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                Colleges
IDENTIFIERS   *Coconino Community College AZ

ABSTRACT
        Coconino Community College (CCC) annually assesses its
institutional effectiveness to demonstrate its commitment to improving
programs and services to students. The 1996-97 Assessment Program Technical
Progress Report records the assessment and institutional activities enacted
during the academic year, detailing the assessment model, timelines,
accomplishments, and opportunities for improvement. It includes
implementation and outcome information for the following areas: principal
committee for institutional effectiveness, professional development,
mission-level indicators, program-level review, general education,
classroom-level assessment, data systems, pilot projects, and other CCC
committee accomplishments. The report concludes with areas for improvement
and a report summary. Appendices contain additional material about assessment
terms, columns in the college newsletter (CocoNotions), program review
reports, new pilot project proposals, pilot project results and CCC 1996-97
year-end reports. (YKH)

COCONINO COMMUNITY COLLEGE

ASSESSMENT PROGRAM
TECHNICAL PROGRESS REPORT

1996-1997

ED 414 979

JC 980 054

Coconino Community College

3000 N. Fourth St., #17
P.O. Box 80000
Flagstaff, AZ 86003-8000
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1996 - 1997

Assessment Program

Technical Progress Report

Prepared by Laurie McCown, Erin Fanning, and Barbara Eickmeyer
Principal Committee for Institutional Effectiveness

Table of Contents

Introduction

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PURPOSE OF REPORT

Coconino Community College (CCC) continues to demonstrate its commitment to improving programs and services to students by assessing its institutional effectiveness. Our assessment program is still in its infancy stages, yet we feel that we have made tremendous progress in raising awareness of assessment activities and measuring our institution's effectiveness. As our assessment program continues to develop, we are aware of the need to archive and document the process, in order to keep on track and make any necessary adjustments to our course of action.

Our goal in this *Assessment Program Progress Report* is to record the assessment and institutional activities that have taken place during the 1996-97 academic year. The Principal Committee for Institutional Effectiveness (PIE) determined that this method of documentation will assist us in decision making and planning. For the sake of consistency, we have included portions of the 1995-96 *Assessment Program Progress Report.*

This report contains details about the following:

- Assessment Model
- Assessment Timelines
- Assessment Accomplishments during 1996-97
- Assessment Opportunities for Improvement.

This report also includes implementation and outcomes information for the following areas:

- Professional Development
- Mission Level Indicators
- Program Level Review
- General Education
- Classroom Level Assessment
- Data Systems
- Pilot Projects
- Accomplishments of Other CCC Committees.

The report concludes with Improvement Areas and a Report Summary. Appendices include additional material about Assessment Terms, Columns in the College Newsletter (CocoNotions), Program Review Reports, New Pilot Project Proposals, Pilot Project Results, and CCC 1996-97 Year-End Reports.

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Executive Summary

ASSESSMENT CHARGE

Coconino Community College (CCC) recognizes and has been committed to its responsibility of assessing student academic achievement and demonstrating institutional effectiveness to its beneficiaries and constituents since offering its first courses in 1991. Efforts toward identifying assessment methods and implementing a timeline have been in process since 1994, when the Vice President for Educational Services challenged faculty and staff to develop the *CCC Assessment Plan*.

ASSESSMENT PROGRAM

In 1994-95, a group of faculty and staff, called the Assessment of Student Academic Achievement (ASAA) project team, prepared the *CCC Assessment Plan*. This document was published and distributed in July 1995.

The *1995-1996 Assessment Program Progress Report* was prepared in Fall 1996, documenting the goals, accomplishments, and intentions of CCC's assessment and institutional effectiveness efforts.

1996-1997 ACCOMPLISHMENTS

- The first annual *Assessment Program Progress Report* was prepared in response to NCA's request. It was submitted and received by NCA.

- The *1995-1996 Assessment Program Progress Report* was submitted and accepted by ERIC Documents Clearinghouse for Community Colleges.

- The PIE Committee sponsored workshops on assessment activities, general education assessment, classroom assessment techniques, and program level assessment..

- "Intent to Survey" procedures were developed and approved.

- An institutional assessment inventory was conducted.

- General education was targeted as a program area for assessment efforts.

- Data systems to support assessment were identified and development began.

- Pilot projects were continued, and new pilot projects conducted for a "freshman" student survey, retention data, ENG 101 outcomes project, and the "completer" student survey.

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RESPONSE TO NCA EVALUATION

In November 1996, Coconino Community College submitted its *1995-1996 Assessment Program Progress Report* in response to a request by the North Central Association of Colleges and Schools (NCA) during its recent accreditation process. In a letter dated December 2, 1996, Stephen D. Spangehl of North Central Association included a Staff Analysis of Institutional Report stating the following:

Institution: Coconino County Community College, Flagstaff, AZ

Executive Officer: Dr. V. Philip Tullar, President

Previous Commission Action RE: Report: a report due on 12/1/96 focused on the Assessment Plan

Report Received: November 11, 1996

Items Addressed in Report: The report consists of three spiral-bound volumes: "Assessment Program Executive Report," "1995-1996 Assessment Program Technical Progress Report," and "Tools, Techniques, & Strategies for Assessing Student Success in the Classroom."

Staff Analysis: The "Assessment Program Executive Report" addresses each of the 1995-96 comprehensive evaluation team's concerns about Coconino County Community College's assessment efforts. It notes that the College has developed a more complete timeline than it had previously, has made progress in developing data systems and institutional research functions to support assessment, and has an active Principal Committee for Institutional Effectiveness (PIE) with responsibility for ongoing oversight of the program.

The 150-plus page "1995-1996 Assessment Program Technical Progress Report" provides much information about the current program at Coconino County Community College: in addition to a general outline of the College's assessment program, it describes learning goals for groups of courses, catalogs data sets now available, lists a variety of specific assessment projects already undertaken, includes samples of internal institutional communications about assessment, and summarizes the improvements already attributed to assessment. Appendices present a sampling of the many directions the College is considering for future investigations of its students' academic achievement.

"Tools, Techniques, & Strategies for Assessing Student Success in the Classroom" is an excellent and useful compilation of "classroom assessment" instruments and ideas. Its availability and use should help to strengthen the receptivity of faculty and others for more formal and rigorous supra-course assessment. Classroom assessment, useful as it is, cannot provide the institution with sufficient and credible information about its students' overall academic achievement.

Taken together, these three documents indicate that Coconino County Community College has clearly taken the assessment of student learning as a serious collegiate responsibility. The Institution should have copious and persuasive evidence in 2000-2001 to show the next comprehensive Evaluation Team that the College is effectively assessing what its students are learning and using the information it gathers to improve its teaching-learning processes.

Staff Action: Accept the report focused on the Assessment Plan. ... The College's next comprehensive evaluation is scheduled for 2000-01.

ERIC DOCUMENT

The *1995-1996 Assessment Program Technical Progress Report* was submitted to the ERIC Clearinghouse for Community Colleges. In a letter dated January 28, 1997, the processing coordinator indicated the document had been accepted and "reviewers feel that it will make a valuable addition to the ERIC collection."

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CCC Assessment Model

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ASSESSMENT AT CCC

The foundation for all assessment practices at Coconino Community College is the District Governing Board Assessment Policy:

> Coconino Community College will assess student academic achievement and institutional effectiveness to enhance student success and continuously improve instruction, support services, and administrative functions. A variety of data gathered through diverse methods will be used to make resource allocation, administrative, support and educational process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality. *(CCC Policy #620, adopted September 15, 1995)*

CCC believes that institutional effectiveness and assessment of student academic achievement are linked. The following flow chart illustrates the assessment process at CCC:

College Mission

Strategic Plan

CCC Assessment Mission

Mission Level Indicators

Program Level Review

Classroom Assessment

Attitudinal   **Cognitive**
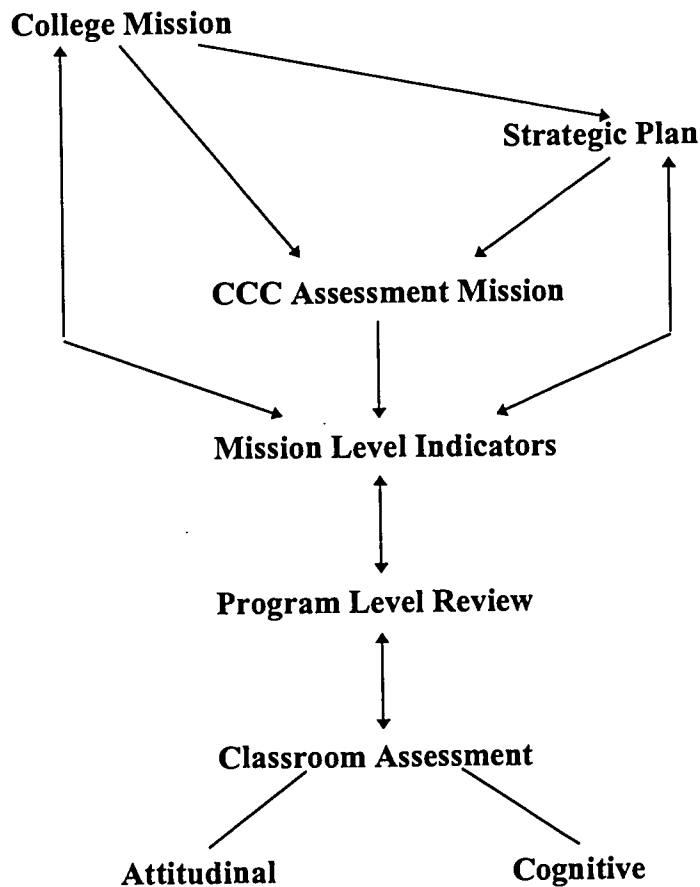
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Coconino Community College recognizes that assessment starts with the institution's Mission, and must be tied to its Strategic Plan. Assessment occurs at different levels throughout the institution: at the mission level, at the program level, and at the classroom level:

Mission - Assessment activities which measure institutional success in meeting the goals of the College as stated in the Mission Statement.

Programs - Assessment of CCC programs addressing, on a division and department level, goals that are comprehensive but clearly defined.

Courses - Assessment in the classroom where instructors clearly state course goals and measure the outcome of those goals. In addition, course assessment evaluates the effectiveness and relevance of courses by continuing to measure student goals, program and degree requirements, and student demand for courses.

COLLEGE MISSION

The following philosophy and mission statement for Coconino Community College was adopted by the District Governing Board on April 13, 1995:

Coconino Community College is a public institution of higher education serving primarily the residents of Coconino County. College faculty and staff aspire to challenge students academically, encourage pride in self and heritage, and promote an appreciation for other cultures. The College is dedicated to the ideals of life-long learning by addressing the whole person through its commitment to those who seek to improve their skills, enrich their lives, and enhance their futures. The faculty and staff strive to advance the democratic ideals of equal opportunity for success, individual worth, and informed responsible citizenship.

The mission of Coconino Community College is to promote student success through comprehensive learning opportunities for its community.

The College is fiscally accountable for its educational programs and support services. As a degree-granting institution, the College assesses its programs, services, and student academic achievement for the purpose of continuous improvement and to guide strategic planning and decision-making. To accomplish its mission, the College provides access to educational opportunities for a diverse student population. The College promotes cultural, intellectual, physical and social development, technical competence, and serves as a resource for community development. As a member of the Arizona State Community College System, Coconino Community College accepts the mandate to offer the following:

- Transfer Education
- Occupational Education
- General Education
- Continuing Education
- Developmental Education
- Student Services
- Cultural and Community Service

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STRATEGIC PLAN

Coconino Community College developed a Strategic Plan for 1995-2000, titled *"Challenges for the 21st Century."* The plan contains eight goals with objectives defined for each goal. Since the assessment process aims to measure and improve the effectiveness of CCC in meeting its mission, it is also important that institutional effectiveness and assessment be linked to the College's Strategic Plan. The following statements tie assessment with both the mission areas of the College and the Strategic Plan (goal numbers refer to the Strategic Plan):

Transfer Education
To maintain quality transfer programs and enhance course transfer efficiency (goal 3a).

Occupational Education
To provide vocational curricula needed for the work place to compete in a global society (goal 4b).

General Education
To improve the general education core curriculum to ensure that it promotes analysis, problem solving, communication, and synthesis (goal 3b).

Continuing Education
To promote CCC credit and credit-free courses and programs (goals 5b, 6b).

Developmental Education
To develop basic skills curricula and programs needed by academically underprepared students (goal 1g).

Student Services
To promote student success and satisfaction (including student expectations, needs, interests, and activities) through support services, attention to "at risk" students, and innovative instruction and delivery (goal 1, 1e).

Cultural and Community Service
To offer cultural activities (visual and performing arts including concerts, exhibitions, and recitals) open to members of the community, and to provide services to the small business community (goal 6c, 6d).

ASSESSMENT GOALS and MISSION

The PIE Committee researched CCC's Mission Statement and Strategic Plan to determine the goals for assessment at this College. A small task force was formed to recommend specific reasons for assessment at CCC. The task force identified four general areas for assessment:

> To improve instruction;
> To improve support services;
> To improve administrative functions; and
> To improve cultural and community service.

The PIE Committee wrote the following "one-sentence" statement of purpose reflecting support of the College Mission Statement:

> *"The assessment process aims to measure and improve the effectiveness of CCC in meeting its mission."*

Appendix A contains assessment terms defined by CCC.

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Assessment Timelines

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CCC Institutional Effectiveness - Five Year Outlook

Every 5 Years
- Evaluation of the Assessment Plan

Every 3 Years
- Program Review
- General Education Curriculum Review

Yearly
- General Education Outcomes
- Mission Measures
- Staff Evaluations
- Progress Report with Improvement Recommendations

Per Semester
- Placement Exams
- Enrollment Data
- Retention Data
- Classroom Assessment
- Faculty Evaluations

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ERIC
Full Text Provided by ERIC
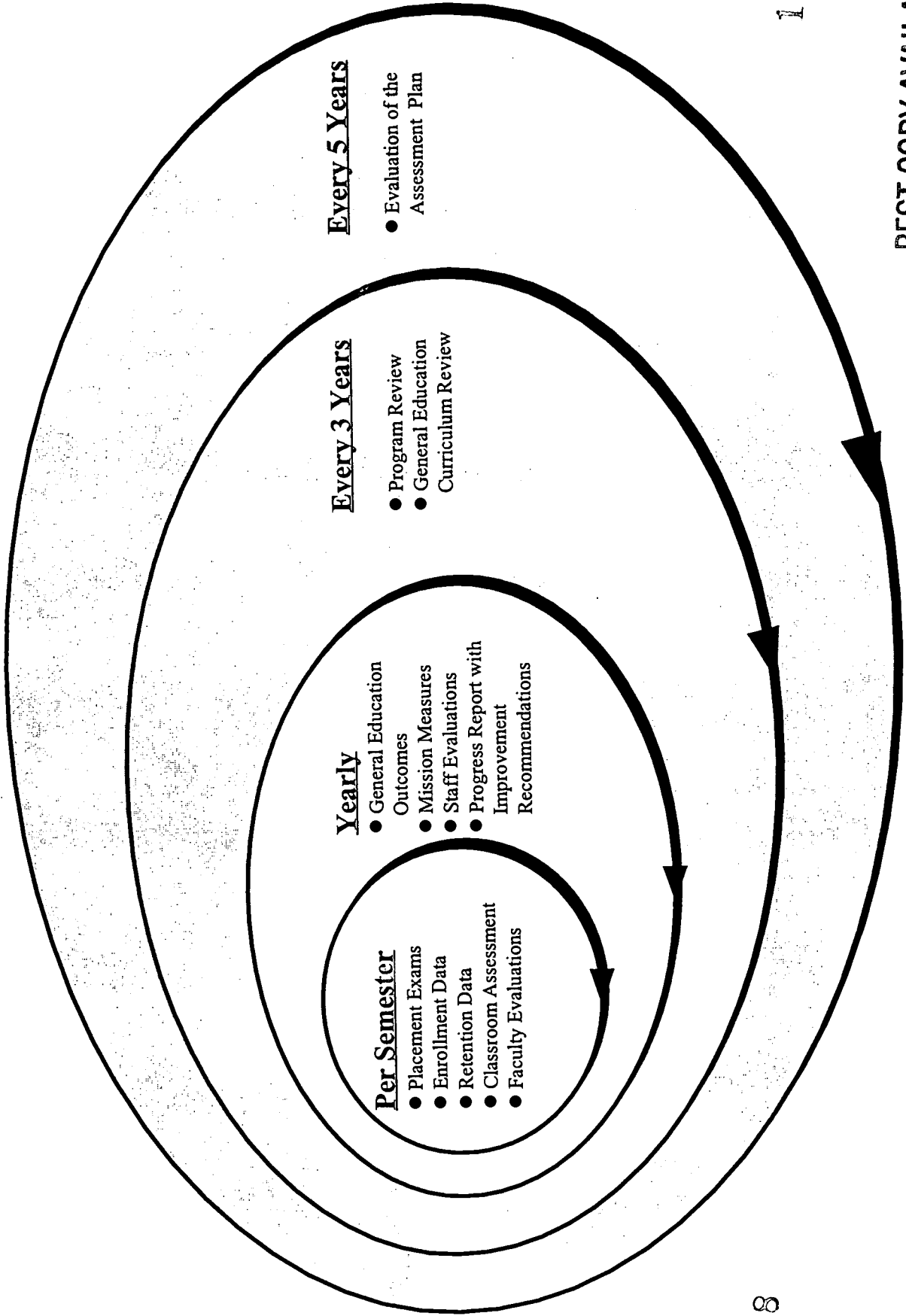
Timeline of Assessment Activities at CCC

	1995-1996		1996-1997		1997-1998		Responsibility	Report of Information
	Fall	Spring	Fall	Spring	Fall	Spring		
Placement Exams	X	X	X	X	X	X	Placement Coord.	VP for Ed. Svcs.
Enrollment Data	X	X	X	X	X	X	Dir. for Research	VP for Ed. Svcs.
Retention Data	X	X	X	X	X	X	Division Chairs	Faculty & VP for Ed. Svcs.
Classroom Assessment Activities	X	X	X	X	X	X	Faculty	Faculty
Faculty Evaluations	X	X	X	X	X	X	VP for Ed. Svcs.	Faculty & VP for Ed. Svcs.
General Education Outcomes				X		X	PIE & Faculty	Faculty & VP for Ed. Svcs.
Freshman Survey (CIRP)			X				PIE & Faculty	VP for Ed. Svcs.
Completer Survey (CIRP)		X		X			PIE & Faculty	VP for Ed. Svcs.
Mission Measures		X		X		X	Dir. for Research	VP for Ed. Svcs.
Program Review		X		X		X	Faculty & Staff	Curriculum Comm. & VP for Ed. Svcs.
Gen. Ed. Curriculum Review		X		X		X	Faculty	Curriculum Comm. & VP for Ed. Svcs.
Staff Evaluations		X		X		X	Human Resources	President
Progress Report with Recommendations for Improvement		X		X		X	PIE Co-Chairs	President & VP for Ed. Svcs.
Evaluation of Assessment Plan		X					PIE	President & VP for Ed. Svcs.

Timeline of Assessment Activities at CCC

	1998-1999		1999-2000		2000-2001		Responsibility	Report of Information
	Fall	Spring	Fall	Spring	Fall	Spring		
Placement Exams	X	X	X	X	X	X	Placement Coord.	VP for Ed. Svcs.
Enrollment Data	X	X	X	X	X	X	Dir. for Research	VP for Ed. Svcs.
Retention Data	X	X	X	X	X	X	Division Chairs	Faculty & VP for Ed. Svcs.
Classroom Assessment Activities	X	X	X	X	X	X	Faculty	Faculty
Faculty Evaluations	X	X	X	X	X	X	VP for Ed. Svcs.	Faculty & VP for Ed. Svcs.
General Education Outcomes	X	X	X	X	X	X	PIE & Faculty	Faculty & VP for Ed. Svcs.
Mission Measures		X		X		X	Dir. for Research	VP for Ed. Svcs.
Program Review		X		X		X	Faculty & Staff	Curriculum Comm. & VP for Ed. Svcs.
Gen. Ed. Curriculum Review				X			Faculty	Curriculum Comm. & VP for Ed. Svcs.
Staff Evaluations		X		X		X	Human Resources	President
Progress Report with Recommendations for Improvement		X		X		X	PIE Co-Chairs	President & VP for Ed. Svcs.
Evaluation of Assessment Plan				X			PIE	President & VP for Ed. Svcs.

BEST COPY AVAILABLE

Implementation and Outcomes

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PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

The Principal Committee for Institutional Effectiveness (PIE) provides direction of assessment at CCC. It continues to play a vital role in the design and implementation of CCC's efforts to assess institutional effectiveness and student academic achievement communicating with faculty and staff regarding the progress and results of assessment activities. The overall focus of PIE is to provide assessment recommendations for improvement of the institution in every area.

The committee fosters a collaborative relationship between staff and faculty with respect to assessment. Faculty members of PIE are vital in contributing ideas and direction for assessment activities pertaining to classroom and program level assessment. Staff representatives from various areas offer perspective and advice, as well as collaborating in planning assessment activities for the College.

Committee membership includes representatives from all areas of the College, and in 1996-97 was comprised of:

- Six full-time faculty representing the three divisions (Liberal Arts, Vocational/ Occupational, Science & Math).
- The Director for Institutional Research.
- A representative from Student Services.
- A representative from the Learning Enhancement Center.
- The Curriculum Coordinator.
- A representative from Information Technology (Computer Services)..
- A full-time faculty member representative from the CCC Page Educational Center who participates in meetings via conference phone calls and attends meetings whenever possible.
- The Vice President for Educational Services (ex-officio).
- A student worker, employed by PIE as a secretary, who contributes perspective.

During the 1996-97 academic year, the PIE Committee was co-chaired by the Director for Institutional Research and a full-time faculty member. The Committee met approximately once a month.

Opportunities for Improvement

Assessment activities need to be better coordinated with the College division areas of instruction. At least one division chair should be a member of PIE. More members of the College Leadership Team should play an active role in assessment activities, both in representation and participation.

The Committee has suggested that members serve three years on PIE, with membership rotating each year. Ideally, one-third of the Committee's members will be new each academic year, and one-third of the current members will end their active service on the Committee each academic year. This year many of the non-faculty members did change. Faculty members also need to rotate to avoid committee staleness and encourage new ideas and perspectives.

The Committee has suggested that the co-chairs serve two years in that role, with rotating leadership each year. Having a faculty member and a non-faculty member as co-chairs has been a positive balance. The current co-chairs have each served two years and are requesting new leadership for 1997-98.

CHRONOLOGY FOR 1996-1997 ACADEMIC YEAR

20 Aug 1996	Dr. Jeffrey Seybert of Johnson County Community College, conducted workshops on overall assessment and general education assessment.
23 Aug 1996	Ray Battee, CCC Math Faculty, presented a workshop on classroom assessment techniques. *Tools, Techniques, & Strategies for Assessing Student Success in the Classroom*, compiled by Candice Corrigan, CCC Nursing Faculty, was distributed.
3 Sept 1996	PIE Meeting: New members were welcomed. Discussion was held regarding the NCA progress report.
20 Sept 1996	The UCLA/ HERI (Higher Education Research Institute) Freshman Survey was mailed to 400 of over 500 new CCC students.
23 Sept 1996	PIE Meeting: Discussion was held regarding the Completer Survey and who should be included in the distribution besides recent CCC graduates. R. Battee reported on the AAHE Assessment Conference (the report is in the LEC for review). P. Odgers emphasized the need for an inventory regarding surveys and data collected at CCC.
8 Oct 1996	An overview of the 1995-96 Progress Report (to be sent to NCA) was presented to the CCC District Governing Board for information.
17 Oct 1996	78 of the 400 Freshman Surveys were completed and returned. These responses were sent to UCLA for processing.
22 Oct 1996	PIE Meeting: The committee suggested that the distribution of next year's Freshman Survey be sent to sample classes with the instructors distributing and collecting them. J. St.Vincent proposed a pilot project for the standardization of the ENG 101 course outcomes.
26 Nov 1996	PIE Meeting: Discussion was held regarding the institutional "inventory" and future procedures for implementing surveys. PIE events were scheduled for Spring 1997 semester.
2 Dec 1996	Letter received from Stephen Spangehl of NCA accepting the *1995-96 Assessment Program Progress Report*. Evaluation comments were included.
10 Jan 1997	PIE Meeting: B. Cress proposed a Retention Study pilot project.

22 Jan 1997	The "Intent to Survey" procedures developed by PIE were reviewed and recommended by Academic Standards..
28 Jan 1997	The *1995-96 Assessment Program Technical Progress Report* was accepted by ERIC Clearinghouse for Community Colleges.
28 Jan 1997	"Virtual" PIE Meeting via e-mail to inform members about the General Education review, the English Pilot Project and the workshop planning for Program Level Assessment.
5 Feb 1997	The "Intent to Survey" procedures developed by PIE were reviewed and recommended by the College Leadership Team Plus.
11 Feb 1997	PIE Workshop on Program Level Assessment, facilitated by Dr. Kathryn Reisdorfer of Yavapai College.
13 Feb 1997	PIE co-sponsored (with Professional Development Committee) workshop on Teaching Portfolios.
25 Feb1997	PIE Meeting.
2 Apr 1997	The Completer Student Surveys were distributed with CCC graduation information.
8 Apr 1997	The status of all pilot projects, 1995-1997, was reviewed. The need for a Pilot Project Results form was raised.
11 Apr 1997	General Education Outcomes workshop was held for J. Zumwalt's project. Course outlines for all general education core curriculum courses were reviewed by faculty, and modifications recommended to comply with the general education criteria.
29 Apr 1997	PIE Meeting.
27 May 1997	D. Bingham, CCC Division Chair; B. Eickmeyer, CCC Spanish Faculty; and L. McCown, Institutional Research; presented "Run with the PIE: Assessment in 0-60" at the National Institute for Staff and Organizational Development (NISOD) conference.
2 June 1997	K. Kozak, CCC Math Faculty, attended SPSS training.
June 1997	B. Swanson, CCC Page Faculty; Mary Eckstein and Beth Murphy, LEC Instructional Specialists; attended American Association for Higher Education (AAHE) assessment conference.

INSTITUTIONAL INVENTORY

During 1996-97, the PIE Committee conducted an "Institutional Assessment Inventory," accumulating in one location any and all assessment data from all departments at Coconino Community College. Information requested included area mission statements, goals and objectives; results of survey or assessment measures; reports of year-end accomplishments; etc. Questions asked of the various departments were:
- What was being assessed (copy of the assessment instrument if appropriate)
- A short summary of the results
- What improvements, if any, were made as a result of the recommendations.

The following pages include a summary of the information collected to date in the Institutional Inventory:

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INSTITUTIONAL ASSESSMENT INVENTORY - *INDEX*
May 1996

President's Office   Strategic plan
                             Goals & Objectives for CLT+
           will submit: District Governing Board goals & review
                             CLT goals for 95-96

VP Educational Services
           will submit: (Fall 97) Mission Statement
                             Goals & Objectives

VP Administrative Support
           will submit: (Fall 97) Mission Statement
                             Goals & Objectives

Accounting & Budget
           6/30/92 Financials:
                             Official Budget Forms;
                             Comprehensive Annual Financial Report
           6/30/93 Financials:
                             Summary of Budget Data
                             Comprehensive Annual Financial Report
                             Report on Audit of Annual Budgeted Expenditure Report
                             Report on Audit of Supplementary Schedule of Federal
                             Financial Assistance; the Internal Control Structure; and the
                             Compliance for Single Audit
           6/30/94 Financials:
                             Summary of Budget Data
                             Comprehensive Annual Financial Report
                             Report on Audit of Annual Budgeted Expenditure Report
                             Report on Audit of Supplementary Schedule of Federal
                             Financial Assistance; the Internal Control Structure; and the
                             Compliance for Single Audit;
           6/30/95 Financials:
                             Summary of Budget Data
                             Comprehensive Annual Financial Report
                             Report on Audit of Annual Budgeted Expenditure Report
                             Report on Audit of Supplementary Schedule of Federal
                             Financial Assistance; the Internal Control Structure; and the
                             Compliance for Single Audit;

Accounting & Budget - continued
        6/30/96 Financials:
                Budget
                Comprehensive Annual Financial Report
                Auditor's report

        6/30/97 Financials:
                Preliminary Budget Fiscal Year 1997-98

Facilities/Security	Security Reports (done annually in August)
	Flagstaff Educational Specifications
	Page Educational Specifications
Purchasing	Vendor Registration Form
will submit:	Purchasing Analysis
	Fiscal Yr. Analysis on new Procurement Form
	Fiscal Yr. Analysis for Duplicating Center
Information Technology	Academic Computing Plan of the Information Technology Advancement Team
Institutional Research	Historical Perspective
	Factbook
	Enrollment Projections
	NCA self-study 1993, 1995
Tech Prep	Accomplishments report
Computer Lab	Survey: Computer Lab Usage - results
will submit:	Fall 96 or Spring 97 survey - same as above
LEC/Disability Resources	Mission Statement
	Goals & Objectives
will submit:	Disability Resources student follow-up reports
Student Services	Needs Assessment Survey
	Fall 1994 Registration's Student Survey
	History of CCC Placement Testing (Math, Reading and English)
will submit:	TRIO information
	Registration survey results
Admissions/Records	Commencement Programs
	Graduate statistics 95-96 & 96-97

Financial Aid   Student Survey - Fall 96
      will submit: Financial Aid program review

Human Resources   American Disabilities Act survey
                            Professional Development survey
                            Professional Opportunities brochure
                            Vision statement
                            Memo re: HR Improvements made
                            Convocation
                            Performance Evaluations
                            Associate Faculty Hiring Practices

Public Information   College Profile
                            Visual Identity survey
                            Fact sheet

SBDC   Year End reports
                            Evaluations

Page Campus
      will submit: Needs Assessment survey

Liberal Arts   Mission Statement
                            Survey re: Assessment in Fine Arts area
                            Class Capacity Report - Fall 95

Math/Science   Class Capacity Report - Fall 95

Occupational/Vocational CIS Program Review
                            Business Community survey
                            Class Capacity Report - Fall 95

Continuing Education   Focus group re: Needs Assessment

Curriculum   Course Mapping

NAU/CCC   Summary of CCC Tutoring Activity for Spring 92
                            and Spring 96

INTENT TO SURVEY

While conducting the institutional inventory of assessment activities, the PIE identified a need for centralizing institutional survey procedures. As the College has grown, the frequency of surveys to obtain data has increased. Upon requesting the results of these surveys, it was discovered that some departments have not had time to compile the data collected. Also, there was no system in place to protect our students from being subjected to "outside" surveys, thus impacting the future of reliable qualitative information on campus.

Research has shown that frequent surveys impact student opinion over an extended period of time (resulting in "pictures" drawn on the bubble answer sheets or single value results with respondents not reading the questions). The use of surveys throughout the institution is of grave concern to the Committee, particularly if nothing is done with the data. The College does not need more surveys that do not yield quality results or are not adequately evaluated.

PIE proposed a college-wide procedure for the surveying of students, in order to improve assessment reporting and monitoring institutional effectiveness more efficiently. The survey procedures are designed to monitor institutional effectiveness at the mission and program levels; **they do NOT include classroom assessment.** The Intent to Suvery procedures were recommended by PIE, the Academic Standards Committee, and the College Leadership Team Plus.

The following was approved by the College Leadership Team (CLT) on February 5, 1997.

Survey Procedures:

Any College department, subsidiary, or associated party who wishes to conduct a survey on behalf of CCC must first communicate its intent to the PIE Committee for review and coordination. This "intent to survey" should identify:

1. Purpose of the survey (i.e., information to be gained)
2. Timeline of the survey (i.e., when the survey will be conducted)
3. The population and sample to be surveyed
4. Methodology of processing, analyzing, and reporting responses (including expected date of completion)
5. Audience to receive the reported results
6. Method for feedback and improvement (i.e. how recommendations will be implemented)
7. A sample of the survey

The PIE Committee will review the "intent to survey" and provide feedback to the department or individual. As part of the review process, PIE will advise departments of other related surveys and available information, will help coordinate inquiry efforts, and will be a resource for developing useful survey instruments. The goal is for all surveys done at CCC to be quality instruments and for the results to be institutionally beneficial.

Upon completion of the survey activity, the PIE Committee will receive a copy of the results. These reported results will serve as a source of information regarding institutional effectiveness. The results will be filed in the PIE cabinet, in the office of the Institutional Researcher.

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INTENT TO SURVEY

Any College department, subsidiary or associated party who wishes to conduct a survey on behalf of CCC must first communicate its intent to the PIE Committee for review and coordination. This does *not* include classroom assessment.

The PIE Committee will review the "intent to survey" and provide feedback to the department or individual. As part of the review process, PIE will advise departments of other related surveys and available information, will help coordinate inquiry efforts, and will be a resource for developing useful survey instruments. The goal is for all surveys done at CCC to be quality instruments and for the results to be institutionally beneficial.

1. What is the purpose of the survey? (i.e., information to be gained)

_____

_____

2. What is the timeline of the survey? (i.e., when the survey will be conducted)

_____

3. What is the population and the sample to be surveyed?

_____

_____

4. What is the methodology of processing, analyzing, and reporting responses? (including expected date of completion)?

_____

_____

_____

5. What audience will receive the reported results?

_____

_____

6. What method for feedback and improvement will be implemented?

_____

_____

7. *Please attach a sample of the survey.*

Upon completion of the survey activity, please provide the PIE Committee with a copy of the results. These reported results will serve as a source of information regarding institutional effectiveness.

Since the Intent to Suvery procedures were approved, PIE has received and commented on the following requests:

- Voter perceptions for financing a CCC Flagstaff campus
- CCC faculty perceptions of distance education for an NAU course
- CCC student perceptions of hospitality for NAU Hospitality Research Center
- CCC student perceptions of effectiveness of services in the CCC Computer Lab

PIE recommendations on the aforementioned are available upon request.

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CONFERENCE PRESENTATION

Coconino Community College personnel Daniel Bingham, division chair, Barbara Eickmeyer, full-time faculty, and Laurie McCown, institutional researcher, submitted a proposal to present "Run with the PIE: Assessment in 0-60" at the National Institute for Staff and Organizational Development (NISOD) conference held in May 1997, in Austin, Texas.

Presentation summary:

> Keeping the balance between teaching, learning, and assessment is one of the challenges in institutional effectiveness. The Principal Committee for Institutional Effectiveness (PIE) at Coconino Community College will share its experiences in involving faculty and keeping the institutional mission in focus while implementing its assessment program.

Abstract of the presentation:

> An effective assessment program needs to be owned and led by the faculty. Coconino Community College has a unique leadership in its Principal Committee for Institutional Effectiveness (PIE), emphasizing cross-functional participation in implementing activities. Representatives will share experiences in (1) involving faculty in assessment, (2) our first year of implementing our assessment program, and (3) balancing teaching, learning, and assessment focus.

> Faculty involvement includes leadership and motivation. Assessment is a change process, requiring learning through research, pilot projects, and analysis. Workshops are a key to helping improve the knowledge of College administrators, faculty and staff, while providing a forum for discussion and sharing. Identifying and making improvements noticed through assessment tasks and information lends purpose and achievement.

> CCC is a new College, and began implementing its assessment program in 1995-96. Emphasized were linkages to our mission and strategic plan in developing mission, program, and classroom level assessment. General education received special focus. Creative ways to avoid pitfalls and maximize efforts were sought.

> The presentation will conclude with points on keeping assessment efforts going. Revisiting the purpose of institutional effectiveness is part of the continuous program cycle: why, what, how, when assess. CCC has found that assessment must be balanced with improving teaching and learning in its goal to support student success.

PROFESSIONAL DEVELOPMENT

Assessment information is communicated to CCC faculty and staff through the College newsletter, *CocoNotions*. PIE member Jay St.Vincent has written the "PIE Corner" columns this past academic year, with "PIE Recipes for Success" containing tips (see Appendix B).

Coconino Community College recognizes the importance of participating in professional development opportunities. The PIE committee continues to offer workshops and make attendance at conferences related to assessment possible to expand awareness and knowledge for faculty, administration, and staff.

During the 1996-97 academic year, the PIE Committee sponsored the following workshops held at CCC:

1.   Assessment workshop by Dr. Jeffrey Seybert
2.   General education assessment workshop by Dr. Jeffrey Seybert
3.   Program level assessment workshop facilitated by Dr. Kathryn Reisdorfer
4.   Classroom assessment techniques workshop presented by Ray Battee
5.   Workshop on Teacher Portfolios with CCC's Professional Development Committee (co-sponsored)

The PIE Committee approved funding for members to travel to national conferences: three members attended the American Association of Higher Education (AAHE) *National Assessment Conference*, and one faculty member attended a training class on the SPSS statistical software. Each participant returned with resources and information that were disseminated throughout the College and made available to staff and faculty.

Future Workshops - Workshops on assessment and teaching effectiveness will continue to be offered to faculty, administrators, and staff at the College. Workshops will be conducted by both internal (CCC) personnel and external consultants. Attendance by associate faculty will be encouraged. The effectiveness of CCC hosted workshops will be evaluated by reviewing participation, gathering feedback on usefulness of the information presented, etc. Before more workshops are scheduled, the readiness level of the College and topic needs should be assessed.

Attendance at Future Conferences - At least one representative of PIE will attend the annual American Association of Higher Education (AAHE) *National Assessment Conference* in June. When possible, PIE will also sponsor attendance at related in-state, regional, and national conferences and seminars on various assessment topics. CCC representatives attending conferences and seminars are asked to share the information they learn with the rest of the PIE Committee and the College.

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Professional Development for Students

While professional development is typically thought of for faculty, staff, and administration at the College, a variety of workshops and information opportunities are made available to students. The CCC Learning Enhancement Center helps students improve the learning and study skills, the CCC Student Employment Services helps students with job seeking skills, and the CCC Career Fair hosts outside employers in providing career information.

Learning Enhancement Center Workshops

The CCC Learning Enhancement Center (LEC) holds a variety of workshops throughout each semester to assist students with specific needs. The attendance for these workshops is considered to be higher in the beginning of each semester than at any other time, with an average attendance of 6-8 people. Each workshop usually lasts for 30 minutes, with the Spanish workshops going longer.

The regularly held workshops include:
>"Learning How to Learn"
>"Time Management"
>"Math Anxiety"
>"Note Taking"
>"Test Taking"

Special workshops held were:
>Algebra - Beginning, Intermediate, and College levels
>English - Writing skills (specific and broken into several subcategories): Paragraph, Comma, Literature, and Essay Exams
>Spanish - Conversational activities for groups

The Learning Enhancement Center is currently developing new workshops which will be offered in 1997-98.

Student Employment Services Workshops

Student Employment Services (SES) and the Student Development office held five workshops which focused on "Career Week." The topics included:
>"Job Interviewing Skills"
>"Career Choices"
>"Job Searching the Web"

A Resume Writing workshop was also scheduled but had to be cancelled because the facilitator became ill.

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The attendance at the 1997 workshops was considered low. Some suggestions for future success of these workshops are to offer the workshops throughout the semester, starting approximately one month into classes and ending one month before finals.

Student Employment Services provides assistance to students throughout the year with resume writing, interviewing skills, and job searching. CCC's Vocational Counselor will have a computerized vocational database, SIGI+, (available in Fall 1997) which can assist students in making career choices.

A new service which may be offered to CCC students in the near future is "teleconferencing" workshops. These workshops are televised via satellite to a central location (such as Northern Arizona University) so that CCC student's will be able to participate. The workshops discuss a wide variety of current topics related to career searching.

Career Fair

Career Fair '97 was held on a Friday in April. Fridays are generally good days for students to attend functions because fewer classes are held that day. The fair was at 12:30 p.m., which seemed inconvenient for the various business persons who were trying to set up their booths and eat lunch at the same time.

The presenters were mostly Flagstaff-based organizations and companies. The fair could use some presenters from areas outside of the immediate area. The only national representatives were military-related. It would be noteworthy if there were more state and national presenters.

Only a few participants represented the health industry (probably because Flagstaff only has one hospital). Besides Flagstaff Medical Center (FMC), there were only a few organizations that are mainly looking for volunteers, not paid workers. Individual health related businesses, not connected to FMC, were not represented. Guardian Health Services and Nurses Network were not represented.

The job service agency in attendance was Kelly's Temporaries. A representative from DES job service and other agencies would be an added benefit. Areas needing more representation include health, business, law, education, service industries, and government.

More information regarding education required would be beneficial (not everyone will transfer to NAU). Students may prefer to see information regarding future trends in employment, salaries, what benefits can be expected, etc.

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MISSION LEVEL INDICATORS

The purpose of assessment at Coconino Community College is to enhance student development opportunities (*CCC Assessment Plan*) by improving teaching and learning and the delivery of services to students. Mission Level assessment addresses the following questions:

> Is the mission of the college being met?
> Is the institution effective?
>
> Who are our students?
> Why are they attending?
> Are they achieving their educational goals?
> Are they successful (after they leave)?

Coconino Community College will collect more data about students' educational intention each term, starting with Fall 1997. PIE hopes that capturing students' educational intentions and changes over time will help in assessment and institutional effectiveness efforts.

Coconino Community College has identified the mission level indicators of institutional effectiveness related to access, student profile, student achievement and advancement, transfer education, general education, occupational education, continuing education, developmental education, student services, and community services. Each area described includes the mission area, the assessment question(s) of interest, and indicators or measures. Data collected to date represents initial benchmarks for future comparison and analysis (including review for trends).

Access:
Question:
> Are the students attending the institution from the primary service area?

Indicators:
> Percent residents of service area
> Percent residents of rest of state
> Percent residents of rest of nation
> Percent international students

Description:
> Coconino Community College's primary service area is Coconino County. Since this is a rural area, there is concern about whether CCC students are residents of the County, the rest of the state of Arizona, elsewhere in the United States, or attending as international students. CCC offers classes in Flagstaff, Page, Grand Canyon, Williams, and at Northern Arizona University (NAU). In this and other data analysis, the NAU/CCC students are excluded since they represent a special group of students who are indirectly accessing the College.

Data Collected:

Residency of CCC Students (excluding NAU/CCC students):

	Fall 1996	
Coconino County	2,542	84%
Other Arizona	367	12%
Other USA	118	4%
Foreign	0	0%

Access:

Question:

Are residents from the various communities within the primary service area participating in the institution?

Indicators:

Comparison of County population distribution versus students' cities of residence

Description:

Coconino Community College's primary service area is Coconino County. Since this is a rural area and the main location of CCC classes is Flagstaff (largest city in the County), there is concern about whether CCC students are residents of communities throughout the County.

Data Collected:

Residency of Coconino County CCC Students (excluding NAU/CCC students):

	Coconino County 1990 Census Population		**Coconino Comm. Coll.** Fall 1996 Enrollment	
Flagstaff	45,857	47%	2,338	84%
Page	6,598	7%	214	8%
Williams	2,532	3%	47	2%
Grand Canyon	1,499	2%	32	1%
Tuba City	7,323	8%	31	1%
Kaibeto	641	1%	22	1%
Sedona	2,384	2%	17	1%
Other Coconino County	29,757	31%	96	3%

1990 Census figures from Arizona Department of Economic Security.

Access:

Question:

Do the students attending the institution reflect the diversity of the service area?

Indicators:

Compare County demographics versus Student Profile (gender, ethnicity, age)

Description:

Coconino Community College's primary service area is Coconino County. There is concern about whether CCC students reflect the diversity of the County

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residents and not just particular subsets of the population. It is expected that CCC students may reflect the demographics of Flagstaff more than that of the entire County since the main location of CCC classes is Flagstaff and the County is predominantly rural.

Data Collected:

Access / Demographics Comparison (excluding NAU/CCC students):

	Coconino County 1990 Census Population 96,591		**City of Flagstaff** 1990 Census Population 45,857		**CCC** Fall 1996 Enrollment 3,027	
Gender						
Female	48,477	50%	23,021	50%	1,801	59%
Male	48,114	50%	22,836	50%	1,226	41%
Age						
Under 20	35,131	36%	15,275	33%	523	17%
20-24	10,982	11%	8,126	18%	1,054	35%
25-29	8,149	8%	4,114	9%	422	14%
30-39	16,398	17%	7,454	16%	522	17%
40-49	11,275	12%	5,325	12%	355	12%
50-59	6,514	7%	2,619	6%	111	4%
60 or over	8,124	8%	2,944	6%	34	1%
Avg. Age	26		25		29	
Ethnicity						
White	57,170	59%	33,368	73%	2,100	69%
Native Am.	27,661	29%	3,838	8%	472	16%
Hispanic	9,768	10%	7,103	15%	310	10%
Black	1,180	1%	974	2%	29	1%
Asian	698	1%	523	1%	53	2%
Other	114	0%	51	0%	63	2%

1990 Census figures from Arizona Department of Economic Security.

Access / Student Profile:

Question:

Who are our students?

Indicators:

Educational intent of the students by term

Credit load of the students by term

Description:

Coconino Community College needs to know why students are attending our institution, and the amount of participation by the students.

Data Collected:

Majors of CCC Students (excluding NAU/CCC students):

	Fall 1996
General Studies - AA	344
Pre-Nursing - AS	178
Pre-Education - AA	158
Business Administration- AA	99
Computer Information Systems - AA	68
Accounting - AAS	55
Pre-Engineering - AS	52
Pre-Science - AS	48
Criminal Justice - AS	37
Fire Science - AAS	31
General Business - AAS	30
Pre-Medical - AS	29
Construction Technology - Certif.	22
Clerical - Certif.	20
Office Information Systems - AAS	17
Computer Software - Certif.	16
Small Business Management - AAS	12
Drafting - Certif.	9
Legal Secretary - Certif.	8
Medical Transcription - Certif.	8
General Studies - AGS	7
Basic Accounting Tech. - Certif.	7
Accounting - Certif.	6
Pre-Forestry - AS	5
Computer Aided Design - Certif.	4
Marketing Management Fund. - AAS	4
Desktop Publication - Certif.	3
General Finance - AAS	3
Office Information Systems - Certif.	2
Fire Science - Certif.	2
Real Estate - Certif.	1
Uncertain / None	1,755

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Credit Load of CCC Students (excluding NAU/CCC students):

	Fall 1996
1 hour	79
2 hours	201
3 hours	827
4 hours	297
5 hours	124
6 hours	375
7 hours	190
8 hours	85
9 hours	153
10 hours	130
11 hours	63
12 hours	199
13 hours	181
14 hours	68
15 hours	34
16 hours	22
17 hours	8
18 hours	4

Access / Student Profile:

Question:

What is the progress of our students at CCC?

Indicators:

Compare 10th or 15th day enrollment to completion of class (retention)

Compare census day enrollment to completion of class (retention)

Compute number of students who complete 12 hours at CCC

Compute time to complete 12 hours at CCC

Compute number of students who complete English / math / general education courses

Description:

CCC needs to know whether its students are progressing in their studies. Progress includes retention (completion of classes).

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Data Collected:

The average retention rate for Coconino Community College courses held during Fall 1996 was 82.6%. Appendix E contains the Fall 1996 Retention Information obtained in the Attrition Pilot Project, and provides data at different points during the semester as well as by course location, division, and prefix.

Student Achievement:

Question:

Are CCC students completing their programs?

Indicators:

Longitudinal data of number of graduates, types of degrees/certificates (graduates)

Compute time to degree/certificate; compute credit hours to degree/certificate (graduates)

Description:

CC needs to know whether its students who intend to earn associate degrees or certificates are accomplishing their educational goals. Completers include graduates of degree and certificate programs.

Data Collected:

CCC Graduates:

	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997
Associate of General Studies	1	1	2	4	3
Associate of Arts - General Studies	1	4	13	21	20
Associate of Arts - Business Admin.			2	6	2
Associate of Arts - Computer Info. Sys.			1	1	3
Associate of Arts - Pre-Education		1	2	5	7
Associate of Science - Admin. of Justice				1	1
Associate of Science - Pre-Nursing		2	3	1	1
Associate of Science - Pre-Science				1	1
Associate of Applied Sci. - Accounting			3		5
Associate of Applied Sci. - Fire Science	1	1	2	3	2
Associate of Applied Sci. - General Bus.					2
Associate of Applied Sci. - Office Info. Sys.				1	2
Associate of Applied Sci. - Sm. Bus. Mgmt.					1
Certificate - Accounting			2	1	1
Certificate - Architectural Drafting					1
Certificate - Business Accounting Tech.			2		2
Certificate - Clerical (basic)			1	8	5
Certificate - Clerical (intermed)			1	6	1

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Certificate - Computer Software (basic)		2		4	2
Certificate - Computer Software (intermed)					1
Certificate - Computer Software (advanced)				2	2
Certificate - Construction Tech. (intermed)			1	5	1
Certificate - Desktop Publishing (basic)		2	1	1	
Certificate - Desktop Publishing (intermed)				2	2
Certificate - Fire Science (basic)				1	2
Certificate - Fire Science (advanced)		1	1		
Certificate - General Business			1		1
Certificate - Legal Secretary (intermed)			1	2	
Certificate - Medical Transcription			2		2
Certificate - Office Info. Sys.				1	1
Total Degrees / Certificates	**3**	**14**	**41**	**77**	**73**

Student Advancement (Student Right to Know):
Student cohorts:
New to higher education, transfer in, returning student
Part time vs. full time (first semester and intent)
Compute graduates, transfer outs, persisters after:
1st semester, 1st year, 2nd year, 3rd year, 4th year, 5th year, 6th year

Description:
While this information is required for federal reporting, it is also of interest to the institution.

Data Collection:
Data for "Student Right to Know" will be collected and reported starting Fall 1997.

Transfer Education:
Question:
Are students continuing their education at other institutions (2-year and 4-year)?

Indicators:
Longitudinal data of number of transfer outs and where
Compare number of requested official transcripts sent to other institutions to number of students who enroll at other institutions
Compute time to transfer; compute credit hours to transfer
Performance after transfer

Description:
Many CCC students continue their studies at other institutions of higher education. It is of interest to know where former CCC students transfer, including 2-year and 4-year colleges and universities, and in-state and out-of-state institutions. Since CCC does not know which students intend to transfer, based on information while they are attending Coconino Community College, a comparison should be made of those students who request a transcript be sent to

another institution and follow-up of whether the student is actually enrolled at that institution.

Data Collected:

Transfer Students:

The public universities in Arizona reported the following number of transfer students from CCC. Included in the table are the number of former CCC students who were enrolled at the university that term (new and continuing), and the number of former CCC students who were new to the university that term.

	Fall 1993	**Spr 1994**	**Fall 1994**	**Spr 1995**	**Fall 1995**	**Spr 1996**
ASU	n/a	n/a	50 (academic year)		57	62
new			18	8	17	15
NAU	404	496	747	892	1,147	1,236
new	94	34	111	74	149	75
UA	n/a	n/a	44	54	68	n/a
new			13	7	21	

ASU = Arizona State University
NAU = Northern Arizona University
UA = University of Arizona
new = students who started the university that semester
n/a = data not available

Transfer Education:

Question:

Are CCC credits being accepted as expected by other institutions (2-year and 4-year)?

Indicators:

Survey transfer-out students regarding acceptance of CCC credits
Comparison of CCC credits earned and class standing at universities

Description:

Course equivalencies articulated between the community colleges and universities in the state are documented in a *Course Equivalency Guide*. Articulation is of concern to CCC and the other public community colleges in the state of Arizona. Each of the public universities in Arizona accepts credits differently, and information about the acceptance of CCC credits is used to improve advising.

General Education:

Question:

Are students completing the Transfer General Education Core Curriculum (TGECC) at CCC?

Indicators:

Number of students who complete TGECC
Survey transfer-out students regarding acceptance of CCC credits

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Description:

Students who do not wish to complete an associate's degree program at CCC but do intend to transfer to a 4-year university are advised to take the Transfer General Education Core Curriculum. This block of 41 credits is meant to transfer to the public universities in Arizona and satisfy their lower division liberal studies requirements. CCC is interested in whether students who do not complete an associate's degree are completing the TGECC and are transferring these credits to other institutions.

Occupational Education:

Question:

Are students participating in vocational programs at the institution?

Indicators:

Number of students in CCC programs (compute via key courses)
>   graduates, transfers, persisters
>   enrollment vs. completion of key courses
Employment data (need Arizona Department of Economic Security connection)
Employer satisfaction

Description:

Many CCC students take one or more classes to prepare or improve skills needed for the workforce. CCC has advisory councils in several vocational areas to involve business and industry in discussion of needed work skills and knowledge. The progress and success of occupational students is of interest from both the students' and employers' perceptions to ensure that the preparation CCC occupational programs provides is appropriate.

Continuing Education:

Question:

Is the institution being accessed by students seeking lifelong learning?

Indicators:

Number of credit free and contract training classes and enrollment

Description:

CCC has offered limited non-credit courses primarily for personal interest students. CCC also offers contract training classes for specific community groups.

Data Collected:

CCC Credit-Free Courses Offered:

	Spr 1994	Fall 1994	Spr 1995	Fall 1995	Spr 1996	Fall 1996	Spr 1997
# Classes	10	7	11	6	14	12	19
Enrollment	182	90	197	70	181	127	213

CCC Contact Training Courses Offered:

	Spr 1994	Fall 1994	Spr 1995	Fall 1995	Spr 1996	Fall 1996	Spr 1997
# Classes	na	na	2	16	21	12	3
Enrollment	na	na	62	212	311	144	37

Developmental Education:
Question:

How many students in the institution take advantage of learning assistance?

Indicators:

Number of LEC workshops and attendance

Number of learning assistance sessions and participants

Description:

CCC is accessed by students who need learning assistance to be successful in their courses. The Learning Enhancement Center aims to meet these needs through group workshops and learning assistance sessions.

Developmental Education:
Question:

How many students in the institution need developmental courses?

Indicators:

Number of students who take placement tests

Number of students recommended for developmental courses

Number of students enrolled in developmental courses

Number of students who complete developmental courses

Description:

CCC, like many community colleges, is accessed by students who are lacking in basic math, and English reading and writing skills. Of interest is how many students are accessing the institution who need to improve their basic skills and whether they complete such developmental courses.

Student Services:
Question:

Types of student services assistance available to students

Indicators:

Number of students receiving disability assistance

Number of students participating in single parent/displaced homemaker, tech prep programs

Number of concurrent high school enrolled students

Description:

Some of the services available to students at CCC have begun through grant programs. CCC needs to evaluate the value of these services (as well as any appropriate legal requirements) in determining whether the services are successful and should be continued.

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Student Services:

Question:

Attitudinal information and student satisfaction

Indicators:

Continuing Student Survey

Completer Student Survey

Former Student Survey (transferred?, employed?, CCC educational goals achieved?)

Description:

The types of student surveys to be conducted at CCC will be determined during Fall 1996. Drafts of such surveys will be developed during Fall 1996, and will be piloted during Spring 1997. During Spring 1997 the College will be converting its Student Information System (see "Data Systems" section). A continuing student survey and a former student survey are being considered to be distributed at the same time transcripts are sent to all students in the College's system during this conversion process. Thereafter, surveys will be conducted during current classes (continuing students), during the graduation process (completers), or as follow-up (former students) on a regular basis, to get feedback on CCC's institutional effectiveness.

Community Services:

Question:

Is the College helping serve the communities within the County service region?

Indicators:

Number of SBDC workshops and enrollment

Number of SBDC consultations and participants (businesses)

Number of contract training courses and enrollment

Description:

Coconino Community College is concerned about being a partner and a resource in the County.

Data Collected:

During the 1995 calendar year, the SBDC conducted 29 seminars with 415 attendees. There were 331 consultations; of these, 145 were pre-ventures and the balance of participants were currently open businesses.

During the 1995-96 fiscal year, 35 contract training workshops were given with 508 people attending.

Opportunities for Improvement

Coconino Community College's mission statement includes the phrase "promote student success." During the last self-study, various inputs were collected on what "student success" means (see Appendix A Terms). CCC needs to also define concepts for "pride in self and heritage," "appreciation for other cultures," and "democratic ideals of equal

opportunity for success, individual worth, and informed responsible citizenship" so that methods can be determined to assess CCC's efforts to "encourage," "promote," and "strive to advance" respectively. The College needs to consider how to assess all parts of its mission statement besides the major areas of access, transfer education, occupational education, general education, continuing education, developmental education, student services, and cultural and community service.

More work is needed on development of support data systems (see "Data Systems" section) and query/analysis routines to produce the information identified in the mission level indicators.

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PROGRAM LEVEL REVIEW

Program Level assessment is intended to address both academic and non-academic departmental areas of instruction, student services, administrative support, and institutional support. It addresses the following questions:

> What is the purpose of the program or service area?
> What are the parameters of the program area (goals and objectives)?
> Are our programs and services meeting students' needs?
> Are non-academic programs and services providing support to the institution?

Program Review

Coconino Community College recognizes that Program Review is not the same as Program Level Assessment. However, since both evaluate the effectiveness of programs at CCC, a summary of program review efforts is included for completeness.

A program is "an organized sequence or grouping of courses leading to a defined objective such as a certificate, degree, license, transfer to another institution, job, career, or acquisition of selected knowledge or skills" *(CCC Program Review)*. Thus, a program can be considered to be an academic or vocational discipline area (e.g. Nursing), a degree or certificate area (e.g. Associate of Science in Pre-Nursing), the collection of general education core courses, or other combinations including personal interest credit classes.

The purpose of program review is to clarify strengths and weaknesses; conduct needs assessment; determine how much learning is taking place (academic achievement); and measure student success through progress towards goals, retention, graduation, transfer, and employment. The District Governing Board (DGB) is concerned whether CCC programs are meeting the needs of the community, are a good use of resources (fiscal and human), and what alternatives (programs / partnerships) exist. Feedback of program review should first be discussed within the program.

A Program Review document was developed during the Spring 1996 semester. This document was approved by the faculty during the Fall 1996 semester.

During Fall 1996 (before the Program Review document was adopted), the following occupational programs underwent review at CCC:
> Computer Information Systems
> Office Information Systems
> Accounting / Business / Economics

Program Level Assessment

Program level assessment encourages multiple measures and outlooks. Programs define their own objectives, and are not restricted to the issues addressed in program review. Program level assessment should be a "safe" environment in which to evaluate strengths and weaknesses anytime. The purpose is to improve efforts, including new instruction or services methods.

When CCC began implementing its program level assessment during 1996-97, we soon realized that some assumptions had been made which were not necessarily true for all areas. This included:
- area has a mission statement
- area has defined goals and objectives
- area realizes the importance of assessment in improving its functions

What difference does assessment make? Should it be done because of North Central Association for accreditation, for budgeting and planning, and/or for enrollment management? Who is responsible for developing assessment plans and implementing them? Who does assessment information go to, and what do they do with it?

It was realized that the following model was needed for CCC Program Level Assessment:

CCC Mission

↓

Program Area Mission

↓

Goals & Objectives

↓

Indicators / Analysis

↓

Reporting & Improvements
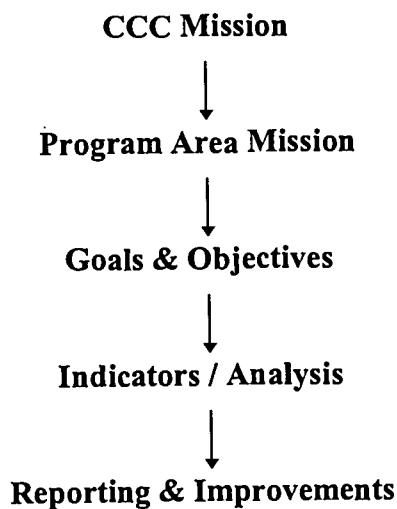
The *Guideline for Assessment Form*, which was developed by the PIE Committee last year, is suggested to be used for program level assessment. Using that format for each goal of a particular program area, the following information is identified: objectives, population, measures, collection of information, analysis and evaluation, reports of information, and recommendations.

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GUIDELINE FOR ASSESSMENT FORM

Mission Area:

Goal:

Objectives	Population	Measures	Collection of Information			Analysis & Evaluation	Reports of Information			Recommendations
			By Whom?	What?	When?		To Whom?	How?	When?	

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Learning Enhancement Services Model

CCC's Learning Enhancement Center (LEC) has developed a program level assessment process which can be used as a model for the rest of the College. Both academic and non-academic areas should be able to understand and relate to the model.

The LEC started with the College Mission Statement. Student Services developed its mission statement as follows:

"**Student Services facilitates access to the College and supports students' attainment of educational goals through effective use of technology, human and financial resources, and community collaboration.**"

The LEC then developed their own mission statement:

"**Learning Enhancement Services mission is to provide opportunities for students to improve their chances for educational success.**"

From this the **Learning Enhancement Services Goals and Objectives** were developed:

1. *Define and promote Learning Enhancement Services throughout the College and community.*

Objectives:
   a. Publicize our mission statement
   b. Clearly identify the scope, content, and purpose of all services
   c. Identify opportunities and challenges to our mission
   d. Develop promotional materials and referral forms for Vocational Rehabilitation counselors and other community agencies who regularly refer students to CCC
   e. Continue to develop learning enhancement opportunities district-wide as needs arise and resources become available

2. *Support and complement primary instruction provided by faculty.*

Objectives:
   a. Provide staff training and development in effective learning assistance strategies
   b. Provide one-on-one and small group assistance for any student enrolled at CCC
   c. Demonstrate subject-specific, problem-solving techniques to students; then encourage the learner to apply the technique(s) independently, giving corrective and complimentary feedback where appropriate
   d. Use complementary course materials to design and deliver workshops and guide study sessions
   e. Maintain up-to-date library and media resources which support the curriculum
   f. Provide bibliographic instruction of library, database, and media resources at NAU, CCC, and other area libraries
   g. Provide interlibrary loan and research materials to distant learners

h. Provide reasonable accommodations and support services to individuals with disabilities

I. Increase the various kinds of assistive technology available to students with disabilities

j. Seek feedback from faculty to determine ways to augment instruction

k. Conduct demonstrations in classes to alert students with disabilities to special education opportunities, legislation related to disability issues, and assistive technology

l. Increase learning enhancement opportunities for student in distant sites

3. *Foster students' independence and self-confidence in academic endeavors*
Objectives:
   a. Commend students for their successful efforts and encourage them to take intellectual "risks" to strengthen the learning process during one-on-one and small group learning assistance
   b. Inspire students to seek alternatives to study/learning methods which do not yield satisfactory results
   c. Increase the number of workshops and classroom demonstrations in bibliographic and database instruction for students and faculty
   d. Attract a greater number of high-risk, returning adult, and vocational students

4. *Provide continuous staff recruitment and development*
Objectives:
   a. Conduct staff orientation and training development opportunities which illustrate and promote learning enhancement environments as "a safe place to risk," including sensitivity training on verbal and body language, personal space, tone, attitude, etc., and effective learning assistance in content-specific areas
   b. Participate in cultural awareness training to help learning assistants effectively work with special populations
   c. Conduct self-advocacy and independent-living philosophy workshops for students with disabilities
   d. Participate in training sessions to heighten faculty and learning assistants' awareness to the needs of special populations
   e. Maintain a diverse staff in culture, gender, age, subject-matter expertise

5. *Provide a non-threatening environment conducive to studying and learning*
Objectives:
   a. Raise the LEC staff and users' awareness/concerns about noise levels
   b. Offer academic assistance and support to students who indicate readiness
   c. Honor students' cultural and learning styles differences

The LEC used goal 2 in developing their program level assessment guideline.

GUIDELINE FOR ASSESSMENT FORM

Mission Area: Learning Enhancement Center

Goal: To support and complement primary instruction provided by faculty.

Objectives	Population	Measures	Collection of Information			Analysis & Evaluation	Reports of Information			Recommend
			By Whom?	What?	When?		To Whom?	How?	When? .	
Determine if staff training & development are effective	LEC staff	survey	learning specialist	distribute surveys to all LEC staff	each semester; 1st week, 2nd mo.	review/ compile; 3rd wk of 2nd mo.	coordinator & director	written	at time of review	possible change in training
Determine if one-on-one & small group assistance enhances learning	LEC users, CCC faculty	feedback of surveys, focus groups	learning specialist	distribute surveys to LEC users & schedule focus groups	midterm ea. semester	review/ compile by end of semester	coordinator & director	written	at time of review	possible change in techniques
Determine if staff techniques are developing students independence	LEC staff & users	staff training, survey, focus groups	learning specialist & coordinator	distribute surveys & organize focus groups	midterm ea. semester	review/ compile by end of semester	coordinator & director	written	at time of review	possible change in techniques
Determine if workshops enhance student learning	LEC users & staff	survey faculty & users, focus groups	learning specialist & coordinator	distribute surveys & organize focus groups	midterm ea. semester	review/ compile by end of semester	coordinator & director	written	at time of review	possible change in techniques

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GUIDELINE FOR ASSESSMENT FORM

Mission Area: Learning Enhancement Center

Goal: To support and complement primary instruction provided by faculty.

Objectives	Population	Measures	Collection of Information				Analysis & Evaluation	Reports of Information				Recommend
			By Whom?	What?	When?			To Whom?	How?	When?		
Determine if library/media resources are up to date and support curriculum	LEC users, staff & faculty											
Determine if LEC provides reasonable accommod. & services to those with disabilities	Disabled users, Disability Resource staff											
Determine if LEC is receiving adequate feedback from faculty to augment instruction	LEC staff & CCC faculty											
Determine if LEC provides adequate instruction of library/media/ database resources at CCC, NAU,...	LEC users & staff											

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GUIDELINE FOR ASSESSMENT FORM

Mission Area: Learning Enhancement Center

Goal: To support and complement primary instruction provided by faculty.

Objectives	Population	Measures	Collection of Information			Analysis & Evaluation	Reports of Information			Recommend
			By Whom?	What?	When?		To Whom?	How?	When?	
Determine if distant learners are able to adequately use library/ resource materials	Distant learners & faculty									
Determine if assistive technology is adequate for students with disabilities	Disabled users, Disability Resource staff									
Determine if class visits are adequately informing students on disability issues	Disabled users & faculty									
Determine if learning enhancement opportunities are adequate for students in distant locations	Distant learners & faculty									

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Various instruments have been used by the Learning Enhancement Center over time to get feedback on their services. This facilitates the collection of information. The responses are then evaluated and recommendations made for improvement.

Opportunities for Improvement

Much work is needed in program level assessment. Workshops or small group sessions need to be held to help the various departments in the College develop area mission statements, goals and objectives, indicators and measures, and assessment plans and timelines. The Learning Enhancement Center personnel might help facilitate these efforts.

Before development of program level assessment can be successful, however, the departments must be ready for program level assessment (i.e., have a readiness level for proceeding), and understand its benefits. The LEC uses their goals and objectives on a daily basis to guide what activities should or shouldn't take place depending on what they have stated they should be doing.

Departments need to define their purpose and structure, keeping in mind that they should support the College's Mission Statement and Strategic Plan. They need to ask themselves how effective their area is including use of resources, allocation of resources, duties of personnel, focus of efforts, and student needs and trends. An overall importance of program level assessment and institutional effectiveness is to improve each area in supporting students.

GENERAL EDUCATION

CCC has placed a special emphasis on general education assessment. During 1996-97, a special project was conducted with the following objectives:

1. Identify the criteria Gen Ed courses have in common or by groupings.
2. Divide all Gen Ed courses into several categories according to the criteria.
3. Identify any specific exclusive objectives, such as for English and math courses.
4. Evaluate all (80+) Gen Ed course outlines according to the established criteria and revise as needed.
5. Revise these course outlines to reflect outcomes-based objectives.
6. Establish outcome assessment techniques and instruments for Gen Ed classes.
7. Assess classroom activities and student outcomes for Gen Ed classes.

Joan Zumwalt was the principal investigator for this project, and received three hours release time for Spring 1997 semester to accomplish the first four of the above actions. The fifth step was largely done at an off-campus workshop with the input of discipline coordinators and faculty. The last two proposed steps will need the combined ideas and efforts of all faculty.

The results of the General Education assessment project for 1996-97 will be documented in a separate report, *Assessment of General Education Curriculum (1997)*. The contents include a preface, history of the General Education curriculum at CCC, summary of review of literature, plan for assessment/revision of curriculum, matrix of criteria for Gen Ed courses, faculty survey of most desirable criteria to be included, revision of General Education Values Statement, summary of revision of Gen Ed course outlines, summary of examination of all Gen Ed course outlines, and possible future Gen Ed student outcomes assessment (how to measure various attributes, are students achieving expected objectives).

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CLASSROOM LEVEL ASSESSMENT

Faculty at Coconino Community College are encouraged to conduct classroom level assessment as a routine part of their teaching. Classroom Level assessment addresses the following questions:

Are students learning the concepts being taught?
What are the goals/objectives of the class?
What are the expected outcomes/competencies?
What methods can be used to assess student success in the classroom?

A year ago, the Curriculum Committee changed practices in developing course outlines to better address assessment issues. The new outlines include the following sections:
- course description (what students will read in the Catalog; to be brief and without jargon),
- course goals (description for the instructors of the class)
- outcomes (what the students should learn; to be measurable and observable, but not to specify methodology)
- competencies (for vocational courses)
- content (specifics skills, principles, and awareness course must cover; don't tailor to a specific textbook).

A resource manual, *Tools, Techniques, and Strategies for Assessing Student Success In the Classroom*, was compiled and distributed to faculty at the beginning of the Fall 1996 semester. A goal is for this document to grow as faculty submit examples of their assessment materials: tools and descriptions of their classroom assessment strategies.

DATA SYSTEMS

Coconino Community College recognizes that "official" data systems are required to support institutional effectiveness, assessment, reporting, and grants requirements adequately. Data systems need to include information on students, their demographics, educational intent, the classes they take, and the grades they earn. Data systems also need to include information about CCC's courses, course enrollments, etc. Both snapshot and longitudinal information are needed for various data requests.

Student Information System

The Student Information System (SIS) contains the registration data for all CCC students attending credit courses. Data is captured from the SIS system for various reporting requirements including census day statistics, federal and state reports, and limited queries.

The SIS system used at CCC from 1991-1997 was written in the Progress 4th Generation Language. The SIS system is dynamic and although daily backups are made, data cannot be extracted at any points in time during the semester or year. The source data for census day of each semester was only kept in paper form. Programs to support queries and reports were limited to those already developed, necessary corrections, and required additions for federal and state reporting requirements. To support institutional research needs, minimal interfaces were created to extract necessary student data. The following tasks were done on the current Progress SIS system in 1996:
- Reviewed query and report programs for accuracy in generating data for federal and state requirements
- Developed interface to extract snapshot student data
- Developed interface to extract data for the student tracking system

Coconino Community College will transition from the Progress SIS to the Student Module of Banner in April 1997, and will start early registration for Fall 1997 on the new system. The following tasks have been identified as needed for the new Banner system in 1997-1998:
- Review query and report programs for accuracy in generating data for federal requirements
- Develop query and report programs for accuracy in generating data for state requirements
- Develop interface to extract snapshot student data
- Develop interface to extract data for the student tracking system
- Develop interface to extract student data for the Arizona Statewide Student Information System

While the institutional researcher has identified and recommended the above data systems work regarding the Student Module of Banner, resources are lacking to support such development efforts to accommodate the institution's current and future needs regarding

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grants, report requirements, assessment and institutional research. A decision package for consulting services was not approved for the 1997-98 budget, and in-house resources are not available from the Information Technology (computer services) department. Therefore, the institutional researcher will have to work on reporting programs and database interfaces with the Student Module of Banner to support point-in-time (census day information) and longitudinal analysis requests.

Full-Time Student Equivalent (FTSE) Source Data

Coconino Community College's official reporting date of student enrollment information is the 45th day of the Fall and Spring semesters. CCC's FTSE Source data has been generated and saved in paper form from the Progress SIS. This information is referenced for course level requests, but accessing paper documents is inefficient. During 1996-97 an institutional research database was created to make FTSE information available in an electronic format. Files were created for all semesters since the College began in Fall 1991. Future FTSE source data will be input as information is generated. The dBASE files for the FTSE Source data include the following elements:
- Term, Year
- Prefix & Course Number
- Sequence Number
- Credits of the course
- Enrollment as of FTSE Census Day
- Capacity of the course section

The FTSE Source data files can be queried using the dBASE language. Examples of queries include:
- Number of students enrolled by course or duplicated count for multiple courses
- Student credit hours by course or for multiple courses
    (Student credit hours are computed by multiplying course enrollment by number of credits of the course)
- Capacity by course, or duplicated count for multiple courses
- Counts by type of course (e.g. all ACC courses)
- Counts by location using course sequence numbers
- Comparison of enrollment to capacity

Snapshot Student Data

The FTSE Source data is only at the course level, and the FTSE Source Database described above does not include information about the individual students enrolled in the courses. Databases are also needed which contain a snapshot of student data at determined points during the semesters (e.g. first day of classes, 10th day of classes, FTSE census day, and after final grades).

During Fall 1996 a consultant developed an interface program to extract the information from the Progress SIS and generate an ASCII file. Data files were created for each semester since the College began in Fall 1991. Since the interface program was not available until after the Fall 1996 term had begun, the Snapshot Data represents "final day" information.

The dBASE files for the Snapshot Student Data includes the following elements:
- Student Identification Number
- Student Gender
- Student Ethnicity
- Student Age
- Student Educational Intent
- Term, Year

for each course registered:
- Prefix & Course Number
- Sequence Number
- Credits of the course
- Status (withdrew, currently enrolled, grade)

The Snapshot Student Data files can be queried using the dBASE language. Examples of queries include:
- Number of students enrolled (unduplicated)
- Numbers of students by demographic information (gender, ethnicity, age)
- Numbers of students by educational intent (major, degree/certificate seeking)
- Credit load by student or average load for multiple students

To continue the snapshot databases in the future, an interface routine will need to be created for the Student Module of Banner. It is desired that this routine be completed before the beginning of the Fall 1997 term, so that data can be generated for first day, 10th day, FTSE census day, final day, and other points in time during the future semesters, as needed to support CCC information requests

Snapshot Course Data

The snapshot of student data described above contains information about which courses a student takes. Additional course information is needed for course analyses. Since course information is only needed once per course section (not for each student), it is more efficient to save this information in a separate database than with the Snapshot Student Data. This Snapshot Course Data will be extracted at the same determined points during the semesters as the Snapshot Student Data (e.g. first day of classes, 10th day of classes, FTSE census day, and final grades).

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During Fall 1996, a consultant developed an interface program to extract the information from the Progress SIS and generate an ASCII file. Data files were created for each semester since the College began in Fall 1991. Since the program was not available until after the Fall 1996 term had begun, data represented "final day" information.

The dBASE files for the Snapshot Course Data include the following elements:
- Term, Year
- Prefix & Course Number
- Sequence Number
- Credits of the course
- Lecture/lab load hours of the course
- Tags indicating vocational, developmental, short courses
- Instructor
- Location of the course
- Start/End date of the course

The Snapshot Course Data files can be queried using the dBASE language. Examples of queries include:
- Number of courses by site
- Number of vocational, developmental, short courses and their enrollments
- Lecture/lab load by instructor

To continue the snapshot databases in the future, an interface routine will need to be created for the Student Module of Banner. It is desired that this routine be completed before the beginning of the Fall 1997 term, so that data can be generated for first day, 10th day, FTSE census day, final day, and at other points during future semesters, as needed to support CCC information requests.

Student Tracking System

Grants, reporting, and assessment requirements necessitate longitudinal tracking of students. The SIS is not conducive to such analysis, but requires the use of a student tracking system. CCC recommended and procured the LONESTAR+ system for use as its student tracing system.

During Fall 1996 a consultant developed a program to extract the information from the Progress SIS and generate an ASCII file. Data files were created for each semester since the College began in Fall 1991. Those files will be used to load the LONESTAR+ files with the data for that particular term.

To continue the ability to extract the necessary data from the SIS for loading into the LONESTAR+ system in the future, an interface routine will need to be created for the Student Module of Banner. It is desired that this routine be completed before the beginning of the Fall 1997 term.

LONESTAR+ will support student data analyses that have not been capable before with the SIS. The following capabilities will be possible in the future:
- Including CCC placement information for students
- Including progress of CCC developmental courses for students
- Including hours/institutions that students transfer into CCC
- Including term hours/GPA completed at CCC by semester
- Including cumulative hours/GPA at CCC
- Tagging special needs students (financial aid, disabled, etc.)

Queries and reports using the LONESTAR+ system will support grant reporting requirements (Carl Perkins Basic Grant), federal reporting (Student Right to Know and Graduation Rate Survey), as well as assessment needs.

Statewide Student Data

The various community colleges in Arizona contribute data to a Statewide Student Information System. It is anticipated that this statewide database will be used to track transfers to other Arizona public community colleges, and to coordinate identification of transfers to the Arizona public universities (meeting federal reporting requirements and providing information to the College on transfers to in-state public institutions). The data from the individual community college is also useful for internal analysis since it gives information on students for a whole academic year.

The files for the Statewide Student Data contain one record per student who enrolled any semester during the academic year. It includes elements regarding the general student information (student identification, demographics, educational intent), and information about the fall, spring, and summer semesters (credits attempted, credits completed, term GPA).

Coconino Community College has not contributed data to the statewide system since 1992, and owes data files from the 1992-93, 1993-94, 1994-95, 1995-96, and 1996-97 academic years. It was intended that the Progress programs to generate the Statewide Student Data files would be updated to use the proper format in 1996. Unfortunately, this work was not completed. CCC may compile minimal information to submit using the Snapshot Student data. CCC will also need to create programs to generate data for the statewide system from the Student Module of Banner. This data may be able to be imported into dBASE files by academic year for internal use at CCC.

The dBASE version of the Statewide Student Data files can be queried using the dBASE language. Examples of queries include:
- Number of students enrolled during the academic year (unduplicated)
- Comparison of credits completed versus credits attempted

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Transfer Student Data

The Arizona public universities (Arizona State University (ASU); Northern Arizona University (NAU), and University of Arizona (UA)) provide feedback data on students they determine have transferred from Coconino Community College. This data is provided in electronic form and can be imported into dBASE files.

In 1996, the Transfer Student Data was imported into dBASE files by semester as provided by the Arizona public universities.

The dBASE files for the Transfer Student Data include the following elements:
- Student identification
- Student demographics
- Student educational intent at the university
  for each course registered:
- Prefix & Course Number
- Status (grade)

The Transfer Student Data files can be queried using the dBASE language. Examples of queries include:
- Number of former CCC students enrolled at the university by semester
- Number of new students who enrolled at the university by semester
- Majors students declare at the universities
- Academic progress at the university

Placement Data

The Progress SIS does not include results of the CCC placement tests taken by students. CCC placement data was recorded in paper form, making use for placement assessment studies difficult.

In 1996, the placement data for the past semesters (since the College began conducting English reading, writing, and mathematics tests) was entered into Excel files. Erin Fanning, student worker for PIE and Institutional Research, spent nine months going through the placement testing files in the LEC and Registration to obtain the information, doing the data entry and clean-up. The Computer Lab and Placement Testing Coordinator will maintain the files in 1997, with future placement test data.

The Excel files for the placement data include the following information:
- Student Identifier
- Type of Test (reading, writing, math)
- Test Score and/or Placement Level Recommendation
- Test Date

The placement data files can be viewed for queries such as:
- Number of students taking the different types of placement tests during a time period of interest
- Distribution of test scores and/or placement levels
- Number of students retaking the placement test(s)

The placement data will also be loaded into the student tracking system.

Following is a summary of the placement test results through January 31, 1997:
- Total of 2824 students included
- Total of 7760 placement test entries (one entry per student per test taken)
- Average of 3 entries (reading, writing, math) per student
- Results for 40 students (78 entries) included who do NOT have student records (i.e. the student did not enroll at CCC)
- 74 retakes occured for the reading comprehension test
- 87 retakes occured for the sentence structure test
- 105 retakes occured for the Lotus mathematics test
- Most students did not improve their placement on retakes. Retake scores were a mix of higher and lower results.

Course History Data

During 1997, the curriculum coordinator and institutional researcher reviewed the course files and developed a mapping documenting the institution's course history from Fall 1991 to present. Appendix C contains a summary of the course history mapping with CCC courses listed by prefix, number and year offered. The full course history project noted changes in the course prefixes, course numbers, course titles, course credits (including lecture and lab hours), and whether courses were identified as general education core curriculum or transfer general education core curriculum. By using this course history, course level enrollment data can now be compiled correctly.

Opportunities for Improvement

CCC has identified and made progress in developing data systems to support grants, reporting, assessment, and institutional research functions. The Director for Institutional Research is responsible for the development of these databases and the query capabilities. The following table shows the status of these data systems (as of 6/1/97):

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	SIS Interface	Database	Query
SIS (Progress)	ending Sum. 1997	exists	exists
FTSE Source Data (Progress)	paper	exists	exists
Snapshot Student Data (Progress)	exists	exists	exists
Snapshot Course Data (Progress)	exists	exists	exists
Statewide Student Data (Progress)	use Snapshot Student Data	plan Sum. 1997	plan Fall 1997
Student Tracking (Progress)	exists	install Sum. 1997	plan Fall 1997
SIS (Banner)	starting Fall 1997	April 1997	plan Fall 1997
FTSE Source Data (Banner)	unknown	need Fall 1997	need Fall 1997
Snapshot Student Data (Banner)	plan Fall 1997	need Fall 1997	need Fall 1997
Snapshot Course Data (Banner)	plan Fall 1997	need Fall 1997	need Fall 1997
Statewide Student Data (Banner)	plan Fall 1998	plan Fall 1998	plan Spr. 1999
Student Tracking (Banner)	plan Fall 1997	need Fall 1997	need Fall 1997
...			
Transfer Student Data	-	exists	exists
Placement Data	-	exists	exists
Course History Data	-	exists	exists

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PILOT PROJECTS

During the Spring 1996 semester, eleven pilot project proposals were submitted, each with a unique role in institutional effectiveness. During 1996-97, three more pilot project proposals were submitted (see Appendix D for the full proposals) and approved for financial and staff support. The status of all CCC pilot projects was discussed at a PIE Progress Review meeting on April 8, 1997:

Continuing Student Survey:
Comments: Consider use of focus groups with student leadership council, PTK and other groups. J. St. Vincent and C. Corrigan will help develop approaches.
Status: REDEFINE

Business Participation Phase I and II:
Comments: Could not get in touch with initiator (Y. Abl-al-Hakim)
Status: RETIRE

College Algebra Study:
Comments: College Algebra went to 4 credit course statewide - no longer need study
Status: RETIRE

Intermediate Algebra Pre-requisite Study:
Comments: Not happy with preliminary survey questions, may use student tracking approach to evaluate who's successful? Suggest college algebra instructors obtain information on who did or did not take intermediate algebra as pre-req.
Status: IN PROGRESS

Graduating Student Satisfaction:
Comments: Use CIRP completer survey information, maybe add some questions.
Status: RETIRE

Comparison of Fast Track CIS124 & CIS224
Comments: B. Cress to provide report of findings (*need model for report)
Status: COMPLETED Spring 96

Learning Assistance in Computer Labs:
Comments: to be completed in Spring 97
Status: IN PROGRESS

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Spanish for Native Speakers:
> Comments: Class offered Fall 95, students formed self-interest group. Pilot project would not provide data to lead to improvement - B. Eickmeyer to provide a summary of "lessons learned".
> Status: RETIRE

General Educational Standardized Assessment:
> Comments: Freshman survey done Fall 96, completer survey done Spring 96 & 97, need (someone) to evaluate informational value, suggest use the surveys for 3 years to get freshmen/completer comparison, need to provide UCLA feedback on our student reactons to surveys. PROBLEM: can't identify TGECC completers.
> Status: Freshman/Completer ON GOING,
> CAPP not done due to high cost, cognitive through J. Zumwalt's
> Gen Ed project

Freshman Survey:
> Comments: Report in from UCLA, B. Cress to do project report - including CCC questions, mass mailing not effective, need to gather first time CCC student info when registering and sample them. Talk to S. Miller and L. Gallegos re: this. Ask students for permanent addresses, if distributing in admissions cross-check if student enrolled, instruct student to return completed survey to specific person/place NOT by mail.
> Status: COMPLETED Fall 96

Attrition/Retention:
> Comments: Need standardized attendance records, need to discuss strategy about continuance of project at next PIE meeting with Spring 97 data.
> QUESTION: Is an F a withdrawal?
> Status: IN PROGRESS with Fall 96 data

English:
> Comments:
> Status: IN PROGRESS

Pilot Project Results

During the PIE Progress Review meeting, the need for a Pilot Project Results form was identified. Such a form will allow the principal investigators to report their findings, evaluate the usefulness of their project, tally resources used, and recommend any related activities beyond the pilot project itself. Following is a draft of the Pilot Project Results form:

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT RESULTS

TODAY'S DATE _____ PROJECT TITLE _____

INVESTIGATOR _____ DISCIPLINE/DEPT. _____

PROJECT STARTED _____ PROJECT COMPLETED _____

TOTAL PROJECT COST (Attach itemized expense sheet) _____

Please summarize the results in the following areas (attach supporting information as needed):

PROJECT PROCEDURES / RESULTS:

_____

_____

_____

SCOPE OF PROJECT:

_____

_____

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

_____

_____

FUTURE IMPLICATIONS AND RECOMMENDATIONS (Does this assessment activity need to be conducted again? If so, when? Why? By whom?):

_____

_____

WHO RECEIVED PROJECT RESULTS (List all departments, individuals, agencies, etc.):

_____

_____

INITIATOR _____ DATE _____
PROGRAM COORDINATOR _____ DATE _____
DIV. CHAIR / DEPT. SUPV. _____ DATE _____
PIE CHAIR _____ DATE _____

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FRESHMAN AND COMPLETER STUDENT SURVEYS

Freshman Survey

During the Fall 1996 semester, instructors were asked to have their students acknowledge whether this was the first time they had attended CCC. This survey is produced by the Higher Education Research Institute at UCLA's Cooperative Institutional Research Program (CIRP). The Freshman Survey was mailed to 400 of the 600-700 new students. A telephone follow-up was done to encourage participation. Seventy-eight surveys were returned (19.5% return rate), and the surveys were sent to UCLA for analysis. Included in the servey were 6 questions specific to CCC.

Completer Survey

During Spring Semester 1997, the CIRP College Student Survey was again conducted with the graduating class of 1996-97. This year the survey was distributed with the graduation materials from the records office. A telephone follow-up was also done to encourage participation.

Opportunities for Improvement

A volunteer needs to go through the results of the Freshman and Completer Student Surveys to summarize information of value to CCC. It has been suggested that both surveys be conducted for at least three years so changes in student opinions can be determined between the freshman and completer points of time. After three years the surveys should be reassessed to determine if they are appropriate instruments for CCC's continued use. Of concern is the time it takes students to fill out the surveys, and value gained to CCC from the questions asked on the surveys.

The PIE Committee needs to define its philosophy, goals and objectives for assessment pilot projects. It should review all institutional assessment activities and recommend areas in the assessment program where projects need to be encouraged. Pilot projects might involve developing specific objectives, defining expected outcomes, gathering data, and measuring achievements. The PIE Committee also needs to address when pilot projects should be continued as regular assessment activities, and then who, what, when, and why.

ACCOMPLISHMENTS OF OTHER CCC COMMITTEES

PIE feels that part of its function is to provide linkages between assessment and activities of other committees at CCC. In this role, PIE serves as a central "warehouse" for assessment resources and activities at the College. Hence, year-end reports were collected from the standing committees at CCC in order to review the overall accomplishments and record the correlation to the improvement of institutional effectiveness (see Appendix F).

The College Leadership Team (CLT) identified the following Institutional Goals for Coconino Community College for 1996-97 (responsible persons are also listed):
1. NCA Follow-up Reports (Tullar/Fishco)
   A. Institutional Assessment
   B. Strategic Plan
2. Benefits Package (Alvarado/Davis)
3. Complete and Move into the Page Campus (Davis/Easton/Fishco/Lewis)
4. Master Plan and Schematics for Flagstaff Campus (Tullar/Davis/Easton)
5. Public Image, Marketing Plan, Publications (Alvarado)
6. Fifth Year Celebration (Alvarado)

The CLT also defined the following goals for themselves for 1996-97:
1. District-wide Student Access to Internet (Kraus)
2. Student Banner up Spring 1997 (Duncan/Davis)
3. Enrollment Management (Duncan/Division Chairs)
4. Implementation of Program Review (Fishco)
5. A. ADA Academic Program Requirements (Division Chairs)
   B. ADA Transition Plan
6. Continuously Enhance Quality of Service to Students (Duncan)
7. Develop Student Leadership Opportunities (Duncan)

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Conclusion

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REPORT SUMMARY

Assessment is the process which leads to the measurement of institutional effectiveness. This has become a universal thrust for higher education. Coconino Community College has continued to make significant progress in developing and implementing its Assessment Program during 1996-1997.

Institutional effectiveness is not limited to the instruction area. Every function of the College must be part of the overall assessment program. Therefore, PIE proposed to the College Leadership Team Plus on May 7, 1997 that:
- the assessment of institutional effectiveness become an institutional priority (and part of the institution's goals)
- each functional area develop its mission statement and goals with appropriate indicators by which to assess their effectiveness
- a timetable be established to accomplish assessment activities.

In addition to our internal desires to be as effective and efficient as possible, the North Central Association has imposed criteria for assessment and institutional effectiveness. Although the next NCA evaluation visit is not until 2000-2001, it will take the next two-to-three years to implement our assessment program and gather data sufficient to demonstrate outcomes to NCA.

Coconino Community College needs to spend time discussing what the College wants to look like (what programs and services to provide) in the future. Plans can then be made as to how the College gets from where it is now to where it wants to be. CCC needs a strong commitment to institutional effectiveness, connecting the College mission and expected outcomes. Institutional effectiveness involves engagement in defining goals and objectives, selecting and designing appropriate indicators and measurement instruments, collecting needed data, analyzing and reporting the information, and making recommendations for improvement.

Communication is important to CCC's assessment and institutional effectiveness efforts. Assessment activities during the academic year will continue to be publicized through the College Newsletter. An annual progress report on assessment will be prepared by PIE (responsibility of the PIE co-chairs), including accomplishments, data collected, findings, and recommendations for improvement.

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Opportunities for Improvement

Coconino Community College needs to raise the awareness and priority for ongoing assessment activities. Assessment and institutional effectiveness is everyone's responsibility. Every department and employee needs to ask:
- What do you do to promote CCC's mission of supporting student success?
- How do you expect to accomplish your goals?
- What can be improved?

CCC also needs to promote a learning community for its faculty, staff, and administration. We have a responsibility not only to pursue excellence in teaching and learning for our students, but to help each other through collegiality and professional support.

Coconino Community College's Assessment Program needs continuous, strong support from its administration (President, Vice Presidents, Deans, Division Chairs, and Leadership Team members). Assessment needs to be tied to the College planning and budgeting efforts. As assessment activities are implemented, the assessment budget and human resources need to be continuously reviewed.

Coconino Community College realizes that it cannot rush a good assessment process. Instead, we must prioritize and focus our efforts, developing and implementing assessment activities over time. Much has been accomplished this past academic year; much is yet to be accomplished in future years. We have worked hard to establish a good beginning and feel we have the momentum and enthusiasm to continue efforts aimed towards improving the institution's effectiveness.

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Glossary

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GLOSSARY

ASAA	Assessment of Student Academic Achievement Task force team responsible for defining CCC's Assessment Plan.
ASU	Arizona State University
CCC	Coconino Community College
CLT	College Leadership Team
FTSE	Full-Time Student Equivalent
NAU	Northern Arizona University
NCA	North Central Association
PIE	Principal Committee for Institutional Effectiveness Standing committee which directs implementation of assessment at CCC.
SBDC	Small Business Development Center
SIS	Student Information System
TGECC	Transfer General Education Core Curriculm
UA	University of Arizona

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Appendix A

CCC Assessment Terms

ASSESSMENT TERMS

Assessment: The ongoing process of analyzing and evaluating CCC's functions and activities by examination, performance assessments, surveys, focus groups, interviews, follow-up studies or other methods. Information gathered enables the College to understand its effectiveness and improve educational offerings and services. Participation is appreciated and valued by members of the College community.

Attrition: Rate at which students drop a class or classes, compared to enrollment on the 45th day or other specified time of the semester.

College-Level Basic Skills: Skill levels (reading, writing, computation, study skills) sufficient for students to be successful in college-level courses (i.e. College Composition I, College Algebra).

Completer: CCC student who received either a Basic/Advanced/Technical certificate or an Associate degree, completed the TGECC, or completed at least 12 CCC credits and requested transfer to another post-secondary institution.

Continuing Student: Student enrolled at CCC who was also enrolled the previous (Fall/Spring) semester.

Developmental Courses: Courses intended to raise the student's skill levels in English writing and reading, and/or math to college-level abilities; includes the following CCC courses: ENG 060, ENG 029, ENG 030, ENG 031, MAT 055, MAT 087.

Drop Out: CCC student who has not enrolled for three or more years.

Educational Goals: Student's academic reason for attending CCC; Personal growth, transfer to a university, better job skills, and/or receive a CCC Basic/Advanced Technical certificate or an Associate degree.

Full-Time Student: Student enrolled for twelve or more credit hours in a semester, as of the 45th day of the semester.

GECC: General Education Core Curriculum; A group of courses which provide basic skills and expose students to broad areas of knowledge. Specific GECC courses are required for all CCC Associate degrees.

Graduate: CCC student who earned either a Basic/Advanced/Technical certificate or an Associate degree by meeting the appropriate requirements and filing a graduation application with the College.

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Institutional Effectiveness: An internal strategy for planning and evaluating the generated data by which the college can determine if it is matching its performance to its purpose. (ref: Roueche, J.E.; Johnson, L.F; and Roueche, S.D. (April/May 1997) "Embracing the Institutional Effectiveness Tiger", Community College Journal.)

New Student: Student enrolled for first time at CCC.

New to Higher Education (also called first-time, first-year student): Entering student who has not previously attended any college or university credit classes.

Part-Time Student: Student enrolled for less than twelve credit hours in a semester, as of the 45th day of the semester.

Persistence: Continuing enrollment in subsequent semester(s) by a student.

Placement Testing: The process used to determine a student's level in math, English, reading, and modern languages. Placement tests must be taken before a student can enroll in math and English classes, and second semester of Spanish.

Portfolio: A collection of representative student work over a period of time. Portfolios may be used for evaluation of a student's abilities and improvement.

Program Intent: Major, or course of study, designated by the student when enrolling at CCC.

Readmit: Student who last attended CCC over three years ago and is enrolling for an upcoming term; drop-out who is returning to CCC.

Reliability: The extent to which a test is dependable, stable, and consistent when administered to the same individuals on different occasions. A statistical term that defines the extent to which errors of measurement are absent from a measurement instrument.

Retention: Completion of a course by a student.

Returning Student: Student enrolled at CCC after an absence of one or more semesters.

Stop Out: CCC student with less than a three-year gap in enrollment.

Student Success: Completion of a student's educational goals; Personal growth, knowledge of the subject, receiving a passing grade, job placement, acceptance to a university, earning a CCC degree or certificate, and/or ability to critically analyze information as a result of taking a CCC courses or courses (taken from Criterion I of *CCC Self Study*, August 1995).

TGECC: Transfer General Education Core Curriculum; A block of 41 semester credit hours of general education coursework that will transfer as a block to meet the lower division general education requirements at any other public Arizona community college or university.

Transfer Student: (1) Student entering CCC for the first time but known to have previously attended another post-secondary institution (transfer in); (2) CCC student who continues their education at another post-secondary institution (transfer out).

Validity: The extent to which a test measures what it was intended to measure. Indicates the degree of accuracy of either predictions or inferences based upon a test score.

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Appendix B

CocoNotions Columns
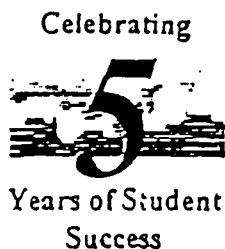
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Celebrating

5

Years of Student
Success

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PIE Corner

surveyitis:

n. an irritable condition resulting from an excessive exposure to surveys; frequently found among college students, faculty and staff; effects vary from mild irritation to open derision; condition is not usually fatal but needs immediate attention.

Treatments (must be used together):

a. reasonable restraint in survey production and application

b. tabulation, evaluation, interpretation, and open dissemination of survey results; application of survey results where appropriate.

In the process of conducting an inventory of surveys in place at CCC, the PIE committee has identified a need for centralizing survey procedures.

Indentified challenges are:

• some surveys, while being reviewed, are not being tallied or evaluated;

• survey results are not widely available to others in the institution;

• survey results are not being used to identify or effect needed changes.

An important step in improving the assessment process is an institutional-wide commitment to following through on the interpretation, dissemination, and application of assessment practices.

PIE Recipe:

Identify a need, challenge, or question. Create a tool to measure the important ingredients. Collect, tabulate, and evaluate data. Cogitate on and discuss the gathered mixture for the right amount of time (it's done when you can stick a straw in the center and come out with a definite tidbit of information).

Interpret the results. Share the information. Formulate the application. Effect changes! You're done! You now have, start-to-finish, a successful PIE. Invite your colleagues over for coffee and a delicious taste of improved services to our college community!

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CocoNotions

PIE Corner

Celebrating

5

Years of Student Success

Institutional Goals for 1996/97

- Complete NCA followup reports ...

- Complete institutional assessment

- Complete strategic plan update

- Review benefits package

- Completion of the Page campus

- Schematics for the Flagstaff campus

- Continue image building

- Develop marketing plan

- Continue 5th Year Celebration

by Jay St. Vincent

President Phil Tullar received word on Dec. 9, that the assessment update documents required by NCA had been approved. In a letter accepting the documents, Dr. Stephen Spangehl said, "These documents indicated that Coconino Community College has clearly taken the assessment of student learning as a serious collegiate responsibility. The institution should have copious and persuasive evidence in the years 2000-2001 to show the next comprehensive evaluation team that the college is effectively assessing what its students are learning and is using the information it gathers to improve its teaching-learning processes."

The PIE committee has unanimously approved an extensive pilot project in the English discipline. During spring semester 1997, English 101 classes at the Flagstaff and Page campuses will be participating in a research project to test and design outcomes assessment procedures for the course. Results of the research will be used to recommend procedures for measuring the competencies of students completing English 101.

The task force, guided by Jay St. Vincent, English program coordinator, is co-chaired by associate faculty members Ron Pruitt and Mary Natali. Others members are Marty Lara, Amy Dohm, and Mary Toerner.

"This is an ambitious project," stated St. Vincent. "We welcome as much input from faculty and staff as we can get. Please let us know your ideas."

PIE Recipe: Early Assessment

Try frequent, brief, informal assessment in your classes early in the semester. This assessment can be in the form of short written responses (Ray Battee has some good forms for this), or you can encourage open assessment discussions. Assessment shouldn't wait until late in the semester. ASSESS EARLY. ASSESS OFTEN. You will enjoy the benefits all semester.

Copies of "Classroom Assessment Techniques" are available in the LEC.

PIE-sponsored workshops

Team learning

Two PIE-sponsored workshops were held in November for full-time and part-time faculty.

"Team Learning in the College Classroom: A Total Quality Approach," was presented on Nov. 9 by associate faculty member Marian Combs.

Key points mentioned about TQM in the college classroom include: customer orientation, where students act as customers as well as employees and products; employee empowerment, where employees (students) can demonstrate applications of information: continuous improvement which requires feedback and teams as a major structural component to build cohesiveness.

Building community in the classroom

The second workshop, "Establishing a Community in Your Classroom," was held on Nov. 12. The workshop was presented by Barbara Eickmeyer, Jay St. Vincent, and Joan Zumwalt.

St. Vincent explained that instructors can create a sense of community in the classroom by providing an open atmosphere for learning, questioning, diversity, and critical thinking.

To accomplish this instructors can incorporate students' previous knowledge and value the diversity in the classroom. Classroom exercises and activities were also shared by workshop participants.

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PIE Corner

by Jay St. Vincent

Study to assess at-risk students

The information gathered from the Attrition Study Pie Pilot Project (PPP) is now being evaluated. Barbara Cress is in charge. Thank you to everyone for turning in your duplicate attendance rolls and a special thanks to Liz Gallegos and others in registration for extraordinary cooperation. From this PPP, we will learn valuable information about the numbers of students actually completing CCC courses and about those who drop. The study will allow us to address attrition issues based on real information about our at-risk students.

The PPP devoted to Institutional Assessment Inventory is up and running. Pattie Odgers will be contacting various departments for information. Please be prepared to share the following: What assessment activities are you engaged in? How do you treat the data once it is gathered? How and to whom do you disseminate the information? What improvements have occurred in response to the assessment activity?

Pie Recipe

Take advantage of the excellent PIE resource center in the Learning Enhancement Center. If you develop a quick assessment activity, please share it with us!

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Pie Corner

Pie Recipe

For Academia Nut Pie:
Place one clearly defined goal in a large mixing bowl. Add objectives, collection processes, and reporting processes. Stir. Let sit, but not for too long. Stir again. Then taste. When the ingredients are ready, bake. Cool and serve. (Don't worry. You won't go nuts!)

European History from the University of Minnesota. She has extensive experience teaching in the community college setting and came to Yavapai College in 1993 and became involved in the assessment of institutional effectiveness there. She serves Yavapai as the outcomes assessment coordinator. She is well trained and believes that, while theory is important, "it's in the practice of assessment where we find out if things work out."

Dr. Reisdorter emphasizes developing plans that give timely and meaningful feedback to those who are involved in instruction and in making decisions about instruction.

sharing session which resulted in several concrete suggestions. Dr. Reisdorter emphasized that all program level assessors should share goals and information with each other, not only about the results of particular assessment projects, but also the challenges and complexities of developing assessment.

The group also discussed approaches to tracking studuents' success after they leave CCC. In the future, CCC will have a student tracking system developed by the Office of Institutional Research which will be accessible by program assessors.

The next workshop on program assessment will be held on April 8.

Celebrating

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PIE Corner

Pie

Recipe

It's time for a recipe contest. We want the best assessment recipe you've tried to share with everyone. We are looking for a winner in our **Coconino Nut Cream Pie Contest.** Submit entries to: Jay St. Vincent or any other PIE member. There's a prize! Deadline is April 7th.

PIE members to speak at NISOD

by Jay St. Vincent

Barbara Eickmeyer, Laurie McCown, and Dan Bingham will be making an assessment topic presentation at the National Institute for Staff and Organizational Development (NISOD) conference in Austin, Texas, in May.

CCC's three representatives will emphasize the need for a college assessment program to be owned and led by the faculty. They will share experiences in (1) faculty involvement in assessment, (2) our first year of assessment implementation, and (3) the need for balance in teaching, learning, and assessment focus. The presentation title is "Run With the Pie: Assessment in 0-60." Congratulations to Barbara, Laurie, and Dan!

In addition, the ERIC Clearinghouse for Community Colleges has accepted CCC's "1995-1996 Assessment Program Technical Progress Report," for inclusion in the

ERIC collection. The ERIC reviewers felt that the document would be a valuable addition to the catalog. Again, congratulations to our PIE committee.

Baker to receive teaching excellence award

Math Instructor **Monica Baker,** CCC's 1996/97 Faculty Member of the Year, will receive a teaching excellence award during the NISOD conference May 25-28 in Austin, Texas.

Criteria for the award include: modeling high standards of performance and knowledgeability in subject area, encouraging student participation and innovation, and best representing the mission of CCC as demonstrated by extracurricular activities above and beyond teaching assignment.
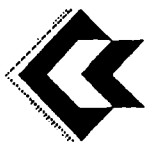
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CocoNotions ◆ 4

PIE
Corner

Wrap-up Recipe:

Make a wrap of goals,
objectives, and outcomes.
Define and clarify
thoroughly. Shape and
spread.
Fill with assortment of
remaining ingredients.
Bake and serve.

PIE Corner

Time to reflect on academic year

by Jay St. Vincent

The end of the academic year provides a great opportunity to reflect on not only WHAT we have done in assessment, but WHY. Did our assessment activities have a clear plan for analyzing and disseminating the data we gathered? Were we able to recommend improvements? Were improvements implemented?

As we move toward our next year of assessment activity, consider areas in which assessment activity is indicated. Can we pick up on projects that have already begun and follow them through to completion? Do we need to look at completely new applications of assessment? And are we committed to applying assessment results to the process of improving our college?

PIE Accomplishments for 1996/97 Academic Year

- Completed Intent to Survey Procedure
- Developed and implemented CCC Student Retention Project
- Completed General Education Review of Course Outlines and Outcomes Statements
- Conducted a number of successful assessment workshops

Pie Recipe

Pie Wrap-ups--a satisfying treat stuffed to overflowing with enticing objectives, chunks of savory data, swirls of goals and objectives, and juicy bits of application--all wrapped in a tasty crust of outcomes and topped with chopped tidbits. (See recipe at left).

Appendix C

Course History Mapping

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COCONINO COMMUNITY COLLEGE
LEADERSHIP TEAM PLUS

Submitted by:__Laurie McCown__

Date:__4/16/97__

Discussion:__X__

Recommendation:_____

Time Requested:__5__ Minutes

Time Allotted:__5__ Minutes

Subject: Course History Mapping

Brief: (Summarize)

Jan Jackson and Laurie McCown compiled the attached mapping of CCC courses documenting the history from 1991-1992 to the present.

(Attach Supporting Documents)
****

Recommendation:

Information only.

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1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
ACC115						
ACC090						
	ACC098	ACC098	ACC098	retired		
	ACC099	ACC099	ACC099	retired		
		ACC100	ACC100	ACC100	ACC100	ACC100
ACC131	ACC101	ACC101	ACC101	ACC101	ACC101	ACC101
ACC132	ACC102	ACC102	ACC102	ACC102	ACC102	ACC102
	ACC103	ACC103	ACC103	ACC103	ACC103	ACC103
	ACC104	ACC104	ACC104	ACC104	ACC104	ACC104
	ACC105	ACC105	ACC105	ACC105	ACC105	ACC105
	ACC106	ACC106	ACC106	ACC106	ACC106	ACC106
	BUS109	BUS109	BUS109	BUS109	BUS109	ACC109
ACC121						
ACC122						
ACC127						
	ACC201	ACC201	ACC201	ACC201	ACC201	ACC201
	ACC202	ACC202	ACC202	ACC202	ACC202	ACC202
	ACC204	ACC204	ACC204	ACC204	ACC204	ACC204
	ACC205	ACC205	ACC205	ACC205	ACC205	ACC205
	ACC206	ACC206	ACC206	ACC206	ACC206	ACC206
	ACC207	ACC207	ACC207	ACC207	ACC207	ACC207
	ACC210	ACC210	ACC210	ACC210	ACC210	ACC210
	ACC220	ACC220	ACC220	ACC220	ACC220	ACC220
AHS131	AHS131	AHS131	AHS131	AHS131	AHS131	AHS131
	CJC100	CJC100	AJS101	AJS101	AJS101	AJS101
		CJC110	AJS110	AJS110	AJS110	AJS110
	CJC120	CJC120	AJS120	AJS120	AJS120	AJS120
		CJC130	AJS130	AJS130	AJS130	AJS130
	SOC141	CJC141	AJS141	AJS141	AJS141	AJS141
		CJC150	AJS150	AJS150	AJS150	AJS150
		CJC160	AJS160	AJS160	AJS160	AJS160
		CJC170	AJS170	AJS170	AJS170	AJS170
		CJC200	AJS200	AJS200	AJS200	AJS200
		CJC220	AJS220	AJS220	AJS220	AJS220
	CJC230	CJC230	AJS230	AJS230	AJS230	AJS230
		CJC240	AJS240	AJS240	AJS240	AJS240
		CJC140	AJS250	AJS250	AJS250	AJS250
		CJC260	AJS260	AJS260	AJS260	AJS260
		CJC265	AJS265	AJS265	AJS265	AJS265
		CJC280	AJS280	AJS280	AJS280	AJS280
		CJC291	AJS291	AJS291	AJS291	AJS291
		CJC292	AJS292	AJS292	AJS292	AJS292
		CJC293	AJS293	AJS293	AJS293	AJS293
ANT102	ANT102	ANT102	ANT102	ANT102	ANT102	ANT102
	ANT110	ANT110	ANT110	ANT110	ANT110	ANT110
	ANT241	ANT241	ANT241	ANT241	ANT241	ANT241
ART100	ART100	ART100	ART100	ART100	ART100	ART100
	ART103	ART103	ART103	ART103	ART103	ART103
						ART105
ART106	ART106A	ART106A	ART106A	ART106A	ART106A	retired
ART110	ART110	ART110	ART110	ART110	ART110	ART110
	ART111	ART111	ART111	ART111	ART111	ART111
ART124	ART114	ART114	ART114	ART114	ART114	ART114

Course Mapping

1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
	ART115	ART115	ART115	ART115	ART115	ART115
ART120	ART120	ART120	ART120	ART120	ART120	ART120
ART121	ART121	ART121	ART121	ART121	ART121	ART121
ART133	ART133	ART133	ART133	ART133	ART133	ART133
	ART134	ART134	ART134	ART134	ART134	ART134
	ART140	ART140	ART140	ART140	ART140	ART140
ART142						
ART144						
ART150	ART150	ART150	ART150	ART150	ART150	ART150
				ART151	ART151	ART151
			ART160	ART160	ART160	ART160
				ART165	ART165	ART165
		ART170	ART170	ART170	retired	
ART178						
		ART180	ART180	ART180	ART180	ART180
	ART190	ART190	ART190	ART190	ART190	ART190
			ART191	ART191	ART191	ART191
ART194	ART194	ART194	ART194	ART194	ART194	ART194
	ART195	ART195	ART195	ART195	ART195	ART195
			ART200/201	ART201	ART201	ART201
			ART202	ART202	ART202	ART202
	ART203	ART203	ART203	ART203	ART203	ART203
			ART210	ART210	ART210	ART210
			ART214	ART214	ART214	ART214
					ART220	ART220
					ART250A	ART250
ART250	ART250	ART250	ART250	ART250	ART250	ART251
	AUT100	AUT100	AUT100	AUT100	AUT100	AUT100
AUT102						
AUT129						
AUT131						
AUT151						
AVT131	AVT131	AVT131	AVT131	AVT131	AVT131	AVT131
				AVT132	AVT132	retired
	AGR095	AGR095	AGR095	BIO095	BIO095	BIO095
BIO180	BIO180	BIO100	BIO100	BIO100	BIO100	BIO100
	BIO105	BIO105	BIO105	BIO105	BIO105	BIO105
	BIO109	BIO109	BIO109	BIO109	BIO109	BIO109
	BIO110	BIC110	BIO110	BIO110	BIO110	BIO110
	BIO184	BIO184	BIO184	BIO184	BIO184	BIO184
	BIO190	BIO190	BIO190	BIO190	BIO190	BIO190
	BIO201	BIO201	BIO201	BIO201	BIO201	BIO201
	BIO202	BIO202	BIO202	BIO202	BIO202	BIO202
	BIO205	BIO205	BIO205	BIO205	BIO205	BIO205
BSA080A						
	MTH/MAT103	MAT103	MAT103	BUS100	BUS100	BUS100
BSA131	BUS101	BUS101	BUS101	BUS101	BUS101	BUS101
	BUS102	BUS102	BUS102	BUS102	BUS102	BUS102
BSA110	BUS103	BUS103	BUS103	BUS103	BUS103	BUS103
	BUS105	BUS105	BUS105	BUS105	BUS105	BUS105
	BUS106	BUS106	BUS106	BUS106	BUS106	BUS106
	BUS107	BUS107	BUS107	BUS107	BUS107	BUS107
	BUS108	BUS108	BUS108	BUS108	BUS108	BUS108

Course Mapping

1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
	BUS110	BUS110	BUS110	BUS110	BUS110	BUS110
OAD120	OIS105	OIS105	OIS105	OIS105	OIS105	BUS111
				BUS199A	BUS199A	retired
				BUS199B	BUS199B	retired
	OIS200	OIS200	OIS200	OIS200	OIS200	BUS200
BSA238	BUS203	BUS203	BUS203	BUS203	BUS203	BUS203
BSA233	BUS104	BUS104	BUS104	BUS104	BUS104	BUS204
	BUS206	BUS206	BUS206	BUS206	BUS206	BUS206
BSA230	BUS207	BUS207	BUS207	BUS207	BUS207	BUS207
	BUS208	BUS208	BUS208	BUS208	BUS208	BUS208
BSA120	BUS209	BUS209	BUS209	BUS209	BUS209	BUS209
BSA140	BUS210	BUS210	BUS210	BUS210	BUS210	BUS210
BSA223	BUS211	BUS211	BUS211	BUS211	BUS211	BUS211
	BUS212	BUS212	BUS212	BUS212	BUS212	BUS212
	BUS213	BUS213	BUS213	BUS213	BUS213	BUS213
	BUS214	BUS214	BUS214	BUS214	BUS214	BUS214
	BUS215	BUS215	BUS215	BUS215	BUS215	BUS215
	BUS216	BUS216	BUS216	BUS216	BUS216	BUS216
		BUS217	BUS217	BUS217	BUS217	BUS217
		BUS218	BUS218	BUS218	BUS218	BUS218
		BUS219	BUS219	retired		
		BUS220	BUS220	retired		
		BUS221	BUS221	retired		
		BUS222	BUS222	retired		
		BUS223	BUS223	retired		
		BUS224	BUS224	retired		
		BUS225	BUS225	BUS225	BUS225	BUS225
	MTH/MAT232	retired				
	BUS232	BUS232	BUS232	BUS232	BUS232	BUS232
				CHM100	CHM100	CHM090
CHM130	CHM130	CHM130	CHM130	CHM130	CHM130	CHM130
	CHM151	CHM151	CHM151	CHM151	CHM151	CHM151
	CHM152	CHM152	CHM152	CHM152	CHM152	CHM152
	CHM190	CHM190	CHM190	CHM190	CHM190	CHM190
CIS102						
	CIS102	CIS102	CIS102	CIS102	CIS102	CIS102
CIS111	CIS111	CIS111	CIS111	CIS111	CIS111	CIS111
		CIS112	CIS112	CIS112	CIS112	CIS112
						CIS115
	CIS120	CIS120	CIS120	CIS120	CIS120	CIS120
		CIS122	CIS122	CIS122	CIS122	CIS122
CIS123A						
	CIS123	CIS123	CIS123	CIS123	CIS123	CIS123
OAD102/OAD226	CIS124	CIS124	CIS124	CIS124	CIS124	CIS124
	CIS125	CIS125	CIS125	CIS125	CIS125	CIS125
	CIS126	CIS126	CIS126	CIS126	CIS126	retired
OAD106	CIS127	CIS127	CIS127	CIS127	CIS127	CIS127
CIS131	CIS131	CIS131	CIS131	CIS131	CIS131	CIS131
CIS151						
CIS171	CIS171	CIS171	CIS171	CIS171	CIS171	retired
	CIS220	CIS220	CIS220	CIS220	CIS220	CIS220
	CIS221	CIS221	CIS221	CIS221	CIS221	CIS221
				CIS222	CIS222	CIS222

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1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
	CIS223	CIS223	CIS223	CIS223	CIS223	CIS223
	CIS224	CIS224	CIS224	CIS224	CIS224	CIS224
	CIS225	CIS225	CIS225	CIS225	CIS225	retired
	CIS226	CIS226	CIS226	CIS226	CIS226	retired
	CIS227	CIS227	CIS227	CIS227	CIS227	retired
CIS241						
CIS272						
	COU100	COU100	COU100	retired		
	COU101	COU101	COU101	COU101	COU101	COU101
	COU102	COU102	COU102	COU102	COU102	COU102
COU131	COU131	COU131	COU131	COU131	COU131	COU131
COU132	COU132	COU132	COU132	COU132	COU132	COU132
COU133	COU133	COU133	COU133	COU133	COU133	COU133
	COU134	COU134	COU134	COU134	COU134	COU134
			COU135	COU135	COU135	COU135
			COU136	COU136	COU136	COU136
		COU141	COU141	COU141	COU141	COU141
	DAN100	DAN100	DAN100	DAN100	DAN100	DAN100
	DAN105	DAN105	DAN105	DAN105	DAN105	DAN105
	DAN110	DAN110	DAN110	DAN110	DAN110	DAN110
	DAN120	DAN120	DAN120	DAN120	DAN120	DAN120
		DAN130	DAN130	DAN130	DAN130	DAN130
		DAN140	DAN140	DAN140	DAN140	DAN140
	DAN150	DAN150	DAN150	DAN150	DAN150	DAN150
	DAN200	DAN200	DAN200	DAN200	DAN200	DAN200
	DAN211	DAN211	DAN211	DAN211	DAN211	DAN211
	DAN221	DAN221	DAN221	DAN221	DAN221	DAN221
	DAN250	DAN250	DAN250	DAN250	DAN250	DAN250
	DFT125	DFT125	DFT125	DFT125	DFT125	DFT125
	DFT145	DFT145	DFT145	DFT145	DFT145	DFT145
	DFT150	DFT150	DFT150	DFT150	DFT150	DFT150
	DFT170	DFT170	DFT170	DFT170	DFT170	DFT170
		DFT200	DFT200	DFT200	DFT200	DFT200
			DFT210	DFT210	DFT210	DFT210
			DFT225	DFT225	DFT225	DFT225
	DFT250	DFT250	DFT250	DFT250	DFT250	DFT250
			DFT260	DFT260	DFT260	DFT260
		DFT270	DFT270	DFT270	DFT270	DFT270
BSA235	BUS204	BUS204	ECN204	ECN204	ECN204	ECN204
BSA236	BUS205	BUS205	ECN205	ECN205	ECN205	ECN205
EDU200	EDU200	EDU200	EDU200	EDU200	EDU200	EDU200
EDU250	EDU250	EDU250	EDU250	EDU250	EDU250	EDU250
	ELT100	ELT100	ELT100	ELT100	ELT100	ELT100
	ELT120	ELT120	ELT120	ELT120	ELT120	ELT120
	ELT130	ELT130	ELT130	ELT130	ELT130	ELT130
			ELT135	ELT135	ELT135	ELT135
	ELT150	ELT150	ELT150	ELT150	ELT150	ELT150
			EMS100	EMS100	EMS100	EMS100
EMS131	EMS131	EMS131	EMS131	EMS131	EMS131	EMS131
EMS211	EMS211	EMS211	EMS211	EMS211	EMS211	EMS211
		EMS231	EMS231	EMS231	EMS231	EMS231
		EMS232	EMS232	EMS232	EMS232	EMS232
EMS240	retired					

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1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
EMS241	retired					
EMS245	retired					
EMS246	retired					
EMS247	retired					
	EMS250	EMS250	EMS250	EMS250	EMS250	EMS250
	EMS251	EMS251	EMS251	EMS251	EMS251	EMS251
	EMS260	EMS260	EMS260	EMS260	EMS260	EMS260
	EMS270	EMS270	EMS270	EMS270	EMS270	EMS270
ENG023	ENG020	ENG020	ENG020	ENG020	ENG020	ENG020
ENG024	ENG021	ENG021	ENG021	ENG021	ENG021	ENG021
ENG026	ENG022	ENG022	ENG022	ENG022	ENG022	ENG022
ENG025	ENG023	ENG023	ENG023	ENG023	ENG023	ENG023
ENG022	ENG024	ENG024	ENG024	ENG024	ENG024	ENG024
ENG021	ENG025	ENG025	ENG025	ENG025	ENG025	ENG025
ENG029	ENG029	ENG029	ENG029	ENG029	ENG029	ENG029
ENG030	ENG030	ENG030	ENG030	ENG030	ENG030	ENG030
	ENG031	ENG031	ENG031	ENG031	ENG031	ENG031
	ENG036	ENG036	ENG036	ENG036	ENG036	ENG036
ENG037	ENG037	ENG037	ENG037	ENG037	ENG037	ENG037
					ENG050	ENG050
ENG060	ENG060	ENG060	ENG060	ENG060	ENG060	ENG060
					ENG099	ENG099
ENG100	ENG100	ENG100	ENG100	ENG100	ENG100	ENG100
ENG100X	ENG100X	ENG100X	ENG100X	ENG100X	ENG100X	ENG100X
ENG101	ENG101	ENG101	ENG101	ENG101	ENG101	ENG101
ENG102	ENG102	ENG102	ENG102	ENG102	ENG102	ENG102
	ENG110	ENG110	retired			
ENG135	ENG135	ENG135	ENG135	ENG135	ENG135	ENG135
ENG136	ENG136	ENG136	ENG136	ENG136	ENG136	ENG136
ENG139	ENG139	ENG139	ENG139	ENG139	ENG139	ENG139
	ENG141	ENG141	ENG141	ENG141	ENG141	ENG141
		ENG234	ENG234	ENG234	ENG234	ENG234
		ENG236	ENG236	ENG236	ENG236	ENG236
ENG237	ENG237	ENG237	ENG237	ENG237	ENG237	ENG237
ENG238	ENG238	ENG238	ENG238	ENG238	ENG238	ENG238
ENG239						
ENG252	ENG270	ENG270	ENG270	ENG270	ENG270	ENG270
	ENG271	ENG271	ENG271	ENG271	ENG271	ENG271
	ENG272	ENG272	ENG272	ENG272	ENG272	ENG272
					ENG273	ENG273
	ENV100	ENV100	ENV100	ENV100	ENV100	ENV100
			FRE101	FRE101	FRE101	FRE101
			FRE102	FRE102	FRE102	FRE102
FRE131	FRE131	FRE131	FRE131	FRE131	FRE131	FRE131
	FRE132	FRE132	FRE132	FRE132	FRE132	FRE132
	FSC101	FSC101	FSC101	FSC101	FSC101	FSC101
	FSC105	FSC105	FSC105	FSC105	FSC105	FSC105
	FSC135	FSC135	FSC135	FSC135	FSC135	FSC135
	FSC136	FSC136	FSC136	FSC136	FSC136	FSC136
	FSC137	FSC137	FSC137	FSC137	FSC137	FSC137
	FSC200	FSC200	FSC200	FSC200	FSC200	FSC200
	FSC232	FSC232	FSC232	FSC232	retired	
FSC233	FSC233	FSC233	FSC233	FSC233	FSC233	FSC233

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1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
	FSC234	FSC234	FSC234	FSC234	FSC234	FSC234
FSC235	FSC235	FSC235	FSC235	FSC235	FSC235	FSC235
FSC236	FSC236	FSC236	FSC236	FSC236	FSC236	FSC236
	FSC237	FSC237	FSC237	FSC237	retired	
FSC238	FSC238	FSC238	FSC238	FSC238	FSC238	FSC238
FSC239	FSC239	FSC239	FSC239	FSC239	FSC239	FSC239
	FSC241	FSC241	FSC241	FSC241	FSC241	FSC241
						FSC243
						FSC253
GEO131	GEO131	GEO131	GEO131	GEO131	GEO131	GEO131
GEO133	GEO133	GEO133	GEO133	GEO133	GEO133	GEO133
	GEO260	GEO260	GEO260	GEO260	GEO260	GEO260
				GER131	GER131	GER131
				GER132	GER132	GER132
GLG101	GLG100	GLG100	GLG100	GLG100	GLG100	GLG100
	GLG101	GLG101	GLG101	GLG101	GLG101	GLG101
	GLG102	GLG102	GLG102	GLG102	GLG102	GLG102
	GLG111	GLG111	GLG111	GLG111	GLG111	GLG111
	GLG112	GLG112	GLG112	GLG112	GLG112	GLG112
	GLG201	GLG201	GLG201	GLG201	GLG201	GLG201
HEC090C						
HEC090E						
HEC090H						
HEC172	HEC172	HEC172	HEC172	retired		
HIS129						
HIS131	HIS131	HIS131	HIS131	HIS131	HIS131	HIS131
HIS132	HIS132	HIS132	HIS132	HIS132	HIS132	HIS132
HIS133						
		HIS135	HIS135	HIS135	HIS135	HIS135
HIS136	HIS136	HIS136	HIS136	HIS136	HIS136	HIS136
HIS137						
	HIS201	HIS201	HIS201	HIS201	HIS201	HIS201
	HIS202	HIS202	HIS202	HIS202	HIS202	HIS202
	HIS203	HIS203	HIS203	HIS203	HIS203	retire
					HIS238	HIS238
						HIS250
						HIS251
	HIS271	HIS271	HIS271	HIS271	HIS271	HIS271
				HRM100	HRM100	HRM100
	HRM144	HRM144	HRM144	HRM144	HRM144	HRM144
		HRM145	HRM145	HRM145	HRM145	HRM145
					HRM210	HRM210
					HRM220	HRM220
	HRP101	HRP101	HRP101	retired		
	HRP102	HRP102	HRP102	retired		
		HPR103	HPR103	retired		
		HRP104	HRP104	retired		
		HRP105	HRP105	retired		
					HUM235	HUM235
					HUM236	HUM236
HUM241	HUM241	HUM241	HUM241	HUM241	HUM241	HUM241
	HUM242	HUM242	HUM242	HUM242	HUM242	HUM242
						HUM261

1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
ITC100	ITC100	ITC100	ITC100	ITC100	ITC100	ITC100
ITC102						
ITC111	ITC111	ITC111	ITC111	ITC111	ITC111	ITC111
ITC112						
ITC121						
			ITC130	ITC130	ITC130	ITC130
ITC131						
CRP140	CRP140	CRP/ITC140	ITC140	ITC140	ITC140	ITC140
	ITC141	ITC141	retired			
					ITC150A	ITC150A
					ITC150B	ITC150B
					ITC150C	ITC150C
					ITC150D	ITC150D
	ITC151	ITC151	retired			
						ITC160A
	CRP170	CRP/ITC170	ITC170	ITC170	ITC170	ITC170
ITC171	ITC171	ITC171	ITC171	ITC171	ITC171	ITC171
	CRP180	CRP/ITC180	ITC180	ITC180	ITC180	ITC180
		ITC183	ITC183	ITC183	ITC183	ITC183
		CRP/ITC185	ITC185	ITC185	ITC185	ITC185
CRP199D	CRP199D	CRP/ITC199D	ITC199D	ITC199D	ITC199D	ITC199D
	CRP199G	CRP/ITC199G	ITC199G	ITC199G	ITC199G	ITC199G
	CRP199H	CRP/ITC199H	ITC199H	ITC199H	ITC199H	ITC199H
		CPR/ITC199I	ITC199I	ITC199I	ITC199I	ITC199I
			ITC210	ITC210	ITC210	ITC210
			ITC230	ITC230	ITC230	ITC230
JRN132						
JRN211						
JRN231						
MTH030						
MTH105X						
	MTH/MAT033	MAT033	MAT033	MAT033	MAT033	MAT033
			MAT055	MAT055	MAT055	MAT055
MTH037						
MTH107X						
	MTH/MAT087	MAT087	MAT087	MAT087	MAT087	MAT087
	MTH/MAT101X	MAT101X	MAT101X	MAT101X	MAT101X	MAT101X
	MTH/MAT108	MAT108	MAT108	MAT119	MAT119	MAT119
MTH130						
MTH109X						
	MTH/MAT102	MAT102	MAT102	MAT121	MAT121	MAT121
	MTH/MAT102X	MAT102X	MAT102X	MAT102X	MAT102X	MAT102X
	MTH/MAT121	MAT121	MAT121	MAT107	MAT107	MAT107
MTH101	MTH/MAT122	MAT122	MAT122	MAT108	MAT108	MAT108
					MAT123	MAT123
	MAT150	MAT150	MAT150	MAT130	MAT130	MAT130
	MAT155	MAT155	MAT155	MAT131	MAT131	MAT131
MTH133	MTH/MAT114	MAT114	MAT114	MAT142	MAT142	MAT142
MTH131	MTH/MAT110	MAT110	MAT110	MAT151	MAT151	MAT151
					MAT110X	retired
					MAT153	MAT153
MTH230	MTH/MAT270	MAT270	MAT270	MAT160	MAT160	MAT160
	MTH/MAT219	MAT219	MAT219	MAT172	MAT172	MAT172

1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
MTH132	MTH/MAT111	MAT111	MAT111	MAT183	MAT183	MAT183
			MAT120	MAT184	MAT184	MAT184
MTH181	MTH/MAT135	MAT135	MAT135	MAT187	MAT187	MAT187
	MTH/MAT231	MAT231	MAT231	MAT212	MAT212	MAT212
MTH151	MTH/MAT136	MAT136	MAT136	MAT220	MAT220	MAT220
	MTH/MAT137	MAT137	MAT137	MAT230	MAT230	MAT230
				MAT240	MAT240	MAT240
					MAT262	MAT262
	WLD140	WLD140	WLD140	WLD140	MIT140	MIT140
		WLD141	WLD141	WLD141	MIT141	MIT141
	WLD282	WLD282	WLD282	WLD282	MIT282	MIT282
	WLD283	WLD283	WLD283	WLD283	MIT283	MIT283
	MUP103A	MUP103A	MUP103A	MUP103A	MUP101	MUP101
	MUS103B	MUP103B	MUP103B	MUP103B	MUP102	MUP102
					MUP103	MUP103
	MUP105	MUP105	MUP105	MUP105	MUP105	MUP105
	MUS107	MUS107	MUS107	MUP107	MUP107	MUP107
	MUS108	MUS108	MUS108	MUP108	MUP108	MUP108
	MUP110	MUP110	MUP110	MUP110	MUP110	MUP110
	MUP110A	MUP110A	MUP110A	MUP110A	MUP110A	MUP110A
	MUP111	MUP111	MUP111	MUP111	MUP111	MUP111
MUS113	MUP113	MUP113	MUP113	MUP113	MUP113	MUP113
	MUP117	MUP117	MUP117	MUP117	MUP117	MUP117
	MUP119	MUP119	MUP119	MUP119	MUP119	MUP119
	MUP120	MUP120	MUP120	MUP120	MUP120	MUP120
	MUP121	MUP121	MUP121	MUP121	MUP121	MUP121
MUS125	MUP125	MUP125	MUP125	MUP125	MUP125	MUP125
	MUS128	MUS128	MUP128	MUP128	MUP128	MUP128
					MUP207	MUP207
					MUP208	MUP208
MUS141	MUS100	MUS100	MUS100	MUS100	MUS100	MUS100
	MUS103	MUS103	MUS103	MUS103	MUS103	MUS103
					MUS120	MUS120
	MUS131	MUS131	MUS131	MUS131	MUS121	MUS121
	MUS130	MUS130	MUS130	MUS130	MUS130	MUS130
	MUS131A	MUS131A	MUS131A	MUS131A	MUS131	MUS131
	MUS131B	MUS131B	MUS131B	MUS131B	retired	
	MUS145	MUS145	MUS145	MUS145	MUS145	MUS145
					MUS201	MUS201
					MUS202	MUS202
	MUS205	MUS205	MUS205	MUS205	MUS205	MUS205
			MUS207	MUS207	MUS207	MUS207
			NAV101	NAV101	NAV101	NAV101
			NAV102	NAV102	NAV102	NAV102
					NAV201	NAV201
					NAV202	NAV202
HEC135	HEC135	HEC135	HEC135	NTR135	NTR135	NTR135
	NSG110	NSG/NUR110	NUR110	NUR110	NUR110	NUR110
NSG111						
NSG112						
				NUR120	retired	
	NSG200	NSG/NUR200	NUR200	NUR200	NUR200	NUR200
				NUR206	NUR206	NUR206

1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
	NSG221	NSG/NUR221	NUR221	NUR221	NUR221	NUR221
	NSG222	NSG/NUR222	NUR222	NUR222	NUR222	NUR222
	OIS100	OIS100	OIS100	OIS100	OIS100	OIS100
OAD130	OIS110	OIS110	OIS110	OIS110	OIS110	OIS110
OAD131						
	OIS121	OIS121	OIS121	OIS121	OIS121	retired
	OIS125	OIS125	OIS125	OIS125	OIS125	OIS125
	OIS130	OIS130	OIS130	OIS130	OIS130	OIS130
	OIS150	OIS150	OIS150	OIS150	OIS150	retired
	OIS205	OIS205	OIS205	OIS205	OIS205	OIS205
	OIS210	OIS210	OIS210	OIS210	OIS210	OIS210
	OIS225	OIS225	OIS225	OIS225	OIS225	OIS225
	OIS230	OIS230	OIS230	OIS230	OIS230	OIS230
	OIS240	OIS240	OIS240	OIS240	OIS240	OIS240
OAD242	OIS242	OIS242	OIS242	OIS242	OIS242	OIS242
OAD243						
PHE105						
PHE143						
PHE229	PHE220	PHE220	PHE220	PHE220	PHE220	PHE220
					PHE229	PHE229
PHE254						
PHI101	PHI100	PHI101	PHI101	PHI101	PHI101	PHI101
PHI111	PHI111	PHI105	PHI105	PHI105	PHI105	PHI105
					PHI201	PHI201
	PHY101	PHY101	PHY101	PHY101	PHY101	PHY101
	PHY111	PHY111	PHY111	PHY111	PHY111	PHY111
	PHY112	PHY112	PHY112	PHY112	PHY112	PHY112
PHY140						
	PHY141	PHY141	PHY141	PHY141	PHY141	PHY141
	PHY161	PHY161	PHY161	PHY161	PHY161	PHY161
	PHY180	PHY180	PHY180	PHY180	PHY180	PHY180
					PHY253	PHY253
	PHY262	PHY262	PHY262	PHY262	PHY262	PHY262
POS100	POS100	retired				
	POS101	POS101	POS101	POS101	POS101	POS101
	POS102	POS102	POS102	POS102	POS110	POS110
		POS223	POS223	POS223	POS120	POS120
		POS140	POS140	POS140	POS140	POS140
		POS201	POS201	POS201	POS201	POS201
	POS220	POS220	POS220	POS220	POS220	POS220
POS221	POS221	POS221	POS221	POS221	POS221	POS221
POS222	POS222	POS222	POS222	POS222	POS222	POS222
		POS233	POS233	POS233	POS233	POS233
PSY092						
	PSY100C	retired				
	PSY100D	retired				
PSY091	PSY100E	PSY100E	PSY100E	PSY100E	PSY100E	PSY100E
PSY131	PSY131	PSY101	PSY101	PSY101	PSY101	PSY101
	PSY102	PSY102	PSY102	PSY102	PSY102	PSY102
	PSY110	PSY110	PSY110	PSY110	PSY110	PSY110
	PSY201	PSY201	PSY201	PSY201	PSY201	PSY201
		PSY205	PSY205	PSY205	PSY205	PSY205
		PSY207	PSY207	PSY207	PSY227	PSY227

1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
	PSY230	PSY230	PSY230	PSY230	PSY230	PSY230
PSY233	PSY233	PSY233	PSY233	PSY233	PSY233	PSY233
PSY234	PSY234	PSY234	PSY234	PSY234	PSY234	PSY234
	PSY236	PSY236	PSY236	PSY236	PSY236	PSY236
PSY240						
		PSY240	PSY240	PSY240	PSY240	PSY240
	PSY241	PSY241	PSY241	PSY241	PSY241	PSY241
			PSY242	PSY242	PSY242	PSY242
	PSY246	PSY246	PSY246	PSY246	PSY246	PSY246
	PSY247	PSY247	PSY247	PSY247	PSY247	PSY247
			PSY257	PSY257	PSY257	PSY257
	PSY280	PSY280	PSY280	PSY280	PSY280	PSY280
REC103						
			REC199A	REC199A	REC199A	retired
		RES101	RES101	RES101	RES101	RES101
		RES102	RES102	RES102	RES102	RES102
		RES103	RES103	RES103	RES103	RES103
		RES104	RES104	RES104	RES104	RES104
RES201		RES105	RES105	RES105	RES105	RES105
RES150		RES106	RES106	RES106	RES106	RES106
RES152		RES107	RES107	RES107	RES107	RES107
		RES108	RES108	RES108	RES108	RES108
		RES109	RES109	RES109	RES109	RES109
		RES110	RES110	RES110	RES110	RES110
		RES111	RES111	RES111	RES111	RES111
		RES112	RES112	RES112	RES112	RES112
SBM230						
SBM240F						
	SCI175	SCI175	SCI175	SCI175	SCI175	SCI175
CHM195	SCI195	SCI195	SCI195	SCI195	SCI195	SCI195
	SCI235	SCI235	SCI235	SCI235	SCI235	SCI235
	SLG101	SLG101	SLG101	SLG101	SLG101	SLG101
	SLG102	SLG102	SLG102	SLG102	SLG102	SLG102
		SLG201	SLG201	SLG201	SLG201	SLG201
SOC090	retired					
SOC101	SOC101	SOC101	SOC101	SOC101	SOC101	SOC101
	SOC110A	SOC109	SOC109	SOC109	retired	
	SOC110	SOC110	SOC110	SOC110	retired	
		SOC115	SOC115	SOC115	retired	
SOC125	SOC125	SOC125	SOC125	SOC125	SOC125	SOC125
SOC130	SOC130	SOC130	SOC130	SOC130	SOC130	SOC130
	SOC132	SOC132	SOC132	SOC132	SOC132	SOC132
	SOC140	SOC140	SOC140	SOC140	SOC140	SOC140
	SOC142	SOC142	SOC142	SOC142	SOC142	SOC142
	SOC200	SOC200	SOC200	SOC200	SOC200	SOC200
		SOC201	SOC201	SOC201	retired	
		SOC202	SOC202	SOC202	retired	
		SOC210	SOC210	SOC210	retired	
	SOC236	SOC236	SOC236	SOC236	SOC236	SOC236
		SOC260	SOC260	SOC260	retired	
		SOC270	SOC270	SOC270	retired	
	SOC280	SOC280	SOC280	SOC280	retired	
		SOC285	SOC285	SOC285	SOC285	SOC285

1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998
		SOC290	SOC290	SOC290	retired	
		SOC291	SOC291	SOC291	retired	
		SOC295	SOC295	SOC295	retired	
SPA091						
SPA101	SPA101	SPA101	SPA101	SPA101	SPA101	SPA101
SPA102	SPA102	SPA102	SPA102	SPA102	SPA102	SPA102
			SPA103	SPA103	SPA103	SPA103
			SPA104	SPA104	SPA104	SPA104
SPA125	SPA125	SPA125	SPA125	SPA125	SPA125	SPA125
SPA126	SPA126	SPA126	SPA126	SPA126	SPA126	SPA126
	SPA127	SPA127	SPA127	SPA127	SPA127	SPA127
SPA131	SPA131	SPA131	SPA131	SPA131	SPA131	SPA131
SPA132	SPA132	SPA132	SPA132	SPA132	SPA132	SPA132
	SPA201	SPA201	SPA201	SPA201	SPA201	SPA201
	SPA202	SPA202	SPA202	SPA202	SPA202	SPA202
		SPA212	SPA212	SPA212	SPA212	SPA212
SPA231	.		SPA231	SPA231	SPA231	SPA231
			SPA232	SPA232	SPA232	SPA232
SPC090						
SPC131	SPC100	SPC100	SPC100	SPC100	SPC100	SPC100
THR135	THR135	THR135	THR135	THR135	THR101	THR101
					THR110	THR110
					THR210	THR210

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Appendix D

Pilot Project Proposals

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT PROPOSAL

DATE SUBMITTED _9/6/96_   PROJECT TITLE _Freshman Survey Fall '96_

INVESTIGATOR _Barbara Cress_   DISCIPLINE/DEPT. _____

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: _____ see attached _____

GOALS:

    OBJECTIVES OF PROJECT _____

    PROJECTED TIMELINE FOR PROJECT FROM _9/96_ TO _12/96_

    TOTAL ESTIMATED HOURS _.6 release load_ ADDITIONAL RESOURCES _____

PROCESS:

    ACTIVITIES/TECHNIQUES _____

    MEASUREMENT INDICATORS _____

EXPECTED BENEFITS:

    AREA FOR IMPROVEMENT _____

    DISSEMINATION OF RESULTS _____

SIGNATURES:

INITIATOR _____ DATE _____

PROGRAM COORDINATOR _____ DATE _____

DIV. CHAIR / DEPT. SUPV. _____ DATE _____

COMMITTEE APPROVAL /CHAIR _____ DATE _____

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The Higher Education Research Institute
at UCLA's Cooperative Institutional Research Program (CIRP)

Freshman Survey is designed to profile the entering freshman class and provide information useful in program and policy areas:

* admissions and recruitment
* academic program development and review
* institutional self-study
* longitudinal research about the impacts of campus policies and programs

The four-page survey instrument covers:

* demographic characteristics
* secondary school experiences
* college finances
* orientation towards college
* expectations of the college experience
* degree goals and career plans
* attitudes, goals, and life plans

Costs: basic institutional charge of $300 plus $1.00 per student fee for processed questionnaires

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT PROPOSAL

DATE SUBMITTED _26 Nov 96_   PROJECT TITLE _Assessment of Course outcomes in Eng 101_

INVESTIGATOR _Jay St.Vincent_   DISCIPLINE/DEPT. _English_

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: _See Attached (A)_

GOALS:

OBJECTIVES OF PROJECT _See attached (B)_

PROJECTED TIMELINE FOR PROJECT FROM _Jan 96_ TO _May 97_

TOTAL ESTIMATED HOURS _238_ ADDITIONAL RESOURCES _$900.00_ _possible computer excuse scantrons_

PROCESS:

ACTIVITIES/TECHNIQUES _See attached (C) (C1) (C2)_

MEASUREMENT INDICATORS _____

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT _See attached D_

DISSEMINATION OF RESULTS _____

SIGNATURES:

INITIATOR _J St Vincent_   DATE _8 Nov 96_

PROGRAM COORDINATOR _J St Vincent_   DATE _8 Nov 96_

DIV. CHAIR / DEPT. SUPV. _VP ED_   DATE _12/12/96_

COMMITTEE APPROVAL /CHAIR _James McCoy_   DATE _12/12/96_

PIE Proposal
Assessment of Course Outcomes in English 101
Presented 26 November 1996

Attachment A

Challenge/Need

We are aware that there are inconsistencies in the presentation of English 101, in the amount of work required, and in the administration of grades.

Students sometimes complain of inequities in work load and in grading from one section to another and of inequities in grading.

Assessment practices require that we identify and document the value of our courses.

We have no standard evaluation procedure to apply to measure the mastery of competencies in English 101.

Reading problems have been identified across the CCC curriculum. Clarified standards and standardized measurement may help improve the reading skills of our students.

English 102 and a number of other courses require English 101 as a prerequisite. A standardized exit measurement will assure that English 101 students have achieved identified competency levels.

PIE Project Proposal
Assessment of course outcomes for English 101
November 26,1996
Attachment B

Goals:

To raise competency skill levels

To standardize the work load, grades, and effectiveness of English 101

To assure adequate preparation for courses requiring English 101 as a prerequisite

To quantify the effectiveness of English 101

PIE Project Proposal
Assessment of course outcomes for English 101
November 26,1996
Attachment C

Activities Techniques:

Develop three approaches (two sections of each approach and two sections used as control sections)

Apply the three techniques in S '97 and evaluate their effectiveness (including cost effectiveness) at the end of spring semester.

ENG 101 COURSE OUTCOMES	TRACK 1 OBJECTIVE TEST AND IN-CLASS ESSAY	TRACK 2 OBJECTIVE TEST AND PORTFOLIO	TRACK 3 PORTFOLIO AND IN-CLASS ESSAY
Critical and analytical reading for style, tone, diction and logic	Section of objective test would examine critical reading skills	Section of objective test would examine critical reading skills	May be insufficient to determine critical reading skills
Synthesize ideas from readings with own experience and ideas	Section of objective test would examine synthesis of ideas from readings	Section of objective test would examine synthesis of ideas from readings	May be insufficient to determine synthesis of ideas from readings.
Following the writing process: idea generating, organizing, drafting, revising, proofreading	Student could submit rough draft, along with final draft of in-class essay. Could test skills on section of objective test.	Portfolio could include topic ideas, rough drafts. Could test skills on section of objective test.	Portfolio could include topic ideas, rough drafts. Student could submit rough draft, along with final draft of in-class essay.
Analyze and critique own writing and peer writing	Section of objective test could test ability to critique writing.	Section of objective test could test ability to critique writing.	May be insufficient to determine ability to critique writing.
Making informed writing decisions (purpose, audience, point of view, controlling idea, organization, arguments)	Demonstrated by content of in-class essay.	Demonstrated by content of portfolio.	Demonstrated by content of in-class essay and portfolio.
Write a variety of clear, complete, and correct sentences	Demonstrated by sentence choices in in-class essay.	Demonstrated by sentence choices in portfolio.	Demonstrated by sentence choices in in-class essay and portfolio.
Informed style and diction choices	Demonstrated by style and diction choices in in-class essay.	Demonstrated by style and diction choices in portfolio.	Demonstrated by style and diction choices in in-class essay and portfolio.
Revising for unity, coherence, sentence variety and clarity	Test skills in section of objective test. Also could require rough draft of in-class essay.	Test skills in section of objective test. Also could require rough drafts included in portfolio.	Require rough draft with in-class essay, and/or portfolio.
Usage, spelling and mechanics	Demonstrated by minimal errors in in-class essay.	Demonstrated by minimal errors in portfolio.	Demonstrated by minimal errors in in-class essay and portfolio.
Overall essay competency	Demonstrated by overall quality of in-class essay.	Demonstrated by overall quality of portfolio.	Demonstrated by overall quality of in-class essay and portfolio.

IMPLEMENTATION OF OUTCOMES PROCEDURES FOR ENG 101 (TENTATIVE)

TRACK 1 OBJECTIVE TEST AND IN CLASS ESSAY	TRACK 2 OBJECTIVE TEST AND PORTFOLIO	TRACK 3 IN-CLASS ESSAY AND PORTFOLIO
- English coordinator designates a composition committee from the English faculty.	- English coordinator designates a composition committee from the English faculty.	- English coordinator designates a composition committee from the English faculty.
-Composition committee reviews content of objective test to measure critical reading skills, revising skills, critiqueing skills and synthesizing ideas from readings. Committee does sample testing to establish required standards of performance.	-Composition committee reviews content of objective test to measure critical reading skills, revising skills, critiqueing skills and synthesizing ideas from readings. Committee does sample testing to establish required standards of performance.	-Composition committee sets standards for performance on portfolio. Committee writes guidelines for ENG 101 instructors designating what type assignments should be included in portfolio and addressing inclusion of rough drafts.
-Composition committee sets standards for performance on in-class essay. Committee also sets up procedures for administering in-class essay, including topic choices; time limits, and standardized instructions, providing uniformity for all classes.	-Composition committee sets standards for performance on portfolio. Committee writes guidelines for ENG 101 instructors designating what type assignments should be included in portfolio and addressing inclusion of rough drafts.	-Composition committee sets standards for performance on in-class essay. Committee also sets up procedures for administering in-class essay, including topic choices, time limits, and standardized instructions, providing uniformity for all classes.
-Composition committee works with CCC computer lab to place objective test on computers. Computers also could score test. If test given on computers, no hard copies would be available to be stolen.	-Composition committee works with CCC computer lab to place objective test on computers. Computers also could score test. If test given on computers, no hard copies would be available to be stolen.	-Composition committee meets with all instructors using Track 3 to explain how portfolio and in-class essay will be administered.
-Composition committee meets with all instructors using Track 1 to explain how objective test and in-class essay will be administered.	-Composition committee meets with all instructors using Track 2 to explain how objective test and portfolio will be administered.	-Instructors using Track 3 administer test and essay. Composition committee evaluates effectiveness of Track 3.
-Instructors using Track 1 administer test and essay. Composition committee evaluates effectiveness of Track 1.	-Instructors using Track 2 administer test and portfolio. Composition committee evaluates effectiveness of Track 2.	

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PIE Project Proposal
Assessment of course outcomes for English 101
November 26,1996
Attachment D

Expected Benefits:

A.   Dramatic improvement in assessment accuracy:
        1)   are   our   courses   meeting   outcomes   (competency)
requirements?
        2) are the academic standards consistent from class to
class and from semester?
        3) do we have the right amount of work required and is
there consistency in the work load?
        4) are English 101 students demonstrating (in measurable
exit performances) a preparedness for English 102 and a competency
mastery appropriate for other courses requiring English 101 as a
prerequisite?

B.   Demonstrable improvement in course efficacy

C.   Improved morale among students and faculty:
        1) student and faculty member will perceive themselves as
a team working to prepare the student to demonstrate competency
        2)faculty members will have institutional support in
applying an improved standard of evaluation in their grades.

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT PROPOSAL

DATE SUBMITTED <u>12/1/96</u>   PROJECT TITLE <u>Attrition Study</u>

INVESTIGATOR <u>Barbara Cress</u>   DISCIPLINE/DEPT. <u>CIS</u>

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: <u>To determine attrition rates; by discipline,</u>
   <u>by course</u>

GOALS:

   OBJECTIVES OF PROJECT <u>To establish a baseline of true attrition data</u>
   <u>beginning with Fall 1996</u>

   PROJECTED TIMELINE FOR PROJECT FROM <u>12/96</u> TO <u>6/97</u>

   TOTAL ESTIMATED HOURS <u>120</u>   ADDITIONAL RESOURCES <u>minimal</u>
                                                    (see estimates)

PROCESS:

   ACTIVITIES/TECHNIQUES <u>Collect attendance sheets at the time of final</u>
   <u>grade check-out through the Admissions office.</u> <u>Rosters will provide</u>
   <u>baseline data.</u>

   MEASUREMENT INDICATORS <u>Data gathered from attendance rosters will</u>
   <u>be used to compute attrition rates by course and discipline, at three points</u>
   <u>in the semester.</u>

EXPECTED BENEFITS:

   AREA FOR IMPROVEMENT <u>Curriculum, program and course effectiveness,</u>
   <u>retention, general education.</u>

   DISSEMINATION OF RESULTS <u>Institutional Researcher, CLT, Division chairs,</u>
   <u>Division coordinators, any interested parties (on request).</u>

SIGNATURES:

INITIATOR _Barbara Cress_   DATE 12-16-96

PROGRAM COORDINATOR ___   DATE ___

DIV. CHAIR / DEPT. SUPV. ___   DATE 12-16-96

COMMITTEE APPROVAL /CHAIR ___   DATE 1/10/97

Appendix E

Pilot Project Results

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COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT RESULTS

TODAY'S DATE _5-19-97_ PROJECT TITLE _Comparison of CIS 124 + 224 8-wk courses + 16-wk courses_

INVESTIGATOR _Barbara Cress_ DISCIPLINE/DEPT. _CIS_

PROJECT STARTED _Jan. 1996_ PROJECT COMPLETED _May 1996_

TOTAL PROJECT COST (attach itemized expense sheet) _no costs involved_

PLEASE SUMMARIZE THE FOLLOWING AREAS (attach additional information):

PROJECT PROCEDURES/RESULTS:

see attached

SCOPE OF PROJECT:

see attached

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

see attached

FUTURE IMPLICATIONS AND RECOMMENDATIONS (Does this assessment activity need to be conducted again? If so, when? Why? By whom?):

does not need to be continued in this area may want to try in other disciplines

WHO RECEIVED PROJECT RESULTS (List all departments, individuals, agencies, etc.)

Occ/Voc division chair, CIS + Business faculty during Division meetings + through scheduling

INITIATOR _Barbara Cress_ DATE: _5-19-97_

PROGRAM COORDINATOR_____ DATE:_____

DIV. CHAIR/DEPT. SUPV._Daniel Barhen_ DATE: _5-29-97_

PIE CHAIR_Barbara Eichmeyer_ DATE: _6/2/97_

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PROJECT PROCEDURES/RESULTS:

Procedures:

During Spring 1996 normal 16-week courses were offered for CIS124 (Intro to Word Processing) and CIS224 (Advanced Word Processing) plus one condensed 8-week course for each. The condensed courses meet at 12 noon twice a week (in order for working students to take the class during their lunch hour). Students in the 8-week sections were asked for their assessment of the 8-week format (compared to a regular 16-week format). In addition, retention rates, final grades, and course evaluations were analyzed.

Results:

8-week CIS124	16-week CIS124

80% of final grades were A or B
95% retention rate
"strongly agree"and "agree" on course
    evaluations
55% intend to continue on to advanced class
 	
student comments:
    like the format
    don't forget between classes
    once a week isn't enough
    too many Mondays off
    try Mon/Thus or Tue/Fri, more time
    between classes
	90% of final grades were A or B
	86% retention rate
	mostly "strongly agree" on course evaluations
	
	52% intend to continue on to advanced class

Note: As a result of the success of the initial offerings one 8-week section of CIS124 and CIS224 was offered successfully during Fall 1996 and Spring 1997 (total of 6 sections in 3 semesters with no cancellations). Also, OIS 100 (Keyboarding) and CIS112 (Windows) have been offered successfully in an 8-week format. CIS115 (Internet) will be offered in an 8-week and 5-week format for Fall 97.

SCOPE OF THE PROJECT:

The study was limited to CIS 124 and 224 courses taught by the investigator, Barbara Cress, during Spring 1996.

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

It appears that for certain students at CCC a condensed format is attractive and fits their schedule. The student success rate and student perception of satisfaction was good. The College may want to consider offering more condensed courses in a variety of discipline areas. The success of using a condensed format would depend to a large extent on the type of course selected and the time the class is held.

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT RESULTS

TODAY'S DATE _5-16-97_ PROJECT TITLE _CIRP Freshman Survey_

INVESTIGATOR _Barbara Cress_ DISCIPLINE/DEPT. _CIS_

PROJECT STARTED _Sept 1996_ PROJECT COMPLETED _Dec. 1996_

TOTAL PROJECT COST (attach itemized expense sheet) _See attached_

PLEASE SUMMARIZE THE FOLLOWING AREAS (attach additional information):

PROJECT PROCEDURES/RESULTS:

See attached

SCOPE OF PROJECT:

see attached

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

see attached

FUTURE IMPLICATIONS AND RECOMMENDATIONS (Does this assessment activity need to be conducted again? If so, when? Why? By whom?):

see attached

WHO RECEIVED PROJECT RESULTS (List all departments, individuals, agencies, etc.)

PIE committee, Institutional Research

INITIATOR _Barbara Cress_ DATE: _5-16-96 97_

PROGRAM COORDINATOR _none_ DATE: _____

DIV. CHAIR/DEPT. SUPV. _Darrell Bylaw_ DATE: _5-19-97_

PIE CHAIR _Barbara Eichmeyer_ DATE: _5/20/97_

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FINAL COSTS:

$276	mail
72	printing
255	.6 hours release time (actual clock hours = 34)
__?__	envelopes and labels
__?__	clerical assistance (build database, mailing, phone calls)

PROJECT PROCEDURES/RESULTS:

Procedures:

> instructors asked students to identify themselves (first time attending CCC),
>> they provided name, address, phone number
>
> mailed surveys to 400 of the students (suspect there were actually 600-700 students who
>> fit the definition of CCC freshman (first time attending CCC); however, an actual
>> count of first timers was unavailable
>
> followed up with phone calls to those who did not return the survey
> developed 6 questions specific to CCC
> developed 5 subgroups

> Attachments: time line, cover letter, survey instructions, supplemental questions, memo
>> to faculty, freshman survey, CCC question summaries, student list, original
>> student generated data

Results:

> 400 surveys mailed
>   78 surveys returned   (19.5% return rate)
> database of nearly 700 freshman students including addresses
> analysis of 6 CCC specific questions
> 1996 Freshman Survey Report

SCOPE OF THE PROJECT:

> Limited to freshman students defined as those students taking one or more classes at CCC for the
> first time Fall 1996. They may have taken classes at another institution prior to coming to CCC.

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

> .Track those students who participated to determine if their perceptions (as measured on the
> survey) change over time as a result of their educational experience. Hopefully, some will be
> completers on the completer survey if CCC continues to participate in both surveys.

> CCC could perform their own tracking (using the data available in the CIRP database developed
> with nearly 700 students) and develop a survey appropriate to CCC purposes.

> Use college generated questions to obtained desired data from freshman students.

FUTURE IMPLICATIONS AND RECOMMENDATIONS

Participate in the Fall 1997 Survey
    Develop a time line NOW for Fall 1997
    Develop CCC questions for Fall 1997
    Develop subgroup categories for·Fall 1997
    Develop a different procedure for distribution of surveys
        Idea: Ask students to identify themselves as "first timer" during registration (if information is not available under the current system)
        Idea: Ask students to complete survey during registration and/or at orientations (including preregistration periods)
        Idea: Students complete a slip at the time they pay for classes with name, address, phone during registration if "first timer"
    Consider a sample rather than complete survey of all first timers.

Summarize selected CCC information from the complete report

Compare selected CCC information from the complete report to national responses

TIME LINE FOR CIRP SURVEY

1996

Sep 10   Faculty meeting - approval to proceed from faculty

Sep 10   Distribute student list forms to all full- and part-time faculty (placed in boxes)

Voice-mail to all full- and part-time faculty explaining the purpose of the lists and asking for their cooperation in identifying first-time CCC students and gathering the necessary information on the student list form, return by September ___

Sep 11   design and test student data base

Sep 11-19

enter data from returned student lists into student database

Sep 13   Voice-mail to all faculty to remind them to return student lists   (was not done because we already received more student names than necessary)

Sep 18   Develop cover letter and other instructions

Sep 19   Stamp mailing and return envelopes

Sep 20   Mail surveys to students

Sep 24   Voice-mail to all full- and part-time faculty to thank them for their cooperation in gathering student data & encourage students to send in the complete survey

Sep 23-Oct 4

Gather completed surveys from students

Oct 2   Begin phone follow up for students who have not returned complete survey forms

Oct 3   phone message to all faculty again about students' returning surveys

Oct 17   Mail all completed survey forms to Eagan, Minnesota

TO:	ALL INSTRUCTORS
FROM:	Barb Eickmeyer and Barbara Cress
DATE:	September 10, 1996
RE:	Cooperative Institutional Research Program (CIRP) Survey

Please ask students in your class to complete the information requested on the attached form *ONLY IF THIS IS THEIR FIRST SEMESTER AT CCC*. The information is being gathered in order to administer the UCLA Higher Education Research Institute Cooperative Institutional Research Program (CIRP for short!!). The students will receive a survey in the mail. Questions on the survey are related to student attitudes.

Make as many copies as needed for your classes.

Return the completed forms as soon as possible (no later than September 20) to *Barbara Cress's* or *Barb Eickmeyer's* mail box (located by water bottles in the faculty office area).

Thank you so much for your help in this assessment project.

Instructor_____ Course_____ Day/Time_____

STUDENTS, please complete the information below <u>*ONLY IF THIS IS YOUR FIRST SEMESTER AT CCC*</u>. You may receive a survey in the mail in the next week or two. The national survey is conducted by UCLA and relates to attitudes of college freshmen across the country. Thank you for your assistance.

Students--if you have several classes, you need to *COMPLETE THIS FORM ONLY ONCE*.

	Name	*Mailing Address*	*Daytime Phone*
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Coconino Community College

September 19, 1996

Dear CCC Student:

Thank you for participating in the Cooperative Institutional Research Program survey. Your cooperation is greatly appreciated and your responses will help Coconino Community College (CCC) better serve students.

We ask that you complete this questionnaire as part of a national study of higher education conducted by the American Council on Education and the University of California at Los Angeles (UCLA). One major goal of this research is to determine what happens to students when they attend college. These studies are designed to help improve the quality of college education and thus may benefit future generations of college students. Results of your participation will also be directly beneficial to Coconino Community College, since we will receive complete tabulations of your responses to compare with the responses of students nationwide.

We ask for your name and address so that the researchers at UCLA can contact you at some later date for a follow-up study. We would also like your Social Security Number so we can merge your responses with other campus data to support our institutional research program. Of course, your responses will be used only for research purposes and will be kept in the strictest confidence.

Please be sure to answer question #39. A "yes" answer will allow CCC to further analyze the data from the study. Your "ID number" refers to your Social Security number. Again, your responses are confidential.

Your completed Student Information Form needs to be returned to CCC by Wednesday, October 2. You may mail the form in the enclosed stamped envelop or drop the stamped envelope off in the faculty office reception area. Thank your once again for your cooperation and participation.

Sincerely,

Barbara Cress
CIRP Survey Coordinator

enclosures

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SURVEY INSTRUCTIONS

1. Please read the enclosed letter, which contains an explanation of the purpose for the survey.

2. Use a black lead pencil (#2 is preferred) to complete the Student Information Form.

3. Carefully complete the personal information requested at the top of Page 1 of the Student Information Form (name, address, birth date, etc.). This information is confidential.

4. Provide your Social Security number under the "Directions" section on Page #1. Again, this is used only for data analysis purpose and is confidential.

5. Answer Questions 1-39 on the Student Information Form. **READ THE DIRECTIONS FOR EACH QUESTION CAREFULLY**--some questions require only one answer while others want you to give multiple responses. A "yes" on Question 39 allows CCC to further analyze the data gathered.

   NOTE: This survey in the past has been directed primarily at freshman students at universities; therefore, some of the questions may not seem to "fit" your situation. Please answer each question to the best of your ability. If none of the responses seem appropriate, leave that question blank.

6. To answer Questions 40-46 refer to the enclosed sheet labeled **SUPPLEMENTAL QUESTIONS 40-45**

7. The survey is designed to determine YOUR OPINION on many subjects. There are no right or wrong answers. Please respond as honestly as possible.

8. Do not fold staple or clip the form because it will be scanned electronically. Place the completed Student Information Form in the stamped envelope provided and mail to CCC or drop it off at the faculty offices no later than Wednesday, October 2.

40. *Indicate the number of semesters you have attended Coconino Community College?*
(select only one response)
A. This is my first semester
B. I have attended 2 or 3 semesters
C. I have attended 4 semesters
D. I have attended 5 semesters or more

41. *Indicate the number of college credits you have completed at any other college or university.*
Do NOT include credits taken at CCC.
(select only one response)
A. I have not earned any credits at another college or university
B. I have earned 1-30 credits at another college or university
C. I have earned 31-60 credits at another college or university
D. I have earned more than 60 credits at another college or university
E. I have earned an Associate or a Bachelor degree from another college or university

42. *Which statement best describes your future plans at Coconino Community College.*
(select only one response)
A. I plan to earn a degree or certificate at CCC but do not plan to transfer to a university
B. I plan to earn a degree or certificate at CCC and then transfer to a university
C. I plan to take courses at CCC and transfer to a university but do not plan to earn a degree at CCC
D. I plan to take courses at CCC but do not plan to earn a degree
E. I do not plan to attend CCC after this semester

43. *Have you ever spoken with an academic advisor at Coconino Community College?*
(select only one response)
A. I have spoken with an advisor CCC during registration and to set up a program of study
B. I have spoken with an advisor at CCC only during registration
C. I have spoken with an advisor at CCC only to set up a program of study
D. I have not spoken with an advisor at CCC

44. *What is your MOST FREQUENT mode of transportation to Coconino Community College?*
(select only one response)
A. I walk
B. I ride the bus
C. I ride a bike
D. I drive a vehicle
E. Someone drops me off

45. *A permanent campus for Coconino Community College could be located south of I-40 off*
Lonetree Road (close to NAU). Would this new location have an impact on your continuing
to attend Coconino Community College? (Please select only one response).
(select only one response)
A. The new location would be more convenient for me than the current location
B. The new location and the current location are equally convenient for me
C. The new location would be inconvenient for me, but I probably would continue to attend CCC
D. I would not be able to attend CCC at the new location
E. I am unsure of the impact the new location would have for me

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT RESULTS

TODAY'S DATE _5-23-97_ PROJECT TITLE _Attrition Study_

INVESTIGATOR _Barbara Cress_ DISCIPLINE/DEPT. _C/S_

PROJECT STARTED _Jan 1997_ PROJECT COMPLETED _May 1997_

TOTAL PROJECT COST (attach itemized expense sheet) _See attached_

PLEASE SUMMARIZE THE FOLLOWING AREAS (attach additional information):

PROJECT PROCEDURES/RESULTS:

see attached

SCOPE OF PROJECT:

see attached

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

see attached

FUTURE IMPLICATIONS AND RECOMMENDATIONS (Does this assessment activity need to be conducted again? If so, when? Why? By whom?):

see attached

WHO RECEIVED PROJECT RESULTS (List all departments, individuals, agencies, etc.)

See attached

INITIATOR _Barbara Cress_ DATE: _5-23-97_

PROGRAM COORDINATOR____ DATE:____

DIV. CHAIR/DEPT. SUPV. _Daniel R. Barton_ DATE: _5-29-97_

PIE CHAIR _Barbara Eichmeyer_ DATE: _6/2/97_

FINAL COSTS:

850   release time for investigator (actual hours 60)
_?_   clerical assistance (actual hours 44)
30   copying costs (copies of reports)

PROJECT PROCEDURES/RESULTS:

Procedures:

All faculty at each CCC sites were asked to turn in 2 copies of their attendance records as part of the checkout procedure through Admissions and Records. The duplicate of the attendance records were passed on to the investigator.

Each attendance roster was analyzed to determine the actual number of students attending the class during Week 3, 7, 12, and 16 of the semester. Students who apparently stopped coming to class (as shown by continuous absences on the rosters) were considered withdrawn (whether actual withdrawal procedures were followed or not). So the retention rates reflect only students who were still attending in weeks 3, 7, 12, and at the end of the semester (grades were not a consideration for this study). Only by observing the actual attendance roster after the fact can it be determined exactly when a student stopped attending. Information needed on each roster included: site, sequence number, course prefix and number, days and times of class, enrollment cap for the course, and instructor name.

A database was built, the data entered, and summary reports developed. A major portion of marking the rosters and entering the data into the database was performed by Erin (student clerical employee).

Results:

The final reports includes all sections for all sites (total of 381) except for 199 workshops and 298 special topics courses (total of 14 sections with 116 total enrollment). The Channel 4 cable courses are included in the 381 sections. In a few instances the student counts at week 3, 7, and 12 had to be "forces" based on final grade rosters and W given because the instructors were not available to clarify their records (or in one unfortunate case the instructor's records had been lost due to hard drive failure!). Also, data for short classes of less that 16 weeks was adjusted.

The total beginning headcount for all CCC sites was 7,270 and ending headcount 6,006, which translates to an 82% overall retention rate. The detailed report is attached and states the specific retention rates for each course prefix, division, and site.

In addition, the database for the Spring 1997 retention study has been developed in order for Erin to enter the spring retention data during the summer. Instructors were again asked for duplicate attendance rosters, which were collected by Admissions and Records.

Attachments:

Retention Rates - Fall 1996 report with summary cover sheet, list of the 381 sections used to compile the report, list of sections not included in the report, list of fields in the database, suggested steps to follow to prepare the Spring 1997 Retention study.

SCOPE OF THE PROJECT:

All sections at each CCC site were included in the retention study. All sequence numbers were verified and accounted for in some way.

SUGGESTIONS FOR COLLEGE IMPROVEMENT:

The initial Retention study provides baseline information. As additional studies are completed, comparisons may be made concerning increase or decrease in retention rates. The next step would be to develop strategies to improve retention in specific courses or areas. In order to develop strategies, it may be helpful to gather information from students concerning **WHY** they withdrew from a course. The retention study for the semester in which the strategies are implemented would provide some documentation as to the effectiveness of the retention strategies.

FUTURE IMPLICATIONS AND RECOMMENDATIONS

In order for retention information to be of greatest value, it must be compiled and compared from semester to semester and year to year. This study simply provides the first baseline data. I would suggest that a retention study be conducted at least once a year and that the study become a college task rather than a pilot project sponsored by PIE. Perhaps the Banner system will provide summary data of a similar nature in time.

Related Recommendations: After reviewing all attendance rosters, it became evident that some college-wide standardization for attendance would be most helpful. The course and instructor information that should appear on the roster, the method for marking attendance and absences, the method for indicating withdrawals, and keeping students names on the same line throughout the roster for comparison sake.

WHO RECEIVED PROJECT RESULTS

A preliminary report was distributed to Division Chairs and the PIE committee prior to the end of the academic year. Division Chairs and Area Coordinators were invited to request additional reports specific to their needs and organized in a manner they could best utilize. The final report was distributed to the following: Division Chairs, PIE committee (Barbara Eickmeyer), selected coordinators and faculty who had requested the report, Vice President for Educational Services (Dan Fishco), Office of the President (Phil Tullar), Office of Institutional Research (Laurie McCown), Page (Billie Swanson), Retention Committee (Jim Rhodes), Admissions and Records (Steve Miller and Liz Gallegos), and Information Resources (Sean Nittmann).

Summary of Retention Rate Study
Fall 1996

The attached Retention Rates report for Fall 1996 reflects data gathered for 381 sections from all Coconino Community College sites. The report groups the data by site, division, and prefix and provides summary information for beginning enrollment, ending enrollment, beginning enrollment as a percent of cap, and retention rates for FTSE week, week 12, and the end of the semester. The database was developed in Access 2.0. Below is a brief summary of the results by site.

Site	Number of Sections	Enrollment as a % of Cap	Beginning Enrollment	Ending Enrollment	Ending Retention Rate
Flagstaff	296	80%	5,767	4,702	81.3%
Grand Canyon	3	42%	29	20	74.8%
N.A.U.	32	110%	910	798	87.8%
Page	46	59%	541	464	87.0%
Williams	4	30%	23	22	96.9%
Totals	381	79%	7,270	6,006	82.6%

A total of 14 sections of 199 workshops and 298 special topic courses were not included in the report. Below is a list of these specific courses and enrollment.

Course	Sequence Number	Ending Enrollment
ACC 298	11059 (Flag)	0
ACC 298	11350 (Flag)	2
BIO 298	.11360 (Flag)	1
BUS 298	11367 (Flag)	1
CIS 298	11365 (Flag)	1
ITC 199	11353 (Flag)	13
ITC 199	11354 (Flag)	12
ITC 199	11355 (Flag)	12
ITC 199	11363 (Flag)	11
ITC 298	11356 (Flag)	12
ITC 298	11357 (Flag)	13
ITC 298	11358 (Flag)	12
ITC 298	11362 (Flag)	11
ITC 298	21068 (Page)	15
	Total Students Enrolled	116

Prepared by Barbara Cress, May 23, 1997

<u>Columns</u>

Name	Type	Size
Seq Number	Number (Long)	4
Site	Text	5
Course Prefix	Text	4
Course Number	Text	5
Days Course Meets	Text	7
Frequency per Week	Number (Integer)	2
Course start time (military)	Number (Double)	8
Enrollment Cap	Number (Double)	8
Enrollment Week 3	Number (Double)	8
Enrollment Week 7	Number (Double)	8
Enrollment Week 12	Number (Double)	8
Enrollment End of Semester	Number (Double)	8
Enrollment % of Cap	Number (Double)	8
Retention Rate FTSE	Number (Double)	8
Retention Rate Week 12	Number (Double)	8
Retention Rate End of Sem	Number (Double)	8
Instructor	Text	25
Instructor Status	Text	4
Division for this course	Text	10
Instructor Experience	Text	5

Retention Rates - Fall 1996
Coconino Community College

Site / flag	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
flag	L/F ARTS	ANT	102	M W	9.30	32	30	91.4%	93.8%	93.8%	93.8%
			102	T TH	14.00	35	31	100.0%	100.0%	91.4%	88.6%
			110	T	18.00	25	20	71.4%	84.0%	80.0%	80.0%
			241	M W	11.00	30	16	85.7%	73.3%	56.7%	53.3%
		ANT				122	97	87.1%	87.8%	80.5%	78.9%
flag	L/F ARTS	ART	100	M W	9.30	28	25	112.0%	96.4%	89.3%	89.3%
			100	mwf	12.40	14	8	14.0%	100.0%	57.1%	57.1%
			100	mwf	12.40	28	25	93.3%	100.0%	89.3%	89.3%
			100	w	18.30	26	25	104.0%	96.2%	96.2%	96.2%
			110	M W	11.00	18	15	120.0%	88.9%	83.3%	83.3%
			110	T TH	8.00	12	6	100.0%	83.3%	50.0%	50.0%
			110	W	17.00	12	9	100.0%	83.3%	75.0%	75.0%
			114	T TH	11.00	14	14	116.7%	100.0%	100.0%	100.0%
			120	M W F	8.00	19	14	95.0%	84.2%	78.9%	73.7%
			120	T TH	17.30	24	19	120.0%	95.8%	87.5%	79.2%
			150	T TH	17.30	14	7	56.0%	100.0%	50.0%	50.0%
			150	T TH	14.00	10	9	40.0%	100.0%	90.0%	90.0%
			151	w	19.30	12	9	48.0%	83.3%	75.0%	75.0%
			194	M	17.00	17	16	113.3%	100.0%	100.0%	94.1%
			201	T TH	9.30	30	22	100.0%	86.7%	73.3%	73.3%
		ART				278	223	88.8%	93.2%	79.7%	78.4%
flag	L/F ARTS	COU	102	mw	14.00	29	27	103.6%	96.6%	93.1%	93.1%
			102	T TH	9.30	26	24	92.9%	92.3%	92.3%	92.3%
			102	T TH	12.30	25	22	89.3%	100.0%	100.0%	88.0%
			131	M	18.30	12	12	48.0%	100.0%	100.0%	100.0%
			132	M	18.30	14	12	56.0%	100.0%	85.7%	85.7%
			135	t	11.00	29	23	107.4%	93.1%	89.7%	79.3%
		COU				135	120	82.9%	97.0%	93.5%	89.7%
flag	L/F ARTS	DAN	105	M W	11.45	17	12	48.6%	88.2%	76.5%	70.6%
			110	M W	10.15	15	8	75.0%	53.3%	53.3%	53.3%
			120	T TH	8.45	8	3	40.0%	87.5%	50.0%	37.5%
			130	T	20.00	17	14	85.0%	82.4%	82.4%	82.4%
			150	M W	13.00	17	12	85.0%	76.5%	70.6%	70.6%
			221	T TH	10.00	8	4	40.0%	100.0%	87.5%	50.0%
			250	M W	20.00	28	26	140.0%	96.4%	96.4%	92.9%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
						110	79	73.4%	83.5%	73.8%	65.3%
			DAN								
flag	L/F ARTS	EDU	200	M	18.00	20	20	80.0%	100.0%	100.0%	100.0%
			200	M W	14.00	26	26	86.7%	100.0%	100.0%	100.0%
			250		0.00	3	3	100.0%	100.0%	100.0%	100.0%
		EDU				49	49	88.9%	100.0%	100.0%	100.0%
flag	L/F ARTS	ENG	020	w	18.00	1	0	25.0%	0.0%	0.0%	0.0%
			021	w	18.00	2	1	50.0%	100.0%	100.0%	50.0%
			022	w	18.00	3	3	75.0%	100.0%	100.0%	100.0%
			023	w	18.00	1	1	25.0%	100.0%	100.0%	100.0%
			024	w	18.00	2	2	50.0%	100.0%	100.0%	100.0%
			025	w	18.00	2	1	50.0%	100.0%	100.0%	50.0%
			029	T	18.00	12	11	300.0%	100.0%	100.0%	91.7%
			030	w	18.30	10	9	66.7%	100.0%	90.0%	90.0%
			060	M W	11.00	25	23	113.6%	92.0%	92.0%	92.0%
			060	T	18.00	18	14	81.8%	88.9%	77.8%	77.8%
			060	TH	18.00	25	21	113.6%	96.0%	84.0%	84.0%
			099	w	17.00	6	6	24.0%	100.0%	100.0%	100.0%
			100	M W	9.00	21	18	95.5%	95.2%	85.7%	85.7%
			100	T TH F	12.30	22	18	100.0%	100.0%	86.4%	81.8%
			100	W	17.30	22	20	100.0%	100.0%	90.9%	90.9%
			101	M	17.30	24	18	109.1%	95.8%	79.2%	75.0%
			101	M W	14.00	24	22	109.1%	95.8%	91.7%	91.7%
			101	M W F	8.00	25	16	113.6%	84.0%	64.0%	64.0%
			101	S	9.00	18	17	81.8%	100.0%	94.4%	94.4%
			101	T	17.30	21	19	95.5%	90.5%	90.5%	90.5%
			101	T TH	10.00	24	19	96.0%	95.8%	83.3%	79.2%
			101	T TH	11.00	22	17	100.0%	90.9%	81.8%	77.3%
			101	T TH	8.00	28	20	127.3%	85.7%	75.0%	71.4%
			101	t th	14.00	26	26	118.2%	100.0%	100.0%	100.0%
			102	M W	8.00	27	26	122.7%	100.0%	96.3%	96.3%
			102	M W	11.00	25	22	113.6%	100.0%	88.0%	88.0%
			102	M W	12.30	26	23	118.2%	96.2%	88.5%	88.5%
			102	S	9.00	12	8	54.5%	83.3%	66.7%	66.7%
			102	T	17.00	25	23	113.6%	92.0%	92.0%	92.0%
			102	T TH	14.00	26	21	118.2%	92.3%	80.8%	80.8%
			102	T TH	9.30	27	24	122.7%	96.3%	88.9%	88.9%
			102	TH	18.00	22	17	100.0%	90.9%	77.3%	77.3%
			139	TH	17.00	20	17	90.9%	90.0%	85.0%	85.0%
			237	M W	12.30	14	12	63.6%	85.7%	85.7%	85.7%
			238	T TH	11.00	15	14	68.2%	93.3%	93.3%	93.3%

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Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
					ENG	623	529	94.5%	92.3%	86.0%	82.3%
flag	L/F ARTS	FRE	101	T TH	9.30	12	9	48.0%	91.7%	75.0%	75.0%
					FRE	12	9	48.0%	91.7%	75.0%	75.0%
flag	L/F ARTS	GEO	131	T TH	15.30	26	24	86.7%	100.0%	96.2%	92.3%
			133	t th	11.00	26	24	86.7%	100.0%	92.3%	92.3%
					GEO	52	48	86.7%	100.0%	94.2%	92.3%
flag	L/F ARTS	GER	131	W	18.00	12	11	48.0%	91.7%	91.7%	91.7%
					GER	12	11	48.0%	91.7%	91.7%	91.7%
flag	L/F ARTS	HIS	131	M W	15.30	33	26	110.0%	100.0%	81.8%	78.8%
			131	t th	8.00	58	32	165.7%	89.7%	77.6%	55.2%
			132	M W	8.00	19	14	54.3%	84.2%	73.7%	73.7%
			132	T TH	15.30	31	26	88.6%	90.3%	83.9%	83.9%
			136	F	9.00	16	12	45.7%	87.5%	75.0%	75.0%
			201	mw	15.30	26	25	74.3%	100.0%	96.2%	96.2%
					HIS	183	135	89.8%	91.9%	81.4%	77.1%
flag	L/F ARTS	HUM	241	M W	9.30	23	21	92.0%	100.0%	91.3%	91.3%
			242	M	18.00	16	13	64.0%	81.3%	81.3%	81.3%
					HUM	39	34	78.0%	90.6%	86.3%	86.3%
flag	L/F ARTS	MUP	101	M W	9.00	5	4	62.5%	100.0%	80.0%	80.0%
			102	M W	10.30	6	6	75.0%	100.0%	100.0%	100.0%
			103	M W	12.00	4	4	50.0%	100.0%	100.0%	100.0%
			107	T TH	13.00	13	12	86.7%	100.0%	92.3%	92.3%
			107	T TH	14.00	5	5	33.3%	100.0%	100.0%	100.0%
			113	M	18.30	7	7	35.0%	100.0%	100.0%	100.0%
			117	TH	18.30	41	41	82.0%	100.0%	100.0%	100.0%
			207	T TH	14.00	3	2	20.0%	66.7%	66.7%	66.7%
					MUP	84	81	55.6%	95.8%	92.4%	92.4%
flag	L/F ARTS	MUS	100	T TH	9.30	22	22	88.0%	100.0%	100.0%	100.0%
			103	M W	4.15	8	7	100.0%	100.0%	100.0%	87.5%
			145	M W	15.30	20	19	80.0%	100.0%	95.0%	95.0%
			207	M	18.00	20	12	80.0%	70.0%	60.0%	60.0%
					MUS	70	60	87.0%	92.5%	85.6%	85.6%
flag	L/F ARTS	nav	101	t th	15.00	24	20	96.0%	95.8%	87.5%	83.3%
					nav	24	20	96.0%	95.8%	87.5%	83.3%
flag	L/F ARTS	PHI	101	M	18.00	20	16	80.0%	90.0%	80.0%	80.0%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
flag	L/F ARTS	PHI	101	M W	11.00	28	26	112.0%	96.4%	92.9%	92.9%
			105	F	9.00	27	23	90.0%	96.3%	85.2%	85.2%
			105	W	18.00	22	16	88.0%	81.8%	72.7%	72.7%
			201	TH	18.00	33	24	110.0%	78.8%	75.8%	72.7%
		PHI				130	105	96.0%	88.7%	81.3%	80.7%
flag	L/F ARTS	POS	101	M W	9.30	26	12	86.7%	69.2%	57.7%	46.2%
			220	M	18.00	15	13	60.0%	93.3%	86.7%	86.7%
		POS				41	25	73.3%	81.3%	72.2%	66.4%
flag	L/F ARTS	PSY	101	M W	11.00	28	26	93.3%	89.3%	96.4%	92.9%
			101	M W	12.30	16	10	45.7%	87.5%	62.5%	62.5%
			101	M W F	7.00	12	8	34.3%	100.0%	75.0%	66.7%
			101	S	9.00	13	13	37.1%	100.0%	100.0%	100.0%
			101	T	18.00	31	23	103.3%	77.4%	74.2%	74.2%
			101	T TH	8.00	31	30	88.6%	100.0%	100.0%	96.8%
			101	T TH	9.30	30	22	85.7%	90.0%	73.3%	73.3%
			101	T TH	12.30	34	26	97.1%	88.2%	82.4%	76.5%
			205	T TH	15.30	25	16	83.3%	88.0%	72.0%	64.0%
			227	T TH	11.00	6	6	24.0%	100.0%	100.0%	100.0%
			234	TH	18.00	16	13	45.7%	100.0%	81.3%	81.3%
			236	T	18.00	26	21	74.3%	88.5%	80.8%	80.8%
			240	M W	8.00	23	20	76.7%	95.7%	87.0%	87.0%
			240	T TH	12.30	26	24	86.7%	96.2%	92.3%	92.3%
		PSY				317	258	69.7%	92.9%	84.1%	82.0%
flag	L/F ARTS	SLG	101	M W	15.30	29	18	145.0%	82.8%	62.1%	62.1%
			101	M W	17.00	22	19	110.0%	90.9%	86.4%	86.4%
			102	t th	17.30	9	7	45.0%	100.0%	77.8%	77.8%
			201	th	18.00	13	10	65.0%	92.3%	76.9%	76.9%
		SLG				73	54	91.3%	91.5%	75.8%	75.8%
flag	L/F ARTS	SOC	101	M	17.00	28	17	93.3%	71.4%	60.7%	60.7%
			101	M W	8.00	26	20	74.3%	88.5%	76.9%	76.9%
			101	t th	14.00	31	28	88.6%	100.0%	90.3%	90.3%
			125	W	18.00	19	14	63.3%	89.5%	84.2%	73.7%
			130	mw	15.30	37	34	105.7%	94.6%	94.6%	91.9%
			130	t	18.00	32	30	106.7%	96.9%	93.8%	93.8%
			132	mw	11.00	21	20	60.0%	100.0%	95.2%	95.2%
			142	t th	14.00	36	28	120.0%	97.2%	83.3%	77.8%
		SOC				230	191	89.0%	92.3%	84.9%	82.5%
flag	L/F ARTS	SPA	101	M W	8.30	24	20	96.0%	87.5%	83.3%	83.3%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
flag	L/F ARTS	SPA	101	M W	8.30	21	15	84.0%	85.7%	71.4%	71.4%
			101	T TH	17.30	23	16	92.0%	78.3%	69.6%	69.6%
			101	T TH	9.30	25	20	100.0%	100.0%	80.0%	80.0%
			101	W	17.30	24	20	96.0%	83.3%	83.3%	83.3%
			102	M W	9.30	20	15	80.0%	85.0%	75.0%	75.0%
			102	T TH	12.30	10	8	40.0%	80.0%	80.0%	80.0%
			102	TH	17.30	13	10	52.0%	92.3%	76.9%	76.9%
			131	T	18.00	13	10	52.0%	100.0%	84.6%	76.9%
			201	TH	17.30	10	9	40.0%	100.0%	90.0%	90.0%
			201	TH	17.30	13	13	52.0%	100.0%	100.0%	100.0%
			231	M	18.00	10	5	40.0%	90.0%	50.0%	50.0%
		SPA				206	161	68.7%	90.2%	78.7%	78.0%
flag	L/F ARTS	SPC	100	M	12.30	24	19	96.0%	79.2%	79.2%	79.2%
			100	W	17.30	21	19	84.0%	100.0%	90.5%	90.5%
			100	W	12.30	22	16	88.0%	81.8%	72.7%	72.7%
		SPC				67	54	89.3%	87.0%	80.8%	80.8%
flag	L/F ARTS	THR	135	M	18.30	15	13	50.0%	93.3%	93.3%	86.7%
			135	t th	9.35	21	12	70.0%	100.0%	76.2%	57.1%
		THR				36	25	60.0%	96.7%	84.8%	71.9%
	L/F ARTS					2893	2368	82.8%	92.0%	83.8%	81.3%

Division Retention Rate 81.9%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
flag	math/sci	AHS	131	F	15.30	27	19	112.5%	85.2%	74.1%	70.4%
		AHS				27	19	112.5%	85.2%	74.1%	70.4%
flag	math/sci	BIO	100	M W	15.00	24	20	100.0%	87.5%	83.3%	83.3%
			100	M W	13.00	24	22	100.0%	91.7%	91.7%	91.7%
			100	T	19.00	24	19	100.0%	91.7%	79.2%	79.2%
			100	T TH	7.30	26	20	108.3%	80.8%	76.9%	76.9%
			105	M W F	9.00	22	22	91.7%	100.0%	100.0%	100.0%
			109	TH	13.00	12	9	50.0%	91.7%	75.0%	75.0%
			184	M W F	8.00	18	16	75.0%	94.4%	88.9%	88.9%
			201	M W	11.00	24	18	100.0%	91.7%	83.3%	75.0%
			201	T TH	12.00	17	17	70.8%	100.0%	100.0%	100.0%
			202	M F	8.00	15	12	62.5%	100.0%	86.7%	80.0%
			205	W F	16.00	21	21	87.5%	100.0%	100.0%	100.0%
		BIO				227	196	86.0%	93.6%	87.7%	86.4%
flag	math/sci	CHM	100	mw	15.00	21	14	87.5%	100.0%	76.2%	66.7%
			100	t	7.00	18	8	75.0%	77.8%	50.0%	44.4%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
flag	math/sci	CHM	130	mw	10.00	17	13	70.8%	100.0%	82.4%	76.5%
			130	T TH	19.00	19	15	79.2%	100.0%	84.2%	78.9%
			151	T TH	10.00	30	22	125.0%	73.3%	73.3%	73.3%
						105	72	87.5%	90.2%	73.2%	68.0%
		CHM									
flag	math/sci	EMS	100	T TH	13.00	23	18	95.8%	82.6%	82.6%	78.3%
			131	M W	18.00	18	17	90.0%	100.0%	94.4%	94.4%
			131	T TH	18.00	20	19	100.0%	95.0%	95.0%	95.0%
			131	T TH	9.00	19	17	95.0%	100.0%	94.7%	89.5%
						80	71	95.2%	94.4%	91.7%	89.3%
		EMS									
flag	math/sci	ENV	100	T	18.00	14	9	58.3%	78.6%	71.4%	64.3%
						14	9	58.3%	78.6%	71.4%	64.3%
		ENV									
flag	math/sci	FSC	135	m	0.00	2	1	100.0%	50.0%	50.0%	50.0%
			200	T	18.30	25	24	100.0%	96.0%	96.0%	96.0%
			236	m	0.00	3	2	100.0%	66.7%	66.7%	66.7%
			238	TH	18.30	24	22	96.0%	91.7%	91.7%	91.7%
			241	W	18.30	24	22	96.0%	95.8%	91.7%	91.7%
						78	71	98.4%	80.0%	79.2%	79.2%
		FSC									
flag	math/sci	glg	100	m w	19.00	22	19	91.7%	90.9%	90.9%	86.4%
			100	W F	8.00	22	21	91.7%	100.0%	95.5%	95.5%
			112	S	19.00	13	0	108.3%	100.0%	0.0%	0.0%
						57	40	97.2%	97.0%	62.1%	60.6%
		glg									
flag	math/sci	MAT	055	M	9.00	28	23	112.0%	89.3%	85.7%	82.1%
			087	M W	17.40	19	14	76.0%	94.7%	84.2%	73.7%
			087	M W F	9.30	21	19	84.0%	95.2%	90.5%	90.5%
			087	T TH	17.40	19	15	76.0%	89.5%	78.9%	78.9%
			087	T TH	10.00	28	24	112.0%	92.9%	85.7%	85.7%
			087	t th	8.00	26	21	104.0%	100.0%	88.5%	80.8%
			107	m w	14.15	8	8	32.0%	100.0%	100.0%	100.0%
			108	t th	16.15	2	2	8.0%	100.0%	100.0%	100.0%
			121	M W	17.40	28	18	112.0%	85.7%	67.9%	64.3%
			121	M W	15.30	28	21	112.0%	89.3%	75.0%	75.0%
			121	M W	15.30	7	4	28.0%	100.0%	57.1%	57.1%
			121	M W F	12.30	25	22	100.0%	96.0%	88.0%	88.0%
			121	M W F	9.30	35	25	140.0%	97.1%	74.3%	71.4%
			121	M W F	8.00	24	13	96.0%	75.0%	54.2%	54.2%
			121	T TH	8.00	26	20	104.0%	100.0%	76.9%	76.9%
			121	T TH	15.30	33	22	132.0%	93.9%	78.8%	66.7%
			130	T TH	9.30	17	16	68.0%	94.1%	94.1%	94.1%

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Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
flag	math/sci	MAT	131	M W	15.30	9	9	36.0%	100.0%	100.0%	100.0%
			142	W	9.00	7	7	28.0%	100.0%	100.0%	100.0%
			151	M W	17.00	30	26	120.0%	100.0%	90.0%	86.7%
			151	M W F	8.00	21	17	84.0%	100.0%	90.5%	81.0%
			151	M W F	11.00	21	16	84.0%	95.2%	76.2%	76.2%
			151	M W F	12.30	13	11	52.0%	100.0%	84.6%	84.6%
			151	T TH	12.00	22	22	88.0%	100.0%	100.0%	100.0%
			151	T TH	10.00	25	13	100.0%	84.0%	56.0%	52.0%
			151	T TH	15.30	24	20	96.0%	87.5%	83.8%	83.3%
			160	M W	14.00	18	18	72.0%	100.0%	100.0%	100.0%
			172	F	9.15	16	14	80.0%	100.0%	87.5%	87.5%
			184	T TH	14.00	7	5	28.0%	71.4%	71.4%	71.4%
			187	M W F	12.00	27	18	108.0%	96.3%	66.7%	66.7%
			187	t th	17.35	21	17	84.0%	100.0%	85.7%	81.0%
			220	T TH	13.00	17	14	68.0%	100.0%	82.4%	82.4%
			230	T TH	16.45	18	17	72.0%	100.0%	94.4%	94.4%
			262	T TH	19.30	10	8	40.0%	90.0%	80.0%	80.0%
			O87	T TH	12.00	23	16	92.0%	78.3%	73.9%	69.6%
		MAT				703	555	80.8%	94.2%	82.9%	81.0%
flag	math/sci	NTR	135	T	18.00	26	26	108.3%	100.0%	100.0%	100.0%
		NTR				26	26	108.3%	100.0%	100.0%	100.0%
flag	math/sci	NUR	110	M	14.30	20	18	100.0%	100.0%	100.0%	90.0%
			200	TH	16.00	20	19	66.7%	95.0%	95.0%	95.0%
			221		0.00	77	75	77.0%	98.7%	97.4%	97.4%
		NUR				117	112	81.2%	97.9%	97.5%	94.1%
flag	math/sci	PHE	229	M W	10.00	15	13	62.5%	93.3%	86.7%	86.7%
			229	T TH	15.10	9	9	30.0%	100.0%	100.0%	100.0%
			229	T TH	14.10	10	9	33.3%	90.0%	90.0%	90.0%
		PHE				34	31	41.9%	94.4%	92.2%	92.2%
flag	math/sci	PHY	141	M W	1.00	22	15	91.7%	86.4%	68.2%	68.2%
			141	T TH	9.00	22	18	91.7%	95.5%	81.8%	81.8%
			161	M W F	11.00	11	10	45.8%	100.0%	90.9%	90.9%
			180	mw	18.00	12	10	50.0%	91.7%	83.3%	83.3%
		PHY				67	53	69.8%	93.4%	81.1%	81.1%
	math/sci					1535	1255	82.9%	92.9%	83.2%	81.3%

Division Retention Rate 81.8%

flag	OCC/VOC	ACC	100	F	8.00	17	15	68.0%	94.1%	88.2%	88.2%

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Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
flag	OCC/VOC	ACC	101	M	18.30	42	34	120.0%	97.6%	88.1%	81.0%
			101	M W	17.00	33	25	94.3%	90.9%	84.8%	75.8%
			101	mwf	7.00	29	14	82.9%	72.4%	48.3%	48.3%
			102	M W F	7.00	5	5	20.0%	100.0%	100.0%	100.0%
			102	W	18.30	34	33	97.1%	97.1%	97.1%	97.1%
			205	T	18.30	11	10	44.0%	100.0%	100.0%	90.9%
		ACC				171	136	75.2%	93.2%	86.6%	83.0%
flag	OCC/VOC	AJS	101	T	18.00	24	22	96.0%	95.8%	91.7%	91.7%
			120	TH	18.00	18	15	72.0%	94.4%	94.4%	83.3%
			130	M W	9.00	13	12	52.0%	100.0%	92.3%	92.3%
			230	M W	11.00	21	18	84.0%	90.5%	85.7%	85.7%
		AJS				76	67	76.0%	95.2%	91.0%	88.3%
flag	OCC/VOC	AUT	100	T	18.00	21	16	84.0%	95.2%	76.2%	76.2%
		AUT				21	16	84.0%	95.2%	76.2%	76.2%
flag	OCC/VOC	AVT	131	M	18.30	14	11	56.0%	78.6%	78.6%	78.6%
		AVT				14	11	56.0%	78.6%	78.6%	78.6%
flag	OCC/VOC	BUS	100	mw	15.00	29	22	96.7%	93.1%	75.9%	75.9%
			103	m	18.30	12	10	40.0%	100.0%	83.3%	83.3%
			104	M	12.00	23	23	76.7%	100.0%	100.0%	100.0%
			109	TH	18.30	4	4	16.0%	100.0%	100.0%	100.0%
			203	W	18.30	20	18	80.0%	95.0%	90.0%	90.0%
			206	M	18.30	27	22	90.0%	88.9%	81.5%	81.5%
			211	T	18.30	17	16	68.0%	94.1%	94.1%	94.1%
			214	T TH	11.00	17	14	56.7%	94.1%	88.2%	82.4%
		BUS				149	129	65.5%	95.7%	89.1%	88.4%
flag	OCC/VOC	CIS	102	T	8.00	20	15	80.0%	90.0%	80.0%	75.0%
			102	TH	17.00	24	13	96.0%	58.3%	54.2%	54.2%
			102	W	19.00	21	11	84.0%	66.7%	52.4%	52.4%
			102	W	10.00	21	16	84.0%	81.0%	76.2%	76.2%
			111	M	16.00	8	0	32.0%	75.0%	0.0%	0.0%
			112	M W	8.00	18	18	75.0%	100.0%	100.0%	100.0%
			112	W	14.30	22	17	91.7%	86.4%	86.4%	77.3%
			112	W	19.30	21	14	87.5%	100.0%	66.7%	66.7%
			120	F	8.00	18	18	72.0%	100.0%	100.0%	100.0%
			120	M	17.30	27	25	108.0%	92.6%	92.6%	92.6%
			120	M W	8.00	23	15	92.0%	87.0%	65.2%	65.2%
			120	S	13.00	9	8	36.0%	88.9%	88.9%	88.9%
			120	T	17.30	30	26	120.0%	93.3%	86.7%	86.7%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
flag	OCC/VOC	CIS	120	T TH	10.00	29	22	116.0%	89.7%	79.3%	75.9%
			120	TH	14.00	23	18	92.0%	95.7%	87.0%	78.3%
			120	TH	7.00	22	18	88.0%	95.5%	86.4%	81.8%
			120	W	13.00	27	23	108.0%	92.6%	85.2%	85.2%
			122	W	18.00	16	14	66.7%	93.8%	87.5%	87.5%
			123	TH	12.00	19	19	79.2%	100.0%	100.0%	100.0%
			123	TH	19.00	23	23	95.8%	100.0%	100.0%	100.0%
			124	M W	12.00	20	18	80.0%	95.0%	95.0%	90.0%
			124	TH	8.00	21	16	87.5%	100.0%	90.5%	76.2%
			124	W	17.00	27	21	112.5%	88.9%	77.8%	77.8%
			127	M	9.30	11	9	45.8%	81.8%	81.8%	81.8%
			131	W	9.30	13	12	54.2%	100.0%	92.3%	92.3%
			220	T TH	10.00	23	11	95.8%	60.9%	47.8%	47.8%
			224	M W	12.00	12	10	50.0%	91.7%	83.3%	83.3%
		CIS				548	430	82.6%	89.1%	79.4%	77.5%
flag	OCC/VOC	DFT	125	TH	18.00	9	6	47.4%	88.9%	77.8%	66.7%
			145	T	18.00	12	8	63.2%	75.0%	66.7%	66.7%
			150	T	18.00	22	15	91.7%	81.8%	68.2%	68.2%
			150	T TH	8.00	19	15	79.2%	100.0%	89.5%	78.9%
			200	TH	18.00	7	7	29.2%	100.0%	100.0%	100.0%
			225	M	18.00	12	9	50.0%	100.0%	75.0%	75.0%
		DFT				81	60	60.1%	91.0%	79.5%	75.9%
flag	OCC/VOC	ECN	204	M	18.30	24	21	96.0%	100.0%	87.5%	87.5%
			204	t th	8.00	25	21	100.0%	88.0%	84.0%	84.0%
			205	mw	9.30	24	22	96.0%	100.0%	91.7%	91.7%
		ECN				73	64	97.3%	96.0%	87.7%	87.7%
flag	OCC/VOC	ELT	100	TH	18.00	4	3	22.2%	75.0%	75.0%	75.0%
			150	W	19.00	8	8	44.4%	100.0%	100.0%	100.0%
		ELT				12	11	33.3%	87.5%	87.5%	87.5%
flag	OCC/VOC	HRM	100	TH	18.30	16	12	64.0%	93.8%	75.0%	75.0%
		HRM				16	12	64.0%	93.8%	75.0%	75.0%
flag	OCC/VOC	ITC	111	T	18.30	20	15	83.3%	85.0%	75.0%	75.0%
			150a	t	19.00	8	8	40.0%	100.0%	100.0%	100.0%
			150b	t	18.00	8	8	32.0%	100.0%	100.0%	100.0%
			170	TH	18.00	10	7	41.7%	100.0%	70.0%	70.0%
			171	M	18.00	9	7	37.5%	88.9%	77.8%	77.8%
			180	W	18.00	16	9	66.7%	100.0%	56.3%	56.3%

Site	Division	Prefix	Number	Days	start time (military)		Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
						ITC	71	54	50.2%	95.6%	79.8%	79.8%
flag	OCC/VOC	MIT	140	T	18.00		11	11	61.1%	100.0%	100.0%	100.0%
			141	W	18.00		6	5	33.3%	100.0%	100.0%	83.3%
						MIT	17	16	47.2%	100.0%	100.0%	91.7%
flag	OCC/VOC	OIS	100	t	12.30		14	14	58.3%	100.0%	100.0%	100.0%
			100	TH	16.00		13	9	54.2%	76.9%	69.2%	69.2%
			110	T TH	17.00		11	8	45.8%	81.8%	72.7%	72.7%
			110	T TH	10.30		20	16	83.3%	90.0%	80.0%	80.0%
			130	TH	13.00		9	8	37.5%	100.0%	100.0%	88.9%
			210	M	15.00		9	9	37.5%	100.0%	100.0%	100.0%
						OIS	76	64	52.8%	91.5%	87.0%	85.1%
flag	OCC/VOC	res	101	m	18.30		14	14	56.0%	71.4%	64.3%	64.3%
						res	14	14	56.0%	71.4%	64.3%	64.3%
						OCC/VOC	1339	1079	70.3%	91.6%	83.2%	81.3%
					Division Retention Rate		80.6%					
						flag	5767	4702	79.7%	92.1%	83.5%	81.3%
GC	L/F arts	ART	120	W	17.00		10	6	50.0%	90.0%	70.0%	60.0%
						ART	10	6	50.0%	90.0%	70.0%	60.0%
GC	L/F arts	slg	102	m	18.00		5	5	20.0%	100.0%	100.0%	100.0%
						slg	5	5	20.0%	100.0%	100.0%	100.0%
						L/F arts	15	11	35.0%	95.0%	85.0%	80.0%
					Division Retention Rate		73.3%					
GC	OCC/VOC	CIS	112	M	18.00		14	14	56.0%	92.9%	64.3%	64.3%
						CIS	14	14	56.0%	92.9%	64.3%	64.3%
						OCC/VOC	14	14	56.0%	92.9%	64.3%	64.3%
					Division Retention Rate		64.3%					
						GC	29	20	42.0%	94.3%	78.1%	74.8%
NAU	l/f arts	eng	100x	m w f	11.30		13	13	86.7%	100.0%	100.0%	100.0%
			100x	l th	8.00		14	14	93.3%	100.0%	100.0%	92.9%
						eng	27	27	90.0%	100.0%	100.0%	96.4%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
					l/f arts	27	26	90.0%	100.0%	100.0%	96.4%
					Division Retention Rate		96.3%				
NAU	math/sci	mat	101x	m w f	10.20	28	24	93.3%	96.4%	89.3%	85.7%
			101x	m w f	12.40	25	19	83.3%	92.0%	76.0%	76.0%
			101x	m w f	9.10	27	19	90.0%	92.6%	92.6%	70.4%
			101x	t th	9.35	31	29	103.3%	96.8%	93.5%	93.5%
			102x	m w	18.00	27	26	108.0%	96.3%	96.3%	96.3%
			102x	m w th	17.40	33	33	132.0%	100.0%	100.0%	100.0%
			102x	m w th	16.10	27	17	108.0%	96.3%	74.1%	63.0%
			102x	m w th	9.10	26	24	104.0%	100.0%	100.0%	92.3%
			102x	mtwth	12.40	28	19	112.0%	89.3%	89.3%	67.9%
			102x	mtwth	15.00	26	23	104.0%	100.0%	100.0%	88.5%
			102x	mtwth	11.30	25	24	100.0%	96.0%	96.0%	96.0%
			102x	mtwth	11.30	33	27	132.0%	93.9%	87.9%	81.8%
			102x	mtwth	10.20	29	26	116.0%	100.0%	93.1%	89.7%
			102x	mtwth	10.20	30	28	120.0%	100.0%	96.7%	93.3%
			102x	mtwth	9.10	26	22	104.0%	92.3%	84.6%	84.6%
			102x	mtwth	9.10	25	19	100.0%	88.0%	84.0%	76.0%
			102x	mtwth	8.00	28	23	112.0%	92.9%	82.1%	82.1%
			102x	mtwth	8.00	28	28	112.0%	100.0%	100.0%	100.0%
			102x	mtwth	13.50	25	21	100.0%	96.0%	96.0%	84.0%
			102x	mtwth	12.40	27	26	108.0%	96.3%	96.3%	96.3%
			102x	mtwth	15.00	28	25	112.0%	92.9%	89.3%	89.3%
			102x	mtwth	10.20	28	27	112.0%	100.0%	100.0%	96.4%
			102x	mtwth	11.30	30	24	120.0%	96.7%	83.3%	80.0%
			102x	t th	18.00	30	25	150.0%	90.0%	83.3%	83.3%
			110	t th	13.50	38	34	126.7%	92.1%	89.5%	89.5%
			110	m w f	8.00	40	31	133.3%	90.0%	80.0%	77.5%
			110	m w f	12.40	35	33	116.7%	97.1%	94.3%	94.3%
			110	m w f	8.00	25	24	83.3%	96.0%	96.0%	96.0%
			110	t th	12.45	40	38	133.3%	97.5%	95.0%	95.0%
			110	t th	11.10	35	34	116.7%	97.1%	97.1%	97.1%
				mat		883	772	111.5%	95.5%	91.2%	87.2%
					math/scl	883	772	111.5%	95.5%	91.2%	87.2%
					Division Retention Rate		87.4%				
					NAU	910	798	110.2%	95.8%	91.7%	87.8%
PAGE	L/F ARTS	COU	102	TH	18.30	21	20	84.0%	95.2%	95.2%	95.2%

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Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
					COU	21	20	84.0%	95.2%	95.2%	95.2%
PAGE	L/F ARTS	ENG	025	M W	8.00	15	13	50.0%	86.7%	86.7%	86.7%
			030	M W	9.15	18	15	60.0%	83.3%	83.3%	83.3%
			060	M W	10.45	11	8	36.7%	81.8%	72.7%	72.7%
			100	T	18.30	12	9	48.0%	83.3%	75.0%	75.0%
			101	M T TH	8.00	30	24	100.0%	86.7%	80.0%	80.0%
			101	M W	8.00	12	7	60.0%	91.7%	58.3%	58.3%
			101	TH	18.30	16	12	80.0%	87.5%	75.0%	75.0%
			102	M W	2.45	7	6	35.0%	85.7%	85.7%	85.7%
			135	M	16.00	5	2	25.0%	100.0%	40.0%	40.0%
			237	T TH	8.00	11	8	55.0%	90.9%	72.7%	72.7%
					ENG	137	104	55.0%	87.8%	73.0%	73.0%
PAGE	L/F ARTS	HIS	131	T TH	10.00	19	19	76.0%	100.0%	100.0%	100.0%
			136	TH	18.30	14	13	70.0%	100.0%	92.9%	92.9%
					HIS	33	32	73.0%	100.0%	96.4%	96.4%
PAGE	L/F ARTS	MUS	100	W	18.30	10	8	50.0%	100.0%	80.0%	80.0%
					MUS	10	8	50.0%	100.0%	80.0%	80.0%
PAGE	L/F ARTS	NAV	101	M W	16.30	20	20	100.0%	100.0%	100.0%	100.0%
					NAV	20	20	100.0%	100.0%	100.0%	100.0%
PAGE	L/F ARTS	POS	220	T	18.30	9	8	45.0%	100.0%	88.9%	88.9%
					POS	9	8	45.0%	100.0%	88.9%	88.9%
PAGE	L/F ARTS	PSY	101	M	18.30	12	10	60.0%	91.7%	83.3%	83.3%
			101	T TH	1.00	12	12	60.0%	100.0%	100.0%	100.0%
					PSY	24	22	60.0%	95.8%	91.7%	91.7%
PAGE	L/F ARTS	SOC	101	W	18.30	10	10	50.0%	100.0%	100.0%	100.0%
					SOC	20	20	50.0%	100.0%	100.0%	100.0%
PAGE	L/F ARTS	SPA	101	T	18.00	12	10	60.0%	83.3%	83.3%	83.3%
					SPA	12	10	60.0%	83.3%	83.3%	83.3%
PAGE	L/F ARTS	SPC	100	T TH	16.00	8	6	40.0%	75.0%	75.0%	75.0%
					SPC	8	6	40.0%	75.0%	75.0%	75.0%
					L/F ARTS	284	240	59.3%	91.6%	82.3%	82.3%
					Division Retention Rate		84.5%				
PAGE	MATH/SCI	BIO	100	M W	18.30	13	9	65.0%	69.2%	69.2%	69.2%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
					BIO	13	9	65.0%	69.2%	69.2%	69.2%
PAGE	MATH/SCI	CHM	130	T TH	18.30	5	5	25.0%	100.0%	100.0%	100.0%
					CHM	5	5	25.0%	100.0%	100.0%	100.0%
PAGE	MATH/SCI	MAT	055	M W	1.00	8	5	40.0%	62.5%	62.5%	62.5%
			087	M W	1.00	13	11	65.0%	92.3%	84.6%	84.6%
			121	T TH	16.00	24	18	96.0%	95.8%	83.3%	75.0%
			151	M W	16.00	10	9	50.0%	100.0%	90.0%	90.0%
					MAT	55	43	62.7%	87.7%	80.1%	78.0%
					MATH/SCI	73	57	56.8%	86.6%	81.6%	80.2%

Division Retention Rate 78.1%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
PAGE	OCC/VOC	ACC	101	T\TH	17.00	23	16	92.0%	87.0%	69.6%	69.6%
					ACC	23	16	92.0%	87.0%	69.6%	69.6%
PAGE	OCC/VOC	BUS	104	T TH	15.30	7	6	35.0%	100.0%	85.7%	85.7%
			209	M	18.30	9	9	36.0%	100.0%	100.0%	100.0%
					BUS	16	15	35.5%	100.0%	92.9%	92.9%
PAGE	OCC/VOC	CIS	102	TH	18.30	6	6	50.0%	100.0%	100.0%	100.0%
			112	T TH	13.30	8	8	66.7%	100.0%	100.0%	100.0%
			120	M W	18.30	19	18	76.0%	100.0%	94.7%	94.7%
			122	T	18.30	6	6	50.0%	100.0%	100.0%	100.0%
			123	TH	18.30	8	7	40.0%	100.0%	100.0%	87.5%
			124	T TH	12.00	12	12	100.0%	100.0%	100.0%	100.0%
			223	M	9.00	2	2	40.0%	100.0%	100.0%	100.0%
			227	M	1.00	2	2	40.0%	100.0%	100.0%	100.0%
					CIS	63	61	57.8%	100.0%	99.3%	97.8%
PAGE	OCC/VOC	ECN	204	W	18.30	6	6	24.0%	100.0%	100.0%	100.0%
					ECN	6	6	24.0%	100.0%	100.0%	100.0%
PAGE	OCC/VOC	ITC	171	f	8.00	14	12	70.0%	92.9%	85.7%	85.7%
			180	mtwth	8.00	15	14	75.0%	100.0%	93.3%	93.3%
					ITC	29	26	72.5%	96.4%	89.5%	89.5%
PAGE	OCC/VOC	MIT	141	T	18.00	17	13	106.3%	100.0%	82.4%	76.5%
					MIT	17	13	106.3%	100.0%	82.4%	76.5%
PAGE	OCC/VOC	OIS	100	M W	8.00	8	8	66.7%	100.0%	100.0%	100.0%
			110	M W	9.00	6	6	50.0%	100.0%	100.0%	100.0%
			130	F	8.00	8	8	80.0%	100.0%	100.0%	100.0%

Site	Division	Prefix	Number	Days	start time (military)	Enroll Wk 3	Enroll End	% of Cap	FTSE Rate	Wk 12 Rate	End Rate
PAGE	OCC/VOC	OIS	200	T TH	10.00	8	8	40.0%	100.0%	100.0%	100.0%
				OIS		30	30	59.2%	100.0%	100.0%	100.0%
				OCC/VOC		184	167	59.9%	98.9%	95.3%	94.4%
				Division Retention Rate		90.8%					
				PAGE		541	464	59.2%	94.0%	87.6%	87.0%
W	l/f arts	art	194	th	18.00	1	1	4.0%	100.0%	100.0%	100.0%
			195	th	18.00	7	7	28.0%	100.0%	100.0%	100.0%
				art		8	8	16.0%	100.0%	100.0%	100.0%
				l/f arts		8	8	16.0%	100.0%	100.0%	100.0%
				Division Retention Rate		100.0%					
W	occ/voc	AJS	101	w	18.00	8	7	32.0%	87.5%	87.5%	87.5%
				AJS		8	7	32.0%	87.5%	87.5%	87.5%
W	occ/voc	CIS	112	t	18.00	7	7	28.0%	100.0%	100.0%	100.0%
				CIS		7	7	28.0%	100.0%	100.0%	100.0%
				occ/voc		15	14	30.0%	93.8%	93.8%	93.8%
				Division Retention Rate		93.3%					
				W		23	22	23.0%	96.9%	96.9%	96.9%

Total for CCC (all sites): 7270 | 6006 | 78.9% | 92.7% | 84.8% | 82.6%

Appendix F

CCC 1996-97 Year-End Reports

Year-End Narrative Report

Enrollment Management Committee 1996-97

Strategic Goals:

Encourage and reward innovative learning strategies such as adragogy, learning communities, and linked courses.

Establish a district-wide recruitment/enrollment plan which promotes access for diverse student populations.

Definition:

Enrollment management is a process for reviewing community needs relative to the College's mission, for all educational programs and the management of allocation of resources (services, staff, facilities,) appropriately; based on existing planning documents and on-going assessment/planning activities; needs to be criteria based.

Enrollment management is the coordinated effort to influence the size and characteristics of the College's student body district-wide. Enrollment is "managed" through a variety of strategies including admissions, pricing (tuition and fees), financial aid, and advising. Well designed and well executed data systems and analysis are strategic to effective enrollment management.

Activities:

Established a list of questions that need to be addressed and answered institutionally in order to proceed with enrollment management and planning.

Identified the need to establish student tracking mechanisms to effectively plan enrollment management.

Identified three areas that need to be addressed by the College Leadership Team:

> Who should obtain and receive data collected in the enrollment management process?
> Who executes the decisions regarding the information?
> Who monitors the procedures/processes implemented?

The Committee determined that the most effective focus of the Committee currently was to address short-term target groups and recruitment strategies; until the issue of new campus development is addressed, the College is not positioned to determine future programs and/or services.

The Committee assessed potential target groups county-wide and suggested criteria for the selection and prioritization of recruitment target groups.

The Committee requested input from the Principle Committee on Institutional Effectiveness and from the Retention Committee regarding the definition of "student success".

Year-End Narrative Report

Academic Standards 1996-97

During the 1996-97 academic year, the Academic Standards Committee has approved, recommended, updated, or is currently working on:

- Academic Standards procedures and operating procedures
- Discussion of reading readiness of CCC students. A task force of faculty members is currently working on this topic.
- Updated admission status categories
- Updated Graduation Honors
- Recommended Scholastic Honors (Vice President's List and President's List)
- Recommended PIE's survey procedures
- Recommended the Philosophy of Learning Assistance for inclusion in the Catalog
- Updated Family Educational Rights and Privacy Act (FERPA)
- Approved a procedure for the transfer of General Education course between the Arizona Community Colleges
- Approved a new placement test for Math
- Defined the role of Academic Standards committee in placement testing
- Approved the updated General Education Value Statement
- Approved the articulation of ENG105 from NAU to ENG101 at CCC
  - Currently working on Repeat procedures, defining role in placement testing, and Graduation requirements

Year-End Narrative Report

Curriculum Committee 1996-97

The following summarizes the accomplishments of the Curriculum Committee for the 1996-97 academic year.

The Committee approved the final rewrites for the procedure manual. The manuals were collected, old pages were removed and replaced with the newly adopted pages and then returned to their owners.

The Committee wrote new procedures for the transfer of TGECC courses. These procedures cover courses that match our own curriculum, courses that are not in our own curriculum but are being transferred from another Arizona community college where they are part of the transferring institution's TGECC, and the use of the waiver form for all other situations. The procedures spell out whose responsibility it is to initiate the transfer process for each scenario. These procedures were approved by the curriculum committee and then passed on to and approved in the standards committee.

The Committee performed its task of reviewing curriculum and approving appropriate curriculum. Attached is a list of all affected curriculum.

Year-End Narrative Report

Faculty Committee 1996-97

During the last year, the faculty have had numerous discussions and recommendations. The most important recommendations were:

> Compensation for Special Topics and Directed Studies Courses
> Book selling procedures
> Development of a faculty use room
> Student Evaluation procedures and form
> Faculty Evaluation procedures
> Faculty Accountability procedures
> General Education Value Statement
> Faculty Retreat

Program Review 9/10/96   The faculty gave their approval on the Program Review packet to be included in the assessment document.

Internship Procedures 11/5/96   The faculty approved a review of an instructional internship procedure.

Leave Request/Sub Form Design 11/19/96   The faculty gave their approval to Human Resources to revise the leave/request form.

Faculty room use; Books with disks 1/21/97   The faculty agreed to create a study/conference room out of the old mail room. The faculty further agreed to keep the disks of the books sold with disks. (Discussion of doing this but no written procedures.)

General Education Values Statement 2/18/97   The faculty was asked for suggestions on the rewriting of the General Education Values Statement.

General Education Values Statement 3/4/97   The faculty gave consensus to rewrite the General Education Values Statement.

Office artwork 3/18/97   The faculty gave Alan Petersen approval to hang artwork in the faculty offices.

Faculty Evaluation procedures 4/15/97   The faculty compiled a panel selection, adding one person outside of area. The panel will be comprised of 1 Division Chair, 1 person within area (mentor), and 1 person of choice outside of area. This was sent in for approval.

Year-End Narrative Report

Student Evaluation Task Force 1996-97

The Student Evaluation Task Force (SETF) was charged with making recommendations concerning the purpose of student evaluations, the procedures that should be followed for implementing them, and the design of an evaluation instrument.

The Committee has thoroughly discussed the problems and issues relevant to these questions, conducted focus groups with administrators, faculty, and students, and received additional suggestions from both full-time and associate faculty. The Committee has incorporated these suggestions into the development of the instrument to be used by students to evaluate faculty, instruction and the course. In the process of developing the instrument, we reviewed instruments from numerous institutions. These questions were modified and new questions were created in an effort to address the areas determined to be essential for classroom evaluation. A copy of the current instrument and the final draft of the revised instrument have been attached.

In addition to the development of the instrument, SETF is currently working with NAU on a procedure for processing the forms. The proposed method of processing will be more cost effective than the current system, as well as requiring fewer CCC personnel hours.

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Year-End Narrative Report

Retention Committee 1996-97

The Retention Committee worked on three projects which started during the 1995-96 academic year. These projects were:

1. Teacher Profiles: a short bibliography and a list of courses taught by each instructor.

2. Mentor Program: development and implementation of a mentoring program utilizing faculty and staff as mentors for CCC students.

3. Student Tracking

At the beginning of the Spring semester, the Retention Committee determined that there was a need for a re-evaluation of the purpose and goals of the committee. The committee began work on the development of a mission statement and goals & objectives.

PURPOSE/MISSION: *to develop, implement and maintain strategies designed to create an environment at CCC conducive to students fulfilling their academic goals.*

Goals & Objectives:

1. Identify, analyze and collect data to determine retention needs and progress. (on-going)
2. Identify retention strategies in-use that are successful/unsuccessful - district wide. (what are we doing right?/wrong?)
3. Develop a Retention Plan:
   a. Research strategies used at other institutions
   b. Recommend implementation of these strategies
   c. Yearly plan
4. On-going assessment

Eddie Aguirre Scholarship
        Recipients: 3
        Total Dollars: $900.00

Community Book Scholarship
        This money is generated from
        the sale back of faculty books.
        Recipients: 24
        Total Dollars: $2,014.00

Governing Board Scholarship
        Recipients: 54
        Total Dollars: $12,350.00

Flagstaff Mall Scholarship
        Recipients: 1
        Total Dollars: $375.00

K. & G.W. Scholarship
        Recipients: 2
        Total Dollars: $750.00

Phoenix Scottish Rite Scholarship
        Recipients: 2
        Total Dollars: $1,600.00

Flagstaff Rotary Club Scholarship
        Recipients: 1
        Total Dollars: $500.00

Senior Citizens Waivers
        Recipients: 18
        Total Dollars: $860.00

Soroptomist International
        Recipients: 3
        Total Dollars: $2,000.00

Wells Fargo Bank
        Recipients: 3
        Total Dollars: $1,500.00

Year-End Narrative Report

College Leadership Team Plus 1996-97

CLT+ developed a Vision Statement:

> *"Through cooperative efforts and effective communication, provide leadership and innovation."*

In light of this Vision Statement, the following questions were asked:

1. What function does the CLT+ serve?
2. For whom does the CLT+ serve this function?
3. How does the CLT+ go about filling this function?
4. Why does the CLT+ exist (what broad need does it serve)?

The CLT+ Committee then spent time establishing the following goals:

Communication
- Learn and practice effective communication by listening
- Enable people to do their jobs without interference - encourage people to seek/listen to advice regarding their jobs
- Learn to ask for help and develop creativity for solving problems
- Focus on issues, not personalities or individuals

Organizational Development
- Define "Leadership"
- Define "Student Success"
- Model cooperative behavior for College community
- Recognize and remove barriers/boundaries
- Provide supportive environment that encourages risk-taking / forgives risk-takers
- Provide environment of trust, responsibility, and accountability
- Respect/value the perceptive of others
- Seek to arrive at win-win solutions

Year-End Narrative Report

NAU/CCC Coordinating Council 1996-97

The Council approved the inception of a sliding scale for the co-enrolled MAT101/102X classes along with the addition of MAT-110 sections. Approval was given to change the placement codes for English and, after a discussion regarding additional offerings in English, add ENG060 as a co-enrolled course.

The Council approved a new three-year Intergovernmental Agreement.

A proposal was approved for a pilot program for two Associate Degrees. This proposal outlined the teaching of lower-division NAU art courses, to be taught by CCC faculty, in a partnership program. The NAU courses to by taught by CCC faculty would be ART-100, ARF-111, 112, 121 and 122.

The Council approved a semester-by-semester billing concept for tutoring services provided by the NAU Learning Assistance Center for CCC students.

A new Articulation Agreement between the NAU-Department of Nursing and CCC was drafted and is currently being reviewed. Once approved by the Committee, the nursing agreement will become an attachment to the main IGA and reviewed on the same three-year cycle.

NAU Parking Services agreed to issue CCC five permanent visitor passes.

Because of concerns by both institutions regarding admissions, registration, the counting of students, and record keeping, the committee drafted New Rules for co-enrollment programs, experiments, etc...

A proposal is being reviewed for the issuance of joint student ID cards with Arizona Western College, NAU and CCC.

A proposal was approved for a 2+2 vocational/occupational program.

Investigations are being held to review the liability of CCC students using NAU facilities.

Because of download problems, problems with FTSE rosters, public relations implications and the tracking of student enrollment, the Committee put a moratorium on all co-enrollment courses, except for the two nursing classes, the "X" developmental math classes and the voc-ed classes until such a time as they get the appropriate people together to discuss criteria. This moratorium includes THR, ART and MAT-1110.

Year-End Narrative Report

Benefits Committee 1996-97

This year the Benefits Committee developed ways to enhance the benefits package for FY 1997-98. The following programs will be added to the benefits package effective July 1, 1997. These changes have been made possible based on the $15,000.00 refund the College received from Mutual of Omaha due to our low experience rate. These programs will be provided for one year. Prior to the end of the fiscal year the Benefits Committee will evaluate the effectiveness and cost of continuing the programs.

1. Associate Faculty and regular employees working 20 to 29 hours per week will be entitled to the Educational Tuition Fee Waiver.
   Cost: approximately $1,000.00

2. Wellness Program - Twelve month subscription to Vitality, Book of Vitality, quarterly supplement, complimentary ten issue subscription to Workplace Vitality and 24 hour access to Vitality on Demand.
   Cost: $1,199.00

3. Employee Assistance Program - Counseling & Family Resources, LTD. This program offers one to eight sessions per year, per employee and family member, per problem.
   Cost: approximately $4,790.00 which includes training and orientation.

   The total cost to enhancing the benefit package is $6,989.00

Year-End Narrative Report

Budget Committee 1996-97

The Budget Committee began meeting in October. Its first item of business was reallocating student and Federal Work Study wages. Dori Cawley was selected as secretary. The budget guidelines were revised and updated as well as the budget process. It was agreed to streamline the process this year by having the Vice Presidents determine the requests for each of their areas that would go forth to the President and committee. The Priorities established for FY98 budgets are as follows:

> Continued implementation of Compensation Plan
> Fulfill commitments to the Page campus
> Moving forward with Flagstaff campus/Learning Center
> Increasing support for Instruction and Students

FTSE, as provided by the Institutional Researcher, 1625 was accepted. On April 18, 1997 a balance budget was achieved. All funds and positions were reviewed and consensus reached to support the budget to the President and District Governing Board at its May 1997 meeting.

Year-End Narrative Report

Classification and Banding Committee 1996-97

This year the Committee implemented a "Job Audit Questionnaire" to be completed by the employee and the supervisor. The purpose of this form was to assist in the job audit process. The Committee also implemented a team approach to conducting job audits to include interviewing the supervisor as well as the employee.

Although the Decision Band Method (which was adopted by the College) describes the difference between bands, this year the differences were more clearly defined to address the needs of the College. Also criteria defining the subgrades within the bands was provided to the Committee. This criteria was based on College practice over the last year.

Year-End Narrative Report

Professional Development Committee 1996-97

Accomplishments of the Professional Development Committee:

- Defined Professional Development vs. Job Training
- Streamlined Professional Development Request Form / Reimbursement Procedures
- Developed process for Employee of the Year awards:
    - a. Associate Faculty
    - b. Classified Staff
    - c. Administrative / Professional
- Based on survey results Convocation was revamped to meet the needs of faculty and staff. To meet these needs it was recommended that Convocation be sponsored and funded by Instruction.

Activities Sponsored by the Professional Development Committee:

- Fall 1996 Convocation
- Service Year Award for Regular Employees and Associate Faculty
- The following College wide workshops:

    Meanwhile Back at the Ranch....
    Uniting for Excellence
    Teaching Portfolio Workshop (2-part)
    Program Level Assessment
    Training the Information Technology worker Implications for the
    Community College Instructor

- Spring 1997 Internet Training and Web Page Design
- Comic Vision Presentation - to address the needs of support staff in dealing with stress.

    Number of requests approved by the Professional Development Committee
    in 1996-97: 32
    Dollar amount funded through these requests: $15,185.60

Year-End Narrative Report

Environmental Health & Safety Committee 1996-97
Emergency Response Management Team 1996-97

Meetings were held weekly from November 26, 1996 through April 15, 1997. The prime object of these meetings was to write and gain approval of the Bomb Threat Procedures for CCC.

April 16th the draft Procedure went before CLT+ for its first review. April 18th the draft was circulated to all faculty and staff for review, comments were due on April 30th.

The Committee met on May 1, 1997, reviewed the comments received and made the necessary corrections. The final draft was then taken to CLT+ for approval.

The Committee was then given copies of the new Chemical Hygiene Plan for initial review. It was also circulated to all science instructors for review and comment.

The Committee will expand its scope and handle a broader range of safety and security issues starting in Fall 1997. It will meet weekly until these issues have been resolved, and acceptable procedures are developed to cover them. Topics for future discussion include:

> Chemical Hygiene Plan
> Campus Security
> FERPA
> Investigations Protocol
> Children on Campus

Year-End Narrative Report

BANNER High Level 1996-97

Progress Student Information System (SIS) conversion to BANNER: implemented the conversion of Student Master data from SIS into General Person and General Student in BANNER. In process of converting Academic History data from SIS to BANNER.

BANNER Student Accounts Receivable Modules: Due to intense shortage of personnel resources the Committee opted for a fast track schedule of training, development and implementation in 10 months. These two modules were brought on-line April 28, 1997 for the Fall 1997 registration.

Oracle 7.0 X 7.2.3 upgrade: The Committee installed an RDBMS upgrade that included Forms 4.5 and Developer/2000 for all of CCC's Oracle BANNER database environments.

BANNER Referential Integrity (RI): RI has been installed to all of CCC's Oracle BANNER database environments.

BANNER workstation (PC) upgrades: Pentium CPUs/processor equip each workstation with minimum processing capabilities to run BANNER 2.1.x, and then added additional memory to older workstations to enable these machines at least to operate BANNER even at a much slower rate. It was decided that the faster workstations would be moved into critical functional processing areas with high volume of data entry.

BANNER 2.0.x to 2.1.x migration: The Committee upgraded the complete BANNER system from a character mode to a client/serve environment using graphical user interface (GUI).

BANNER Form Level to Role Level Security: The Committee implemented change from Form to Role Level security in order to accommodate new features in BANNER 2.1.x.

BANNER Financial Aid Module: Training and development has begun with this module.

BANNER Object:Access (O:A): Installed O:A feature for all CCC's Oracle BANNER database environments. Established Microsoft Access as CCC's end user ad hoc reporting tool to retrieve information from our Oracle BANNER database.

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