.7 million, liabilities of \$6.0 million, and a total net asset balance of \$12.7 million as of June 30, 2005. Of this balance, \$8.5 million was invested in capital assets, \$3.1 million was restricted net assets, and \$1.0 million was unrestricted net assets. Total operating revenues, net of scholarships, were \$10.0 million for the year, and operating expenses were \$25.01 million resulting in an operating loss of \$15.1 million. Net non-operating income was \$15.7 million, and other changes were a reduction of \$110 thousand for an overall net gain of \$521 thousand. Accrued compensated absences increased 15.7% from \$2.0 million to 2.3 million. Cash and cash equivalents were \$7.8 million at June 30, 2005.

Tunxis remains financially sound and is compliant with the Board's minimum financial reserve requirements. The unrestricted current assets to current liabilities ratio is a healthy 2.0:1. Total net assets increased \$521 thousand in fiscal year 2005, with restricted expendable net assets increasing 24.2% due to fiscal year 2005 capital equipment and system technology funds. Unrestricted net assets were \$995 thousand at June 30, 2005.

Phase I of the facility master plan was bonded in December 2005 with construction to commence in early 2006. Phase I includes a new library, academic support center, dental, science and art classrooms. Construction will have a considerable impact on daily operations. Fisher Hall will be demolished resulting in the temporary loss of offices, classroom space and Tunxis' only large meeting room. Parking spaces, already at a premium due to continued high enrollment, will be reduced as well. Through creative use of space, the child care center, which was scheduled to move to an off-site location, will be able to remain on campus.

Although Tunxis performed well financially, gross tuition revenue of \$5.3 million was below the revenue goal of \$5.5 million. During the fall 2004 semester Tunxis achieved record enrollment with full time equivalent ("FTE") enrollment of 2,114, an increase of 2.3% from fall 2003. Space constraints and a changing student demographic with more younger full-time students versus the traditional older part-time students, are being reflected in a slowing of enrollment growth, which declined slightly in the spring 2005 semester for a modest 0.6% annualized FTE growth overall for the year. This flattening continues in fall 2005 with FTE enrollment up only 0.3% over fall 2004. As a result of these trends, operating revenue increase only slightly from \$9.9 million in 2004 to \$10.0 million in 2005. The major source of operating revenue continues to be student tuition and fees, which increased from \$7.6 million in fiscal year 2004 to \$7.9 million (gross) in fiscal year 2005. Gross bookstore revenue declined slightly from \$1.8 million in fiscal year 2004 to \$1.7 million in fiscal year 2005. Child care revenue increased slightly to \$104 thousand. Revenue from extension credit classes declined 7.3%, but continuing education personal development revenue increased 3.4%. Non-credit workforce development revenue also increased a significant 14.0% from \$557 thousand in fiscal year 2004 to \$635 thousand in fiscal year 2005. Non-operating revenue of \$15.7 million included \$14.3 million of general fund appropriation, \$1.3 million of bond fund appropriation and \$114 thousand of interest income.

Operating expenses grew 8.6% from \$23.1 million in 2004 to \$25.1 million in 2005. Salaries and wages grew 8.7% from \$12.9 million in 2004 to \$14.0 million in 2005. Fringe benefit costs increased 25.1% from \$4.8 million in 2004 to \$6.1 million in 2005. Gross scholarship aid rose 5.3% from \$2.5 million in 2004 to \$2.7 million in 2005. In view of increased costs and the higher proportion of full-time students, the aggregate financial aid need of the student body is increasing faster than the grant funds available to Tunxis. As a result, the amount of financial aid provided in the form of loans increased 34.7% to \$599 thousand from fiscal year 2004 to fiscal year 2005.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2005 and 2004

Education That Works For a Lifetime

Tunxis maintains several grants from various sources. One of the biggest during fiscal year 2005 involved the implementation of a five-year Title III grant of \$1.8 million, including \$364 thousand for fiscal year 2005. The focus of the grant is to assist the college in increasing institutional effectiveness and student success through comprehensive outcomes assessment, faculty development and technology integration. Several milestones occurred during fiscal year 2005: a technology initiative plan was developed; a student e-portfolio project with faculty coaches was created; several data studies were conducted to support faculty development and student success; and the institutional effectiveness committee was established to coordinate the development of outcomes and strategic priorities.

Tunxis continues to remain a leader in online education. Online enrollment has skyrocketed from 583 students enrolled in seven disciplines in 2001 to more than 2,200 students enrolled in 17 disciplines today. The percentage of minority students in online classes continues to rise as well. The college is firmly committed to improving and increasing its online course offerings.



Tunxis continues improving academically as well as financially. A large portion of college syllabi have been revised to include well-written, clear, course objectives and outcomes. In many cases, pre-requisites have been added to ensure that a student coming into a course has the requisite skill and background knowledge that will help him or her to succeed in the course, given adequate effort. Firm standards and common expectations may mean that more students need to retake a course until they achieve the standard. Tunxis has also stopped the practice of overloading closed classes. The result is better teaching and learning but lower class enrollment.

The end of fiscal year 2005 finds Tunxis at the doorway to a new era. Financially, the school is well positioned for the impending construction project. However, skyrocketing utility and fringe benefits costs remain a concern. Space will continue to be a challenge as parking is restricted and increased demands are made on the existing, aging facility. Tight staffing in many areas of the college may impact service delivery. Academically, Tunxis is well positioned to meet the needs of the community in the Bristol-New Britain and Farmington Valley areas. Thanks to a dedicated faculty Tunxis continues to make great progress in the area of outcomes assessment. However, the changing demographics of the student body will present academic challenges. Although Tunxis is slated to have eight additional faculty positions over the next two fiscal years, there will remain a high percentage of classes taught by adjuncts. Continued careful spending and resource allocation, along with strong enrollment demand and the exciting facility enhancements planned over the next several years should position Tunxis to remain a vital asset to its students and community well into the future.

The Tunxis Community College Foundation, Inc. ("Tunxis Foundation" or "TXCCF") continued its increased growth and financial stability during the 2005 fiscal year with a 10.0% gain in net assets from the previous year, from \$699 thousand to \$769 thousand. The Tunxis Foundation was the beneficiary of a major fund raising event sponsored in connection with the Greater Bristol Chamber of Commerce Golf Tournament, with over \$10,000 in net proceeds realized. In June 2005, the Tunxis Foundation purchased seven acres of prime property on Farmington Avenue for the sum of \$420 thousand. Farmington Savings Bank provided a first mortgage to enable the acquisition. Details are being worked out to structure a lease agreement with the college for use of this highly desirable property.

The Tunxis Foundation increased its investment portfolio with the Main Street Community Foundation, Inc. from \$270 thousand to \$673 thousand. This action will further support increased earnings and yield on TXCCF's monies while providing a safe and prudent method of doing so. A record number and amount of student scholarships were issued, totaling \$32,900. The TXCCF Board of Directors adopted a budget reflecting continued and additional student scholarship support for the new fiscal year beginning July 1, 2005. A part-time development coordinator was hired to support and grow the Tunxis Foundation's fund-raising initiatives, including donor relations, alumni association, and special events. Finally, the TXCCF will celebrate its 35th anniversary of "education that works for a lifetime" with a gala celebration event and festivities scheduled for the spring of 2006.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2004 and 2003

Tunxis Community College

Tunxis Community College ("Tunxis") was chartered by the State of Connecticut in 1969 to serve the Bristol-New Britain and Farmington Valley areas. It first opened for classes in October 1970 with 494 students. Approximately 2,200 full- and part-time students attended Tunxis in fiscal year 2004 enrolled in credit and continuing education classes. Vibrant and growing, Tunxis remains one of the strongest schools within the CCC System, both academically and financially. In its 2002 re-accreditation summary, the NEASC review team found Tunxis to be "a very inspiring, comprehensive, and creative institution." Tunxis continues in this tradition today as a leader in on-line learning, providing more on-line courses than any other higher education institution in Connecticut. In addition, Tunxis offers the only State-supported dental hygiene program in Connecticut.

Tunxis Community College had total assets of \$17.2 million, liabilities of \$5.1 million, and a total net asset balance of \$12.1 million as of June 30, 2004. Of this balance, \$8.6 million was invested in capital assets, \$2.5 million was restricted net assets, and \$1.0 million was unrestricted net assets. Total operating revenues, net of scholarships, were \$9.9 million for the year, and operating expenses were \$23.1 million resulting in an operating loss of \$13.1 million. Net non-operating income was \$13.9 million, and other changes were (\$641) thousand for an overall net gain of \$147 thousand. Cash and cash equivalents were \$6.6 million at June 30, 2004.

Tunxis remains financially sound and is compliant with the Board's minimum financial reserve requirements. The unrestricted current assets to current liabilities ratio is a healthy 2.1. Total net assets increased \$147 thousand in fiscal year 2004, with restricted-expendable net assets decreasing and net assets invested in capital assets increasing as a result of the spending of capital bond appropriations during fiscal year 2004 for design and other work related to the classroom, laboratory and new learning resource center project targeted for completion at the end of fiscal year 2007. Phase I of the facility master plan includes a new library, academic support center, dental, science and art classrooms. Construction will have a considerable impact on daily operations. Fisher Hall will be demolished resulting in the temporary loss of offices, classroom space and Tunxis' only large meeting room. Parking spaces, already at a premium due to continued high enrollment, will be reduced as well. In addition Tunxis will incur costs as some departments will be forced to relocate to rental space off campus. Unrestricted net assets reserves at June 30, 2004 remained essentially flat at \$1.0 million, and will provide additional resources to supplement the one-time operating costs associated with the upcoming campus facility expansion project.



During the fall 2003 semester, Tunxis continued to grow, achieving a record FTE enrollment of 2,068, an increase of 37.6% over five years. Enrollment growth coupled with inflationary tuition and fee rate increase primarily account for the operating revenue increase from \$9.1 million in fiscal year 2003 to \$9.9 million in 2004. The major source of operating revenue continues to be student tuition and fees, which increased 13.6% from \$6.7 million in 2003 to \$7.6 million in 2004. Gross bookstore revenue increased 3.1% to \$1.8 million. Child care center revenue declined from \$153 thousand in 2003 to \$102 thousand in 2004 due to the center changing from a ten-hour to an eight-hour schedule. Revenue from continuing education and business and industry programs remained flat

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2004 and 2003**

Connecticut
Community
Colleges

Education That Works For a Lifetime

primarily because of the economy and decreased funding for incumbent worker training. However, two new hires to the division in June 2004 have started to generate measurable and significant results, and new funding streams have started to help subsidize numerous training endeavors. Non-operating revenue of \$13.9 million included \$12.9 million of general fund appropriation, \$996 thousand of bond fund appropriation and \$49 thousand of interest income.

Operating expenses grew 4.3% from \$22.1 million in 2003 to \$23.1 million in 2004. While salaries and wages grew only 0.5% from \$12.8 million in 2003 to \$12.9 million in 2004, fringe benefit costs increased 19.1% at Tunxis, from \$4.1 million in 2003 to \$4.8 million in 2004, as a result of the State's change in methodology for allocating fringe benefit costs. Gross scholarship aid expense rose 13.6% from \$2.2 million in 2003 to \$2.5 million in 2004.

Tunxis maintains several grants from various sources including the National Science Foundation, the American Dental Association and various federal and state agencies. During fiscal year 2004, Tunxis successfully applied for a \$1.8 million five-year Title III grant. This highly prestigious grant, awarded to only about 60 institutions nationally, will assist Tunxis in increasing institutional effectiveness and student success through comprehensive outcomes assessment, faculty development and technology integration.

The Tunxis Community College Foundation, Inc. ("TXCCF" or "Tunxis Foundation") continued its increased growth and financial stability during the 2004 fiscal year with a 14.8% gain in total net assets from the previous year, to \$699 thousand at year end. The Tunxis Foundation's two major fund raisers were highly successful. The celebrity speaker event, featuring former New York Yankee player and author Jim Bouton, raised more than \$22,000 in net revenues. The other event, sponsored in connection with the Greater Bristol Chamber of Commerce Golf Tournament, raised some \$10,000 in net proceeds. A record number and amount of student scholarships totaling \$32,000 were funded by the TXCCF during fiscal year 2004, with additional student scholarship support budgeted for the new fiscal year beginning July 1, 2004.

Tunxis has continued to remain strong financially despite significant reductions to the general fund budget over recent years and the recent dramatic increase in fringe benefit costs. Continued careful spending and resource allocation, along with strong enrollment demand and the exciting facility enhancements planned over the next several years should position Tunxis to remain a vital asset to its students and community well into the future.

Connecticut Community Colleges Management's Discussion and Analysis June 30, 2003 and 2002



Tunxis Community College

Tunxis Community College ("Tunxis") was chartered by the State of Connecticut in 1969 to serve the Bristol-New Britain and Farmington Valley areas. It first opened for classes in October 1970 with 494 students; today approximately 7,600 full and part-time students attend Tunxis each semester enrolled in credit and continuing education classes. Vibrant and growing, Tunxis remains one of the strongest schools within the CCC System, both academically and financially. In its 2002 re-accreditation summary, the NEASC review team found Tunxis to be "a very inspiring, comprehensive, and creative institution." Tunxis continues in this tradition today as a leader in online learning, providing more online courses than any other higher education institution in Connecticut.

Tunxis had total assets of \$16.9 million, liabilities of \$4.9 million, and a total net asset balance of \$12.0 million as of June 30, 2003. Of this balance, \$8.0 million was invested in capital assets, \$3.0 million was restricted net assets, and \$1.0 million was unrestricted net assets. Total operating revenues, net of scholarships, were \$9.1 million for the year, and operating expenses were \$22.1 million resulting in an operating loss of \$13.0 million. Net non-operating income was \$13.2 million, and other changes were a reduction of \$886 thousand, for an overall decrease to net assets of \$690 thousand. Cash and cash equivalents were \$7.0 million at June 30, 2003.

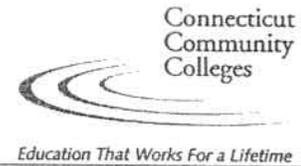
During the fall 2002 semester Tunxis achieved record enrollment with a FTE of 2,011. This coupled with tuition and fee increases accounts for total operating revenues increasing from \$7.9 million to \$9.1 million. Through careful fiscal management, operating expenses grew only 0.9% from \$21.9 million in 2002 to \$22.1 million in 2003. Security expenses increased from \$68 thousand in 2002 to \$120 thousand in 2003. Increased student enrollment necessitated an increase in the number of guards during both day and evening sessions. In addition, Tunxis contracted with the town police department to provide an officer on campus for increased safety during evenings.

Tunxis remains financially sound and is compliant with the Board's minimum financial reserve requirements. This financial strength allowed the System to reallocate \$1.0 million from Tunxis' unrestricted net asset reserves. These reserves were originally intended to support Tunxis' facility master planning and expansion efforts, but were instead diverted to provide a one-time supplement to the System's fiscal year 2003 operating budget. Future capital funding will be required to replace the Tunxis reserves so utilized. Construction is scheduled to begin in September 2004 with the demolition of Fisher Hall. Phase I of the facility master plan, which includes a new library, academic support center, dental and art classrooms is expected to be completed in spring 2006.

Had Tunxis not transferred \$1.0 million to the System, net assets would have increased. Because of the transfer, total net assets decreased by \$691 thousand. The transfer also accounts for unrestricted net assets declining from \$1.9 million on June 30, 2002 to \$1.0 million on June 30, 2003. Non-current liabilities of \$1.9 million are primarily accrued compensated absence liabilities at June 30, 2003. Accounts receivable remained at \$1.4 million, with \$1.1 million representing appropriations due from the state for accrued salary and fringe benefits earned through June 30, 2003. While no building expenses and very little construction in progress occurred in 2003, the implementation of the master plan is expected to have a significant impact on net assets in the future.

The major source of operating revenue continues to be tuition and fees from credit courses. A dramatic increase in student FTE is not projected for 2004 given the limits of the Tunxis facility. Classrooms are at capacity. Long-range forecasts indicate that Tunxis will be better equipped to meet the needs of the community once the master plan is completed. The Tunxis bookstore continues to operate at a profit, providing additional operating revenue. Revenue from continued education and business and industry remained flat in 2003, primarily due to the poor economy. The Bristol Career Center continues to strengthen ties to the greater Bristol business community. Non-operating revenue of \$13.2 million included \$12.1 million of General Fund appropriation, \$973 thousand of bond fund appropriation and \$73 thousand of interest income.

**Connecticut Community Colleges
Management's Discussion and Analysis
June 30, 2003 and 2002**



Operating expenses of \$22.1 million are comparable to other colleges. Salaries and fringe benefits of \$16.9 million comprise 76.3% of the budget. Utility costs rose 9.5% from \$333 thousand in 2002 to \$365 thousand in 2003, and costs are expected to rise further in 2004. Snow removal costs went from \$17 thousand in 2002 to \$56 thousand in 2003. In addition to the increased security costs previously mentioned, Tunxis also incurred increased costs in relation to the contract for cafeteria services.

The \$1.0 million transfer to the System is primarily responsible for cash and cash equivalents being reduced \$488 thousand from \$7.5 million in 2002 to \$7.0 million in 2003. Because of the transfer, investing activities (interest on cash balances) totaled \$87 thousand in 2003 compared to \$161 thousand in 2002. Tunxis received \$723 thousand in State appropriation for capital and related financing activities. Capital disbursements totaled \$340 thousand in addition to \$462 thousand expended by the Department of Public Works for architect and engineering work associated with the master plan, resulting in a net reduction from capital financing of \$80 thousand.

Tunxis remains strong financially in spite of the continued fiscal problems facing the State. Significant rescissions to the general fund appropriation during the past two fiscal years have impacted Tunxis by delaying much needed campus deferred maintenance improvements. By not filling vacant positions, and utilizing cost cutting measures and creativity, Tunxis has been able to manage these rescissions. However, future rescissions coupled with the possible financial drain of the master plan are potential threats to Tunxis' financial well being.

C.

STRATEGIC PLAN

2005 – 2008

STRATEGIC PLAN 2005-2008

***Tunxis Community College
Farmington, Connecticut***

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Strategic Plan 2005-2008

*Tunxis Community College
Farmington, Connecticut*

Acknowledgement

Thanks to the leadership of Dr. Cathryn Addy, Tunxis is positioned to effect a significant cultural change. This opportunity exists because of the convergence of the work and efforts of a great many members of this community over the last several years.

The Successful Tunxis Learner: A Comprehensive Approach to Student-Centered, Ability-Based Education at Tunxis Community College

Strategic Mission

Focus all decisions, policies, and initiatives on meeting the educational/ co-educational needs of Tunxis Community College students. Moreover, make the goals and purposes of our educational programs and support services explicit and public.

Strategic Vision

Tunxis will become a model of **quality teaching, student-centered learning, and institutional effectiveness** in implementing **outcomes/ability-based education** and **evidence-based decision making**. Each of the strategic initiatives outlined below is transformational involving a major cultural change designed to significantly enhance **student success** and the **organizational strength** of the College. Building on a deserved reputation for excellence, dedicated and creative faculty and staff, visionary leadership, and the significant progress already made, Tunxis is well placed to fully realize its potential as a preeminent educational and cultural center.

NOTE:

This mission and strategic vision, which are based on the notion of shared teacher/staff/student responsibility, is the focus of the work by many dedicated Tunxis faculty and staff. With the support of the Title III Grant, these faculty and staff are working to create the teaching, interpersonal, and assessment tools we need to implement this comprehensive approach. Our commitment to shared responsibility, which has student learning and development at its center, defines what students should know and be able to do with their knowledge.

STRATEGIC INITIATIVES

- 1. Increase Student Success**
- 2. Implement Comprehensive Institutional Assessment**
- 3. Improve Internal Cooperation**
- 4. Promote Strengths and Areas of Excellence**

STRATEGIC RATIONALE & ACTION PLANS

1. Increase Student Success

Strategic Rationale

Student success is central to all we do and thus it is the primary strategic objective. As such, it intersects and subsumes several other strategic objectives such as the implementation of outcomes/ability-based education and improving internal cooperation.

Student success is defined by the Core Institutional Outcomes including General Education Learning Outcomes (communication, critical thinking, information literacy, technological literacy, world cultures and perspectives, aesthetic engagement and creative expression, quantitative and scientific reasoning, values, ethics and citizenship), and more traditionally defined Student Success Outcomes (employment preparation and placement, transfer preparation, developmental education effectiveness, student persistence, goal attainment and satisfaction).

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

(a) IMPLEMENT OUTCOMES/ABILITY BASED APPROACH TO LEARNING

(See Goal 2)

(b) IMPROVE INTERNAL COOPERATION

(See Goal 3)

(c) COMMIT TO IMPROVING THE EFFECTIVENESS OF TEACHING AND LEARNING

- Design and implement the *First-Year Experience Program*.
- Systematically integrate *Center for Teaching* in our work.
- Encourage life-long learning.
- Continuously improve the success of students in developmental courses.

(d) STRENGTHEN COMMITMENT TO STUDENT SUPPORT SERVICES

Strengthen the commitment to the Student Support Services with the understanding that they serve a critical role in helping students meet their academic and personal development goals, both in and out of the classroom.

- Support and strengthen all services that provide support to students.
- Improve outreach to service area high schools.
- Expand and enhance the Master Advising Program.
- Enhance the capacity and capability of the Academic Support Center.
- Continue and enhance the year-round programming reflective of student needs outside the classroom.
- Provide leadership opportunities for students.

DRAFT approved by the Institutional Effectiveness Committee March 31, 2006

- Reestablish a commitment to co-curricular activities which reflect and enhance the curriculum. Encourage and reward student-centered involvement in the co-curricular and community activities.
- Develop programs for special students including the at-risk and academically gifted students.
- Build a student assistance program and a comprehensive referral system to local support agencies.
- Within all the student support services, develop better data collection systems and determine how we will evaluate the effectiveness of our services in assisting students.
- Strengthen and expand articulation agreements.
- Promote/expand existing and consider new programs that prepare students for high growth occupations.
- Expand Computer Resource Services to meet growing student demand.

(e) PROMOTE DIVERSITY

- Develop relationships with underrepresented groups and the community organizations that serve them.
- Recruit diverse faculty and staff who will provide a variety of perspectives for all students and strengthen our understanding of the specific challenges faced by many members of our minority student body.

2. Implement Comprehensive Institutional Assessment

Strategic Rationale

Outcomes/ability-based assessment is a more consistent and comprehensive method of assessing learning than the traditional grade-based system. It is the foundational principle in measurement of institutional effectiveness. Properly conceived, this method will allow the College to focus on student-centered teaching and learning, assess the effectiveness of our programs in helping students to learn, substantiate grant requests, fulfill the requirements of accreditation, and foster confidence in our ability to manage and deploy resources.

A formal assessment system for the College will provide evidence of our students' ability to demonstrate facility in specific skills and abilities on a continuing basis. Adequate and reliable decision-relevant information will also enhance our capacity for continuous improvement that assures our ongoing ability to meet student needs. Finally, such information will inform strategic planning efforts by providing data to identify strengths, weaknesses, threats, and opportunities, and also by providing a wealth of data to assess their significance.

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

(a) OUTCOMES/ABILITY-BASED EDUCATION

- **Establish and commit to Ability Committees and Levels of Mastery for ongoing assessment of the General Education Outcomes.**
Include broad representation in the ability groups with staff from administrative/student services, fulltime and adjunct faculty, deans, and students to foster a more holistic definition and assessment of learning outcomes. Ensure that the work of the ability groups is informed by the mandated 2004 DHE General Education Principles as well as by our General Education Outcomes. Make principles and outcomes explicit and public.
- **Define the role of developmental courses in the work of outcomes assessment.**
Establish additional ability groups for developmental education. Mount a concerted effort to increase resources for developmental education.
- **Focus on 'assessment-as-learning' in the work of the ability groups.**
Create appropriate departmental and institutional assessment tools.
- **Further develop technology resources for teaching and learning.**
Define institutional technology outcomes, increase faculty technology competency levels, and further integrate technology into the teaching/learning process.

- **Enhance student-centered, ability-based professional development for faculty and staff.**

Continue exploring various models of ability-based education including that of Alverno College. Compensate adjuncts for professional development.

(b) EVIDENCE-BASED DECISION MAKING

- Commit to the use of research data to implement evidence-based decision making in all spheres of the College's activities.
- Implement assessment of performance on outcomes and utilize results to formulate action plans to address identified weaknesses and exploit identified strengths, as well as to inform strategic and operational planning.
- Revise and expand, as appropriate, Student Services and Administrative Services outcomes and measures originally developed by the Core Institutional Outcomes Committee and create appropriate tools for measuring performance in collaboration and cooperation with those divisions.

3. Improve Internal Cooperation

Strategic Rationale

Institutional effectiveness requires communication and collaboration across not only the academic disciplines but also among the academic, student services, and administrative services divisions.

In this respect the learning enterprise requires close collaboration and integration of efforts of all divisions of the College (Academic, Student, Continuing Education, and Administrative Divisions) to engage and empower students and integrate all aspects of their learning experience.

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

- Charge a Task Force with responsibility to recommend initiatives to address the areas identified as needing improvement on the Personal Assessment of the College Environment (PACE) climate study.
- Encourage work groups to identify and implement initiatives that contribute to the improvement of internal civility, cooperation and collaboration.
- Where appropriate, recommend new policies or revisions to existing policies.

4. Promote Strengths and Areas of Excellence

Strategic Rationale

We should adopt a **more comprehensive view of marketing and admissions recruitment efforts**, in which a variety of promotional vehicles are utilized. As part of the marketing strategy, focus should also be given to developing and managing special relationships and partnerships, as well as product (service/program) development and research. These efforts require the collaboration of marketing and admissions with faculty, as well as institutional research, academic affairs, and workforce development and continuing education.

Rather than simply "selling" our programs to potential students, we should continue to increase the **visibility** of the College in the whole community and **address all relevant publics** including business, media, and legislators. Marketing should further increase its focus on increasing resources, in addition to its focus on reputation and enrollment goals.

This strategy includes building upon and **highlighting specific strengths of the College**. Integral to this focus, the College must maintain engagement with its external constituencies with an eye toward developing specific programs in high-growth occupations and supporting state mandated workforce initiatives.

To be effective we must initially concentrate on a limited number of areas. The selection criteria would include the potential for showcasing the program, its visibility, and most importantly, involvement and commitment of all relevant faculty and staff to the project. The strategy would then involve publicizing the selected program, planning and implementing methods and venues for showcasing its value to the community, securing community involvement, measuring effectiveness, and further enhancing its strength.

Action Plan

NOTE: The following are projects and efforts recommended by the Institutional Effectiveness Committee to accomplish this initiative. Other projects and efforts will be identified and undertaken by the College's work groups as part of the Strategic Planning Process.

(a) LIBERAL ARTS & SCIENCES

This area has many initiatives which, with a higher profile, could create the perception of Tunxis as a college of "first resort" for students and others--parents, teachers, and guidance counselors among them--who help students to plan for higher education. The associate's degree programs in Liberal Arts and General Studies are the heart of the College's transfer efforts; courses in Liberal Arts are also required in all occupational programs. Given the diversity of offerings, both curricular and extracurricular, Liberal Arts & Sciences is well suited to generate immediate and continuing visibility.

Especially given the changing demographic of our student body toward younger and full-time students, we are likely to be serving a higher proportion of students who intend to transfer and for them Liberal Arts and Sciences may be more relevant.

Specific steps or aspects of this emphasis on Liberal Arts and Sciences include:

- Create a vibrant **cultural center** responsive to community needs through the library, workshops, field trips, concerts, symposiums, guest speakers, and visiting artists.

- Inform external constituencies about the innovative extracurricular initiatives that occur regularly on campus.
- Present the community college as a cost effective alternative for college-level students who wish to pursue a high-quality **LA&S education**.
- Develop a **Liberal Arts Honors Program** and highlight the *Honors Program: Computer Science/Mathematics Associate in Science* degree.

(b) ALLIED HEALTH

Demonstrate the programs' effectiveness for students and cost effectiveness and make explicit the significance of the College's contribution to these programs.

(c) DEVELOP NEW PROGRAMS IN HIGH-GROWTH OCCUPATIONS

- Through ongoing research, define and implement procedures that will permit the College to generate the evidence that permits quick, creative responses to new opportunities.
- Maintain ongoing contact through advisory boards and similar entities that will allow the College to anticipate and meet needs of employers in high-growth occupations.

**Tunxis Community College
Institutional Effectiveness Committee**

Highlights from the Environmental Scan

September 30, 2005

1. Institutional Effectiveness Outcomes and Data: Student Success and Institutional Measures:

- The percent of new students successfully completing developmental courses in their first semester in math increased from 39% to 50%. In English and reading, the rate remained the same at around 60%.
- The percent of new developmental students who successfully complete college math and English courses after three years dropped from 30% to 22% in math and 60% to 49% in English between the Fall 2000 and Fall 2001 cohorts.
- There is a highly significant difference between the first year GPA's of students who do not need remediation and those need it in three skill areas (2.8 vs. 2.06). Two skill areas needed, 2.26; One, 2.45.
- Fall to Fall retention rates for minority students lag significantly behind white students in most cases.

2. Service Area Population

- In the New Britain schools, 63.2% of the students are economically disadvantaged; 50.2%, Hispanic; 17.5%, black.
- The New Britain schools appear to have over a 50% drop-out rate between the freshman and senior year.
- In Bristol, 25.5% are economically disadvantaged; 17.3% minority.

3. CCBenefits Studies

Hartford County jobs

- Among the jobs most in demand in our area for which TCC prepares workers are computer support specialists, dental hygienists, physical therapy assistants, medical secretaries, and legal secretaries.
- Technicians in a number of different fields (radiological, medical records and health information, electrical and electronic engineering, industrial engineering) are also in high demand.

Tunxis Socioeconomic Benefits

- When higher lifetime earnings for students and social savings from lifestyle changes are considered, Tunxis returns \$22 to the state for each dollar the state invests.

4. PACE (faculty and staff) and SACE (students) surveys

- Items on the PACE survey most in need of improvement are Marketing, the College website, institutional communication and interdepartmental cooperation, decision making at the appropriate level, and impact of the Title III grant.

- Results of the SACE survey place the College well above the national average in most categories. Instructional Services received the highest ratings, but Student and Administrative Services showed the most positive differences from the national averages.

5. 2004 Tunxis Student Survey (Marketing)

- Notable changes since the 2002 student survey tabulations include a shift in what students perceive as the number one important pre-enrollment factor in their decision process. Affordability/cost savings was the top deciding factor in 2004, whereas in 2002 it did not fall within the top eight mentions. Factors influencing satisfaction after enrolling at Tunxis were similar to the pre-enrollment factors with a few exceptions: courses for college/university transfer and improve financial status dropped off and were replaced with variety of classes, and reputation of the College.
- The medium with the highest recall rate for Tunxis is direct mail. As timing is essential, it is important to note that the lead-time for decision-making prior to enrolling shortened significantly from the 2002 survey tabulations. In 2004 the tabulations were split between students who took three months or less to review their options prior to enrolling in Tunxis and students who took three to six months and over six months to do so.
- Student recall of having seen/heard some type of Tunxis advertising/communications prior to enrollment was 41% (up from 22.6% in 1999); however, 70% recalled seeing such materials from our competitors. Effect of news coverage and advertising about Tunxis on decision to enroll increased from 10.4% to 16.1% between 2002-2004.
- Students indicate that they would prefer to receive regular updates from the admissions office and want a general information brochure giving brief overviews of available programs.
- Thirty percent would like to receive regular email updates about opportunities the College offers

6. New Student Survey:

- "Affordable tuition" and "close to home" have remained for four years (2002-2005) the top reasons why students choose Tunxis. A close third is "courses/programs offered". Also significant are "times classes are offered" and "transferability of courses/degrees". The percent of students who indicate that "college reputation/image" was a reason to choose Tunxis has dropped from 11.6% in 2003 to 4.3% in 2005.
- "Friend/family member" has remained for four years (2002-2005) by far (over 50%) the number one way students have heard about Tunxis. There have been dramatic decreases in the number of students who heard about the College from school teachers (15% to 7.9%) and school counselors (21% to 15.8%). Also showing dramatic decreases are internet/online search/webpage (17.2% to 13.7%) and College publications (24% to 12.9%).

7. "Demographic Trends in Enrollment" Study:

- Total enrollment has remained relatively stable, although the Fall 2005 enrollment (3,894) is a 3.5% decrease from the all time high reached in Fall 2002 (4,035).
- New student enrollment has dramatically decreased (20%) from 985 in Fall 2001 to 791 in Fall 2005.
- In minority new student enrollment, the number of African Americans has decreased by 35% (78 to 51) while the number of Hispanics has increased by 9% (100 to 109).
- White new student enrollment has decreased by 20% from 720 to 573.

- The full-time/part-time ratio of new student enrollment has dramatically changed, from 38% full-time/62% part-time to 63.6% full-time/36.4% part-time:
- The percentage of new students that are less than 20 years old has dramatically increased from 50.7% to 72.7%.
- Other age groups in new student enrollment show dramatic decreases: *20-24*, down 39.3% (188 to 114); *25-29*, down 54.2% (83 to 38); *30-34*, down 74.1% (58 to 15); *35-39*, down 60.3% (58 to 23); *40-49*, down 65.6% (61 to 21); and *50-59*, down 81.8% (22 to 4).

8. Successful Outcomes and At-Risk Student Characteristics Study

- The student success rate (graduated, transferred, retained, or left with a 2.0 GPA or better) for new Tunxis students after three years is 76.7%.
- By far, Central Connecticut State University is the most popular with our students that transfer. University of Connecticut is a distant second.
- Student most at-risk at Tunxis have skill deficiencies in three areas and are male Hispanics <25 years of age. However, all students under 25 with three skill deficiencies are moderately at-risk.
- The top five courses in which unsuccessful students are most often unsuccessful are English 083 and 101 and Math 075, 095, and 137.

7. Connecticut's Dilemma (from the Office of Workforce Competitiveness)

- Large proportions of tomorrow's available workforce are living and learning in poverty.
- Our students are not mastering the disciplines and skills required by the 21st century workplace nor are they entering fields of study in high demand programs.
- Large disparities exist between white and minority student high school graduation rates.
- From 1990 to 2000, Connecticut's population increased by only 3.6% while the percentage of individuals living in poverty increased by 19.4%.
- Connecticut tuition rates for two-year colleges rank 43rd; four-year universities, 34th.
- Sixty-two percent of the new jobs in Connecticut 2004-2010 will pay less than \$40,000 per year; 36%, less than \$25,000. Most will be in the service industry.
- The estimated cost of supporting a family of four in the Hartford area is \$44,000.

MEMBERS OF THE INSTITUTIONAL EFFECTIVENESS COMMITTEE

Aldi, Michael	Director of Institutional Advancement (ex officio)
Bencivengo, Mary	Allied Health/Science
Blaszczynski, Andre	Business/Computer Information Systems
Brown, Bob	English
Cenet, Jean-Marc	Mathematics
Cleary, Chuck	Acting Dean of Administration (ex officio)
Dantino, Susan	Associate Dean of Strategic Planning and Institutional Effectiveness (ex officio)
Ducharme, Maggie	Counseling
Dwyer, Francena	Academic Assessment Planner
Edwards, Richard	Social Sciences
England, David	Director of Institutional Research
Ersinghaus, Steve	Arts & Media
Keyes, Colleen	Dean of Academic Affairs (ex officio)
Knopf, Leigh	Director of Marketing & Public Relations (ex officio)
LaGanga, Donna	Dean of Workforce Development & Continuing Education (ex officio)
Markiewicz, Judy	Library
McCluskey, Peter	Admissions
Miranda, Carolyn	Director, Child Development Center
Mitchell, Victor	Workforce Development and Continuing Education Division representative
Peters, Kirk	Dean of Student Affairs (ex officio)
Schwager, Kathy	Academic Support Center
Wahl, Rob	Information Technology
Welsh, Dave	Acting Director of Human Resources (ex officio)
Witt, Melissa	Marketing & Public Relations
Woolford, Sean	Student representative

Appendix A:
Strategic Issues Identified by College Work Groups
in the Draft Strategic Plan
Spring 2006

This document includes suggestions for revisions, additions, deletions, etc. submitted to the Institutional Effectiveness Committee by College work groups that the committee determined were strategic issues that should be addressed in revising the Strategic Plan. The suggestions are organized by the four major strategic goals. Action taken by the committee in response to each suggestion is presented in bold type.

Section 1: Increase Student Success

1. We felt that goal number one (Improving Student Success) needs to better emphasize that our **MOST IMPORTANT** activity is teaching/learning and that students are the driving force of this institution. We also like to make a stronger commitment to improving their written and verbal communication ability **AND** their social skills (with regard to career performance).

Added “quality teaching” to Strategic Vision. Skills referenced are included in General Education Outcomes.

2. “Available programs” “career focus” and “grads get good jobs” are listed among the top most important college characteristics for students nationally selecting a college. We need to explore whether we need to strengthen our articulation agreements. Do we need additional accreditations? For example, engineering in the past has been a popular major, and an area of study the state wishes to encourage. Is this program accredited so that they can receive credit when they transfer into a 4-year program (most jobs require 4-year degrees in this area)? What about other popular programs? Do we need to be more responsive? We need the necessary requisites in place to back up our other efforts. Promotion and admissions initiatives alone won’t drive students to enroll in specific programs if the basic underpinnings don’t enable them to transfer their credits.

Added “Strengthen and expand articulation agreements” and “Promote existing and consider new programs that prepare students for high growth occupations” to part D under Goal 1.

3. What about other areas which provide support for students that are not part of the “Student Services” division? Such as the Computer Resource Center, MIT, or the Library. The Computer Resource Center in particular is an area which could be much more greatly utilized for direct support for students, rather than just a hardware resource. Rather than referring specifically to the Student Services Division, the term student support services could have a broader meaning.

Added “Support and strengthen all services that provide support to students” to part D under Goal 1.

4. Department members who attended the Alverno Summer Seminar in 2005 noted that, while they are familiar with the concept of "assessment-as-learning" in the title of the plan, they believe that the phrase requires some explanation for those who have not attended the seminar. They suggested that, since this will become a public or semi-public document at some point, the core concept should be explained in such a way as to make it understandable to those who are not conversant with terms that are specific to education. Alternatively, it may also be possible to modify the language of the title so that laypersons may understand the key concept.

Took “Assessment as Learning” out of the title to avoid confusion

5. In the first strategic initiative, several of the members commented that some elaboration should be given to the phrase, "see below," that appears in both (a) and (b). Some type of summary of the information to be "seen below" would assist the reader and also provide symmetry to the overall plan.

Changed “See Below” to “See Goal 2” and “See Goal 3”

6. Once again, in the first strategic initiative, members commented that the bulleted point, "Expand the *First-Year Experience Program*" implied that the College already has a formal program for first-year students. In fact, such a program is under discussion and development. A change in language should be made to reflect the contingent nature of the program at present.

Changed “Expand” to “Design and implement”

7. Department members suggested that the title of "(d) Reestablish commitment to Student Services" implied that the institution had at some point in the past made a decision to de-emphasize student services. If such was indeed the case, it should be stated as such; if not, a word such as "maintain" commitment might be appropriate. (Certainly, the use of the word "reaffirm" in the language of this point implies that we are affirming once more a commitment already made.)

Changed “Reestablish” to “Strengthen”

8. Several members commented that the reference to the "Student Services Division" in effect limited the import of this point. In other words, as with all key institutional functions, the work of providing "student services"--while the primary function of one division--is also a college wide effort. They further pointed out that faculty and professional staff in other divisions also assist, or would like to assist, in the specific initiatives outlined in the report.

Changed “Student Services Division” to “Student Support Services” and “all services that provide support to students” in several places

9. On page six, under the "Promote Diversity" heading, is it necessary to include the word "minority" in the second sentence? Don't many Tunxis students--minority and non-minority alike--face "diverse challenges"?

Changed “diverse challenges” to “specific challenges”. “Minority” was left in because this item was included based on a suggestion, approved by the committee, that we work toward a faculty/staff ethnic/racial composition similar to that of our students and service area.

10. Some faculty members pointed with concern to the limited number of references specific to developmental education and developmental courses. Others argued, however, that the work of developing a First-Year Experience Program necessarily would include developmental education.

Added “Continuously improve the success of students in developmental courses” to part C under Goal 1

SECTION 2: Implement Comprehensive Institutional Assessment

1. The Strategic Rationale for Goal # 2 (Implement Comprehensive Institutional Assessment) is far too long and focuses too much on student learning and outcomes assessment. Surely the rationale for institutional assessment is simple: we are being forced to do it by external bodies such as NEASC. However, we should also state that we recognize how comprehensive institutional assessment can inform the work we do.

Edited and reduced in length

2. p 8 Expand the Computer Resource Center facilities to meet growing student demand.

Added "Expand Computer Resource Services to meet growing student demand" to part D, Goal 1

3. Briefly, members felt that the Strategic Rationale for Initiative 2: Implement Comprehensive Institutional Assessment was vastly and inappropriately disproportional to the rationales presented for the other initiatives. While the rationale for the other initiatives was two or three paragraphs at most, the rationale for Initiative 2 consisted of more than a page of language organized into six specific points. The sentiment was that, if such language is necessary at all, it should be included in some other format--as an appendix to the document, perhaps. Ultimately, however, some members of the department wondered whether this level of detail was necessary or appropriate to the document. (One member of the department recalled the adage that "a camel is a horse designed by a committee" suggested that the rationale for Initiative 2 was, in fact, the camel's hump. I heard this comment immediately after the meeting, but included it because it so aptly summarized the sentiment of those at the meeting.)

Edited and reduced in length

4. A second theme in the discussion dealt with the tenor of the language itself. Some members wondered, for instance, whether such terms as "evidence-based decision making" carried the implication that there is any other appropriate form of decision making except that based on evidence.

Clarified in edit

5. In particular, I must say that I find particularly compelling the concerns expressed about the length of the Strategic Rationale for Initiative 2. I would also suggest that reduction of this rationale to a more manageable length would also make it possible deal with the concerns expressed about specific wording. The department also asked me to attempt to draft a shorter summary that could replace the existing rationale, but I have not yet been able to do so.

Edited and reduced in length

6. Evidence-based terminology needs defining for lay reader; Research-based terminology needs to be referenced throughout, by way of indicating commitment to basing planning and key decisions on research.

Clarified in edit

7. p.9 Create appropriate departmental assessment tools for administrative services divisions (e.g. User surveys for IT, MIT, Bookstore, etc)

Revised last bullet under part B of Goal 2

8. p.9 What are the current administrative services outcomes? Where can they be obtained?

Revised last bullet under part B of Goal 2

SECTION 3: Improve Internal Cooperation

RE the following eight comments: The committee recognizes that this goal and action plan lacks specificity and adequate development. In establishing this goal, the committee is responding to areas identified as needing improvement on the Personal Assessment of the College Environment (PACE) climate study and numerous anecdotal observations. The committee believes that a task force established by the Cabinet and initiatives established by individual work groups are the best approaches to addressing this goal, and revisions to this goal and action plan have been made accordingly.

1. What type of climate and cultural changes among various constituencies on campus?
2. The "Action Plan" for this section seems less like an action plan and more like a wish-list. The document should state specifically *how* climate change can be achieved. My department believed that goal #3, Improve Internal Cooperation, was the most poorly developed. The Strategic Rationale (second paragraph) does not seem to directly support the stated goal. A rationale needs to be developed that expresses why this goal is important to the institution. The Action Plans need to be clarified, as well. For example, the statement to "commit to significant climate and cultural change..." should be explained or simplified. What does it mean? Do we need to better understand each other's responsibilities or be more respectful or more responsive? What does it mean? We discussed specific ideas for the undefined action plan to "improve internal communication." Ideas were generated to have access to other departments' minutes in a designated folder on the web, to improve the use of the digital campus calendar, and to station a huge bulletin board where students can see ALL of the upcoming campus events in one visual experience. Most importantly, the student newspaper should be better acknowledged and used as a vehicle in which all members of the community (student, faculty, and staff) can publicize their activities and ideas to the widest audience.
3. On page ten, under the "Action Plan" heading, please consider adding "recruit and retain competent, committed management" and "terminate incompetent, uncooperative personnel"? (Shall I name names?) On a more serious note (as I know the aforementioned suggestions will never be implemented), the first sentence might be rewritten as: "Pursue initiatives that will foster climate and cultural change among various constituencies on campus." That is still hopelessly vague, but at least it places a stronger verb alongside a semi-concrete noun.
4. The Strategic Rationale for Goal 3 is too narrowly focused; the point of internal cooperation is not only to improve student learning but to improve institutional effectiveness.
5. The Action Plan for Goal 3 is almost ridiculously vague. HOW are we going to improve internal communication? What kind of culture changes can we expect? Tunxis (sic) is the fourth college where I've worked in the past twenty years. Every

one of those institutions has “committed itself to cultural change,” and every one of them to date has failed to achieve it comprehensively. In my experience, when the faculty buy into something new, the management doesn’t. And vice-versa. I’d like to see us explain what we intend to do to make it happen here.

6. Section 3 (Improve Internal Communication) looks as if it was added as an afterthought.
7. p.10 re: “Commit to significant cultural and climate change...” This is EXREMELY vague. How can this be considered an Action Plan - it seems more like a general concept. Exactly what is it that is going to be done? In what ways is the climate or culture going to change?
8. p.10 re: “Improve Internal Communication” This is also quite vague. Communication of what types and range of information is desired to be improved?

SECTION 4: Promote Strengths and Areas of Excellence

1. Also, on page 11 under (a) Liberal Arts and Sciences--when discussing areas of strength I would rewrite the sentence to say(Writers' Conference, Native American Festivals, Arts and Media, the Fine Arts Program, and soon to be constructed exhibit and performance space...).

Specific strength area references were eliminated.

2. Under Business Services we have an outstanding Command Institute with a very positive statewide reputation. It’s definitely a strength appropriate for page 11.

Specific strength area references were eliminated.

3. Under Continuing Education, they promote field trips, workshops and guest speakers. (Remember Covey?) They also have a strong “senior citizen” program. Why aren’t they on [page 11? After all, the committee singled out the Writer’s Conference, and Fran O’Neal (sic).

Specific strength area references were eliminated.

4. p.11 (a) Liberal Arts & Sciences Is it appropriate to include an individual's name? Wouldn't the program she represents be more appropriate? And have other program areas in liberal arts been intentionally excluded from mention?

Specific strength area references were eliminated.

5. Under Initiative 4, "Promote Strengths and Areas of Excellence," department members again question the brevity of the list of "potential subjects" to highlight ("Liberal Arts and Sciences, Allied Health, ESL & languages...Library & Information Science, etc.") Several members felt that, if the list of potential subjects could not be definitive, the list should be eliminated. Similarly, while members approved of Liberal Arts and Sciences as an initial focus for such efforts, they wondered at the criteria by which this and other foci were determined.

Specific strength area references were eliminated.

6. Members discussed the colloquial nature of the language under (a) of the action plan for Initiative 4. A phrase such as "This area already has several things going for it" seems unfocused and out of place. In addition, the participants again questioned the process by which specific items were identified for inclusion on the list as well as the colloquial tone of the language ("writer's conference, Fran O'Neil Arts & Media...")

Specific strength area references were eliminated. "Colloquial" language was edited.

7. While the department embraced the notion of a Liberal Arts Honors Program, some members asked why it should be described as a "complement" to the pending honors program in computer science and mathematics.

Took out "to complement . . ." clause.

Environmental Scan:

1. Added “data” parts of M&PR suggestions under “5. **2004 Tunxis Student Survey (Marketing)**”. Did not add “recommendations” parts.
2. Added information from the New Student Survey and Demographic Trends in Enrollment study.

Appendix B:
Operational Issues Identified by College Work Groups
in the Draft Strategic Plan
Spring 2006

This document includes suggestions for revisions, additions, deletions, etc. submitted to the Institutional Effectiveness Committee by College work groups that the committee determined were operational issues that should be addressed in work group action plans. The suggestions are organized by the four major strategic goals. Responses to some issues are provided in bold type.

Goal 1 Operational:

1. Increasing student success should include some sort of preparation for employment, resume writing, interview techniques, how to be a “stand out” candidate?
2. Provide training for individuals doing classroom evaluations, reviewing professional development plans for activities related to pedagogical practices and competencies, encourage and recognize participation in CFT sponsored activities.
3. Add attaining or maintaining physical health through participation in physical exercise. The numbers of citizens experiencing diabetes and heart disease can be reduced significantly by developing a lifelong habit of routine aerobic exercise.
4. Add graduating an informed citizen/resident of the state?
5. Specify under (e) Promote Diversity which underrepresented groups should be targeted.

The development of such specific categories should be the focus of the various work groups that will take up the work of turning the strategic plan into an operational document.

6. Explore whether we are effectively integrating technology into all aspects of the student experience. We still lack technology for communicating quickly and effectively with students. For example, TCC e-mail accounts for students, which could be pointed to their personal accounts, would meet this goal, and would be cost effective in reducing amounts we spend on postage.
7. Better collect and capture information on entering students who do not plan to pursue a degree or certificate.

We currently calculate a “Student Success Rate” that includes transfer, retention, and leavers in good academic standing. We collect information on “student intent or goal”, but this data does not match student behavior, and thus, appears to not be relevant or useable.

8. Address the lack of Hispanic, Latino and minority staff.

This is addressed under part E of Goal 1.

9. Will the First-Year Experience be required of all students? Determinants as to who will take the course?
10. How will the social, mental and economic needs of our students be met as a means of assisting with their success rates? Will there be an increase in counseling services available to meet these needs? Will student activity programs be geared to meeting the needs of students and assist in retention and attainment of educational goals?
11. Define the term "academically gifted"? Does this mean/include 10 - 16 year olds that are academically advanced?
12. How are we envisioning the building of a "student retention team"?
13. Provide leadership opportunities for students of all academic achievement levels?-How is this now occurring?
14. Encourage and enforce the concept of staff serving as role models for appropriate behavior?
15. Increase opportunities for students to take part in internships, job shadowing, peer models of appropriate behavior?
16. Clarify the role of counseling/academic advising here on campus?
17. It would be useful to broaden the specific references (integration of the Center for Teaching into the work of improving the effectiveness of teaching and learning, and encouragement of life-long learning through the use of the library). That is to say, the plan should identify the array of programs and services that can assist in achievement of the two goals.

Goal 2 Operational:

1. A serious commitment to Outcomes Assessment should lead to elimination of grades or a commitment to bind grades to standards of Outcomes Assessment.

Goal 3 Operational:

1. How can internal communication be improved? College-wide meetings? More e-mail updates?
2. Our department can and should put together presentations, conferences, etc. on its own, taking the initiative to bring a sense of community to Tunxis.
3. Expand departments to include multiple representatives from other areas and offer more institution-sponsored activities for engendering mingling and socializing with other groups.
4. Invite members of other departments to our department meetings in an effort to improve internal cooperation.
5. Become more aware of efforts outside of our own areas.

6. There is an emphatic need to embrace the bulleted point, "Improve internal communication." We too often find ourselves performing tasks that, as it turns out, others at the college are also confronting or have confronted.

Goal 4 Operational:

1. Find grant monies for students who wish to go to conferences/symposiums in their degree program.
2. Encourage a more comprehensive effort on the part of individual faculty to use The Sun to "advertise" their presentations, conferences, etc.
3. Some of the questions in contemplating a strategic direction regarding our enrollment might be: How sensitive is our average student to changes in tuition and energy costs, and how does that affect their enrollment status or number of courses they take? Given our tuition increases since 2000, has that affected our enrollment? Taking into account discretionary income, national personal spending/saving figures, etc., do we need to change our approach, marketing, or other resources (such as scholarships) at the college? The Federal Reserve: "the median family net worth only rose 1.5% after adjusting for inflation. (compared to earlier periods where net worth rose 10.3%, 17.4%) At the same time, households are experiencing rising debt. There has been a widening of the gap between households at the top and bottom of the economic ladder. Less affluent households have actually lost ground..."
4. Determine where we can maximize our revenues and how this affects our strategic plan goals. Determine what we CAN we do to optimize our enrollment mix.
5. Operating budget not referenced with regard to undertakings indicated for M&PR Office.
6. Development of a Liberal Arts Honors Program that begins with identification of talented students while in high school would offer an excellent opportunity to achieve one of the objectives in Initiative 3--collaboration--as well as to put the College into direct contact with area high schools.

ENVIRONMENTAL SCAN:

1. Does the institution have any data on Tunxis students from other communities in the service area? It might be interesting to compare and contrast New Britain and Bristol with, say, Farmington, Southington, and Plainville. In brief, do we get any non-minority, middle-class, academically prepared students? Do most of them live in certain communities, or are they scattered hither and thither? I guess I am just curious.

Enrollment trends in all towns in our service area are tracked. Over the past five years, the percentage of community college enrollees that come to Tunxis has remained relatively stable, as has the number of students from these towns. We do get non-minority, middle-class students, but their level of "academic preparedness" is comparable to all entering students.

2. In addition to the CT CC system strategic plan, we may want to think about incorporating some initiatives and strategic plan objectives of the U.S. and CT Departments of Education if relevant.

Most relevant in all plans: Increase Student Success.

3. Is this plan consistent with system efforts?

Yes.

4. We need more data before drawing conclusions for some of the action items.

Need more information to respond to this. Which action items?

5. Some members questioned the nature of certain items included in the section of Highlights from the Environmental Scan. They observed that the list of jobs most in demand did not include jobs that many of our students had obtained as a result of their academic work at the College. It was pointed out, however, that the information from the scan was based on data culled from a variety of sources and that the full environmental scan is available for all to peruse.

The list of jobs was based on those projected to be high-growth in the next ten years, not which jobs our students actually got.

6. System Strategic Plan not addressed

Our plan aligns well with the system plan.

MISCELLANEOUS

1. Shouldn't "educational/co-educational needs" read "curricular/co-curricular needs?"

2. Are the action plans arranged by priority? If the initiative is institutional, might we expect to see some information related to specific employee positions and performance measures in those areas?

Once the plan is finalized, campus and work group leadership will determine specific action plans and measures.

3. Design and implement a standard orientation for all new employees.

4. It might be helpful to those reading this for some items to be more specific and explain why they are listed under certain initiatives. Information needs to be clear enough for workgroups to understand what they need to do and why. For example, under #1, d), outreach to high schools needs to be more specific. In what manner is this connected with student services—in better preparing students before they enroll here? Also in this section, information would be useful on why, for instance we are targeting academically gifted students. How does this demonstrate a commitment to Student Services? What are suggestions for improving internal communication?

The Strategic Plan is intended to identify strategic directions, not operational initiatives. These questions should be addressed by campus leadership and work groups.

5. The document doesn't read smoothly. I would suggest reducing the strategic rationales to one paragraph (where possible), and expanding the action plans to identify those "workgroups" who will most likely be involved in specific initiatives or activities.

Some revisions have been made.

6. The plan notes that we are "positioned to effect a significant cultural change". In what way, or how are we so positioned to effect such change?

By our commitment to Outcomes Based Education.

7. WD&CE/business partnerships not emphasized and interwoven strongly; should be.

This has been added.

8. Fund-raising emphasis is made, but in absence of the two items above (WD&CE/business partnerships; higher demographic service area cultivation)

Unclear what is being asked here.

9. SWOT analysis absent

SWOT analysis undertaken throughout the process, just not in the traditional way.

D.

**INTEGRATED STRATEGIC
PLANNING AND BUDGET
DEVELOPMENT CALENDAR**

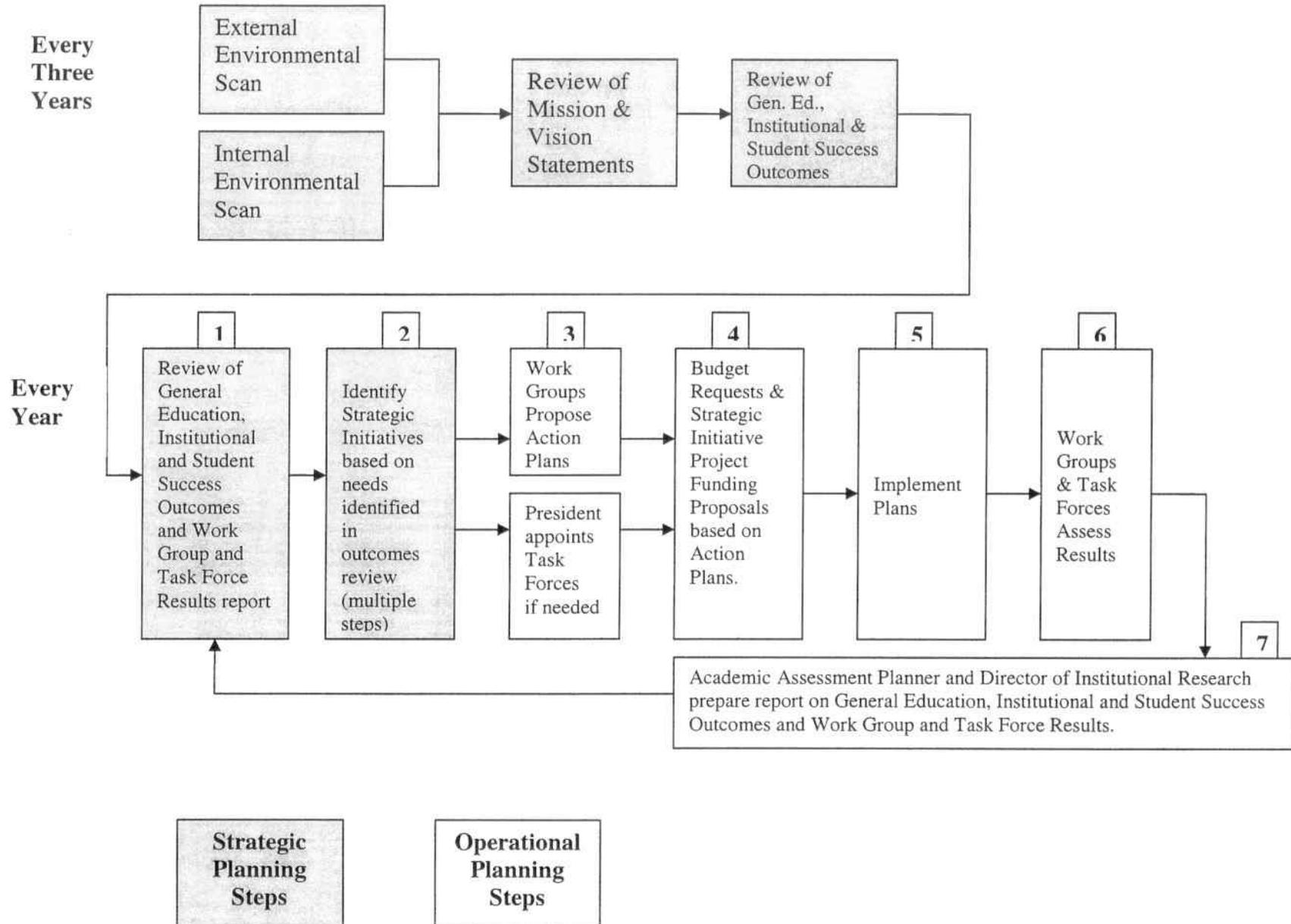
Tunxis Community College
Annual Calendar
Integrated Strategic Planning and Budget Development Process

<u>Steps</u>	<u>Date</u>
1. Work Group and Task Force leaders compile assessment results from previous year	Summer
2. Director of Institutional Research (DIR) compiles report on Institutional, Student Success and General Education Outcomes (every three years, conducts environmental scan)	Summer
3. DIR and Academic Assessment Planner (AAP) review Work Group and Task Force assessment results and prepare report for Institutional Effectiveness Committee	Summer
4. Work groups and Task Forces implement initiatives for this year	Sept
5. Institutional Effectiveness Committee reviews assessment and outcomes reports (steps 2 & 3 above; every three years, also reviews external information and college mission and goals)	Sept/Oct
6. Institutional Effectiveness Committee develops draft of potential Strategic Initiatives for next year using assessment and outcomes reports	Oct/Nov
7. Institutional Effectiveness Committee shares draft of Strategic Initiatives for next year with the campus at-large	Dec
8. Committee members compile input on the draft from work groups	Jan/Feb
9. Institutional Effectiveness Committee reviews work group input, makes revisions as appropriate, and finalizes Strategic Initiatives (every three years, also Strategic Plan	March
9. Strategic Initiatives (and Plan) are approved by the Cabinet	March
10. Strategic Initiatives and Task Forces (as needed) for the coming year are announced by the President	March
11. Work groups prepare Action Plans for the coming year based on outcomes assessment and Strategic Initiatives, and propose Special Strategic Initiative Project funds	Mar
12. Work group leaders prepare budget requests with guidance from Strategic Initiatives and assessment results	Mar/Apr
12. Institutional Effectiveness Committee reviews proposed Strategic Initiative Projects and makes recommendation for funding to the Cabinet	Apr/May
13. President announces funded Strategic Initiative Projects	May
14. Cabinet reviews budget requests with guidance from Priority Initiatives and assessment results	May/June

E.

**STRATEGIC AND OPERATIONAL
PLANNING SYSTEM CHART**

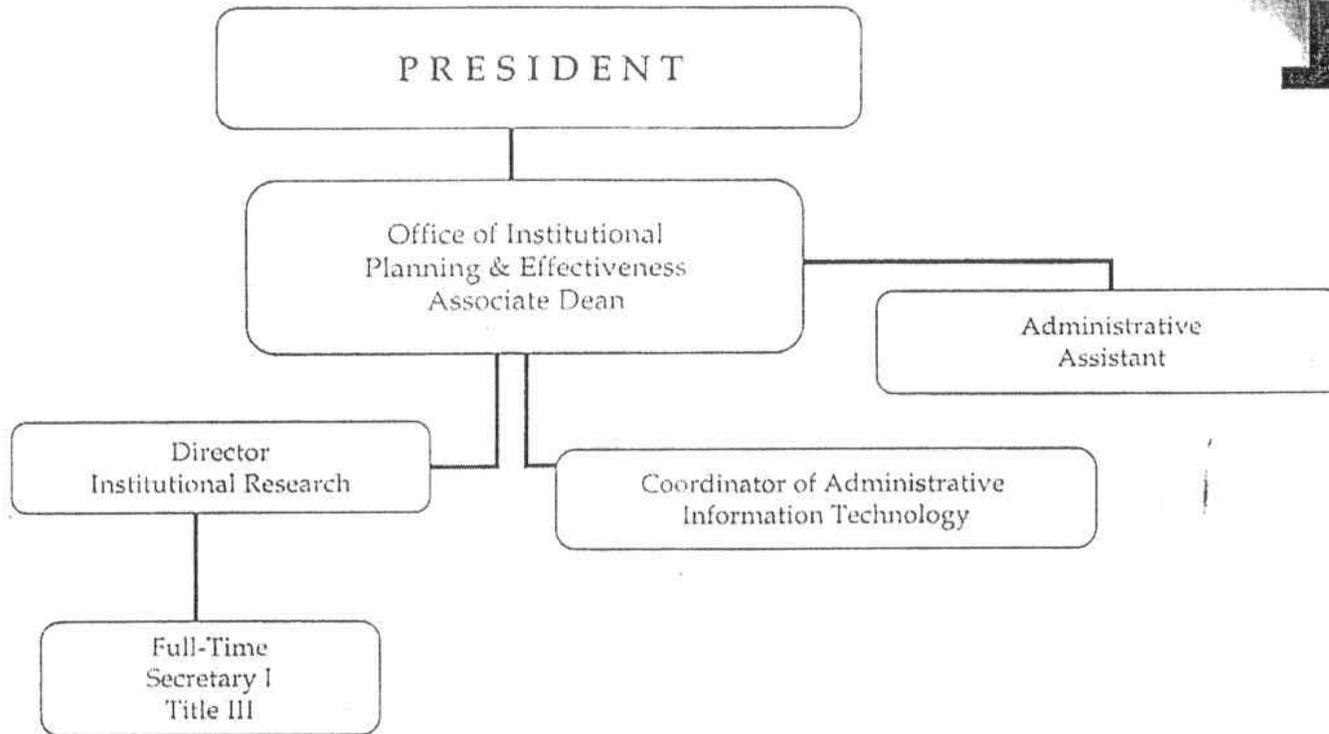
Tunxis Community College Strategic and Operational Planning System



F.

**OFFICE OF INSTITUTIONAL
PLANNING & EFFECTIVENESS
ORGANIZATIONAL CHART**

Office of Institutional Planning & Effectiveness Organizational Chart



G.

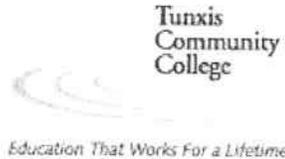
STATE OF CONNECTICUT

EXECUTIVE SUMMARY

THE SOCIOECONOMIC BENEFITS

GENERATED BY

TUNXIS COMMUNITY COLLEGE



The Socioeconomic Benefits Generated by Tunxis Community College

State of Connecticut

Executive Summary

April 20, 2004

M. Henry Robison and Kjell A. Christophersen

CCbenefits Inc.

www.ccbenefits.com

Executive Summary

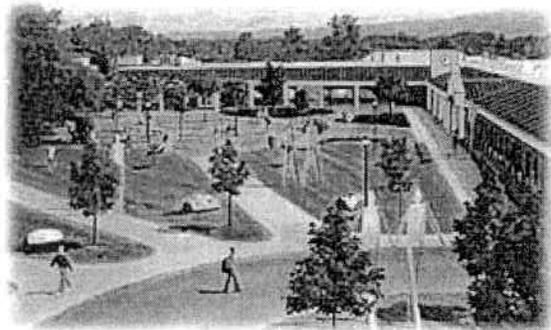
HIGHLIGHTS

- Tunxis Community College pays \$16.8 million annually in direct faculty and staff wages, salaries, and benefits in the local region, and accounts for an additional \$125.7 million in earnings off campus.
- Taxpayers see a real money “book” return of 18.4% on their annual investments in Tunxis Community College and recover all investments in 7.4 years.
- Students enjoy an attractive 23% annual return on their investment of time and money—for every \$1 the student invests in TCC, he or she will receive a cumulative \$6.43 in higher future earnings over the next 30 years or so.
- The State of Connecticut benefits from improved health and reduced welfare, unemployment, and crime, saving the public some \$1.7 million per year.

INTRODUCTION

How do the TCC Service Area economy and the State of Connecticut benefit from the presence of Tunxis Community College (TCC)? An obvious question often asked, but rarely answered with more than anecdotes. In this study, CCbenefits, Inc. applied a comprehensive economic model they developed with funding from the Association for Community College Trustees (ACCT). The model, which took over a year to develop, was designed to capture and quantify the economic and social benefits of community and technical colleges. It relies on data collected from individual

two-year colleges, and translates these into common sense benefit/cost and investment terms. The model has been subjected to peer review and field-tested on over 350 different community and technical colleges throughout the United States and Canada. Model results are based on solid economic theory, carefully drawn functional relationships, and a wealth of national and local education-related data. The model provides an analytical alternative from the all-too-common “advocacy analyses” that inflate benefits, understate costs, and thus discredit the process of higher education impact assessment.



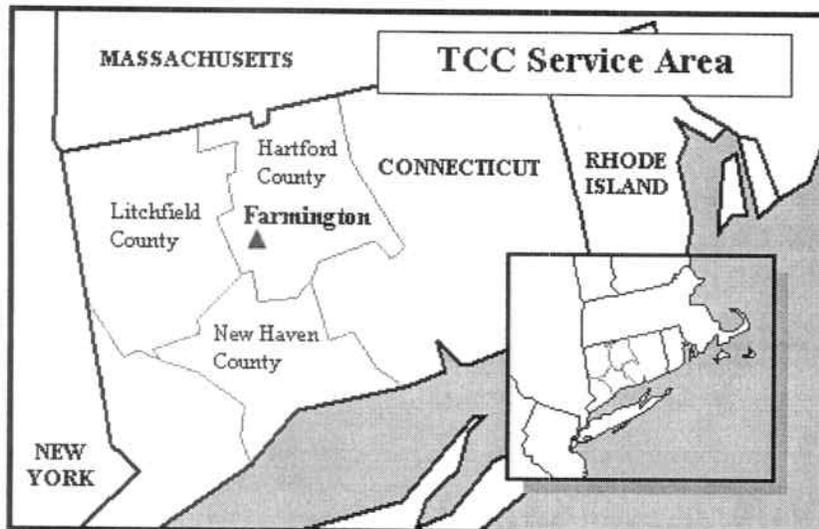
Four types of benefits are tracked: (1) regional economic benefits (contributions to local job and income formation); (2) higher earnings captured by exiting students; (3) a broad collection of social benefits (improved health, reduced crime, lower welfare, and unemployment); and (4) the return to taxpayers for their college support.

THE RESULTS

For a more in-depth exploration of this topic, the reader is encouraged to consult

the Main Report, "The Socioeconomic Benefits Generated by Tunxis Community College," containing the detailed assumptions, their context, and the computation procedures.

skills translate to higher earnings and a more robust TCC Service Area economy. Based on current enrollment, turnover, and the growth of instruction over time, the local region workforce embodies an



estimated 654.7 thousand credits of past and present instruction (credit and non-credit hours). The accumulated contribution of past and present TCC instruction adds some \$117.1 million in annual earnings to the TCC Service Area economy (equal to that of around 2,900 jobs).

➤ **Regional Perspective—the Tunxis Community College Economy**

TCC accounts for \$142.5 million of all annual earnings in the TCC Service Area economy (see map). The earnings explained by TCC are equal to that of roughly 3,500 jobs. The earnings and job effects break down as follows:

- *TCC Operations and Capital Spending*

TCC faculty and staff earnings generate additional incomes as they are spent. Likewise, TCC operating and capital expenditures generate still further earnings. Altogether, these earnings account for \$25.4 million annually in the TCC Service Area economy (equal to that of around 620 jobs).

- *Higher Earnings due to Past Instruction*

Each year students leave TCC and join or rejoin the local workforce. Their added

➤ **Student Perspective**

The student's perspective on the benefits of higher

education is the most obvious: he or she sacrifices tuition and current earnings for a lifetime of higher earnings. For every credit completed, TCC students will, on average, earn \$165 more per year each year they are in the workforce.

Alternatively, for every full-time year they attend they will earn an additional \$4,893 per year. In the aggregate (all exiting students), the higher earnings amount to some \$9.9 million per year for each year they remain in the workforce.

From an investment standpoint, TCC students will enjoy a 23% rate of return on their investments of time and money, which compares favorably with the returns on other investments, e.g., the long-term return on US stocks and bonds. The corresponding benefit/cost ratio (the sum of the discounted future benefits divided by the sum of the discounted costs) is 6.4, i.e., for every \$1 the student invests in TCC education, he or she will

receive a cumulative of \$6.43 in higher future earnings over the next 30 years or so. The payback period (the time needed to recover all costs) is 6.4 years.

➤ **Taxpayer Perspectives**

The state government spent \$12.5 million in support of TCC during the analysis year. Is this a good use of taxpayer money? Our analysis indicates that the answer is a resounding yes: returns far outweigh the costs, particularly when a collection of social savings is included in the assessment. For example, persons with higher education are less likely to smoke or abuse alcohol, draw welfare or unemployment benefits, or commit crimes. This translates into associated dollar savings (avoided costs) amounting to some \$29 per credit per year, counted as an indirect benefit of TCC education. When aggregated across all exiting students, the State of Connecticut will benefit from \$1.7 million worth of avoided costs per year, broken down as follows:

- *Improved Health*

Employers in the TCC Service Area will see health-related absenteeism decline by approximately 2,240 days per year, with a corresponding annual dollar savings of \$301.0 thousand. The state will benefit from the health-related savings of roughly 7 fewer smokers and 20 fewer alcohol abusers. The corresponding dollar savings are \$19.3 thousand and \$157.8 thousand per year, now and into the future (these savings include insurance premiums, co-payments and deductibles, and withholding for Medicare and Medicaid).

- *Reduced Crime*

Studies show that incarceration drops with each year of higher education. In the TCC Service Area, about 20 fewer individuals will be incarcerated per year, resulting in annual savings of \$252.7 thousand (combined savings from reduced arrest, prosecution, jail, and reform costs). Reductions in victim costs (e.g., property damage, legal expenses, lost workdays, etc.) result in savings of \$278.3 thousand per year. Finally, that people are employed rather than incarcerated adds \$138.4 thousand of earnings per year to the economy.

- *Reduced Welfare/Unemployment*

There will be around 90 fewer people on welfare, and 30 fewer drawing unemployment benefits per year, saving some \$345.8 thousand and \$237.6 thousand per year, respectively.

➤ **Taxpayer Return on Investment**

The return on a year's worth of state government investment in TCC is obtained by projecting the associated educational benefits into the future, discounting them back to the present, and weighing these against the \$12.5 million state taxpayers spent during the analysis year to support the college. The analysis is based on the portion of TCC operations that is wholly dependent on state government support. Two investment perspectives are possible, one broad and one narrow.

- *Broad Perspective*

Taxpayers expect their annual investment in TCC to result in higher lifetime earnings for students and social savings from lifestyle changes (reduced crime, welfare and unemployment, and

improvements in health). From a broad investment perspective, the value of *all* future earnings and associated social savings is compared to the year's worth of state taxpayer support that made the benefits possible. Following this procedure, it is estimated that TCC provides a benefit/cost ratio of 22.4, i.e., every dollar of state tax money invested in TCC today returns a cumulative of \$22 over the next 30 years.

- *Narrow Perspective*

The narrow perspective limits the benefit stream to state government budgets, namely increased tax collections and expenditure savings. For example, in place of total increased student earnings, the narrow perspective includes only the increased state tax receipts from those higher earnings. Similarly, in place of overall crime, welfare, unemployment and health savings, the narrow perspective includes only those portions that translate to actual reductions in state government expenditures.

Note here that it is normal for the state government to undertake activities wanted by the public, which are unprofitable in the marketplace. This means that positive economic returns are

generally not expected from government investments. From the narrow taxpayer perspective, therefore, even a small positive return (a benefit/cost ratio equal to or just greater than 1, and/or a rate of return equal to or just greater than the 4.0% discount rate used in this analysis) would be a most favorable outcome, certainly one that justifies continued taxpayer support of the college. For TCC, the narrow perspective results greatly exceed the minimum expectations. The results indicate strong and positive returns: a rate of return of 18.4%, a benefit/cost ratio of 3.3 (every dollar of state tax money invested in TCC today returns \$3.35), and a short payback period of only 7.4 years.

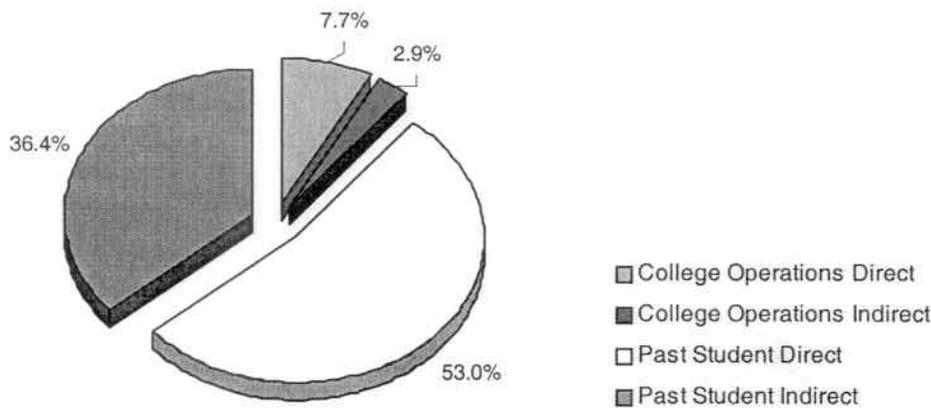
CONCLUSION

The results of this study demonstrate that TCC is a sound investment from multiple perspectives. The college enriches the lives of students and increases their lifetime incomes. It benefits taxpayers by generating increased tax revenues from an enlarged economy and reducing the demand for taxpayer-supported social services. Finally, it contributes to the vitality of both the local and state economies.

Benefits at a Glance

Regional Analysis		Regional Impact		
Regional Economic Development				
Increment from TCC operations			\$25,374,000	
Increment from past student productivity			\$117,130,000	
Total			\$142,504,000	
Job equivalent			3,543	
Annual Benefits				
<i>Higher earnings</i>				
Aggregate (all students)			\$9,890,823	
Per Credit			\$165	
Per full-year equivalent student			\$4,893	
<i>Social savings</i>				
Aggregate (all students)			\$1,730,945	
Per Credit			\$29	
Per full-year equivalent student			\$856	
Investment Analysis		RR	B/C Ratio	Payback (Years)
Students		22.5%	6.4	6.4
Taxpayers: Broad Perspective		NA	22.4	NA
Taxpayers: Narrow Perspective		18.4%	3.3	7.4

College Role in Regional Economy, % of All Earnings Accounted for by College Operations



The table above shows that approximately \$142.5 million in regional earnings are explained by the college. The graph on the left shows the breakdown of these earnings in terms of college operations and past student productivity effects.

This short summary report is one of six products generated for this impact study. In addition, one long report intended for economists and college institutional researchers (95 pp) lays out the detailed assumptions and analysis. Another report (10 pp) provides detailed tabular results by gender, ethnicity, and entry levels of education, and a one-page fact sheet contains highlights of the study results at a glance. The study also includes a one-page write-up in layman's terms about the differences between the broad and narrow taxpayer perspectives. Lastly, a PowerPoint presentation is developed showing the main results for college presidents to adapt and use in speeches before state legislators and other education stakeholders.

**Tunxis Community College
Institutional Effectiveness Committee**

**Highlights from Environmental Scan
September 30, 2005**

1. **Institutional Effectiveness Outcomes and Data: Student Success and Institutional Measures:**
 - The percent of new students successfully completing developmental courses in their first semester in math increased from 39% to 50%. In English and reading, the rate remained the same at around 60%.
 - The percent of new developmental students who successfully complete college math and English courses after three years dropped from 30% to 22% in math and 60% to 49% in English between the Fall 2000 and Fall 2001 cohorts.
 - There is a highly significant difference between the first year GPA's of students who do not need remediation and those need it in three skill areas (2.8 vs. 2.06). Two skill areas needed, 2.26; One, 2.45.
 - Fall to Fall retention rates for minority students lag significantly behind white students in most cases.

2. **Service Area Population**
 - In the New Britain schools, 63.2% of the students are economically disadvantaged; 50.2%, Hispanic; 17.5%, black.
 - The New Britain schools appear to have over a 50% drop-out rate between the freshman and senior year.
 - In Bristol, 25.5% are economically disadvantaged; 17.3% minority.

3. **CCBenefits Studies
Hartford County jobs**
 - Among the jobs most in demand in our area for which TCC prepares workers are computer support specialists, dental hygienists, physical therapy assistants, medical secretaries, and legal secretaries.
 - Technicians in a number of different fields (radiological, medical records and health information, electrical and electronic engineering, industrial engineering) are also in high demand.**Tunxis Socioeconomic Benefits**
 - When higher lifetime earnings for students and social savings from lifestyle changes are considered, Tunxis returns \$22 to the state for each dollar the state invests.

4. **PACE (faculty and staff) and SACE (students) surveys**
 - Items on the PACE survey most in need of improvement are Marketing, the college website, institutional communication and interdepartmental

cooperation, decision making at the appropriate level, and impact of the Title III grant.

- Results of the SACE survey place the college well above the national average in most categories. Instructional Services received the highest ratings, but Student and Administrative Services showed the most positive differences from the national averages.

5. **2004 Tunxis Student Survey (Marketing)**

- Student recall of having seen/heard some type of Tunxis advertising/communications prior to enrollment was 41%; however, 70% recalled seeing such materials from our competitors.
- Students indicate that they would prefer to receive regular updates from the admissions office and want a general information brochure giving brief overviews of available programs.
- Thirty percent would like to receive regular email updates about opportunities the college offers

6. **Successful Outcomes and At-Risk Student Characteristics Study**

- The student success rate (graduated, transferred, retained, or left with a 2.0 GPA or better) for new Tunxis students after three years is 76.7%.
- By far, Central Connecticut State University is the most popular with our students that transfer. University of Connecticut is a distant second.
- Student most at-risk at Tunxis have skill deficiencies in three areas and are male Hispanics <25 years of age. However, all students under 25 with three skill deficiencies are moderately at-risk.
- The top five courses in which unsuccessful students are most often unsuccessful are English 083 and 101 and Math 075, 095, and 137.

7. **Connecticut's Dilemma (from the Office of Workforce Competitiveness)**

- Large proportions of tomorrow's available workforce are living and learning in poverty.
- Our students are not mastering the disciplines and skills required by the 21st century workplace nor are they entering fields of study in high demand programs.
- Large disparities exist between white and minority student high school graduation rates.
- From 1990 to 2000, Connecticut's population increased by only 3.6% while the percentage of individuals living in poverty increased by 19.4%.
- Connecticut tuition rates for two-year colleges rank 43rd; four-year universities, 34th.
- Sixty-two percent of the new jobs in Connecticut 2004-2010 will pay less than \$40,000 per year; 36%, less than \$25,000. Most will be in the service industry.
- The estimated cost of supporting a family of four in the Hartford area is \$44,000.

H.

GENERAL EDUCATION OUTCOMES

Tunxis Community College
General Education Outcomes

1. Communication

The ability to effectively articulate and communicate thoughts and ideas through writing and speech, and the ability to listen meaningfully and effectively.

This area is divided into 3 units: Writing, Speech, and Listening

1. Writing: Effectively communicates thoughts and ideas in writing

Level 1: communicates effectively in writing

Level 2: communicates with sophistication and complexity in the context of an academic discipline

2. Speech: Effectively communicates a verbal message

Level 1: structures a message effectively

Level 2: applies situational and contextual analysis in effective communication

Level 3: communicates effectively through use of discipline-area concepts and frameworks with growing understanding

3. Listening: Listens effectively and critically

Level 1: is aware of and prepares for listening situations

Level 2: applies listening processes by analyzing contexts and responding to inquiries

Level 3: interprets, analyzes, and evaluates verbal and non-verbal messages

2. Critical Thinking

The process of evaluating information and concepts, identifying and analyzing relationships, and drawing and justifying reasonable inferences and conclusions in order to gain knowledge and insight, solve problems, and make decisions.

1. Selects and evaluates information

Level 1: distinguishes between relevant and irrelevant information

Level 2: evaluates relevant information for its accuracy and completeness

2: Identifies and analyzes relationships

Level 1: identifies and describes relationships

Level 2: explains the nature or significance of relationships

Level 3: assesses and explains the significance of each element of the relationship to the whole

3. Draws inferences and conclusions that are logical and supported by evidence

Level 1: identifies and creates inferences

Level 2: uses a reasoning process to create conclusions and make decisions

Level 3: supports conclusions with adequate and persuasive evidence

4. Solves problems and makes decisions

Level 1: identifies problems

Level 2: identifies appropriate strategies for solving problems

Level 3: demonstrates insight appropriate to the discipline and applies knowledge to solve problems and make decisions

3. Information Literacy

The use of appropriate resources to identify, access, evaluate and present information relevant to the topic being studied

1. Effectively uses, accesses, and evaluates information

Level 1: determines the nature and extent of the information needed

Level 2: accesses needed information effectively and efficiently

Level 3: evaluates information and its sources critically and incorporates selected information into student's own knowledge base and value system

2. Understands the issues surrounding access to and use of information

Level 1: documents information using a recognized format

Level 2: comprehends the ethical and legal issues surrounding access to and use of information as applied to a particular discipline

4. Technological Literacy

The ability to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome

1. Uses software applications effectively and purposefully

Level 1: uses a computer and the appropriate software to create a document in the appropriate digital file format

Level 2: evaluates and uses enhanced features of application software

Level 3: selects and critically uses discipline-specific applications

2. Assesses the potentials and limitations of technology

Level 1: assesses the appropriate use of technology to accomplish a specific task

Level 2: evaluates the potential and limitations of technology as applied to a discipline

5. World Cultures and Perspectives

The understanding of the contemporary world and the forces that have shaped it

1. Analyzes and evaluates the social, cultural, and political forces that shape the individual and society

Level 1: recognizes how environment shapes one's own opinions and judgments

Level 2: describes and evaluates individual, group, and institutional influences on human experience

Level 3: defines and critically evaluates social, cultural, and political forces according to the methods of an academic discipline

2. Examines and assesses the relationship between historical events and the contemporary world

Level 1: identifies and describes figures, ideas, and movements

Level 2: uses methods of an academic discipline to differentiate and evaluate world cultures

Level 3: compares systematically the economic, political, and social dynamics of world cultures

6. Aesthetic Engagement and Creative Expression

The ability to understand, use, and engage creative processes and expressions

1. Evaluates and applies creative processes

Level 1: assesses own creativity

Level 2: describes and evaluates creative processes

Level 3: integrates creative experiences within a discipline

2. Identifies and evaluates the form, structure, and aesthetic qualities of artistic and literary works

Level 1: identifies and describes the form and aesthetic qualities of an artistic work

Level 2: articulates rationale for subjective choices and interpretations

Level 3: compares and evaluates the form, cultural context and aesthetic qualities of artistic genre and movements using the methods of an academic discipline

7. Quantitative and Scientific Reasoning

The ability to use logic, numerical information, the scientific method, and mathematics to solve problems

This area is divided into two units: quantitative reasoning and scientific reasoning, the latter emphasizing the scientific method

Quantitative Reasoning

The ability to use numerical information, laws of logic, and mathematics to solve problems

1. Demonstrate knowledge and comprehension of quantitative skills

Level 1: recalls domain-specific symbols, vocabulary, definitions, operations, laws, and principles

Level 2: interprets and extrapolates concepts presented in any of the following forms: verbal, symbolic, numeric, algebraic, and graphic

Level 3: translates concepts from one to any of the following forms: verbal, symbolic, numeric, algebraic, and graphic

2. Applies knowledge to analysis of specific problems

Level 1: performs basic quantitative manipulations effectively

Level 2: selects, manipulates, and applies previously learned concepts to solve problems within the same discipline or context, and articulates the processes of problem solving

Level 3: transfers and applies mathematical principles to solve problems in other disciplines or contexts

3. Analyzes and synthesizes quantitative information to solve problems

Level 1: investigates patterns and makes hypotheses

Level 2: breaks down complex problems or concepts into their constituent parts in order to abstract relationships, and makes reasonable inferences using symbolic, inductive, or deductive reasoning, as well as domain-specific methods and conceptual frameworks

Level 3: uses intuition, discipline-specific theories, and the laws of logic to reconstruct problems or concepts in a creative manner in order to generate novel ideas or to achieve optimal problem solutions

4. Evaluates problem-solving processes

Level 1: judges the reasonableness of an answer to a problem

Level 2: assesses the effectiveness, value, accuracy of models, problem solutions or processes vis-à-vis task objectives

Level 3: judges the aesthetic characteristics of models, problem solutions or processes vis-à-vis task objectives

Scientific Reasoning

The ability to use scientific reasoning to solve problems

1. Applies empirical evidence and scientific argument and distinguishes between cause and effect

Level 1: recognizes and describes scientific information and data

Level 2: organizes, evaluates and synthesizes scientific information and data

Level 3: applies discipline-specific methods to problems and uses results to reach and support valid conclusions and to distinguish cause and effect

8. Values, Ethics, and Citizenship

The ability to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic or cultural service

This area is divided into 2 sections: Ethics and Citizenship.

Ethics:

The ability to perform ethically, individually and in a group

1. Recognizes ethical issues, values, and standards, and describes the elements of ethical judgment

Level 1: identifies ethical issues and ethical dimensions of acts and decisions, distinguish from etiquette, prudence, and law

Level 2: identifies and evaluates ethical standards: norms, principles and ideals (rights, justice, welfare)

Level 3: identifies and analyzes one's own and others' values (ethical standards) and their hierarchy

2. Makes ethical decisions and formulates and evaluates arguments to justify such decisions

Level 1: identifies elements of ethical judgment (moral premise, factual premises, moral judgment)

Level 2: recognizes ethical responsibilities in various contexts (academic, professional, civic) and identifies stakeholders, moral dilemmas and criteria for the evaluation of conflicting ethical responsibilities

Level 3: formulates and justifies ethical judgments, and formulates and evaluates arguments in support of judgments reached

3. Demonstrates ethical behavior and social responsibility

Level 1: behaves ethically in class and in group work

Level 2: appreciates community and societal problems and needs as well as cultural diversity

Level 3: appreciates and adheres to professional ethical standards

Citizenship

The ability to recognize significant community issues and engage in responsible community or civic service

Demonstrates civic responsibility by engaging in community or civic service

Level 1: identifies significant community issues and assesses ability to act on them

Level 2: practices responsible community or civic service

Level 3: demonstrates leadership in addressing organizational and community issues

9. Interpersonal and Team Skills

The ability to participate effectively in group work

1. Works in groups to define problems, elicits and respects the contributions of others, synthesizes diverse opinions, and seeks consensus.

Level 1: assesses own and others' behaviors for their affective and practical impact in social and task-group context

Level 2: effectively engages in group and interpersonal interaction using understanding of social and cultural contexts and awareness of affective components of own and others' behavior

Level 3: facilitates achievement of goals in the context of discipline-specific roles and task-teams

I.

INSTITUTIONAL EFFECTIVENESS

OUTCOMES AND DATA

STUDENT SUCCESS AND

INSTITUTIONAL MEASURES

**Tunxis Community College
Farmington, CT**

**Institutional Effectiveness
Outcomes and Data**

Student Success and Institutional Measures

**Office of Institutional Research
August 1, 2005**

Student Success

9. Employment Preparation and Placement

Institutional Objective (Career education mission): To offer [credit and non-credit] programs of occupational, vocational, technical and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state workforce needs.

The College will:

29. Demonstrate student success in, and satisfaction with, attaining occupational certification/licensure, in securing employment related to their academic program, in advancing their career, or increasing their income, as a result of their education and training at the college

1. Average salary earned by graduates

Mean salary reported by respondents to the graduate survey who obtained employment during or after enrollment at the college.

Data:

2003-04 \$28,278

2. Student rating of preparation for employment

Percentage of respondents to the graduate survey who obtained employment during or after enrollment at the college who reported that the college had helped them in some way secure or upgrade their employment.

Data:

2003-04 78%

10 Transfer Preparation

Institutional Objective: (Transfer education mission): To provide liberal arts and sciences and career programs for college transfer.

The College will:

30. Demonstrate student success in transferring to baccalaureate institutions, their academic achievement at these institutions, and satisfaction with their preparation for further study.

1. Transfer rate

Percent of first time in college students who transfer after three years disaggregated by full-time/part-time initial enrollment status.

Data:

Fall 2001 cohort

FT 30.8%

PT 18.9%

2. Graduation rate of students who transferred (3, 5 yrs after

transfer).

3. Student rating of preparation for transfer.

Data (from the last graduate survey):

Response rate was 28%; Response rate of those who transferred, 10% (33 out of 330 graduates).

Those 33 rated Tunxis preparation for current studies as follows:

Excellent	52% (17)
Good	46% (15)
Fair	3% (1)
Poor	0

31. Expand and periodically review articulation agreements with four year institutions and increase the number of courses that transfer to baccalaureate programs.

1. Mean number of hours completed at Tunxis by students who transfer.

Data:

Fall 2001 cohort: 37 credit hours

2. Number of articulation agreements that are more than five years old.

Data:

0

11 Developmental Education

Institutional Objective: (Developmental education mission): To provide general programs including, but not limited to, remediation, general, adult, and continuing education designed to meet individual student goals.

The College will:

32. Uphold its policy of open admissions, utilizing appropriate methods of evaluation to identify deficiencies and offering appropriate developmental or remedial support where necessary to prepare students for collegiate study; and provide a level of support for testing and remediation adequate to serve the needs of admitted students.

1. Percent of students testing into developmental courses, enrolled in developmental courses their first semester.

Data:

	F2003	F2004	F2005
All:	76%	84%	
FT:	84%	93%	
PT:	69%	77%	

33. Demonstrate success of developmental courses in preparing students for

college level programs.

1. Percent of new students successfully completing developmental courses in their first semester by discipline.

Data:

<i>Discipline:</i>	<i>F2003</i>	<i>F2004</i>	<i>F2005</i>
Math	39%	50%	
English	61%	60%	
Reading	62%	61%	

2. Percent of new developmental students who successfully complete college Math & English courses after three years.

Data:

<i>Discipline</i>	<i>F2000</i>	<i>F2001</i>
Math	30%	22%
English	60%	49%

3. Comparison of full-time and part-time fall to spring and fall to fall retention rates of new developmental (by level of skill deficiency) and non-developmental students.

Data:

Fall to Spring Retention

Full-time:

<i>Skill Deficiency</i>	<i>F2003</i>	<i>F2004</i>
None	86%	79%
One	86%	79%
Two	93%	79%
Three	86%	77%

Part-time:

<i>Skill Deficiency</i>	<i>F2003</i>	<i>F2004</i>
None	57%	66%
One	59%	63%
Two	67%	58%
Three	55%	61%

Fall to Fall Retention

Full-time:

<i>Skill Deficiency</i>	<i>F2002</i>	<i>F2003</i>	<i>F2004</i>
None	56%	68%	
One	62%	63%	
Two	53%	68%	
Three	48%	63%	

Part-time:

<i>Skill Deficiency</i>	<i>F2002</i>	<i>F2003</i>	<i>F2004</i>
None	44%	40%	
One	38%	42%	

Two	40%	47%
Three	33%	38%

4. Comparison of mean cumulative GPA's of developmental (by skill deficiency) to non-developmental students after one year.

Data:

Full-time:

<i>Skill Deficiency</i>	<i>2003/4</i>	<i>2004/5</i>
None	2.64	2.80
One	2.61	2.45
Two	2.41	2.26
Three	2.07	2.06

Part-time:

<i>Skill Deficiency</i>	<i>F2003/4</i>	<i>2004/5</i>
None	2.79	2.88
One	2.47	2.41
Two	2.64	2.39
Three	2.00	1.97

12 Student Persistence, Goal Attainment, and Satisfaction

Institutional Objective: To promote student retention, persistence, completion of courses and programs, and satisfaction with their educational experience.

The College will:

34. Demonstrate student persistence in the pursuit of and the successful attainment of educational goals, including, but not limited to course and program completion

1. Graduation rate within 150% of allotted time

Data:

<i>Cohort</i>	<i>Rate</i>
F2000	14%
F2001	10%

2. Graduation rate within 300% of allotted time

3. Course success rate (completion with grade of C- or better).

Data:

<i>Semester</i>	<i>Rate</i>
F2003	65%
F2004	67%

4. Persistence rate from Fall to Spring (percent of students returning) disaggregated by ethnicity and full and part time

status.

Data:

Full-time		
<i>Ethnicity</i>	<i>F2003</i>	<i>F2004</i>
Asian	85%	67%
Black	92%	75%
Hispanic	84%	60%
White	88%	81%

Part-time		
<i>Ethnicity</i>	<i>F2003</i>	<i>F2004</i>
Asian	47%	54%
Black	65%	59%
Hispanic	60%	54%
White	61%	62%

5. Persistence rate from Fall to Fall (percent of students returning) disaggregated by ethnicity and full and part time status.

Data:

Full-time			
<i>Ethnicity</i>	<i>F2002</i>	<i>F2003</i>	<i>F2004</i>
Asian	53%	69%	
Black	26%	85%	
Hispanic	55%	47%	
White	57%	66%	

Part-time			
<i>Ethnicity</i>	<i>F2002</i>	<i>F2003</i>	<i>F2004</i>
Asian	47%	21%	
Black	32%	35%	
Hispanic	31%	40%	
White	34%	40%	

6. Student Success Rate (percent of leavers that graduated, transferred, were retained or left with a GPA ≥ 2.0 after one and three years).

Data:

F2001 Cohort		F2002 Cohort
Full-time:	73%	
≤ 25	69%	
Male	64%	
Female	74%	
> 25	83%	
Male	83%	
Female	83%	
Ethnicity		

Asian	64%
Afr. Am.	50%
Hispanic	63%
White	73%
Part-time:	60%
<=25	62%
Male	58%
Female	65%
>25	57%
Male	52%
Female	61%
Ethnicity	
Asian	65%
Afr. Am.	63%
Hispanic	58%
White	59%

Institutional Outcomes

13 Workforce Development

Institutional Objective: To foster economic development in the service region by addressing workforce development needs through credit and non-credit programs.

The College will:

35. Demonstrate impact on the educational and training needs of populations expected to be the main source of new entrants into the labor force for the next decade, including minorities, immigrants, and other underrepresented populations.

1. Minority student percent of enrollment disaggregated by ethnicity.

Data:

<i>Ethnic Group</i>	<i>F2002</i>	<i>F2003</i>	<i>F2004</i>
Am Ind./Alskn.	0.5%	0.2%	0.4%
Asian/Pac. Isl.	2.9%	3.0%	2.8%
Afr. American	5.5%	6.2%	6.2%
Hispanic	7.8%	8.1%	8.9%
White	78.5%	79.0%	78.6%

2. Percent of enrollment enrolled in ESL courses.

Data:

Fall 2003	5%
Fall 2004	5%

3. Percent of enrollment enrolled in developmental courses.

Data:

Fall 2003	25.0%
Fall 2004	28.6%

4. Minority student percent of enrollment at TCC compared to CT state universities.

Data:

<i>Semester</i>	<i>UCONN</i>	<i>CSU</i>	<i>TCC</i>
Fall 2003	17.4%	17.1%	18.0%
Fall 2004	17.6%	17.3%	17.9%

5. Percent of enrollment receiving PELL grants.

Data:

Fall 2003	17%
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36. Demonstrate impact on the specific education and training needs identified by regional and local employers and institutions, including sectors experiencing most acute workforce deficits.

1. Contract training enrollment.

As per Donna LaGanga, contract training enrollment cannot be separated from community service and personal development enrollment. This will be possible once CIP codes are attached to non-credit courses.

2. Employer rating of quality of contract training.

Data:

Evaluations done by Bristol Career Center. As per Donna LaGanga, Theresa Mastrogiovanni to investigate how data can be compiled/made available. Scannable form?

37. Demonstrate impact on the general workforce development needs in the service region.

1. Percent of TCC graduates resident/working in CT.

Data:

Can't measure this without UI data. Donna LaGanga to check availability. This data is reported in the DHE Performance Measures System as an aggregate for Middlesex, Three Rivers, and Tunxis.

1998/99	1999/00	2000/01
83%	82%	83%

2. Ratio of percent of TCC students residing/working in CT as compared to state university students.

Data:

Not available. Have not been able to locate DHE Performance Measures report for universities.

3. Ratio of number of TCC students entering or re-entering labor force to total entrants to CT labor force.

Data:

Can't measure this without UI data. Donna LaGanga to check availability.

4. Employer rating of quality of education of TCC graduates.

Data:

To be measured by focus groups of employers.

5. Student headcount percent of service area population.

Data:

Service Area Population:		TCC F2004	Percent
Total	296,427	3,942	1.3
Age 15-64	191,488	3,942	2.1

Age 18+	223,855	3,942	1.8
Age 25+	201,705	3,942	2.0

14. Community Service

Institutional Objective: To provide services that enrich the community's intellectual, cultural and social life, contribute to solving community problems, and assist community groups.

The College will:

38. Contribute to the intellectual, cultural, and social life of the community.

1. Enrollment in community service & personal growth credit-free courses.

As per Donna LaGanga, contract training enrollment cannot be separated from community service and personal development enrollment. This will be possible once CIP codes are attached to non-credit courses.

2. Number of participants in community service activities (public lectures, workshops, concerts, etc.).

Not currently tracked. Have asked Kurt Peters if it can be tracked in the future.

3. Participant rating of community service activities.

Not currently tracked. Have asked Kurt Peters if it can be tracked in the future.

4. Number of community service activities.

Not currently tracked. Have asked Kurt Peters if it can be tracked in the future.

39. Demonstrate initiative and contribution to the identification and resolution of community problems, as well as collaboration with and assistance to public institutions and community groups.

1. Utilization of college facilities and services by community groups.

Not currently tracked. Have asked Kurt Peters if it can be tracked in the future.

2. Membership on boards and other community groups.

Need to do campus survey.

3. College sponsored activities designed to foster inter-ethnic understanding.

Affirmative Action Plan.

15 Programs

Institutional Objective: To provide well designed, cohesive program curricula that are consistent both with current practice and with the college mission, goals, and available resources; and to ensure that assessment of student learning is conducted with integrity based on clearly defined and articulated learning objectives regardless of delivery modality.

The College will:

40. Ensure currency of program curricula, resources, and faculty with respect to practice in the appropriate field of specialization.

1. **Program advisory committee rating of currency of curriculum and resources.**

Frequency? Documentation location and format? Responsibility?

41. Develop and maintain curricula with appropriate breadth, depth, sequential progression (prerequisites), synthesis of learning, instructional methods, admission and retention policies; as well as maintain consistency with the college mission goals and resource availability.

1. **Program self-study**

Frequency? Documentation location and format? Responsibility?

42. Assess student learning and achievement based on clearly defined and articulated learning objectives, and graduation and employment requirements

1. **Program self-study**

Frequency? Documentation location and format? Responsibility?

43. Ensure integrity in different delivery modalities (e.g. technologically mediated instruction) and granting of credit for non-traditional learning (prior experiential or non-collegiate sponsored)

1. **Program self-study**

Frequency? Documentation location and format? Responsibility?

16 Student Services

Institutional Objective: To maintain Admissions, Records, Advising, Counseling, Financial Aid, Student Development, and Student Activities functions; provide adequate support for them; and encourage students to take advantage of this array of services.

The College will:

44. Systematically identify the characteristics and learning needs of students and make provision for responding to them; assist students to resolve educational and technological problems and, where appropriate, personal and physical problems; and provide student financial aid through a well organized program.

1. Number of students taking advantage of services.

Documentation location and format? Responsibility?

45. Provide appropriate and effective orientation, academic advisement, transfer counseling, career development, and placement counseling.

1. Number of students taking advantage of services.

Documentation location and format? Responsibility?

2. Student rating of services.

SACE Question	TXCC	National
16. Quality of admissions and orientation services	3.81	3.65
17. Quality of learning assistance and tutorial services	3.90	3.68
18. Quality of financial aid services	3.72	3.54
19. Quality of career planning and placement services	3.60	3.50
20. Quality of academic advising services	3.68	3.51
21. Opportunity for involvement in campus activities	3.45	3.49
22. Quality of records and registration services	3.81	3.61
23. Quality of counseling services	3.55	3.46
24. Quality of athletic services	2.81	3.30
25. Advice I get in making educational decisions	3.58	3.47

46. Maintain, widely publicize, and fairly administer clearly stated policies and procedures on admission, retention, financial aid, student rights and responsibilities, including grievance procedures, and records* that serve the best interests of students and the institution * e.g: inclusion in permanent student records, retention, security, privacy, confidentiality and disposal of student records.

1. Annual review and assessment of policies, procedures, and disclosure.

Documentation location and format? Responsibility?

47. provide opportunities for student leadership and participation in campus activities, organizations and governance.

1. Student participation in student organization leadership & college governance.

Report Student Activities Office
Documentation location and format?

17 Decision-making processes

Institutional Objective: To establish and maintain effective decision-making processes that enable the college to define its mission and purposes, respond to strategic challenges and opportunities, assess and demonstrate its effectiveness, ensure faculty participation in curricular decisions, and encourage staff and student participation in decision making.

The College will:

48. Formulate, periodically re-evaluate, and publicize, its statement of mission and purposes; and ensure that this statement is understood and accepted by faculty and staff, and adhered to in the college's operation, programs and activities that is realistic, consistent with the college's charter and accreditation standards, addresses the needs of the community, identifies populations to be served, and reflects a vision for the future.

1. Qualitative assessment of mission statement, its currency and application.

IE/ Strategic Planning Committee, every three years

2. Scoring of staff awareness and understanding of mission.

PACE Question	TXCC	National
1. The actions of this institution reflect its mission	3.66	3.76

49. Maintain effective, systematic, short and long-term planning that identifies internal and external opportunities and challenges, establishes academic, strategic, and resource allocation priorities, and advances effective fulfillment of mission.

1. Qualitative assessment of strategic and operational planning and budgeting.

IE/ Strategic Planning Committee, every three years

50. Systematically evaluate the effectiveness of its programs, academic and student support activities, governance, marketing, administrative functions, ethical policies and procedures, overall achievement of the college mission, and the planning and evaluation process itself; and assess and apply the information obtained through evaluation to inform planning and formulate appropriate corrective and improvement action continued need, attainment of program learning objectives, instructional effectiveness, and adequacy of resources including library and information services.

1. **Percent of core institutional outcomes assessed on a regular basis.**

NEASC self-study team

2 **Qualitative assessment of evaluation of achievement of mission, esp ed. Objectives.**

NEASC self-study team

3. **Qual. assess. of regularity, comprehensiveness, & process of eval. of degree programs & use of results for improvement.**

NEASC self-study team, Acad Dean's Office

4 **Qual. assess. of regularity, comprehensiveness, & reliability of evaluation of all functions & processes.**

NEASC self-study team

5. **Qual. assess. of regularity & comprehensiveness of eval. of other student services & admin functions (mktg, admissions?)**

NEASC self-study team

6. **Qual. assess. of action plans and corrective action on problems identified by institutional effectiveness process.**

NEASC self-study team

51. Maintain an effective and transparent organizational structure, with clearly defined lines of authority and management responsibility, integrating all parts and programs of the college.

1. **Qualitative assessment of organizational structure & management organization.**

NEASC self-study team, management

PACE Question	TXCC	National
34. This institution is appropriately organized	2.91	3.09

2. Rating of understanding of roles & integration of decision-making.

PACE Question	TXCC	National
35. Decisions are made at the appropriate level	2.74	3.02

52. Involve all appropriate constituencies in decision making; respond to the concerns, needs, and initiatives of faculty, students, and staff; encourage student involvement in governance and matters in which students have a direct and reasonable interest; engage faculty and staff in the planning and evaluation process; and uphold the special role of faculty in assuring academic integrity of programs, in curriculum development, and the search process for new instructional staff.

1. Qualitative assessment of participation in decision-making.
NEASC self-study team

2. Rating of appropriateness and adequacy of participation.

PACE Question	TXCC	National
6. My ideas are seriously considered by manager	3.94	3.86
7. I have the opportunity to express my ideas in appropriate forums	3.73	3.80
8. My ideas are actively sought by my manager	3.69	3.60
9. I am able to appropriately influence the direction of this institution.	3.04	3.09

3. Rating of appropriateness and adequacy of participation (by students.

Not on SACE survey. Drop this one?

18. Resource Management

Institutional Objective: To ensure adequate resources to support its programs and operation; and to practice prudent resource management and effective financial control and budgeting.

The College will:

53. Secure adequate resources for its programs, operations, and initiatives necessary to achieve overall institutional objectives, and make alternative arrangements that assist students in the achievement of their life objectives in the absence of adequate resources (human, technological, and physical) through securing broad financial support,

both public and non-public, and resource sharing cooperative arrangements.

1. Qualitative/quantitative assessment of resource adequacy.
NEASC self-study team

2. Qualitative/quantitative assessment of efforts to secure adequate resources.
NEASC self-study team

54. Practice prudent management of resources and effective financial control and budgeting; use an effective management accounting system as a basis for financial decision-making and control to foster cost effectiveness and efficiency.

1. Qualitative assessment of prudent & effective resource management.
NEASC self-study team

2. Effectiveness & efficiency of administrative, student services, & other functions (marketing, development, B&I,?)

PACE Question	TXCC	National
48. Support services meet the needs of the students	3.83	3.79
49. Adm. personnel meet the needs of the students	3.65	3.83
61. Marketing has promoted a positive image of the college	2.17	NA
62. Revisions of the college's web page are being completed expeditiously.	2.36	NA
63. Revisions of the college's web page are being completed effectively.	2.32	NA

55. Allocate resources in accordance with the college's mission, priorities, and plans (human, technological, financial, and physical).

1. Qualitative assessment of resource allocation & budgeting consistent with mission, plan.
NEASC self-study team

2. Rating of resource allocation consistent with mission, purposes, academic needs and plans.

PACE Question	TXCC	National
1. The actions of this institution reflect its mission	3.66	3.76

19. Equal Access & Opportunity, Diversity

Institutional Objective: To uphold the principles of equal access and opportunity in admission and all college services, programs, and resource allocation; and pursue the goal of diversity in the composition of the student body, faculty and staff.

The College will:

- 56. Ensure equality of access and educational opportunity to all services and programs, for all students (including members of historically under-represented, physically disabled, evening, part-time, distance learning, commuter, and off- campus populations).

- 1. **Qualitative assessment of equality of educational opportunity & access to services, esp. for special populations.**

NEASC self-study team

- 2. **Rating of equality of educational opportunity & access to services, esp. for special populations (by staff).**

PACE Question	TXCC	National
45. Student needs are central to what we do	3.79	3.93
47. Faculty meet the needs of students	3.98	3.91
48. Support services meet the needs of the students	3.83	3.79
49. Adm. personnel meet the needs of the students	3.65	3.83

- 3. **Rating of equality of educational opportunity & access to services, esp. for special populations (by students).**

SACE Question	TXCC	National
54. Instructors and staff are sensitive to different ways that students learn	3.99	3.83
55. Instructors and staff are sensitive to students physical challenges	4.04	3.89

- 57. Take affirmative action to ensure that the composition of the student body, the faculty and staff is broadly representative of the population in the service area, and faculty is diverse in intellectual backgrounds and training.

- 1. **Qual. assess. of aff. action to ensure representative student body & staff; & actual diversity compared to service area.**

NEASC self-study team

- 2. **Performance implementing the Affirmative Action Plan; EEOC compliance.**

Affirmative Action Officer/Report

58. Adhere to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, and advancement, and foster an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.

1. **Qual. assessment of policies & practices for non-discrimination, respect, & support for people of diverse backgrounds.**

NEASC self-study team

2. **Rating of policies & practices for non-discrimination, respect, & support for people of diverse backgrounds (by faculty & staff).**

PACE Question	TXCC	National
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55. Ethnic and cultural diversity are important	3.89	3.79
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3. **Rating of policies & practices for non-discrimination, respect, & support for people of diverse backgrounds (by students).**

SACE Question	TXCC	National
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50. Ethnic and cultural diversity are important	3.99	3.78
52. Instructors and staff are sensitive to students of all ages	4.14	4.01
53. Instructors and staff are sensitive to students' gender	4.17	4.00
56. Instructors and staff are sensitive to students' ethnicity	4.09	3.91
57. Instructors and staff are sensitive to students' religious preferences.	4.05	3.83

20. Academic Excellence & Quality of Instruction

Institutional Objective: To uphold high standards of academic excellence and quality of instruction.

The College will:

59. Ensure integrity, consistency, quality, and appropriateness of the academic elements of all programs, courses and activities sponsored by the college (including course content, delivery of programs, library and information services; selection and approval of faculty; admission, registration, and retention of students; evaluation of prior learning; acceptance of transfer credit from other institutions; evaluation of student progress, and the awarding and recording of credit).

1. **Qual. assess. of integrity & quality of courses, programs, college sponsored activities, transfer credit, & library .**

NEASC self-study team

2. Rating of integrity & quality of all courses, programs, college sponsored activities, instructional techniques.

PACE Question	TXCC	National
50. This institution prepares students for a career	3.90	4.00
51. This institution prepares students for further learning	4.10	3.99
52. Students are assisted with their personal development.	3.56	3.66
53. Students competencies are enhanced	3.95	3.84
54. Students are satisfied with their educational experience at this institution.	4.04	3.88

3. Rating of adequacy of library collections, systems & services supporting academic offerings.

NEASC self-study team

No PACE questions

SACE Question	TXCC	National
Quality of the library/learning resource center	4.25	3.84

60. Ensure that curricula and instructional methods are appropriate to the abilities and scholastic preparation of students, and admission standards afford students a reasonable potential for success in the programs to which they are admitted.

1. Qualitative assessment of appropriateness of adm stds, curricula & instr. methods to student capabilities & needs.

NEASC self-study team

2. Rating of appropriateness of adm stds, curricula & instr. methods to student capabilities & needs (by staff and faculty).

PACE Question	TXCC	National
45. Student needs are central to what we do	3.76	3.78
46. Students receive an excellent education	3.91	3.67
47. Faculty meet the needs of students	3.80	3.62

3. Rating of appropriateness of instructional methods to student capabilities & needs (by students).

SACE Question	TXCC	National
40. My educational needs are important to this institution	3.94	3.76
41. I am receiving an excellent education	3.98	3.88
42. Faculty meet my educational needs	3.92	3.89
45. This institution is preparing me for a career	3.76	3.78
46. This institution is preparing me for transfer	3.91	3.67

47. I am assisted with my personal development	3.80	3.62
48. My personal skills are being enhanced	3.89	3.82
49. I am satisfied with my learning experience	4.05	3.92
54. Instructors and staff are sensitive to different ways students learn.	3.99	3.83

61. Protect and foster intellectual freedom and diversity, and the free pursuit and dissemination of knowledge; afford students exposure to a variety of faculty and thereby to different viewpoints and different methods of instruction; and encourage and appropriately assess student scholarly and creative achievement.

1. Qualitative assess. of acad. freedom, intellect. diversity, & encouragement of student scholarly & creative achievement.
NEASC self-study team

2. Rating of academic freedom, intellectual diversity, & encouragement of student scholarly & creative achievement (by faculty and staff).

PACE Question	TXCC	National
46. Students receive an excellent education	4.25	4.05

3. Rating of academic freedom, intellectual diversity, encouragement of student scholarly & creative achievement (by students).

SACE Question	TXCC	National
41. I am receiving an excellent education	3.98	3.88

62. Enhance the quality of teaching and instructional effectiveness by encouraging experimentation with instructional methods, and by providing support, encouragement, and opportunities for professional development for faculty and academic support staff; and demonstrate that faculty and staff take advantage of such opportunities to maintain and improve their competence as teachers, scholars and practitioners.

1. Qualitative/quantitative assessment of professional development opportunities.
NEASC self-study team

2. Rating of support for professional development & experimentation with methods to improve instruction (by faculty and staff).

PACE Question	TXCC	National
5. My manager emphasizes my personal development	3.71	3.67
42. My manager helps me improve my work	3.64	3.52
43. I am provided up to date technology in my job	3.77	3.57
44. I am provided training necessary to master all aspects of my job.	3.48	3.49

63. Ensure that college faculty and staff are qualified for their positions, effective in performing their assigned responsibilities, and empowered with the requisite information and appropriate work assignments.

1. Qualitative assessment of qualifications & criteria & process for evaluation of staff & faculty.

NEASC self-study team

2. Qualitative/quantitative assessment of faculty performance & conditions conducive to performance.

NEASC self-study team

3. Rating of instructional quality.

SACE Question	TXCC	National
1. Quality of instruction field of interest	3.95	4.07
2. Overall quality of instruction	4.07	4.08
3. Instructors expertise	4.26	4.34
4. Instructors attitude toward students	4.32	4.30
5. Instructors use of a variety of teaching strategies	4.05	3.99
6. Instructors clearly define course objectives	4.13	4.09
7. Instructors clearly define course requirements	4.23	4.15
8. Instructors clearly define grading policies	4.14	4.18
9. Availability of instructors outside of class	3.95	3.88
10. Opportunity to evaluate my instructors	4.04	3.78
11. Opportunity to participate actively in class	4.23	4.22
12. Opportunity to work in small groups	3.95	3.95
13. Learning to learn	4.08	4.06
14. Acquiring the ability to learn on my own	4.05	4.07
15. Provided up to date technology	3.98	3.96
56. The specific skills I can expect to learn in my courses are identified and communicated	4.09	NA
57. The specific skills I am expected to learn are taught and measured	4.05	NA
58. Knowing and achieving the specific skills I am expected to learn increase the effectiveness and value of my ed.	4.00	NA
59. I am satisfied with the technology skills the college is providing	4.09	NA
60. The courses I have taken have prepared me to meet my educational and employment goals	3.95	NA
61. I am satisfied with the use of technology in my courses	4.02	NA

62. I am satisfied with the availability of technology	4.04	NA
64. I am satisfied with the availability of courses	3.96	NA

Student eval. of faculty?
Graduate/student survey?

21. Disclosure & Integrity

Institutional Objective: To ensure that truthfulness, propriety, clarity, and fairness

characterize the institution's relations with all internal and external constituencies; and that information provided by the college is adequate and accurate.

The College will:

64. Disclose through appropriate print or electronic publications* information sufficient to allow students to make informed decisions about their education (catalog, course schedules, web site, brochures). Specifically: information on the college's mission, objectives, and educational outcomes; academic programs, courses currently offered, and academic policies and procedures, including requirements, policies, and procedures for admission, transfer of credit, good academic standing, withdrawal, termination, re-admission, graduation, academic recognition; fees, refund policies; rules and regulations for student conduct; size and characteristics of the student body, the campus setting, learning and physical resources, and co-curricular and non-academic opportunities; list of full-time and part-time faculty, their departmental or program affiliation and academic credentials; names of administrative officers, their position and the names of members of the governing board.

1. Qualitative assessment/inventory of information for students.

NEASC self-study team

~~**2. Rating of adequacy of information.**~~

Drop. Covered under #1

65. Ensure the accuracy, currency, consistency, and availability of all its publications and its statements through a systematic process of periodic review and the availability of valid documentation for any statements and promises it makes, and responsiveness to reasonable requests for information.

1. Qualitative assessment of accuracy, consistency and availability of public & statements.

NEASC self-study team

~~2. Rating of accuracy, currency, consistency, and availability of publications.~~

Drop. Covered in #1.

- 66.** Establish, maintain and adhere to clearly stated policies and procedures that ensure honesty, integrity, propriety, and fairness in relations with students, staff and faculty, and all internal and external constituencies (including policies and procedures dealing with staff and faculty recruitment, selection, appointment, remuneration, evaluation, promotion and termination, as well as with academic honesty, privacy rights, intellectual property rights, resolution of grievances brought by faculty, staff, or students, fiscal policies, and legal and regulatory requirements).

1. Qualitative assessment of policies & procedures relating to faculty & acad support staff.

NEASC self-study team

2. Rating of availability, adequacy honesty, integrity propriety, fairness of policies & procedures (by faculty & staff).

PACE Question	TXCC	National
3. My manager provides timely feedback	3.78	3.74
14. Positive work expectations are communicated	3.60	3.59
15. Unacceptable behaviors are identified and communicated	3.48	3.49
16. Work outcomes are clarified	3.55	3.50
17. Open and ethical communication are practiced	2.86	3.20
18. I receive adequate information regarding important activities	3.45	3.54
19. Information is shared	3.03	3.21
28. Institution wide policies guide my work	3.44	3.50
40. I have the opportunity for advancement	3.17	3.16
41. My work is guided by clearly defined administrative processes	3.32	3.32

3. Qualitative assessment of integrity.

NEASC self-study team

~~4. Rating of availability, honesty, integrity propriety, & fairness of policies and procedures.~~

Same as #2

5. Rating of policies and procedures on honesty, integrity, propriety, and fairness (by students).

No SACE questions.

22. Quality Work Environment

Institutional Objective: To provide an environment that is safe and conducive to learning and professional growth.

The College will:

67. Recognize and reward the creativity, initiative and effort of its employees, both regularly and equitably.

1. Rating of equity and adequacy of recognition and reward of creativity, initiative and effort.

PACE Question	TXCC	National
2. My manager expresses confidence in my work	4.19	4.05
4. I am given the opportunity to be creative	4.12	4.13
10. This institution has been successful in positively motivating my performance	3.26	3.35

68. Foster collegial and civil relations and discourse.

1. Rating of collegiality and civility.

PACE Question	TXCC	National
20. I have the opportunity to work jointly with appropriate others at this institution	3.72	3.73
21. There is a spirit of cooperation within my work team	3.79	3.79
22. My primary work team uses problem-solving techniques	3.73	3.71
23. Institutional teams use problem-solving techniques	3.12	3.30
24. A spirit of cooperation exists at this institution	3.02	3.21
25. A spirit of cooperation exists in my department	3.79	3.82
26. There is an opportunity for all ideas to be exchanged within my work team	3.79	3.78
27. My work team coordinates its efforts with appropriate individuals and work teams	3.60	3.65

69. Provide a high quality and safe physical work environment.

1. Rating of the quality of campus facilities and services.

SACE Question	TXCC	National
26. The quality of classrooms	3.90	3.90
27. The quality of laboratories	3.70	3.73
28. The quality of physical education services	3.22	3.49
29. The quality of computer labs	4.15	3.88
30. The quality of computer services	4.16	3.86
31. The quality of the bookstore	4.10	3.74
32. The quality of the library/learning resource center	4.25	3.84
33. The quality of food services	4.02	3.35
34. The availability of informal places to gather	3.84	3.50
35. The availability of parking spaces	3.30	2.83
36. The convenience and proximity of parking	3.31	3.04

37. The quality of campus lighting	3.87	3.54
39. The availability of places to study	3.89	3.63

2. Annual Health and Safety Committee report on health and safety on campus.

PSO Health and Safety Committee Report

J.

**SUMMARY REPORT FROM THE
TECHNOLOGY INTEGRATION CONSULTANTS**

TITLE III – FALL 2005

Summary Report from the Technology Integration Consultants

Title III

Fall 2005

Tunxis Community College
Steve Ersinghaus, Christina Gotowka, John Timmons

Overview:

In the summer of 2005, Professors Steve Ersinghaus, Christina Gotowka, and John Timmons served as technology integration consultants for the Tunxis Community College Title III grant.

Our charge was the following:

1. *Develop a plan and provide a series of recommendations to the Institutional Effectiveness Committee regarding technology competencies for faculty and students.*
2. *Develop summer institute workshops for full and part-time faculty on how to integrate technology to further student's competencies and to include assessing those technologies.*

The Title III goal(s) addressed by the project are:

Significantly increase student technology competency by defining institutional technology outcomes, increasing faculty technology competency, and increasing the integration of technology into the teaching/learning process.

Our initial questions were:

*What is technological competency?
and
What is technological literacy?*

We researched various educational institutions around the country and found their answers to these questions to be similar to the following:

*Ability to use a word processor
Send/Receive E-mail
Save a file
Use a Web browser
Etc.*

While these may be accurate/useful in terms of specific skills, they do not address the integration of technology into the teaching/learning process.

Closer to home, we investigated the technology literacy assessments given at Tunxis as part of a 3-year FIPSE grant that ended in August 2005. This grant was led by the Connecticut Distance Learning Consortium and Manchester Community College.

A survey of faculty and staff was taken from the 11 participating colleges asking

what they felt were *required or helpful* technology skills. While the survey results gave a wide range of specific and generic skills, they did not give us a satisfactory sense of how this technology was being integrated into the teaching/learning process. Further, the survey was based on opinion.

A second phase of the FIPSE project was a pilot of a technology skills assessment test for students. The test was comprised of three sections: word processing (examples: copy & pasting, formatting, etc.), e-mail, and Internet (examples: go to a specific Web address, use Google to find information, etc.) Tunxis tested about 70 students between spring and summer 2005 in conjunction with the Accuplacer tests.

Again, we felt that this only addressed a handful of isolated skills without any integration into some form of comprehensive project.

(For example: finding information on the Web, summarizing and citing that information in a formatted word processing document, then e-mailing that document as an attachment to a specific address.)

Also closer to home, we reviewed the ***Technological Competency Standards for Faculty*** proposal developed by the Academic Information Technology Advisory Committee (AITAC) in December, 2003.

The proposal was in response to 4Cs contract language regarding technology competencies and literacy. The intent was to identify competencies that could then be mapped to appropriate training opportunities for faculty provided by Central Office (IITT). Further, these competencies should encourage faculty to seek out and engage in professional development activities designed to gain and/or strengthen these skills.

This (most likely) was the driving force behind the availability of the technology training funds on every campus.

The AITAC proposal breaks down technology competencies for faculty into three areas:

1. **Core Technology Competencies:** basic productivity skills needed by every faculty member.
2. **Instructional and Administrative Technology Competencies:** those that enable faculty to enhance classroom presentations and course administration.
3. **Web-Enhanced Instruction Competencies:** those that enable faculty to utilize the Internet to enhance instruction.

We recognized that this was a better approach especially as to defining technological competencies and literacy at the institutional level.

Further, this proposal lists 20 separate competencies each broken down by levels 1, 2, and 3.

The following is a brief summary of the AITAC proposal for Faculty Technology Competencies:

- I. **Instructional Technology Concepts & Operations**
To use technology as a meaningful learning tool, educators must be aware of and understand the potential and advantages. Classroom strategies must be developed to foster the integration of technology.
 - A. Demonstrate an understanding of research and potential applications of instructional technology in learning.
 - B. Demonstrate an understanding of organizational issues related to the application of technology in education.
 - C. Apply problem solving strategies to issues involving teaching and learning with technology.
 - D. Apply problem solving strategies to issues involving teaching and learning with technology.
 - E. Demonstrate an understanding of emerging technologies.
- II. **Creating Learning Environments and Experiences**
When technology becomes part of the learning environment, the roles of faculty and students change, activities become more project-based, and student-directed learning occurs. As new styles and means of learning evolve, educators need to develop new ways of managing learning tools, classroom time, information, curriculum and assessment.
 - A. Create learning experiences that align with computer technology competency standards for students and best practices.
 - B. Create new learning environments and develop new roles of instructor and learner.
 - C. Manage the use of technology in the classroom for learning.
 - D. Use technology resources to assess students' abilities to improve instructional practice and maximize student learning.
 - E. Use technologies to support student-centered learning strategies for all students.

Productivity and Professional Practice

Using technology, instructors are able to improve their productivity and professional practice. While creating electronic documents, they can consider a variety of purposes and audiences, and effectively share information locally and globally. Through the use of instructional technology, instructors can present and assess student's work.

- F. Use instructional technology to communicate/collaborate with the community.
- G. Use online resources to communicate/collaborate with the learning community and the global community.
- H. Use technology to collect and manage data related to teaching and learning.
- I. Identify, use, and evaluate technologies to support the learning process for all students.

III. Social, Legal, Ethical and Human Issues

Key issues arise when technology is put into the hands of educators and students in the academic setting. These issues have been the catalyst for acceptable use policies for instructors and students as well as the basis for discussions related to equity and access. Attending to these issues is fundamental to the use of technology in an educational setting.

- A. Understand, model and teach the legal and ethical practices regarding information and instructional technology.
- B. Model and teach safe, healthy practices of technology use.
- C. Use technology to enable and empower learners with diverse cultures, characteristics, abilities, and socio-economic backgrounds.

Towards this end, we then focused on two surveys: one for faculty and another for students.

For students, we wished to better understand what they were doing, how they were doing it, where they were doing it but more importantly what they were being asked to do as part of their assessed coursework.

Faculty Technology Survey

For faculty, we wished to better understand what they were doing, how they thought they were doing, and what they wanted to do in regards to administrative, communication, and teaching/learning tasks.

In the late spring of 2005, we surveyed 53 full-time faculty members to assess:

- What are faculty doing with technology?
- How well do faculty feel they are doing with it?
- What do faculty want to learn more about?

In response to the question of what are faculty using technology for, we found the responses broke down into several distinct areas listed in order:

1. Faculty use technology primarily for e-mail, word processing, and e-mail attachments.
2. Faculty are using technology for classroom support, presentations, and playing media as well as file management, e-mail distribution lists, and spreadsheets.
3. Faculty are using technology for online/web support such as the WebCT/Vista and ePortfolio systems.

Summary of faculty survey results:

- Faculty responded to be the most confident in their use of e-mail and word processing skills.
- Keyboarding skills ranked high in both usage and ability among faculty. (it should be noted that 25-35 wpm typing skills was a common technology competency we encountered in our research)
- Faculty responded that they were the weakest in their skills with WebCT/Vista and ePortfolio.
- WebCT/Vista and ePortfolio skills rank as the highest requests for workshops for faculty.

Student Technology Survey

In the fall of 2005 we surveyed 822 students with questions about:

- What are our students doing with technology?
 - At home
 - At work
- What are our students required to do with technology to complete their coursework?

The students' courses of study covered a broad range:

Majors of Surveyed Students:

- General Studies – 23.4%
- Non-matriculated – 18.9%
- Business Administration – 7.3%
- Criminal Justice – 6.6%
- Liberal Arts & Sciences – 5.7%
- Early Childhood Education – 4.1%

What we did discover was that an extremely high percentage of students responded that they were being asked to utilize technology at some level to accomplish course-related tasks.

What are the reasons you use technology for your courses at Tunxis?

- Writing papers – 95.5%
- Doing research – 95.3%
- Test taking – 89.8%
- Obtaining assignments online – 89.5%
 - Making presentations – 89.5%
- Sharing coursework with other students – 88.3%
 - Maintaining portfolios – 88.1%
 - Communicate with instructor – 81%
 - Learning software – 80.3%

Another important aspect we discovered is where students do their coursework that requires some usage of technology.

- 88% of students responded that they do their technology-related schoolwork at home

Summary of student survey results:

- The majority of student coursework requires some use of technology to complete.
- This coursework students are being asked to accomplish is primarily doing

research and writing papers in which they feel confident in their technological skills.

- A very high percentage of students complete their coursework on desktop computers at home.
- Assistance with technology by students is sought primarily from their peers and their instructors.

As the survey data suggests and anecdotal information reinforces, technical skills deemed necessary will vary from discipline to discipline and from faculty to faculty. Practical applications drive the acquisition of skills necessary to accomplish any technological-based task. Further, since the student survey illustrates the faculty are integrating technology into the teaching/learning process, we needed ways in which to discover, communicate, and share what skills faculty possessed and how they were using it. It is for this reason that we held several pilot workshops during fall 2005 for faculty by faculty.

The intent of these workshops was to provide the opportunity for faculty to demonstrate how varying skills and technologies can be integrated in accomplishing various tasks: the development of learning materials, administrative course support, classroom presentations, and to facilitate learning.

Two worth noting as exemplary of the intent of these workshops (and for future workshops) were Linda Navitsky's "*Using Banner to Construct Grade Books with MS Excel*" and Francena Dwyer's "*New Ways of Using MS Word and the Web in the Classroom.*" Both served as excellent examples demonstrating instructional and administrative technological competencies. An ongoing series of such presentations would serve all faculty and ultimately the students as well.

Further, these workshops provide the reasons to learn the specific skills associated with various technologies. For example, anyone attending Linda's workshop understood the benefit of learning the basics of MS Excel and spreadsheets.

Recommendations (in no particular order):

- Recognize that definitions of technological competency and literacy will vary greatly depending upon the program, the discipline, and the individual faculty member.
- Provide ongoing professional development opportunities facilitated by faculty for faculty. What are peers doing with technology to administer their courses, develop materials, distribute materials, present those materials in the classroom, communicate with students, and assign technology-based assignments/projects to students?
- Provide explicit technology expectations (and outcomes as applicable) in course syllabi.
- Develop a new “abilities” group to distill the list of faculty competencies in the AITAC proposal down to a manageable size to potentially serve as the institutional model and to then use that list to develop a list of institutional student technological outcomes.
- That each program/discipline defines their own specific technology outcomes that can tie into the above institutional listing of technology outcomes.

K.

EPORTFOLIO PROJECT STATUS REPORT

NOVEMBER 2005

Tunxis Community College
ePortfolio Project Status Report
November 8, 2005

The Title III Grant is currently funding an electronic portfolio project at Tunxis Community College. Electronic portfolios, which are recognized for their role in involving students in their own assessment, will be one of the tools used in the development of a comprehensive assessment system at Tunxis, a key goal of the Grant.

In Spring 2006, we plan to pilot three individual eportfolio projects in the following classes:

- Programming Logic (Laura Gambino)
- Composition II (Sally Terrell)
- Dental Hygiene II (Diane Ellis)

This fall, Francena Dwyer, Laura Gambino, Diane Ellis, Sally Terrell, and Diana Himmel have been working on establishing the process for this pilot and are focusing on integrating the portfolio into courses and/or programs, developing and using rubrics for assessment of the outcomes for those courses, and setting up an effective eportfolio lab on campus.

The Grant is funding the following items to support this work:

- **Faculty Coaches:** Laura, Sally, and Diane each have a reassigned time this semester to serve as “faculty coaches” to establish the process.
- **An ePortfolio Consultant:** We have Diane Goldsmith, the ePortfolio consultant from CTDLC, to guide our work.
- **Technology Integration Associate:** We are hiring a full-time technology specialist to support both the faculty and students in this process. The Grant originally called for a Web Technician to support the four labs outlined in the Grant: Student Electronic Portfolio Lab (years 1 & 2), Business Office Technology Lab (year 3), Visual Fine Arts Lab (year 4), and Dental Simulation Lab (year 5). Given the delay in the building project and the realization that we will not be creating the other three labs on schedule, we are revisiting the job description for the technology integration associate to include relational database skills to support other technology initiatives in the Grant. This person should be on board by mid spring.
- **Money** for ePortfolio equipment needs such as computers, printers, and scanners.

TCC ePortfolio Project Status Report

November 8, 2005

Page 2 of 4

The following is a list of activities undertaken by the faculty involved in eportfolio development and the current status of each activity:

1. **Davis Grant Proposal:** In June, with the help of Diane Goldsmith, the group met and wrote a proposal for a Davis Grant to further fund the ePortfolio project. **Tunxis was awarded the grant and received \$4,500.**
 - a. \$2,100 was awarded for student incentives for participating pilot students. *Eighty-four 256 MB flash drives have been ordered.*
 - b. \$2,400 was awarded to fund student workers to assist in the ePortfolio lab. *Three students have been identified as "peer coaches" to work 6 hours/week for 15 weeks next semester.*
2. **Software Purchases:** For this year, we have purchased 175 ePortfolio applications from CDTLC for our students to use to create their eportfolios. Cost: \$2,000.00.
3. **Hardware Purchases:** The Dental Hygiene coaches researched scanners and color copiers to support the ePortfolio project. A scanner and a color copier/scanner were ordered. The color copier will be housed at UCHC Dental Clinic 4, and the scanner will be here at Tunxis.
4. **Research and Training:**
 - a. Faculty coaches researched various college and university websites to see how other programs implement and use electronic portfolios.
 - b. All of the coaches met with Diane Goldsmith from CTDLC in June and September for ePortfolio training. A significant amount of time was spent learning how to use ePortfolio.org's software.
 - c. Coaches meet weekly to assist each other with the implementation of portfolio projects using ePortfolio.org and discuss any issues or problems.
 - d. Francena and Laura regularly attend ePortfolio project director meetings at Charter Oak to keep informed of eportfolio technical changes and CTDLC initiatives.
5. **Pilot Programs:** Three separate pilots will take place in the spring 2006 semester:
 - a. **Dental Hygiene:** DH II students will submit their case study projects to ePortfolio.org for assessment. In subsequent semesters, students will submit projects from DH III and DH IV for assessment as well. The long-term goal is a capstone project demonstrating program and institutional outcomes.

- b. **Computer Information Systems:** Programming Logic students will create a “working” portfolio that will be used to store pieces of work from all of their classes. When they are enrolled in the Co-op Ed/Work Experience course, they will create both an assessment portfolio, which will be used for programmatic assessment, and a showcase portfolio, which may be presented to prospective employers.
- c. **Composition II:** Composition II students will create both a working portfolio and a final “showcase” portfolio. The working portfolio will demonstrate student proficiency in the writing process, and the showcase portfolio will include those pieces the student wishes to use to demonstrate fulfillment of course objectives and outcomes.

6. Next Steps:

- a. The faculty coaches are finishing up their projects in ePortfolio.org.
- b. Until the full-time technology integration associate is filled, which should be by mid-spring, an EA needs to be hired to set up and maintain equipment and oversee the “Student Workers/Interns.”
- c. The EA and student workers/interns need to be trained.
- d. We need to design and implement mini-training sessions for students. A student focus group will need to be created in the spring to get feedback and evaluate the use of ePortfolio.org.
- e. Student instructions/handouts will be created.
- f. We need to purchase a printer for student use in the eportfolio lab.
- g. We need to identify space to house the eportfolio lab.
- h. We need to put plans in place to staff the lab on a fulltime basis. We know from past experience that staffing any lab with only student workers is problematic given their hectic schedules.

7. Suggestions for Possible Rooms/Places to House the ePortfolio Lab:

a. Long-Term Solutions: (Fall 2006)

- **#204 – The Language Lab:** Colleen suggests we examine ways to use Room 204 as a multi-purpose lab. We currently schedule language courses in #204 throughout the

day. We need to revisit how we schedule those classes; perhaps we can offer classes in off times to free up the space in #204 to use for eportfolio lab needs.

b. Short-Term Solutions: (Spring 2006 or until the bonding issue is settled)

- **Upstairs in the Fisher Building:** Depending on the status of the building project, for spring we might be able to use space in Fisher. Several people suggest purchasing laptops and going wireless. We could purchase a special cabinet that keeps the computers charged.
- **Open Lab Space:** Rob Wahl suggests looking at ways to use the open lab space currently in use. We all agree that we should anticipate space and availability problems during crunch time at the end of the semester.
- **CL5:** Steve Mead suggests the possibility of optimizing the use of CL5 in support of the pilot projects.

L.

DEMOGRAPHIC TRENDS IN ENROLLMENT

**Office of Institutional Research
Tunxis Community College**

Demographic Trends in Enrollment

The following tables show trends in enrollment from Fall 2001 to Fall 2005 at Tunxis Community College by percentage of enrollment and headcount in Student Type, Ethnicity, Full/Part Time Status, Age Group, Gender, and Educational Objective. Also provided are headcount trends by declared major and selected hometowns.

The following observations about these data may have implications for strategic consideration:

- Total enrollment has remained relatively stable, although the Fall 2005 enrollment (3,894) is a 3.5% decrease from the all time high reached in Fall 2002 (4,035).
- New student enrollment has dramatically decreased (20%) from 985 in Fall 2001 to 791 in Fall 2005.
- In minority new student enrollment, the number of African Americans has decreased by 35% (78 to 51) while the number of Hispanics has increased by 9% (100 to 109).
- White new student enrollment has decreased by 20% from 720 to 573.
- The full-time/part-time ratio of new student enrollment has dramatically changed, from 38% full-time/62% part-time to 63.6% full-time/36.4% part-time.
- The percentage of new students that are less than 20 years old has dramatically increased from 50.7% to 72.7%.
- Other age groups in new student enrollment show dramatic decreases: 20-24, down 39.3% (188 to 114); 25-29, down 54.2% (83 to 38); 30-34, down 74.1% (58 to 15); 35-39, down 60.3% (58 to 23); 40-49, down 65.6% (61 to 21); and 50-59, down 81.8% (22 to 4).
- The gender proportions of new students has also dramatically changed, from 57.6% female/42.4% male to 51.1% female/48.9% male.
- There has been a major shift in new students' educational goals: In the Fall of 2001, 24.2% sought an Associate Degree while 42.3% wanted to transfer with an Associate Degree. In Fall 2005, 39% sought an Associate Degree while 22.3% wanted to transfer with an Associate Degree.
- There has been a dramatic decrease in students declaring a major in Computer Information Systems, a program that prepares graduates for employment in one of the fastest growing occupations in Connecticut.

Service Area Ethnicity*
(by percent of total population)

	<u>Service Area Pop.</u>	<i>Service Area Schools</i>	<u>New Britain Pop.</u>	<i>New Britain Schools</i>	<u>Bristol Pop.</u>	<i>Bristol Schools</i>
<u>White</u>	<u>85.5</u>	75.8	<u>59.5</u>	29.8	<u>90.4</u>	80.3
<u>Black</u>	<u>3.8</u>	6.6	<u>11.0</u>	17.5	<u>2.7</u>	6.8
<u>Hispanic</u>	<u>8.7</u>	14.7	<u>27.1</u>	50.2	<u>5.3</u>	10.5
<u>Asian</u>	<u>1.9</u>	2.7	<u>2.4</u>	2.3	<u>1.5</u>	2.2

*Provided for comparison purposes. In addition to service area ethnic ratios, data for New Britain and Bristol are included because approximately 40% of our students are from those towns. The ethnic ratios for new and all Fall 2005 students from New Britain and Bristol are provided on the next page.

Generally, for accountability purposes, our enrollment should reflect the population at large.

Our service area population is 14.4% minority while our Fall 2005 total student enrollment is 18.2% minority and Fall 2005 new student enrollment is 23.1% minority.

The New Britain population is 40.5% minority while our Fall 2005 total student enrollment from New Britain is 25.6% minority and Fall 2005 new student enrollment from New Britain is 45.9% minority.

The Bristol population is 9.5% minority while our Fall 2005 total student enrollment from Bristol is 14% minority and Fall 2005 new student enrollment from Bristol is 15.4% minority.

Data on the ethnic ratios in the schools is included for planning purposes, i.e. to provide some indication of ethnic ratios of future students.

All Students Fall 2005 Ethnic_Desc * Town Crosstabulation

			Town		Total
			Bristol	New Britain	
Ethnic_Desc	American Indian/Alaska	Count	3	2	5
		% within Town	.4%	.3%	.3%
	Asian/Pacific Islander	Count	23	24	47
		% within Town	3.0%	3.0%	3.0%
	Black, non-Hispanic	Count	31	78	109
		% within Town	4.1%	9.9%	7.0%
	Hispanic	Count	53	189	242
		% within Town	6.9%	23.9%	15.6%
	Unknown Ethnic Group	Count	22	34	56
		% within Town	2.9%	4.3%	3.6%
	White, non-Hispanic	Count	631	463	1094
		% within Town	82.7%	58.6%	70.4%
Total		Count	763	790	1553

New Students Fall 2005 Ethnic_Desc * Town Crosstabulation

			Town		Total
			Bristol	New Britain	
Ethnic_Desc	American Indian/Alaska	Count	1	1	2
		% within Town	.7%	.5%	.6%
	Asian/Pacific Islander	Count	5	6	11
		% within Town	3.5%	3.0%	3.2%
	Black, non-Hispanic	Count	6	19	25
		% within Town	4.2%	9.6%	7.4%
	Hispanic	Count	11	66	77
		% within Town	7.7%	33.3%	22.6%
	Unknown Ethnic Group	Count	4	12	16
		% within Town	2.8%	6.1%	4.7%
	White, non-Hispanic	Count	115	94	209
		% within Town	81.0%	47.5%	61.5%
Total		Count	142	198	340

Demographic Trends in Enrollment
(by percent of enrollment for Fall semesters)

Student Characteristic	ALL					NEW				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Student Type										
Continuing	61.5	61.6	57.8	56.8	58.4					
Transfer	10.7	15.1	14.8	17.4	14.6					
New	26.5	23.1	23.0	21.8	20.3	100	100	100	100	100
Returning	1.1	.1	4.3	3.0	5.5					
Ethnicity										
White	78.3	78.5	78.2	78.5	78.1	73.1	75.5	74.1	76.6	72.4
Black	6.2	5.5	6.5	5.9	5.7	7.9	5.6	7.3	3.7	6.4
Hispanic	7.9	7.8	8.4	9.1	9.5	10.2	10.3	12.3	11.9	13.8
Asian	2.6	2.9	3.0	2.8	3.0	3.5	3.4	3.6	2.1	2.9
Am. Ind.	.3	.5	.4	.5	.4	.3	1.2	.4	.7	.5
FT/PT										
Full-time	28.2	30.9	34.3	36.5	38.2	38.0	47.2	54.9	57.9	63.6
Part-time	71.8	69.1	65.7	63.5	61.8	62.0	52.2	45.1	42.1	36.4
Age Group										
<20	21.6	23.1	24.9	25.4	26.9	50.7	59.6	64.6	67.3	72.7
20-24	28.0	29.9	31.4	32.4	31.7	19.1	17.4	18.2	16.4	14.4
25-29	13.6	13.3	12.1	12.6	13.4	8.4	6.5	5.9	7.1	4.8
30-34	10.4	9.2	8.7	8.1	7.4	5.9	4.7	3.7	3.4	1.9
35-39	9.4	8.4	7.7	6.7	7.1	5.9	3.0	2.8	2.3	2.9
40-49	11.8	11.2	10.9	10.7	9.3	6.2	7.0	3.5	2.7	2.7
50-59	3.6	3.6	3.1	2.9	3.0	2.2	1.5	1.1	.2	.5
60-69	1.0	.8	.8	.7	.8	1.0	.2	.2	.2	.1
70+	.4	.4	.4	.5	.5	.6	0	0	.3	
Gender										
Female	62.0	62.9	62.0	61.3	61.1	57.6	55.6	54.9	51.3	51.1
Male	38.0	37.1	38.9	38.7	38.9	42.4	44.4	45.1	48.7	48.9

Student Characteristic	ALL					NEW				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Educational Goal										
No Response	48.6	38.1	21.4	12.2	7.6	32.5	18.1	1.0	.3	.9
Responses:										
Other Coll. Req. Certificate	2.2	1.2	5.7	6.9	7.3	.2	0	3.7	4.1	3.3
Associate Deg.	5.9	5.4	5.5	4.5	4.0	3.6	5.0	4.6	4.1	2.8
Trans w/Degree	12.3	24.6	27.2	31.8	35.4	24.2	21.6	27.0	33.0	39.0
Improve Eng.	37.3	38.1	30.5	25.3	21.6	42.3	41.5	30.6	22.5	22.3
Job Prep	2.9	3.8	3.5	3.0	3.0	6.5	5.9	4.3	2.9	1.9
Other	6.3	5.2	3.8	3.1	2.4	3.2	4.7	2.6	1.3	.5
Personal Dev.	9.9	10.1	10.3	11.1	12.6	11.4	11.8	11.0	13.7	16.5
Trans w/o Deg.	6.7	6.7	4.8	3.4	2.9	4.7	6.2	3.6	1.4	.8
Unsure	5.0	4.8	5.9	3.1	2.1	4.1	3.4	7.2	1.4	.4
	NA	NA	2.0	5.3	5.4	NA	NA	4.0	9.8	7.9

Demographic Trends in Enrollment

(By headcount for Fall semesters)

Student Characteristic	ALL					NEW				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Student Type										
Continuing	2286	2484	2304	2239	2273					
Transfer	398	609	591	684	569					
New	985	933	918	860	791	985	933	918	860	791
Returning	42	5	170	118	215					
Ethnicity										
White	2912	3167	3116	3095	3041	720	704	680	659	573
Black	231	221	259	231	222	78	52	67	32	51
Hispanic	295	316	335	360	371	100	96	113	102	109
Asian	96	117	118	110	118	34	32	33	18	23
Am. Ind.	11	20	14	18	15	3	11	4	6	4
FT/PT										
Full-time	1049	1245	1365	1437	1488	374	446	504	498	503
Part-time	2671	2790	2618	2505	2406	611	487	414	362	288
Age Group										
<20	805	932	993	1003	1047	499	556	593	579	575
20-24	1042	1206	1251	1277	1235	188	162	167	141	114
25-29	506	538	481	498	520	83	61	54	61	38
30-34	387	373	347	318	287	58	44	34	29	15
35-39	351	339	306	264	276	58	28	26	20	23
40-49	439	453	434	423	362	61	65	32	23	21
50-59	135	146	125	113	118	22	14	10	2	4
60-69	39	32	32	28	31	10	2	2	2	1
70+	16	15	14	18	18	6	0	0	3	0
Gender										
Female	62.0	62.9	62.0	61.3	61.1	57.6	55.6	54.9	51.3	51.1
Male	38.0	37.1	38.9	38.7	38.9	42.4	44.4	45.1	48.7	48.9

Student Characteristic	ALL					NEW				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Educational Goal										
No Response	1807	1539	852	481	296	320	169	9	3	7
Responses:										
Other Coll. Req. Certificate	42	31	179	238	264	1	0	34	35	26
Associate Deg.	109	134	172	157	145	24	38	42	35	22
Trans w/Degree	457	615	853	1100	1272	161	165	245	283	306
Improve Eng.	713	950	956	874	778	281	317	278	193	175
Job Prep	56	95	111	103	107	43	45	39	25	15
Other	120	129	126	106	85	21	36	26	11	4
Personal Dev.	190	253	321	384	454	76	90	100	117	129
Trans w/o Deg.	130	168	151	118	103	31	47	33	12	6
Unsure	95	121	186	108	75	27	26	65	12	3
	NA	NA	62	184	194	NA	NA	36	84	62
Total Enrollment*	3720	4035	3983	3942	3894	985	933	918	860	791

*In some of the demographic sections, figures may not add up to the Total Enrollment because some data elements with less than 10 students have been omitted.

New Students by Declared Major
(headcount)

MAJOR	F2001	F2002	F2003	F2004	F2005
Accounting Certificate	5	6	4	5	3
Banking	4	2	5	2	2
BOT: Health Claims Processing		1		1	1
BOT: Medical Option				2	
BOT: Medical Transcription	1	1	2	1	2
BOT: Office Applications	1	3			
Bus Adm: Retail Bus Mgmt Opt.	5	17	9	13	11
Business Adm: Accounting	14	18	15	15	25
Business Adm: Marketing Mgmt	10	16	16	17	14
Business Administration	33	30	31	32	39
Business Administration Cert.	2	2	1	1	2
Business Office Technology	8	6	12	6	10
CJ: Drug & Alcohol Treatmt Opt				2	1
CJ: Supervisory Leadership		1	1	1	
Communication Certificate	9	3	3		4
Computer-Aided Drafting Cert.	4	3	2	1	
Computer Info. Systems Cert.		1			
Computer Information Systems	41	24	26	15	11
Computer Programming Cert.	7	4	2	2	
Computer Programming Option				7	7
Crim.Jus.: Corrections Option	8	4	7	3	5
Criminal Justice	40	64	70	67	62
Dental Assisting	6	12	2	4	1
Dental Hygiene	2	4			
Early Childhood Administration		1		2	1
Early Childhood Education	24	40	43	37	35
Early Childhood Education Cert.	5	6	9	3	3
Electrical Certificate		2			
Electronics Technology Cert.					2
Engineering Science	5	8	9	10	8
English as a 2nd Language Cert.	17	5	2	5	7
Evidence Tech. Certificate	4	3	1	1	
General Studies	164	165	204	227	229
Graph Des Interactive Media	4	8	4	2	7
Graphic Design	19	12	22	19	13
Graphic Design Certificate	5	4	5	1	4
Human Services	16	20	19	17	18
Human Services Certificate	4	1	1	4	1
Human Svs: Family Violence Op	9		6	3	4
Liberal Arts & Sciences (LAS)	60	51	53	52	42
Marketing Management Cert.	2		3		
Microcomputer Processing Cert	3				
Network Administration Option			3	1	5
NON DEG/MATRIC		1			
NON DEG/NON MATR	431	363	303	257	187
PRE-SERVICE CORRECTION	1			1	
Retail Business Mgmt Cert			1		1
Tech Std: Spring & Metalstamp					1
TECH STDS: TV OPS OPTION	1				
Tech Studies: Electrical Option	2	1	2	1	3

Technological Studies	1	2	8	8	2
TechStds: Integrator Tech A+		1		3	
TechStds: Integrator Tech Cabling					1
TechStuds: Integrator Tech Ntwk		1	2	1	
Visual Fine Arts	4	4	5	3	6
Visual Fine Arts:Photog Option	4	12	5	7	9

All Students by Declared Major
(headcount)

MAJOR	F2001	F2002	F2003	F2004	F2005
Accounting	70	40	22	11	6
Accounting Certificate	18	23	24	21	24
Banking	10	8	10	9	13
BOT: Executive Secretary	2				
BOT: HEALTH CLAIMS PROCESSING	5	7	6	14	6
BOT: Medical Option	1	1			3
BOT: Medical Transcription	13	14	13	10	10
BOT: Office Applications	6	11	4	5	4
Bus Adm: Retail Bus Mgmt Opt.	11	32	29	41	35
Business Adm: Accounting	46	70	94	112	128
Business Adm: Banking Option				1	
Business Adm: Marketing Mgmt	38	58	69	73	73
Business Adm: Transfer	1				
Business Adm:CIS Option	4	6	2		
Business Adm:Data Processing	4	1			
Business Administration	221	226	193	190	216
Business Administration Cert.	14	15	15	12	9
Business Management	1				
Business Office Technology	57	71	83	75	80
CJ: Drug & Alcohol Treatmt Opt				3	5
CJ: Supervisory Leadership	36	21	19	8	9
Communication Certificate	15	9	14	11	13
Computer-Aided Drafting Cert.	10	7	7	2	4
Computer Info. Systems Cert.	4	3	1		
Computer Information Systems	166	165	139	107	81
Computer Programming Cert.	47	40	26	16	9
Computer Programming Option				14	19
Crim.Jus.: Corrections Option	22	23	23	17	12
Criminal Justice	227	272	268	274	250
Criminal Justice: Criminal		1			
Criminal Justice: Security		2			
Data Processing Certificate		1			
Dental Assisting	36	50	31	20	17
Dental Hygiene	50	58	71	70	68
Drug & Alcohol Recov Counselor					7
Drug & Alcohol Rehab Counselor	13	18	15	14	3
Early Childhood Administration		1	2	3	3
Early Childhood Education	54	108	119	121	138
Early Childhood Education Cert.	12	22	22	23	20
Electrical Certificate	2	2	1		
Electronics Technology Cert.			1		2
Engineering Science	30	29	26	26	33
English as a 2nd Language Cer	57	48	27	19	22
Evidence Tech. Certificate	10	8	6	4	3
Family Violence Intervention			2		
General Studies	636	705	762	841	920
Graph Des Interactive Media	9	22	29	18	22
Graphic Design	96	90	83	82	62
Graphic Design Certificate	25	16	8	13	10
Human Services	110	115	93	98	77

Human Services Certificate	13	14	7	10	10
Human Svs: Family Violence Op	12	10	13	10	12
LAS: General Studies	2				
Liberal Arts & Sciences (LAS)	207	214	216	238	209
Marketing Management	18	13	4	1	1
Marketing Management Cert.	7	4	5	3	
Microcomputer Processing Cert	19	14	3	2	
Mktg: Retail Merchandising	6	5	1	1	
Network Administration Cert.					2
Network Administration Option			5	14	15
NON DEG/MATRIC		1	38	40	49
NON DEG/NON MATR	1151	1236	1225	1143	1071
Physical Therapy Assistant	6	3	3	3	5
PRE-SERVICE CORRECTION	1	1	3	2	
Retail Business Mgmt Cert	3	2	2	1	1
Secretarial Science: Executive	4	2			
Secretarial Science: Legal	2				
Tech Std: Spring & Metalstamp	2	1			1
TECH STDS: TV OPS OPTION	8	6	2	1	1
Tech Studies: Wastewater Option		1			
Tech Studies: Electrical Option	3	1	6	526	6
Technological Studies	26	21	27		21
TechStds: Integrator Tech A+		1	1	4	3
TechStds: Integrator Tech Cabling					1
TechStds: Integrator Tech Network		1	2	4	4
Visual Fine Arts	18	31	26	25	29
Visual Fine Arts:Photog Optio	22	34	35	31	37

All and New Students by Selected Hometowns
(headcount)

TOWN	ALL					NEW				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Avon	87	93	98	87	75	18	22	23	20	10
Berlin	37	70	97	115	120	12	34	26	30	36
Bloomfield	18	19	22	17	15	2	2	2	3	1
Bristol	695	750	753	767	761	183	188	172	182	142
Burlington	107	116	91	101	88	20	20	20	18	16
Canton	42	47	50	54	44	14	14	9	9	7
Cheshire	26	20	23	16	36	18	3	4	3	18
Cromwell	18	26	17	20	21	5	8	7	4	1
Farmington	156	162	150	145	138	45	46	33	40	22
Hartford	59	64	57	55	53	15	12	12	9	13
Kensington	67	1	30	29	31	10	2	1	2	3
Meriden	16	18	17	28	28	--	2	5	4	2
Middletown	38	33	39	22	25	7	1	6	4	4
New Britain	745	807	838	823	790	233	193	258	215	198
Newington	170	179	168	145	140	38	49	35	24	27
Plainville	256	270	249	256	239	62	66	55	58	68
Plantsville	61	74	80	83	86	10	12	20	20	19
Rocky Hill	28	33	27	31	22	5	10	3	7	1
Simsbury	42	45	48	49	54	11	13	6	15	4
Southington	224	246	258	248	268	55	54	69	63	72
Terryville	65	61	64	65	70	12	9	15	14	12
Torrington	30	41	34	37	40	4	13	6	3	4
Unionville	89	78	68	70	1	20	11	9	17	18
West Hartford	153	185	176	202	189	47	42	38	39	36
Wolcott	27	29	42	37	43	8	6	13	6	8

M.

FACULTY RATIOS

Faculty Ratios

