

**Tunxis Community College
Farmington, CT**

Institutional Effectiveness Outcomes and Data

Student Success and Institutional Measures

**Institutional Effectiveness and Outreach Division
December 1, 2016**

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Tunxis Community College

Institutional Effectiveness Outcomes and Data 2016 Edition Overview

MOST NOTABLE TRENDS:

- 1. The transfer rate for new full-time students (after three years) increased from 32% for the Fall 2012 cohort to 35.6% for the Fall 2013 cohort. The transfer rate for new part-time students increased from 21.3% to 21.5%.**
- 2. The mean number of credit hours completed at Tunxis by students who transfer increased from 40 for the Fall 2012 cohort to 44 for the Fall 2013 cohort.**
- 3. The percent of students testing into developmental courses who enrolled in developmental courses increased from Fall 2015 to Fall 2016 overall (76% to 95%), and for part-time students (58% to 98%). For full-time students, the percentage increased from 85% to 93%.**
4. The percent of new students who successfully completed developmental courses their first semester decreased from Fall 2014 to Fall 2015 in English (64% vs. 60%) and in math (57% vs. 56%).
5. Fall to Spring retention rates for new students disaggregated by the number of skill deficiencies showed decreases for full-time students by category (None, 86% to 80%; One, 84% to 83%; Two, 86% to 72%; Overall, 85% to 77%). The rates for part-time students decreased in most categories (None, 67% to 67%; One, 72% to 60%; Two, 60% to 52%; Overall, 65% to 57%).
6. Fall to Fall retention rates by skill deficiency also showed decreases in most categories. For full-time students, **None, 54% to 57%**; One, 67% to 63%; Two, 63% to 48%; Overall, 62% to 55%. The rates for part-time student groups: **(None, 36% to 51%**; One, 45% to 36%; Two, 36% to 36%; Overall, 39% to 38%).
- 7. The graduation rate for new full-time students three years after initial enrollment increased, from 12% for the Fall 2012 cohort to 14% for the Fall 2013 cohort (Fall 2000 cohort graduation rate was 14%).**
8. There were decreases for ethnic groups in Fall to Spring retention rates for full-time students (Asian, 94% to 83%; African American, 81% to 78%; Hispanic, 81% to 64%; White, 88% to 81%; All Students, 85% to 77%). For part-time students, there were also decreases in most categories (**Asian, 56% to 70%**; African American, 74% to 59%; Hispanic, 64% to 54%; White, 62% to 60%; All Students, 63% to 58%).

9. Fall to fall retention rates for full-time students by ethnicity showed decreases in most categories. (Asian, 77% to 61%; African American, 60% to 42%; Hispanic, 52% to 39%; White, 68% to 61%; All Students, 62% to 55%). The results for part-time students: (Asian 44% to 20%; African American, 52% to 32%; Hispanic 33% to 33%; **White, 39% to 43%**; All Students, 39% to 39%).

Overview of trends in the 2016 edition (positive trends in bold):

1. **The transfer rate for new full-time students (after three years) increased from 32% for the Fall 2012 cohort to 35.6% for the Fall 2013 cohort. The transfer rate for new part-time students increased from 21.3% to 21.5%.**
2. **The mean number of credit hours completed at Tunxis by students who transfer increased from 40 for the Fall 2012 cohort to 44 for the Fall 2013 cohort.**
3. **The percent of students testing into developmental courses who enrolled in developmental courses increased from Fall 2015 to Fall 2016 overall (76% to 95%), and for part-time students (58% to 98%). For full-time students, the percentage increased from 85% to 93%.**
4. The percent of total enrollment enrolled in developmental courses remained low in Fall 2016 at 16.3%, down from the all-time high of 32.8% in the Fall of 2008.
5. The percent of new students who successfully completed developmental courses their first semester decreased from Fall 2014 to Fall 2015 in English (64% vs. 60%) and in math (57% vs. 56%).
6. The percent of new developmental students who successfully complete college level math and English courses after three years decreased in math from 31% to 28% and **increased in English 45% to 51%.**
7. The percent of new developmental students who TOOK and successfully completed college Math & English courses after three years (NOT including students who did not take the college level courses before leaving Tunxis) decreased the from Fall 2012 cohort to the Fall 2013 cohort at from 66% to 58% in math and 78% to 74% in English.
8. Fall to Spring retention rates for new students disaggregated by the number of skill deficiencies showed decreases for full-time students by category (None, 86% to 80%; One, 84% to 83%; Two, 86% to 72%; Overall, 85% to 77%). The rates for part-time students decreased in most categories (None, 67% to 67%; One, 72% to 60%; Two, 60% to 52%; Overall, 65% to 57%).
9. Fall to Fall retention rates by skill deficiency also showed decreases in most categories. For full-time students, **None, 54% to 57%; One, 67% to 63%; Two, 63% to 48%; Overall, 62% to 55%.** The rates for part-time student groups: **(None, 36% to 51%; One, 45% to 36%; Two, 36% to 36%; Overall, 39% to 38%).**

NOTE: The number of students who fall into the None and One Skill Deficiency groups are very small; as a result, there are large fluctuations in these rates from year to year since one or two students can cause the rates to change dramatically.

10. The comparison of mean cumulative GPA's of students with two skill deficiencies to those with none after one year remained about the same this year. In 2009-2010, the gap was 2.62 to 2.18. In 2010-2011 the gap was 2.56 to 2.18; 2011-2012, 2.60 to 2.17. In 2012-2013, the gap was 2.56 to 2.27. In 2013-2014 the gap was 2.59 to 2.26. In 2014-15 the gap was 2.59 to 2.18. This year, the gap was 2.48 to 2.12.

- 11. The graduation rate for new full-time students three years after initial enrollment increased, from 12% for the Fall 2012 cohort to 14% for the Fall 2013 cohort (Fall 2000 cohort graduation rate was 14%).**
12. The overall course success rate (A-B-C) decreased from 71% to 69%.
13. There were decreases for ethnic groups in Fall to Spring retention rates for full-time students (Asian, 94% to 83%; African American, 81% to 78%; Hispanic, 81% to 64%; White, 88% to 81%; All Students, 85% to 77%). For part-time students, there were also decreases in most categories (**Asian, 56% to 70%**; African American, 74% to 59%; Hispanic, 64% to 54%; White, 62% to 60%; All Students, 63% to 58%).
14. Fall to fall retention rates for full-time students by ethnicity showed decreases in most categories. (Asian, 77% to 61%; African American, 60% to 42%; Hispanic, 52% to 39%; White, 68% to 61%; All Students, 62% to 55%). The results for part-time students: (Asian 44% to 20%; African American, 52% to 32%; Hispanic 33% to 33%; **White, 39% to 43%**; All Students, 39% to 39%).
15. The Student Success Rate (percent of leavers that graduated, transferred, were retained or left with a GPA ≥ 2.0 after three years) stayed the same for full-time students between the Fall 2012 and Fall 2013 cohorts (76% to 76%). For part-time students, the rate decreased, from 72% to 67%.
- 16. There was an increase in the percentage of minority enrollment between Fall 2015 and Fall 2016 (30.0% to 30.8%).**
- 17. Tunxis has a slightly larger percentage of minority enrollment than CSU (27.5%) and UCONN (27.0%). Minority enrollment has grown from 17.3% at Tunxis in 2002; from 14.9% at CSU; and from 15.2% at UCONN.**
- 18. There was an increase in the percent of students receiving financial aid between Fall 2014 and Fall 2015 (48.4% to 49.3%).**
19. The duplicated number of graduates remained the same 583 in both 2015 and 2016; unduplicated decreased, 488 to 480.
20. Credit-free workforce development course enrollment decreased from 4,441 in FY15 to 3,771 in FY16.
21. Enrollment in community service & personal growth credit-free courses decreased from 2,198 in FY15 to 2,165 in FY16.

Student Success Outcomes

I. Transfer Preparation

Institutional Objective: To provide liberal arts and sciences and career programs for college transfer. The College will:

- A. 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 2009 cohort	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort
FT	32.6%	29.7%	28.8%	32.0%	35.6%
PT	23.6%	19.5%	22.8%	21.3%	21.5%

2. Student rating of preparation for transfer.

Data (from Graduate Survey):

NOTE: This item was omitted from the 2010 graduate survey.

Rating	2005	2006	2007	2008	2009
	% (#)	% (#)	% (#)	% (#)	% (#)
Excellent	54% (14)	54% (12)	50% (11)	51% (19)	50% (14)
Good	46% (12)	46% (10)	36% (8)	49% (18)	46% (13)
Fair	0	0	13% (3)	0	4% (1)
Poor	0	0	0	0	0

Beginning in 2011, this question was changed on the graduate survey to: Do you feel your community college education has prepared you for your future college studies?

Rating	2011 % (#)	2012 % (#)	2013 % (#)	2014 % (#)	2015 % (#)	2016 % (#)
Yes	83% (38)	85% (33)	80% (36)	85% (22)	92% (35)	82% (32)
No	4% (2)	3% (1)	7% (3)	7% (3)	5% (2)	3% (1)
Unsure	13% (6)	13% (5)	13% (6)	4% (1)	3% (1)	15% (6)

B. 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
- Fall 2002 cohort: 30 credit hours
- Fall 2003 cohort: 29 credit hours
- Fall 2004 cohort: 27 credit hours
- Fall 2005 cohort: 29 credit hours
- Fall 2006 cohort: 35 credit hours
- Fall 2007 cohort: 43 credit hours
- Fall 2008 cohort: 42 credit hours
- Fall 2009 cohort: 41 credit hours
- Fall 2010 cohort: 35 credit hours
- Fall 2011 cohort: 44 credit hours
- Fall 2012 cohort: 40 credit hours
- Fall 2013 cohort: 44 credit hours

2. Articulation/transfer agreements:

Please see Appendix One, page 56.

II. 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:

- A. 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:

	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>	<i>F2016</i>
All:	90%	90%	81%	80%	76%	95%
FT:	95%	94%	83%	90%	85%	93%
PT:	81%	84%	77%	59%	58%	98%

- B. 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>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
Math	45%	48%	55%	53%	57%	56%
English	68%	59%	65%	62%	64%	60%

2. Percent of new developmental students who successfully complete college Math & English courses after three years (including students who did not take the college level courses before leaving Tunxis).

Data:

<i>Discipline</i>	<i>F2008</i>	<i>F2009</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>
Math	25%	26%	21%	30%	31%	28%
English	36%	42%	37%	37%	45%	51%

- 2a. Percent of new developmental students who TOOK and successfully completed college Math & English courses after three years (NOT including students who did not take the college level courses before leaving Tunxis).

Data:

<i>Discipline</i>	<i>F2008</i>	<i>F2009</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>
Math	63%	62%	60%	66%	66%	58%
English	77%	73%	72%	75%	78%	74%

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>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
None	83%	89%	88%	88%	86%	80%
One	84%	78%	87%	85%	84%	83%
Two	80%	81%	82%	81%	86%	72%
Total	82%	81%	85%	84%	85%	77%

Part-time:

<i>Skill Deficiency</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
None	78%	82%	60%	70%	67%	67%
One	2%	67%	69%	70%	72%	60%
Two	57%	59%	62%	65%	60%	52%
Total	61%	63%	64%	67%	65%	57%

Fall to Fall Retention**Full-time:**

<i>Skill Deficiency</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
None	67%	61%	69%	62%	54%	57%
One	58%	61%	66%	63%	67%	63%
Two	59%	60%	56%	59%	63%	48%
Total	59%	60%	61%	61%	62%	55%

Part-time:

<i>Skill Deficiency</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
None	48%	65%	44%	48%	36%	51%
One	50%	40%	55%	43%	45%	36%
Two	38%	39%	37%	34%	36%	36%
Total	43%	41%	42%	39%	39%	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>2010/11</i>	<i>2011/12</i>	<i>2012/13</i>	<i>2013/14</i>	<i>2014/15</i>	<i>2015/16</i>
None	2.56	2.60	2.56	2.59	2.59	2.48
One	2.32	2.35	2.53	2.44	2.43	2.44
Two	2.18	2.17	2.27	2.26	2.18	2.12

Part-time:

<i>Skill Deficiency</i>	<i>2010/11</i>	<i>2011/12</i>	<i>2012/13</i>	<i>2013/14</i>	<i>2014/15</i>	<i>2015/16</i>
None	2.67	2.79	2.48	2.46	2.84	3.02
One	3.04	2.74	2.61	2.47	2.12	2.52
Three	2.29	2.39	2.28	2.27	2.28	2.10

III. Student Persistence, Goal Attainment, and Satisfaction

Institutional Objective: To promote student retention, persistence, completion of courses and programs. The College will:

- A. 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>
F2002	9%
F2003	8%
F2004	7%
F2005	9%
F2006	11%
F2007	6%
F2008	7%
F2009	10%
F2010	9%
F2011	11%
F2012	12%
F2013	14%

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

Data:

<i>Semester</i>	<i>Rate</i>
F2009	67%
F2010	67%
F2011	61%
F2012	65%
F2013	70%
F2014	71%
F2015	69%

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

Data:

Full-time

<i>Ethnicity</i>	<i>F2009</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
Asian	84%	85%	95%	77%	93%	94%	83%
African American	92%	74%	93%	82%	87%	81%	78%
Hispanic	80%	77%	74%	80%	83%	81%	64%
White	87%	84%	81%	87%	83%	88%	81%
Total	86%	82%	82%	85%	83%	85%	77%

Part-time

<i>Ethnicity</i>	<i>F2009</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
Asian	69%	100%	71%	89%	100%	56%	70%
African American	78%	44%	68%	77%	73%	74%	59%
Hispanic	72%	66%	63%	53%	66%	64%	54%
White	69%	61%	62%	61%	66%	62%	60%
Total	70%	61%	63%	61%	67%	63%	58%

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

Data:

Full-time

<i>Ethnicity</i>	<i>F2009</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
Asian	58%	85%	58%	64%	71%	77%	61%
African American	46%	58%	64%	32%	55%	60%	42%
Hispanic	61%	50%	49%	49%	52%	52%	39%
White	63%	62%	63%	67%	65%	68%	61%
Total	61%	59%	60%	61%	60%	62%	55%

Part-time <i>Ethnicity</i>	<i>F2009</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
Asian	62%	57%	29%	78%	60%	44%	20%
African American	53%	36%	32%	46%	50%	52%	32%
Hispanic	52%	44%	34%	31%	36%	33%	33%
White	44%	47%	45%	44%	38%	39%	43%
Total	47%	43%	41%	42%	40%	39%	39%

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

Data:

		F2008 Cohort	F2009 Cohort	F2010 Cohort	F2011 Cohort	F2012 Cohort	F2013 Cohort
Full-time:		67%	74%	72%	73%	76%	76%
<25		67%	74%	72%	73%	76%	76%
	Male	62%	68%	69%	64%	70%	71%
	Female	72%	80%	76%	83%	82%	81%
≥ 25		69%	74%	66%	63%	65%	56%
	Male	83%	75%	46%	69%	58%	57%
	Female	60%	73%	78%	50%	71%	55%
Ethnicity							
	Asian	82%	89%	100%	79%	77%	100%
	Afr. Am.	65%	79%	68%	74%	50%	52%
	Hispanic	56%	69%	59%	59%	68%	71%
	White	69%	74%	76%	75%	80%	77%
Part-time:		71%	69%	68%	67%	72%	67%
<25		70%	66%	63%	63%	66%	64%
	Male	68%	61%	59%	62%	61%	60%
	Female	72%	73%	66%	64%	74%	81%
≥ 25		74%	77%	78%	81%	90%	56%
	Male	65%	76%	76%	89%	86%	57%
	Female	79%	78%	80%	77%	91%	55%
Ethnicity							
	Asian	75%	92%	86%	86%	89%	67%
	Afr. Am.	74%	80%	59%	58%	59%	73%
	Hispanic	60%	69%	56%	53%	60%	66%
	White	74%	68%	72%	73%	76%	67%

6. Retention, Graduation, and Transfer after 150% of normal time.

The tables below provide retention, graduation, and transfer rates for first time, full-time students three years after initial enrollment disaggregated by student characteristics as required by the U.S. Department of Education.

Fall 2013 Cohort		Total	RETAINED		GRADUATED		TRANSFERRED		TOTAL SUCCESSES	
		Count	Count	Row %	Count	Row %	Count	Row %	Count	Row %
White		347	78	22.5%	55	15.9%	87	25.1%	220	63.4%
African American		31	2	6.5%	3	9.7%	8	25.8%	13	41.9%
Hispanic		109	29	26.6%	6	5.5%	26	23.9%	61	56.0%
Asian		12	1	8.3%	2	16.7%	8	66.7%	11	91.7%
Unknown		26	4	15.4%	5	19.2%	10	38.5%	19	73.1%
Female		272	57	21.0%	44	16.2%	77	28.3%	178	65.4%
Male		254	57	22.4%	27	10.6%	63	24.8%	147	57.9%
Financial Aid	NONE	241	59	24.5%	39	16.2%	68	28.2%	166	68.9%
	PELL	241	47	19.5%	27	11.2%	60	24.9%	134	55.6%
	SUB LOAN	23	4	17.4%	3	13.0%	8	34.8%	15	65.2%
	PELL & SUB LOAN	21	4	19.0%	2	9.5%	4	19.0%	10	47.6%
Total		526	114	21.7%	71	13.5%	140	26.6%	325	61.8%

Fall 2012 Cohort		Total		RETAINED		GRADUATED		TRANSFERRED		TOTAL SUCCESSES	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
White		385	100.0%	85	22.1%	55	14.3%	97	25.2%	237	61.6%
African American		34	100.0%	3	8.8%	1	2.9%	9	26.5%	13	38.2%
Hispanic		104	100.0%	21	20.2%	7	6.7%	21	20.2%	49	47.1%
Asian		22	100.0%	5	22.7%	2	9.1%	8	36.4%	15	68.2%
Unknown		35	100.0%	5	14.3%	6	17.1%	7	20.0%	18	51.4%
Female		294	100.0%	59	20.1%	36	12.2%	86	29.3%	181	61.6%
Male		290	100.0%	61	21.0%	36	12.4%	56	19.3%	153	52.8%
Financial Aid	NONE	287	100.0%	70	24.4%	47	16.4%	65	22.6%	182	63.4%
	PELL	268	100.0%	47	17.5%	20	7.5%	72	26.9%	139	51.9%
	SUB LOAN	20	100.0%	2	10.0%	4	20.0%	4	20.0%	10	50.0%
	PELL & SUB LOAN	9	100.0%	1	11.1%	1	11.1%	1	11.1%	3	33.3%
Total		584	100.0%	120	20.5%	72	12.3%	142	24.3%	334	57.2%

Fall 2011 Cohort		TOTAL IN COHORT		RETAINED		GRADUATED		TRANSFERRED		TOTAL SUCCESSES	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row
White		402	100.0%	103	25.6%	55	13.7%	95	23.6%	253	62.90%
African American		42	100.0%	15	35.7%	2	4.8%	8	19.0%	25	59.50%
Hispanic		70	100.0%	11	15.7%	3	4.3%	14	20.0%	28	40.00%
Asian		19	100.0%	5	26.3%	1	5.3%	8	42.1%	14	73.70%
Unknown		31	100.0%	8	25.8%	2	6.5%	8	25.8%	16	58.10%
Female		270	100.0%	73	27.0%	37	13.7%	73	27.0%	183	67.70%
Male		295	100.0%	70	23.7%	26	8.8%	60	20.3%	156	52.80%
Financial Aid	NONE	310	100.0%	84	27.1%	37	11.9%	80	25.8%	201	64.80%
	PELL	226	100.0%	52	23.0%	23	10.2%	48	21.2%	123	54.50%
	SUB LOAN	21	100.0%	5	23.8%	2	9.5%	4	19.0%	11	52.30%
	PELL & SUB LOAN	8	100.0%	2	25.0%	1	12.5%	1	12.5%	4	50.00%
Total		565	100.0%	143	25.3%	63	11.2%	133	23.5%	339	60.00%

Fall 2010 Cohort		TOTAL IN COHORT		RETAINED		GRADUATED		TRANSFERRED		TOTAL SUCCESSES	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
White		393	100.0%	94	23.9%	47	12.0%	91	23.2%	232	59.10%
African American		57	100.0%	9	15.8%	3	5.3%	22	38.6%	34	59.70%
Hispanic		108	100.0%	14	13.0%	4	3.7%	27	25.0%	45	41.70%
Asian		12	100.0%	2	16.7%	2	16.7%	4	33.3%	8	66.70%
Unknown		43	100.0%	9	20.9%	1	2.3%	7	16.3%	17	39.50%
Female		297	100.0%	61	20.5%	26	8.8%	72	24.2%	159	53.50%
Male		316	100.0%	67	21.2%	31	9.8%	79	25.0%	177	56.00%
Financial Aid	NONE	309	100.0%	75	24.3%	26	8.4%	73	23.6%	174	56.30%
	PELL	263	100.0%	45	17.1%	26	9.9%	65	24.7%	136	51.70%
	SUB LOAN	29	100.0%	5	17.2%	4	13.8%	9	31.0%	18	62.00%
	PELL & SUB LOAN	12	100.0%	3	25.0%	1	8.3%	4	33.3%	8	66.60%
Total		613	100.0%	128	20.9%	57	9.3%	151	24.6%	336	54.80%

Fall 2009 Cohort		TOTAL IN COHORT		RETAINED		GRADUATED		TRANSFERRED		TOTAL SUCCESSES	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
White		414	100.0%	106	25.6%	49	11.8%	101	24.4%	256	61.80%
African American		38	100.0%	5	13.2%	3	7.9%	17	44.7%	25	65.80%
Hispanic		71	100.0%	15	21.1%	2	2.8%	16	22.5%	33	46.40%
Asian		19	100.0%	6	31.6%	1	5.3%	7	36.8%	14	73.70%
Unknown		39	100.0%	6	15.4%	1	2.6%	11	28.2%	18	46.20%
Gender	Female	274	100.0%	67	24.5%	26	9.5%	80	29.2%	173	63.20%
	Male	307	100.0%	71	23.1%	30	9.8%	72	23.5%	173	56.40%
Financial Aid	NONE	352	100.0%	88	25.0%	42	11.9%	97	27.6%	227	64.50%
	PELL	183	100.0%	38	20.8%	12	6.6%	46	25.1%	96	52.50%
	SUB LOAN	33	100.0%	7	21.2%	1	3.0%	8	24.2%	16	48.40%
	PELL & SUB LOAN	13	100.0%	5	38.5%	1	7.7%	1	7.7%	7	53.90%
Total		581	100.0%	138	23.8%	56	9.6%	152	26.2%	346	59.60%

Fall 2008 Cohort		TOTAL IN COHORT		RETAINED		GRADUATED		TRANSFERRED		TOTAL SUCCESSES	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row
White		442	100.0%	101	22.9%	34	7.7%	96	21.7%	231	52.30%
African American		27	100.0%	4	14.8%	3	11.1%	8	29.6%	15	55.50%
Hispanic		85	100.0%	14	16.5%	2	2.4%	16	18.8%	32	37.70%
Asian		9	100.0%	3	33.3%			3	33.3%	6	66.66%
Unknown		27	100.0%	6	22.2%	2	7.4%	9	33.3%	17	62.90%
Native Hawaiian		*	100.0%	*	100.0%					*	*
Female		329	100.0%	76	23.1%	24	7.3%	79	24.0%	179	54.40%
Male		262	100.0%	53	20.2%	17	6.5%	53	20.2%	123	46.90%
Financial Aid	NONE	410	100.0%	100	24.4%	33	8.0%	88	21.5%	221	53.90%
	PELL	166	100.0%	27	16.3%	7	4.2%	41	24.7%	75	45.20%
	SUB LOAN	6	100.0%	1	16.7%			3	50.0%	4	66.70%
	PELL & SUBLOAN	9	100.0%	1	11.1%	1	11.1%			2	22.20%
Total		591	100.0%	129	21.8%	41	6.9%	132	22.3%	302	51.00%

*=Too few students (<5) to display data.

FALL 2007		TOTAL IN COHORT		RETAINED		GRADUATED		TRANSFERRED		TOTAL SUCCESSES	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
White		358	100%	88	24.6%	24	6.7%	86	24.0%	198	55.3%
African American		22	100%	2	9.1%			6	27.3%	8	36.4%
Hispanic		65	100%	13	20.0%	1	1.5%	11	16.9%	25	38.4%
Asian		8	100%	3	37.5%			2	25.0%	5	62.5%
Am Indian		*								*	
Unknown		18	100%	5	27.8%	1	5.6%	3	16.7%	9	50.1%
F		237	100%	61	25.7%	12	5.1%	59	24.9%	132	55.7%
M		236	100%	51	21.6%	14	5.9%	49	20.8%	114	48.3%
Financial Aid	NONE	333	100%	84	25.2%	17	5.1%	74	22.2%	175	52.5%
	PELL	130	100%	26	20.0%	9	6.9%	31	23.8%	66	50.7%
	PELL & SUB LOAN	10	100%	2	20.0%			3	30.0%	5	50.0%
Total		473	100%	112	23.7%	26	5.5%	108	22.8%	246	52.0%

*=Too few students (<5) to display data.

Institutional Outcomes

I. 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:

- A. 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 credit enrollment disaggregated by ethnicity.

Data:

<i>Ethnic Group</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>	<i>F2016</i>
Am Ind./Alskn.	0.1%	0.2%	0.3%	0.2%	0.2%	0.1%
Asian/Pac. Isl.	3.5%	3.3%	3.7%	4.1%	4.3%	4.1%
Afr. American	7.0%	6.8%	6.3%	7.5%	6.9%	6.9%
Hispanic	13.4%	13.7%	15.3%	17.2%	18.6%	19.6%
White	70.5%	71.1%	69.3%	65.5%	64.7%	63.0%
Unknown	5.2%	4.7%	5.1%	5.3%	5.3%	6.2%
Total minority	24.3%	24.2%	25.6%	29.2%	30.0%	30.8%

2. Percent of credit enrollment enrolled in ESL courses.

Data:

Fall 2003	5%
Fall 2004	5%
Fall 2005	7%
Fall 2006	4%
Fall 2007	4%
Fall 2008	4%
Fall 2009	3%
Fall 2010	4%
Fall 2011	3%
Fall 2012	4%
Fall 2013	4%
Fall 2014	4%
Fall 2015	4%

3. Percent of credit enrollment enrolled in developmental courses.

Data:

Fall 2003	25.0%
Fall 2004	28.6%
Fall 2005	30.0%
Fall 2006	30.0%
Fall 2007	30.0%
Fall 2008	32.8%
Fall 2009	31.0%
Fall 2010	29.5%
Fall 2011	28.7%
Fall 2012	24.9%
Fall 2013	21.8%
Fall 2014	19.3%
Fall 2015	18.7%
Fall 2016	16.3%

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

Data:

<i>Semester</i>	<i>UCONN</i>	<i>CSU</i>	<i>TCC</i>
Fall 2003	15.9%	16.0%	18.3%
Fall 2004	16.3%	15.7%	18.3%
Fall 2005	17.3%	16.2%	18.6%
Fall 2006	17.7%	16.7%	17.8%
Fall 2007	18.0%	16.7%	19.6%
Fall 2008	18.7%	17.4%	20.8%
Fall 2009	20.9%	18.7%	21.6%
Fall 2010	25.3%	22.6%	23.6%
Fall 2011	24.0%	21.0%	24.3%
Fall 2012	23.3%	25.1%	24.2%
Fall 2013	24.2%	25.9%	25.6%
Fall 2014	27.0%	27.5%	29.2%
Fall 2015			30.0%
Fall 2016			30.8%

5. Percent of credit enrollment receiving Financial Aid.

Data:

Fall 2003	24.3%
Fall 2004	26.0%
Fall 2005	27.2%
Fall 2006	28.2%
Fall 2007	32.5%
Fall 2008	33.1%
Fall 2009	38.2%
Fall 2010	43.3%
Fall 2011	40.5%
Fall 2012	40.7%
Fall 2013	44.8%
Fall 2014	48.4%
Fall 2015	49.3%

6. Minority student percent of non-credit workforce development enrollment disaggregated by ethnicity.

Data:

<i>Ethnic Group</i>	<i>F2009</i>	<i>F2010</i>	<i>F2011</i>	<i>F2012</i>	<i>F2013</i>	<i>F2014</i>	<i>F2015</i>
Am Ind./Alskn.	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%
Asian/Pac. Isl.	1.0%	0.9%	0.8%	1.2%	1.1%	1.2%	1.3%
Afr. American	3.6%	2.6%	2.3%	2.8%	3.2%	4.8%	4.5%
Hispanic	4.1%	3.7%	4.1%	4.2%	4.4%	5.9%	4.6%
White	33.4%	37.9%	35.2%	35.8%	34.4%	34.5%	35.7%
Unknown	57.8%	54.7%	57.6%	55.8%	56.8%	53.4%	53.8%

- B.** Demonstrate impact on the workforce education and training needs of the region and state, particularly in occupations identified with critical shortages and/or economic development potential (denoted by bold type and an asterisk in the data below).

Occupational fields with projected workforce shortages:

- Health Care
 - Early Childhood Education
 - Information Technology
- (Source: Connecticut Office for Workforce Competitiveness)*

Additional High Growth Occupations:

- Computer Support Specialists
 - Dental Hygienists
 - Medical Assistants and Technicians
 - Electrical, Industrial, Civil Engineering, Environmental Engineering, and Electro-mechanical Technicians
- (Source: Community College Strategic Planner)*

NON-CREDIT:

1. Credit-free workforce development enrollment by occupational program.

Data:

Fiscal Year 11 - Fiscal Year 16

Subject	FY1011	FY1112	FY1213	FY1314	FY1415	FY1516
Business	218.00	100.00	146.00	188.00	136.00	64.00
Building Trades	.	.	.	.	.	.
Child Development	5.00	2.00	.	.	1.00	.
Communications & Broadcasting	369.00	257.00	176.00	194.00	210.00	173.00
Computer Science	400.00	365.00	394.00	416.00	359.00	409.00
Desktop Publishing & Graphics	.	3.00	1.00	3.00	5.00	2.00
Education	37.00	71.00	45.00	15.00	9.00	.
English as a 2nd Language	2.00	1.00	3.00	3.00	3.00	1.00
Finance	13.00	5.00	6.00	2.00	7.00	3.00
Foreign Language	33.00	10.00	4.00	4.00	5.00	3.00
Food & Culinary Arts	78.00	62.00	51.00	63.00	81.00	38.00
Health & Medical Careers	1128.00	936.00	1150.00	1164.00	1290.00	901.00
Human Relations & Resources	.	2.00	65.00	21.00	7.00	1.00
Manufacturing Technologies	781.00	1084.00	1126.00	992.00	1014.00	1049.00

Subject	FY1011	FY1112	FY1213	FY1314	FY1415	FY1516
Management	24.00	16.00	63.00	73.00	202.00	143.00
Nursing	225.00	201.00	272.00	282.00	243.00	133.00
Professional Development	411.00	340.00	529.00	743.00	637.00	560.00
Real Estate	87.00	37.00	41.00	26.00	91.00	118.00
Safety & Security	202.00	122.00	101.00	117.00	141.00	173.00
Sum	4013.00	3614.00	4173.00	4306.00	4441.00	3771.00

2. Credit-Free Graduate Survey results.

Data:

			Certified Nurse Aid	Licensed Real Estate Sales	Medical Assistant	Medical Billing & Coding	Patient Care Technician	Phlebotomy	Bartending	Total
Current Employment	Full-time	Count	17	13	3	4	1	9	6	53
		Col %	47.2%	72.2%	42.9%	36.4%	100.0%	33.3%	37.5%	45.7%
	Part-time	Count	15	3	1	2		9	6	36
		Col %	41.7%	16.7%	14.3%	18.2%		33.3%	37.5%	31.0%
	Unemployed, Seeking	Count	2	1	3	5		9	4	24
		Col %	5.6%	5.6%	42.9%	45.5%		33.3%	25.0%	20.7%
Unemployed, Non Seeking	Count	2	1							3
	Col %	5.6%	5.6%							2.6%
Job Related to Program	Yes	Count	21	7	1	2	1	7	1	40
		Col %	70.0%	58.3%	20.0%	22.2%	100.0%	36.8%	10.0%	46.5%
	No	Count	9	5	4	7		12	9	46
		Col %	30.0%	41.7%	80.0%	77.8%		63.2%	90.0%	53.5%
Rate Preparation	Excellent	Count	12	4	5		1	8	5	35
		Col %	48.0%	57.1%	71.4%		100.0%	42.1%	50.0%	45.5%
	Good	Count	10	2	2	4		6	4	28
		Col %	40.0%	28.6%	28.6%	50.0%		31.6%	40.0%	36.4%
	Fair	Count	3	1		2		3	1	10
		Col %	12.0%	14.3%		25.0%		15.8%	10.0%	13.0%
	Poor	Count				2		2		4
		Col %				25.0%		10.5%		5.2%

			Certified Nurse Aid	Licensed Real Estate Sales	Medical Assistant	Medical Billing & Coding	Patient Care Technician	Phlebotomy	Bartending	Total
Faculty Availability	Very Satisfied	Count	15	6	5	2	1	16	5	50
		Col %	53.6%	75.0%	71.4%	25.0%	100.0%	88.9%	55.6%	63.3%
	Somewhat Satisfied	Count	12	1	2	5		2	3	25
		Col %	42.9%	12.5%	28.6%	62.5%		11.1%	33.3%	31.6%
Not Satisfied	Count	1	1		1			1	4	
	Col %	3.6%	12.5%		12.5%			11.1%	5.1%	
Quality of Instruction	Very Satisfied	Count	19	10	6	4	1	17	8	65
		Col %	63.3%	71.4%	85.7%	36.4%	100.0%	81.0%	80.0%	69.1%
	Somewhat Satisfied	Count	10	3	1	5		4	2	25
		Col %	33.3%	21.4%	14.3%	45.5%		19.0%	20.0%	26.6%
Not Satisfied	Count	1	1		2				4	
	Col %	3.3%	7.1%		18.2%				4.3%	
Recommend Program	Yes	Count	28	13	6	8	1	20	11	87
		Col %	96.6%	92.9%	85.7%	80.0%	100.0%	90.9%	100.0%	92.6%
	No	Count	1	1	1	2		2		7
		Col %	3.4%	7.1%	14.3%	20.0%		9.1%		7.4%
Improve Employment	No Response	Count	9	12	4	9		16	11	61
		Col %	25.0%	66.7%	57.1%	81.8%		59.3%	68.8%	52.6%
	Yes	Count	27	6	3	2	1	11	5	55
		Col %	75.0%	33.3%	42.9%	18.2%	100.0%	40.7%	31.3%	47.4%
Total	Count	36	18	7	11	1	27	16	116	
	Col %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

CREDIT:**5. Credit enrollment by primary major.****Data:**

All Students by Declared Major						
(headcount)						
Major	F2011	F2012	F2013	F2014	F2015	F2016
Accounting Certificate	22	21	30	36	47	32
Banking	1					
BOT: Executive Secretary						
BOT: HEALTH CLAIMS PROCESSING	8	6	4	1		
BOT: Legal Option						
BOT: Medical Option	36	36	42	32	34	30
BOT: Medical Transcription	3	7	2		1	
BOT: Office Applications	1	2	4	3	3	1
Bus Adm: Retail Bus Mgmt Opt.	23	20	11	5		
Bus Adm: e-Commerce Option	7	8	7	3	1	1
Business Adm: Accounting	159	143	94	49	22	8
Business Adm: Banking Option						
Business Adm: Finance	36	32	23	9	6	1
Business Adm: Marketing Mgmt	83	81	35	17	4	1
Business Administration	214	225	294	345	353	384
Business Administration Cert.	8	7	6	8	7	10
Business Office Technology	18	18	20	23	22	11
CIS: Computer Programming Opt		45	41	41	47	45
CIS: Network Admin Option	60	64	55	43	45	44
CJ: Drug & Alcohol Treatmt Opt	11	4	3			
CJ: Supervisory Leadership						
Communication		8	8	2		
Communication Certificate	10					
Comp Sci/Math Honors	15	19	19	23	33	27
Computer-Aided Drafting (CAD)		1	1	4	3	3

All Students by Declared Major						
(headcount)						
Major	F2011	F2012	F2013	F2014	F2015	F2016
Computer-Aided Drafting Cert.	4					
Computer Info. Systems Cert.		41				
Computer Information Systems	45		37	37	43	41
Computer Programming Cert.	14					
Computer Programming Option	45	10	7	12	8	13
Crim.Jus.: Corrections Option	26	30	21	19	17	16
Criminal Justice	322	340	333	321	356	294
Dental Assisting	21	22	22	20	23	19
Dental Hygiene	65	57	59	56	56	57
Drug & Alcohol Recov Counselor	52	45	24	11	5	
Drug & Alcohol Rehab Counselor						
Early Childhood Administration		1				
Early Childhood Education	197	190	183	170	147	141
Early Childhood Education Cert.						
Electrical Certificate						
Electronics Technology Cert.	1			1		
Engineering Science	85	88	105	110	118	118
English as a 2nd Language		11	13	12	15	9
English as a 2nd Language Cer	14					
Entrepreneurship Certificate			1	1		1
Evidence Tech. Certificate						
Family Violence Intervention						
Finance Certificate			2		2	3
General Studies	1461	1482	1451	1361	1352	1296
Graph Des Interactive Media	34	30	25	21	22	16
Graphic Design	77	72	77	65	65	67
Graphic Design Certificate	6	7	5	3	9	5
Health Careers Pathways Cert	18	17	21	15	15	7
Health Information Technology			3	8	7	2
Homeland Security Certificate		24	3		2	

All Students by Declared Major						
(headcount)						
Major	F2011	F2012	F2013	F2014	F2015	F2016
Human Services	103	110	122	126	123	112
Human Services Certificate	3	5	9	6	7	6
Human Svs: Family Violence Op	26	15	16	14	19	10
Lean Manufacturing Cert	1	1				
Liberal Arts & Sciences (LAS)	338	333	281	271	249	248
Marketing Management		4	3	5	7	11
Marketing Management Cert.						
Microcomputer Processing		3				1
Microcomputer Processing Cert						
Mktg: Retail Merchandising						
Network Administration Cert.		1	1	2	1	4
New Media Communication	5	8	16	5	3	1
NON DEG/MATRIC	17	51	59	52	44	35
NON DEG/NON MATR	807	779	747	625	518	458
Pathways to Teaching Careers	68	63	71	65	89	93
Photography Certificate	7	4	4	2	3	1
Physical Therapy Assistant	11	13	9	7		
PRE-SERVICE CORRECTION						
Retail Business Mgmt Cert	3	2		1		
Tech Stds: Biomolecular Sci Opt		17	24	15	11	12
Tech Stds: Comp-Aided Design Opt		15	8	10	3	2
Tech Stds: Eng Technology Option	10	12	19	12	20	20
Tech Stds: Tech & Eng Ed Option		4	4	3	5	1
Tech Studies: Electrical Option		6	10	11	4	3
Technology Studies		14	11	12	4	13
Visual Fine Arts		48	50	53	48	38
Visual Fine Arts:Photog Option		42	35	41	31	25

6. Credit graduates by program.

Data:

Award	Major	YR2011	YR2012	YR2013	YR2014	YR2015	YR2016
AA	Liberal Arts & Sciences (LAS)	1	3	4	5	2	2
	Pathway to Teaching Careers	4	14	5	19	11	8
Total AA		5	17	9	24	13	10
AS	BOT: Medical Option	3	4	6	10	8	7
	Bus Adm: Retail Bus Mgmt Opt.	3	.	2	.	.	.
	Bus Admin: e-Commerce Option	.	.	.	3	.	.
	Business Adm: Accounting	21	29	33	23	13	9
	Business Adm: Finance	1	4	3	2	3	1
	Business Adm: Marketing Mgmt	18	8	16	14	5	.
	Business Administration	31	29	31	38	44	65
	Business Office Technology	9	1	4	3	3	6
	CIS: Network Admin Option	3	3	8	9	10	4
	CIS:Computer Programming Opt	1	4	5	8	3	4
	CJ: Drug & Alcohol Treatmt Opt	.	2	.	1	.	.
	Computer Information Systems	6	4	5	5	2	4
	Computer Science/Math HONORS	.	1	1	.	1	.
	Crim.Jus.: Corrections Option	.	2	1	2	2	.

Award	Major	YR2011	YR2012	YR2013	YR2014	YR2015	YR2016
AS	Criminal Justice	28	28	24	45	26	41
	Dental Hygiene	25	32	25	28	23	24
	Drug & Alcohol Recov Counselor	3	5	1	3	8	7
	Early Childhood Education	11	13	16	9	10	13
	Engineering Science	1	3	2	2	8	7
	General Studies	104	127	137	125	145	149
	GraphDes:Interactive Media Opt	8	1	2	4	3	2
	Graphic Design	7	13	11	9	17	11
	HS:Famly Viol Intervention Opt	.	4	2	1	3	.
	Human Services	9	10	7	9	15	9
	Liberal Arts & Sciences (LAS)	33	26	25	18	32	30
	Physical Therapist Assistant	2	4	7	5	3	.
	Tech Stds: Eng Technology Opt	.	.	1	.	.	1
	Tech Stds: Tech & Eng Ed Opt	.	.	.	1	.	.
	Tech Studies:Electrical Option	1	.	.	.	.	.
	Technology Studies	1	.	1	1	1	1
	TechStds:Biomolecular Sci Opt	.	1	2	4	1	1
	TechStds:Comp-Aided Design Opt	1	1	2	1	.	1
	Visual Fine Arts	7	6	9	8	9	13

Award	Major	YR2011	YR2012	YR2013	YR2014	YR2015	YR2016
AS	VisualFineArts:Photography Opt	5	6	7	7	6	2
Total AS		342	371	396	398	404	412
CERT	Accelerated Adv Mfg Machining	.	.	.	.	13	.
	Accounting Certificate	13	6	8	11	11	11
	BOT: HEALTH CLAIMS PROCESSING	5	7	5	4	1	.
	BOT: Medical Transcription	5	6	5	8	2	.
	BOT: Office Applications	7	6	9	9	4	6
	Business Administration Cert.	71	69	67	45	37	52
	Communication	2	.	.	1	.	.
	Computer Programming	.	3	3	3	1	.
	Computer-Aided Drafting (CAD)	.	.	.	.	5	5
	Dental Assisting	11	19	21	19	19	15
	e-Commerce Certificate	.	.	.	3	.	1
	Early Childhood Administration	1	.	.	.	.	.
	Early Childhood Education	19	20	20	20	15	25
	Electrical	.	1	.	.	.	.
	English as a Second Language	1	3	3	.	3	1
	Family Violence Intervention	2	7	1	6	7	5

Award	Major	YR2011	YR2012	YR2013	YR2014	YR2015	YR2016
CERT	Finance Certificate	.	.	.	.	.	1
	Graphic Design Certificate	8	5	6	4	4	4
	Health Career Pathways Cert	2	2	2	8	3	1
	Health Information Technology	.	.	.	6	6	9
	Homeland Security Certificate	.	.	19	6	7	2
	Human Services Certificate	9	14	8	10	20	17
	Lean Manufacturing Cert	.	.	1	.	.	.
	Marketing Management	15	6	6	3	4	.
	Network Administration Cert	1	5	2	1	1	3
	Photography Certificate	5	6	6	3	3	3
	Retail Business Mgmt Cert	1	.	1	1	.	.
Total CERT		178	185	193	171	166	161
Grand Totals:							
Total (Duplicated)		525	573	598	593	583	583
Total (Unduplicated)		399	445	472	485	488	480

7. Salaries earned by technical graduates.

Salary ranges reported by respondents to the graduate survey who obtained employment during or after enrollment at the college (the revised graduate survey no longer includes these items).

Data:

SALARY RANGES	2004		2005		2006		2007		2008	
	#	%	#	%	#	%	#	%	#	%
UNDER \$14,999	8	22.9	5	14.3	4	20.0	5	23.8	11	16.9%
\$15,000 TO \$19,999	2	5.1	2	5.7	3	15.0	0	0	4	6.2%
\$20,000 TO \$24,999	3	7.7	5	14.3	4	20.0	2	9.5	4	6.2%
\$25,000 TO \$29,999	9	23.1	4	11.4	0	0.0	3	14.3	5	7.7%
\$30,000 TO \$34,999	2	5.1	4	11.4	2	10.0	1	4.8	5	7.7%
\$35,000 TO \$39,999	3	7.7	3	8.6	2	10.0	4	19.0	7	10.8%
\$40,000 TO \$49,999	1	2.6	2	5.7	3	15.0	0	0	1	1.5%
\$50,000 and above	7	17.9	10	25.6	2	10.0	3	14.3	9	13.8%
Total	35	100.0	35	100.0	20	100.0	18	100.0	46	100.0

8. Technical program graduates rating of preparation for employment

Rating of preparation for employment:

Data:

Rating	2011 %(#)	2012 %(#)	2013 %(#)	2014 %(#)	2015 %(#)
Excellent	42.4% (25)	28.6% (14)	28.3% (15)	37.0% (10)	23.8% (10)
Good	44.1% (26)	57.1% (28)	54.7% (29)	48.2% (13)	59.5% (25)
Fair	10.2% (6)	10.2% (5)	13.2% (7)	11.1 (3)	14.3% (6)
Poor	3.4% (2)	4.1% (2)	3.8% (2)	3.7 (1)	2.4% (1)

9. Percent of TCC graduates resident/working in CT and percent retained in employment for six months after graduation (General Studies and Liberal Arts & Sciences graduates are not included)

NOTE: Department of Labor study was not done for several years.

Data:

	2002	2003	2004	2005	2006	2007	2008	2014
Graduated	257	291	282	291	379	362	360	591
Employed*	91%	92%	89%	84%	85%	80%	76%	72%
Retained**	98%	97%	98%	94%	93%	93%	88%	90%

*Employed in Connecticut in 3rd quarter after graduation.

**Percentage of those employed retained in employment for six months.

II. 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:

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

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

Fiscal Year 11 - Fiscal Year 16

Subject	FY1011	FY1112	FY1213	FY1314	FY1415	FY1516
Boating	358.00	308.00	269.00	225.00	219.00	235.00
Cultural Enrichment	1.00	1.00	9.00	1.00	2.00	32.00
Family	.	1.00	1.00	.	.	.
Gardening	1.00	.	1.00	.	1.00	1.00
Lifestyles	28.00	25.00	25.00	32.00	26.00	4.00
Motorcycle	1506.00	1803.00	1912.00	1871.00	1753.00	1679.00
Photography	284.00	117.00	170.00	169.00	159.00	169.00
Recreation	.	.	.	.	.	.
Special Interests	5.00	9.00	11.00	61.00	38.00	45.00
Sum	2183.00	2264.00	2398.00	2359.00	2198.00	2165.00

Appendix One

Transfer Articulation Agreements

Charter Oak State College

Accepts ninety (90) credits in transfer from Tunxis, provided they can be used to meet General Education and other distribution requirements required by Charter Oak.

Drug and Alcohol Recovery Counselor (DARC)

Early Childhood Education program-to-program

Connecticut State University System

Tunxis graduates of an associate's degree program with a GPA of 2.0 or higher are guaranteed admission to the university of their choice within the Connecticut State University System. Additional articulation with CSU institutions include:

Central Connecticut State University

College of Technology, program-to-program articulation in Industrial Technology or Engineering Technology, selected minors in Arts & Sciences, course-to-course articulation

Currently working on a program-to-program articulation, “Associate in Arts Degree: Pathway to Teaching Careers”, for teacher education programs

Program to Program articulation exists for students who complete the Computer Information Systems Honors Program AS degree, transferring to CCSU’s Bachelor of Science in Mathematics for Secondary Certification, the Bachelor of Science in Computer Science Honors Program, and the Bachelor of Science in Computer Science Alternative Program

Eastern Connecticut State University

Course-to-course articulation, Early Childhood Education, School of Business

Southern Connecticut State University

School of Business, Department of Social Work, Early Childhood Education, selected minors in Arts & Sciences

Western Connecticut State University

School of Business, Department of Social Work, Criminal Justice, course-to- course articulation

University of Connecticut

- ❑ Current Tunxis students with up to 16 credits at Tunxis and a GPA of 3.0 or higher can enter into the Guarantee Admission Program with UConn's College of Liberal Arts and Sciences.
- ❑ Graduates of an associate's degree program with an overall GPA of 2.0 or higher will be guaranteed admission to UConn's Bachelor of General Studies program.
- ❑ Tunxis' Engineering Science program, part of the College of Technology Pathway programs, transfers to UConn's School of Engineering.
- ❑ Articulation of the Community Colleges' Associate Degree in Allied Health Programs and majors within Allied Health at UConn
- ❑ Program to program articulation in progress with UConn's Business and Technology program and Tunxis' Business Administration
- ❑ Tunxis also has course-to-course articulation with the University of Connecticut.

Laboratory Institute for Merchandising

- ❑ Tunxis graduates with an associate's degree and a 2.5 overall GPA can enter LIM with full junior status.

Massachusetts College of Liberal Arts

- ❑ General transfer and articulation agreement

Ottawa University

- ❑ General transfer and articulation agreement

Sacred Heart University

- ❑ General transfer and articulation agreement
- ❑ Course equivalency agreement also in place

Saint Joseph College

- ❑ Early Childhood Education program-to-program
- ❑ Course-to-course articulation

Teikyo Post University

- ❑ Articulation agreement for Criminal Justice and Human Services programs

University of Bridgeport

- ❑ Business Administration

Quinnipiac University

- ❑ General transfer and articulation agreement
- ❑ Articulation agreement is in process with the College of Professional Studies' Bachelor of Science in Organizational Leadership

University of Hartford

- ❑ Tunxis' Engineering Science program, part of the College of Technology Pathway programs, transfers to University of Hartford's College of Engineering
- ❑ Early Childhood Education program-to-program
- ❑ Program-to-program with School of Business.

University of New Haven

- ❑ Tunxis' Engineering Science program, part of the College of Technology Pathway programs, transfers to University of New Haven's Engineering degree