DOCUMENT RESUME

ED 429 627 JC 990 194

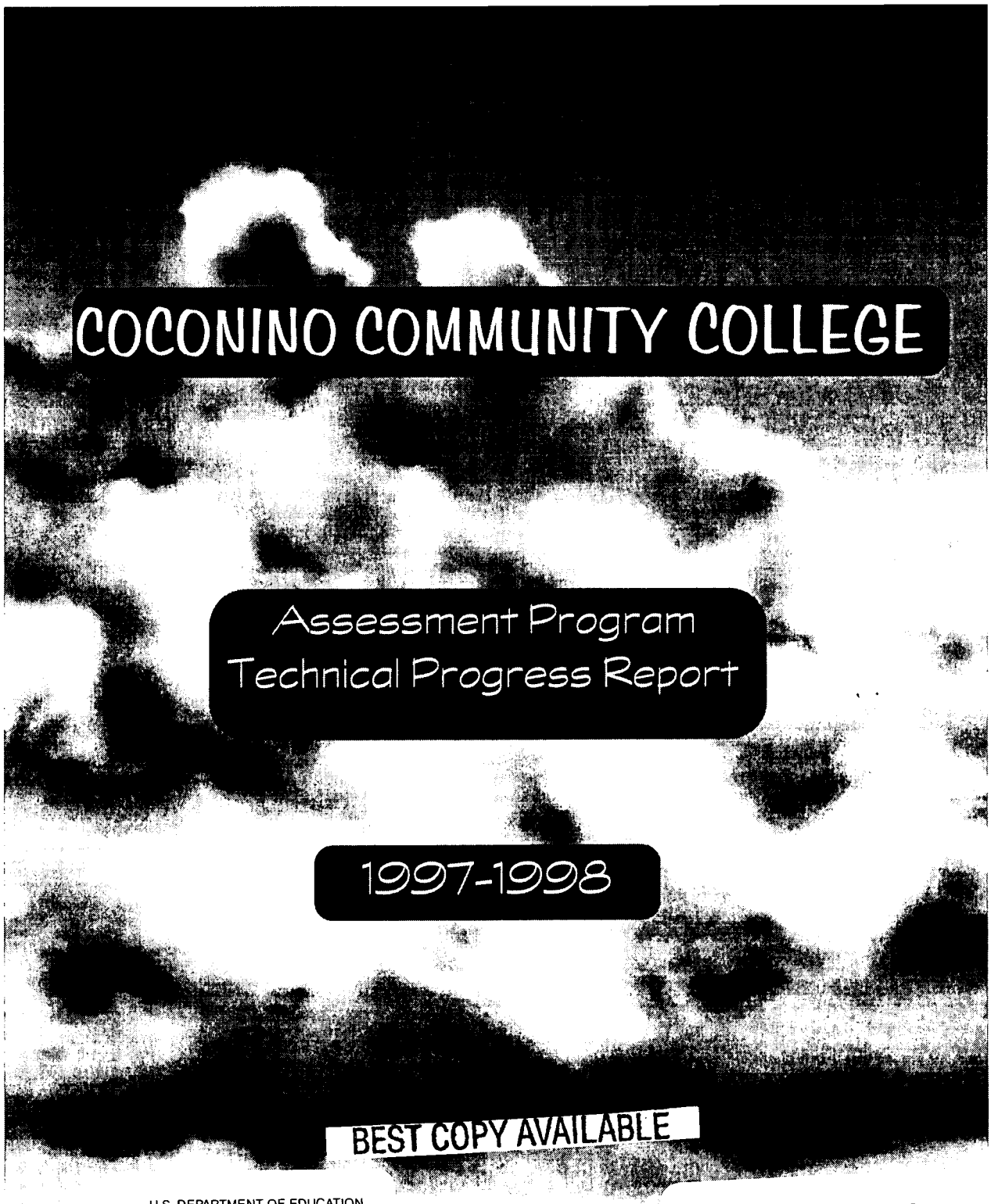
AUTHOR Eickmeyer, Barbara; Hill, Stephen
TITLE Assessment Program Technical Progress Report, 1997-1998.
INSTITUTION Coconino Community Coll., Flagstaff, AZ.
PUB DATE 1998-10-00
NOTE 150p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS College Outcomes Assessment; *College Role; Community Colleges; *Educational Assessment; Educational Improvement; *Institutional Evaluation; *Institutional Mission; Models; Program Effectiveness; *School Effectiveness; Surveys; Two Year Colleges
IDENTIFIERS *Coconino Community College AZ

ABSTRACT

This Assessment Program Progress Report (APPR) records the institutional activities that have taken place at Coconino Community College (CCC) during the 1997-98 academic year. It presents models, timelines, accomplishments, and opportunities for improvement in the assessment practices at CCC. Implementation and outcomes information is included for the following areas: (1) college mission level indicators; (2) program level review; (3) general education; (4) classroom level assessment; (5) accomplishments of other CCC committees; (6) data systems; (7) pilot project proposals; (8) professional development; and (9) surveys. Accomplishments for the 1997-98 academic year include preparation of the second annual APPR, publication of the Assessment of General Education Curriculum in 1997, submission and acceptance of the APPR by the ERIC Clearinghouse for Community Colleges, continuation of retention studies, workshops on general education assessment, and faculty attendance at the NCA annual meeting in March. The report concludes with improvement areas and a glossary of assessment terms. Appendices A-E contain CocoNotions columns, intent to survey flow chart, general education survey, retention study data for Spring and Fall 1997, and CCC 1996-97 year-end reports. (AS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 429 627



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B. Eickmeyer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

TC 990 194

Coconino Community College

3000 N. Fourth St., #17
P.O. Box 80000
Flagstaff, AZ 86003-8000
(520) 527-1222

1997 - 1998

Assessment Program

Technical Progress Report

Prepared by Barbara Eickmeyer and Stephen Hill
Principal Committee for Institutional Effectiveness

This material may be made available in an alternative format upon request by contacting the Disability Resources Office at (520) 527-1222, Ext. 243.

Table of Contents

Introduction 1

Executive Summary 3

CCC Assessment Model 7

- College Mission 10
- Strategic Plan 11
- Assessment Goals and Mission 12

Assessment Timelines 13

Implementation and Outcomes 17

- Principal Committee for Institutional Effectiveness 18
- Intent to Survey 22
- Mission Level Indicators 25
- Data Systems 37
- Program Level Review 38
- General Education 39
- Pilot Projects 49
- Accomplishments of Other CCC Committees 50

Glossary and CCC Assessment Terms 51

Bibliography 57

Appendix A - CocoNotions Columns 59

Appendix B - Intent to Survey flow chart 65

Appendix C - General Education Survey 67

Appendix D - Retention Study Data 69

- Spring 1997 71
- Fall 1997 95

Appendix E - CCC 1996-97 Year-End Reports 113

Introduction

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 slowly maturing and this year we have made progress in raising awareness of recording assessment activities to measure our institution's effectiveness. As our assessment plan continues to develop, we continue to archive and document the process, in order to keep on track and make any necessary adjustments to our course of action.

It is our goal in this *Assessment Program Progress Report* to record the assessment and institutional activities that have taken place during the 1997-98 academic year. The Principal Committee for Institutional Effectiveness (PIE) determined that this method of documentation will serve to help in decision making and planning. For the sake of consistency, we have included portions of the 1996-97 *Assessment Program Progress Report.*

In keeping with the dynamics of assessment at CCC, the format of this document has been changed. Some reports, such as the institutional inventory and the pilot project results, have been omitted at this time and will be included in the next progress report, when more meaningful data is available.

This report contains details about the following:

- Assessment Model
- Assessment Timelines, changes and updates
- Assessment Accomplishments during 1997-98
- Assessment Opportunities for Improvement.

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

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

The report concludes with Improvement Areas and a Report Summary. Appendices include additional material about Assessment Terms, Columns in the College Newsletter (CocoNotions), a Retention Study, Survey Procedures, and the CCC 1997-98 Year-End Reports.

Please contact the office for Institutional Research for copies of this document or for further information.

Executive Summary

ASSESSMENT CHARGE

Coconino Community College (CCC) is a young institution founded in 1991 in the second largest county in the United States. It gained candidacy for accreditation in 1993 and was accredited by the North Central Asssociation of Colleges and Schools (NCA) in 1995. During this time, assessment has become an important and integral part of higher education foundations. The College 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 charged faculty and staff to develop the *CCC Assessment Plan.*

ASSESSMENT PUBLICATIONS

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. As a result of the positive experience in creating the aforementioned progress report, the co-chairs for PIE determined that publishing an annual progress report of assessment activities at CCC would be beneficial to the College's assessment program.

The *1996-97 Assessment Program Progress Report* was published and distributed in Fall 1997 by the committee. The *Assessment of General Education Curriculum 1997* was also published and distributed. A presentation on assessment activities at CCC was made by the Director of Institutional Research to the Governing Board in the spring semester of 1998.

1997-1998 ACCOMPLISHMENTS

- The second annual *Assessment Program Progress Report* was prepared as an archival record for assessment activities at the College.

- The *Assessment of General Education Curriculum 1997* was published.

- Both the *1996-1997 Assessment Program Progress Report* and the *Assessment of General Education Curriculum, 1997* were submitted and accepted by the ERIC Documents Clearinghouse for Community College.

- PIE sponsored its second workshop on general education assessment and focus groups for the Learning Enhancement Center.

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

- Retention studies for Spring and Fall 1997 were continued by faculty.

- PIE sponsored one faculty member to attend the NCA annual meeting in March, 1998.

- PIE sponsored two faculty and one administrator to attend the ACT Institutional Effectiveness Conference in May, 1998.

- General Education was the focus of continuing evaluative efforts.

ERIC DOCUMENT

The *1996-1997 Assessment Program Technical Progress Report* and the *Assessment of General Education Curriculum 1997* were submitted to the ERIC Clearinghouse for Community Colleges. In a letter dated February 4, 1998, the processing coordinator indicated the document had been accepted and "reviewers feel that it will make a valuable addition to the ERIC collection."

PIE files contain the microfiche for the following college publications published by ERIC:

ED 402 984 *1995-1996 Assessment Program Technical Progress Report*
ED 414 979 *1996-1997 Assessment Program Technical Progress Report*
ED 414 978 *Assessment of General Education Curriculum 1997*

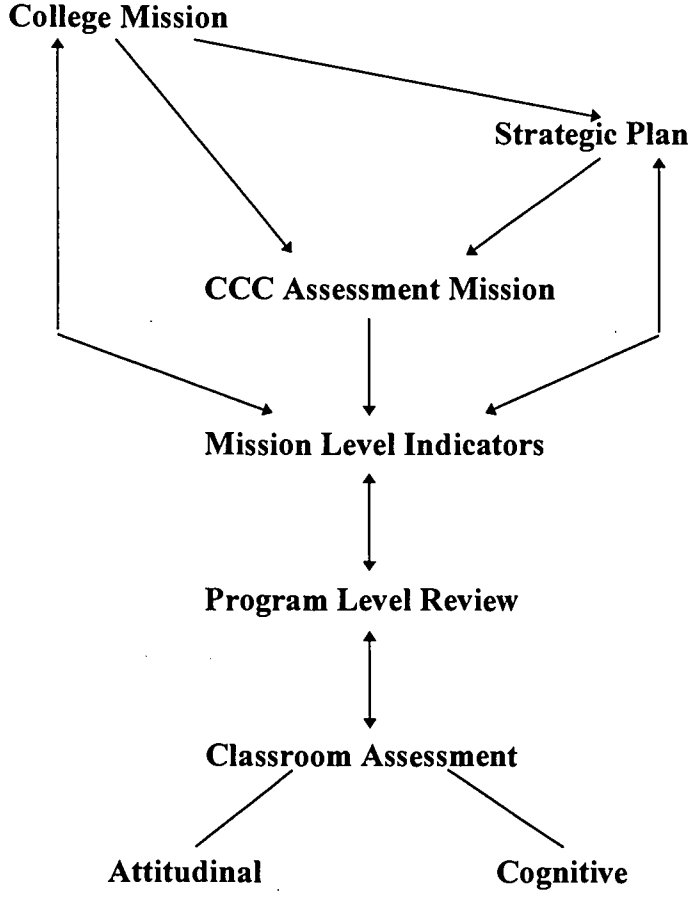
CCC Assessment Model

ASSESSMENT AT CCC

CCC believes that institutional effectiveness and assessment of student academic achievement are linked. 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)*

The following flow chart illustrates the assessment process at CCC:



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 (see following page). Examples include evaluation of the Strategic Plan, performance evaluations of administrators and the governing board, and attitudinal surveys of our community constituents.

Programs - Assessment of CCC programs addressing, on a division and department level, goals that are comprehensive but clearly defined. As these goals change, the type of assessment tools must also change. Examples include program review, evaluation of degrees and certificates, and evaluation of internal and external services provided to students and staff.

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

The mandate is incorporated into the College's Strategic Plan.

STRATEGIC PLAN

In keeping with its tradition of innovation and inquiry, Coconino Community College is reviewing and revising its strategic plan. This is not a new strategic plan, but the evolution of the previous strategic plan that was revised in February 1997. As the College prepares for continued accreditation, we also seek community input into the goals and objectives put forward by the employees and District Governing Board of the College. In this ongoing process, the College seeks review and feedback of the current working document and community representation on the goal teams that will be created to address each goal.

In the spring of 1998, both the College Leadership Team (CLT) and the College employees participated in a strategic planning workshop. A planning follow-up took place in the fall of 1998. The response was positive, not only in its sincerity in benefiting the institution by acknowledging and facing its weaknesses, but also noting how this institution is excelling in many areas and well placed for continued improvements other areas. The employees have voiced a desire to face these challenges and the College's size enables it the opportunity to continually reinvent itself in order to maintain the flexibility necessary to meet the challenges of an ever-changing and unpredictable environment.

To paraphrase a old line, "What we have here is an opportunity to communicate." For with little doubt, the greatest commonality between the CLT planning retreat and the employee planning sessions was one of needed improvements in communication. This concerns not only internal communication with learners, but also with the community and within our own institution.

Some of the concerns elicited at these planning activities, such as low employee morale or fear of retribution, are actually symptoms of the broader issue of communication. Although many of the other issues are not tied directly to communication, their solutions are deeply imbedded within its constructs.

The combined results of both the CLT planning retreat and the planning sessions, a full transcription of the planning day, the report prepared for CLT by a planning consultant from the CLT planning retreat, the "Values" section and the "Ground Rules" were made available to all employees prior to the Fall follow-up session. Similar planning sessions will be scheduled for students, the District Governing Board and the Community.

The common themes that arise out of these sessions will map out the strategic goals and under them the objective goals for the College. Goal teams will be assembled around the strategic goals to map out the tactics/actions necessary to achieve these goals and persons/positions will be made responsible for addressing these objectives and assessing the College's progress towards them in the future.

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.

Assessment Timelines

Timeline of Assessment Activities at CCC

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

√ = completed
X = to be completed

For more information, contact the Director for Institutional Research

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	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.
Evaluation or Revision of Strategic Plan	√	X			X		Dir. for Research	President & 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		X			PIE	President & VP for Ed. Svcs.

√ = completed
X = to be completed

For more information, contact the Director for Institutional Research

BEST COPY AVAILABLE

Implementation and Outcomes

PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

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

The PIE Committee fosters a collaborative relationship between staff and faculty regarding assessment. Faculty members of the PIE Committee are vital in contributing ideas and direction for assessment activities, while staff representatives from various areas offer perspective and advice. Committee membership includes representatives from all areas of the College, and in 1997-98 was comprised of:

- Three full-time faculty representing the three divisions (Liberal Arts, Vocational/ Occupational, Science & Math).
- The Vocational/Occupational Division Chair
- 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 1997-98 academic year, the PIE Committee was co-chaired during the first semester by the Division Chair for Vocational/Occupational and a full-time faculty member. During the second semester, the committee was chaired by the Director for Institutional Research and assisted by a full-time faculty member. The Committee met approximately once a month.

Opportunities for Improvement

The size of the PIE committee must be re-evaluated. Many members of the committee were overwhelmed by activities related to other committees and were unable to fulfill extra-curricular activities with PIE.

The committee needs to initiate a change in the college personnel's perception of its role in assessment. A campus-wide effort in raising awareness of institutional effectiveness should continue to be a goal of the committee.

The committee has experienced a year of transition in leadership and needs to continue to move forward in its pursuit to oversee assessment activities at the college. Although the changes (new Director for Institutional Research and the resignation of co-chair at beginning of spring 1998 semester) have impacted the committee for the moment, it appears that the members have positive expectations for the upcoming academic year.

Procedures for assessment must be implemented college-wide, with each department participating in the effort.

CHRONOLOGY FOR 1997-1998 ACADEMIC YEAR

27 Aug 1997	Institutional Researcher, Laurie McCown, resigned CCC to take another position at a college in Prescott, AZ.
23 Sept 1997	First PIE Meeting of the 97-98 academic year. Daniel Bingham, Division Chair accepted the nomination for co-chair of the committee, with assistance from former co-chair, Barb Eickmeyer, until new researcher is on board. Committee discussed goals for the year and determined that the members should bring suggestions to the next meeting. Announcement was made that CCC was discontinuing participation in the CIRP/UCLA Freshman survey program due to low response.
27 Oct 1997	Publication was completed on the *1996-97 Assessment Program Technical Progress Report* and the *Assessment of General Education Curriculum 1997.* Copies were distributed to college leadership personnel, faculty, and department supervisors.
28 Oct 1997	PIE Meeting cancelled. Members agreed that the committee should postpone goal setting until after the bond election for the new campus.
11 Nov 1997	PIE Meeting. Members received a synopsis of the goals outlined and identified in the *1996-97 Assessment Program Technical Progress Report,* and were asked to prioritize these for the next meeting.
2 Dec 1997	PIE Meeting. The committee prioritized major and minor goals for the upcoming year, stating that the most important goal was to make assessment of institutional effectiveness part of the institutional (CLT) goals.
27 Jan 1998	PIE Meeting. The new Director for Institutional Research (and co-chair of the committee), Stephen Hill, was introduced to the committee. Dan Fishco reported that the CLT was continuing its goal setting and strategic planning process, gathering more information in the coming months in order to best reflect the college's objectives. The committee also discussed streamlining the Intent to Survey process.
4 Feb 1998	The *Assessment Program Technical Progress Report, 1996-97* and the *Assessment of General Education Curriculum, 1997* were accepted by the ERIC Clearinghouse for Community Colleges.

24 Feb 1998	PIE Meeting. The committee aggreed to sponsor Kathryn Kozak to attend the NCA Conference in Chicago, accompanying Stephen Hill and Dr. Kathy Wigal-Emmons, as part of preparation for the college's self-study and assessment activities.
12 Mar 1998	Presentation on assessment activities by Stephen Hill to the Governing Board during their regular board meeting.
31 Mar 1998	PIE Meeting. The General Education Worksession was approved for April, as well as the survey to faculty for assessing general education skills.
9 Apr 1998	Survey of General Education assessment methods distributed to all faculty.
17 Apr 1998	The second General Education worksession was held at the Little America Hotel. Course outlines for all general education core curriculum courses were reviewed by faculty, and modifications recommended to comply with the general education criteria. Attendees also suggested new pilot projects for the fall semester, including administering the CTAB (Critical Thinking Assessment Battery, by ACT) and conducting focus groups in order to further assess student academic achievement in our general education courses.
28 Apr 1998	PIE Meeting. The committee discussed the future of assessment at CCC and how it is constantly a challenging and changing process. This year has been a difficult one with respect to the college bond and resulting recall effort it spawned, as well a changes in PIE leadership/membership. The committee agreed that procedures for assessment must be implemented college-wide, with each department participating in the effort.
May 1998	The committee adjourned until the following fall semester.

INTENT TO SURVEY

On February 5, 1997, the College Leadership Team (CLT) approved the Survey Procedure (620.1) in an effort to continue to monitor institutional effectiveness more efficiently. There is still a need for college personnel to be aware of the Survey Procedure in order for the procedure to work properly. A proposed flow chart can be found in Appendix D.

The use of surveys throughout the institution is of grave concern to the PIE Committee, particularly if nothing is done with the data or poor data is collected. The College does not need more surveys that do not yield quality results or are not adequately evaluated and used.

The survey procedures are designed to monitor institutional effectiveness at the mission and program levels; **they do NOT include classroom assessment.**

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 Director for Institutional Research and/or 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.

Intent to survey forms are available from the office of Institutional Researcher and must be approved prior to the survey being conducted.

Related Policy:

The District Governing Board adopted the following assessment policy on September 15, 1995:

> 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 allocations, administrative, support and educational process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality. *Assessment Policy Statement (Policy #620)*

During the 1997-98 academic year, PIE received and commented on the following requests:

- New Student Orientation Survey
- Retention/Attrition Surveys
  - Drop Survey (to students initiating withdrawals from courses)
  - Telephone Drop Survey (to students who were dropped from courses by their instructors)
- CLT+ Questionnaire
- General Education Survey
- Benefits Questionnaire
- Faculty Organizational Structure Survey
- CCC Student Journalism Survey
- Page Campus New Student Survey
- Page Campus Student Perceptions Survey

Survey results were received from:

- Summary of Exit Interviews, Human Resources
- Benefits Questionnaire
- General Education
- Faculty Organizational Structure Survey
- Procurement Card Procedures Survey
- Summer Work hours survey

Some survey results will not be available until fall 1998. PIE recommendations and results are available from the Director for Institutional Research upon request.

Opportunities for Improvement

The intent to survey procedure is still in its infancy stages. There were problems with the amount of time that it took for PIE members to evaluate intent to survey forms and channel their responses back to the chairperson. It became obvious that some departments should only fill out one intent to survey request for the purpose of conducting similar assessment activities (i.e. the Learning Enhancement Center,

Computer Lab, or new student orientation). A flow chart was proposed to the committee to clarify the process (see Appendix B).

There needs to be a smooth routing of the results back to PIE. The purpose of this procedure is to encourage persons conducting assessment to complete the circle and report their results. While it is not a serious problem directly affecting students at this time, it has the potential of becoming so in the future.

The college is in the process of developing a Human Subjects policy. Until the college has officially established its parameters on human subjects, the college will abide by the statement regarding ethical standards and confidentiality in its Assessment Policy Statement (*Policy #620).*

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 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 from 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		Fall 1997	
Coconino County	2,542	84%	2,929	82%
Other Arizona	367	12%	412	11%
Other USA	118	4%	238	7%
Foreign	0	0%	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 1997 Enrollment End of Semester	
Flagstaff	45,857	47%	2364	83%
Page	6,598	7%	227	8%
Williams	2,532	3%	50	2%
Grand Canyon	1,499	2%	44	2%
Tuba City	7,323	8%	30	1%
Kaibeto	641	1%	9	<1%
Sedona	2,384	2%	4	<1%
Other Coconino County	29,757	31%	117	4 %

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 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 (does not include NAU/CCC students):

	Coconino County 1990 Census Population 96,591		Flagstaff City 1990 Census Population 45,857		CCC Fall 1997 Enrollment 3,434	
	Population	% Total	Population	% Total	Population	% Total
Gender						
Female	48,477	50%	23,021	50%	2003	58%
Male	48,114	50%	22,836	50%	1426	41%
Not reported					5	<1%
Age						
Under 20	35,131	36%	15,275	33%	1060	31%
20-24	10,982	11%	8,126	18%	998	29%
25-29	8,149	8%	4,114	9%	390	11%
30-39	16,398	17%	7,454	16%	468	14%
40-49	11,275	12%	5,325	12%	365	11%
50-59	6,514	7%	2,619	6%	118	4%
60 or over	8,124	8%	2,944	6%	35	1%
Avg. Age	26		25		28.8	
Ethnicity						
White	57,170	59%	33,368	73%	2,458	71%
Native Am.	27,661	29%	3,838	8%	491	14%
Hispanic	9,768	10%	7,103	15%	341	10%
Asian	698	1%	523	1%	68	2%
Black	1,180	1%	974	2%	51	1%
Other/Not reported	114	0%	51	0%	25	<1%

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 1997
Accounting - AAS	44
Accounting - Certif.	12
Administration of Justice - AS	45
Architectural Drafting - Certif.	21
Business Administration- AA	122
Business Management - AAS	34
Business Technologies - AAS	2
Clerical - Certif.	9
Computer Aided Drafting - Certif.	7
Computer Information Systems - AA	46
Computer Software Tech - AAS	13
Computer Software - Certif.	24
Construction Technology - Certif.	15
Desktop Publication - Certif.	2
Fine Arts - Visual Arts - AA	3
Fire Science - AAS	51
Fire Science - Certif.	5
General Finance - AAS	3
General Studies - AA	319
General Studies - AGS	3
Legal Secretary - Certif.	9
Marketing Management Fund. - AAS	4
Medical Transcription - Certif.	8
Office Information Systems - AAS	17
Pre-Education - AA	180
Pre-Engineering - AS	50
Pre-Medical - AS	40
Pre-Nursing - AS	190
Pre-Science - AS	28
Real Estate - Certif.	1
Small Business Management - AAS	2
Undeclared	2240

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

	Fall 1997
1 hour	86
2 hours	190
3 hours	775
4 hours	324
5 hours	156
6 hours	342
7 hours	231
8 hours	68
9 hours	137
10 hours	139
11 hours	51
12 hours	187
13 hours	190
14 hours	60
15 hours	25
16 hours	21
17 hours	4
18 hours	2
19 hours	1
20 hours	1

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).

Data Collected:

The average retention rate for Coconino Community College courses held during Spring 1997 was 81.1%. The average retention rate for Fall 1997 was 80.3%.
Appendix D contains the Spring and Fall 1997 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:

CCC 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:

	1992-93	1993-94	1994-95	1995-96	1996-97
Associate of General Studies	1	1	2	5	
Associate of Arts - General Studies	1	4	13	20	23
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 Aministration & Sec. Svcs.					2
Associate of General Business					2
Associate of Small Business Mgt.					1
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. - Office Info. Sys.				1	
Certificate - Accounting			2	1	3
Certificate - Architectural Drafting (basic)					1
Certificate - Architectural Drafting (interm)					
Certificate - Business Accounting Tech.			2		
Certificate - Clerical		2	2	14	6
Certificate - Computer Science				6	5

	1992-93	1993-94	1994-95	1995-96	1996-97
Certificate - Construction Tech. (intermed)			1	5	
Certificate - Desktop Publishing		2	1	3	2
Certificate - Fire Science (basic)		1	0	1	2
Certificate - Fire Science (advanced)		0	1	0	
Certificate - General Business			1		1
Certificate - Legal Secretary (basic)					
Certificate - Legal Secretary (intermed)			1	2	
Certificate - Medical Transcription			2		2
Certificate - Office Info. Sys.				1	
Certificate - Construction Tech (basic)					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:

Collection and reporting of Data for Student Right to Know began 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 actually enrolled at that institution.

BEST COPY AVAILABLE

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	Fall 1997
ASU	n/a	n/a	50 (academic year)		57	62	n/
new			18	8	17	15	n/
NAU	404	496	747	892	1,147	1,236	n/
new	94	34	111	74	149	75	n/
UA	n/a	n/a	44	54	68	n/a	n/
new			13	7	21		n/

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
* = awaiting statewide transfer database implementation

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 Arizona General Education Core Curriculum (AGEC) at CCC?

Indicators:

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

Description:

Students who do not wish to complete an associate's program at CCC but do intend to transfer to a 4-year university are advised to take the Arizona General Education Core Curriculum. This block of 35 credits is meant to transfer to the public universities in Arizona and satisfy their lower division liberal studies requirements. It will be fully implemented beginning January, 1999. CCC is interested in whether students who do not complete an associate's degree are completing the AGEC 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 provide 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**	**FY 96-97**
# Classes	10	7	11	6	14	12	17	29
Enrollment	182	90	197	70	181	127	176	357

CCC Contact Training Courses Offered:

	Spr 1994	Fall 1994	Spr 1995	Fall 1995	Spr 1996	Fall 1996	Spr 1997	FY 96-97
# Classes	na	na	2	16	21	12	3	17
Enrollment	na	na	62	212	311	144	37	183

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. Records are tabulated and reported to the Learning Enhancement Services (LES) Advisory Council on a quarterly basis. Data is available upon request of the LES Director.

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 has made great strides in its procedure 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. A Disability Resources Advisory Council was established by the College President in Spring, 1998 to oversee the college's accommodation procedures and practices. Trends and data are available from the Disability Resources Coordinator.

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:

During Spring 1998 the College will continue 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. 331 consultations were held; 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.

During the 1996-97 fiscal year, the SBDC conducted 24 workshops with 388 people attending.

During the 1996 calendar year, 208 consultations were held; of which 92 were preventures.

During the 1997 calendar year, 246 consultations were held; of which 105 were preventures.

BEST COPY AVAILABLE

Opportunities for Improvement

The College needs to continue considering 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.

An efficient process for collecting mission-level indicators must be established college-wide. Developing assessment procedures at the departmental level should remedy some of the reporting problems; however, the system of reporting needs to be streamlined.

Continued effort 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.

DATA SYSTEMS

Coconino Community College firmly believes in the necessity of institutional data for informed decision making. To that end, the College migrated in 1997-98 to the BANNER student information system. This is a commercially available student information system. This system allows the consistent and accurate reporting of such information as student demographics, educational progress, course enrollments, etc.

Student Data

The Institutional Research office has worked in close concert with the Instructional Technologies department to establish and maintain a student data reporting system. Through current technology, it is possible to run views (huge tables of student data) in BANNER and transfer this data into Microsoft Access on PC's for desktop research. Currently we can work with files larger than 80K. This allows for a through investigation of student data and a more timely response to reporting needs.

The new BANNER system Student Module has been fully installed and incorporated into the institution's budget. This system will be upgraded in 1998-99 to a newer, more user-friendly version that will also ensure year 2000 compliance.

Due to an influx of new employees in both the Instructional Technologies and Institutional Research areas, this past academic year has been one of learning and application. One systems analyst was hired solely for BANNER programming in the Student Module. The primary users of the BANNER system are represented on the BANNER High Level Committee and meet twice a month to discuss the College's data needs and the interaction between both the players and modules. The following tasks will be addressed in 1998-99:

- Continue to verify correct data sources within BANNER
- Develop "canned" query and report programs to meet future scheduled reporting needs such as IPEDS
- Continue to improve the College's flow-through technologies for faster data exchange between BANNER and Access
- Continue the practice of collected data snapshots such as FTSE day
- Develop interface to extract student data from the statewide transfer and student information system (when available)

The College is now at a point where information being retrieved out of the BANNER system must be verified. This frees the Director for Institutional Research from gathering the data, thus allowing this professional to concentrate on analyzing the data and converting it into information.

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 the academic year 1998-99, the following areas will undergo program review:

Math/Science/Public Service/Nursing/Allied Health	9/98-10/98
Liberal Studies/Fine Arts	10/98-12/98
Occupational/Technical Education	2/99-3/99

The results of these assessments will be available in the 1999 Progress Report.

GENERAL EDUCATION

Joan Zumwalt was the principal investigator for the first phase of the General Education Assessment project for 1996-97. The results of the project were documented in a separate report, *Assessment of General Education Curriculum 1997* and published by ERIC Clearinghouse for Community Colleges.

During 1997-98, PIE continued its General Education Assessment project. The project was coordinated by Barbara Eickmeyer, who received two hours of overload/release time to accomplish the tasks. Linda Thimot, associate faculty for Psychology and Statistics courses, was also compensated by PIE to assist in collecting and compiling data. Goals for the project included:

1. Continue to evaluate and revise general education course outlines according to the established criteria.

2. Follow-up on course outlines that were revised last year but were yet to be submitted to the curriculum committee.

3. Investigate what criteria are already being assessed in general education courses, and how.

4. Investigate the availability of commercial or standardized instruments that could measure the skills (criteria) as identified by faculty in the 96/97 phase.

In the first phase of the project, faculty at the college had participated in ranking skills in terms of importance in order to establish a starting point for assessing the General Education core. These skills were:

1) precise writing
2) critical reading
3) problem solving
4) effective oral/signed communication
5) logical reasoning skills
6) analyzing and sythesizing
7) independent thinking skills

The next logical step in the project was to determine what skills were already being taught and assessed in the classrooms of the college. A survey instrument was designed to collect this information. The survey was conducted during April, 1998 and included all faculty in Flagstaff and Page. The results of the survey were compiled using SPSS software and the following report was submitted by Linda J. Thimot, M.A., on May 20, 1998 (see Appendix C).

GENERAL EDUCATION SKILLS CRITERIA SURVEY

The purpose of this survey was to determine whether the general education skills criteria, previously identified by the faculty, are actually being taught/learned in the general education courses. This survey attempted to answer the following questions: a) Are these skills being taught? b) How are these skills being assessed (what are the measurement tools)? and c) When or how often (use or occurrence) are these skills being assessed? The survey was distributed to all faculty at both the Flagstaff and Page campuses. Twenty-eight useable surveys were returned; four from Page and 24 from Flagstaff. Many surveys contained multiple courses. Those 28 surveys produced 1013 measurements.

Variables

The variables assessed were:
a) the department name and course number,
b) the skills criteria, of which there are seven;
1) precise writing,
2) critical reading,
3) problem solving,
4) effective oral or signed communication,
5) logical reasoning,
6) analyzing and synthesizing, and
7) independent thinking;

c) the measurement tool, of which there are six,
1) standardized exams,
2) departmental exam,
3) portfolio,
4) in-class assessment instrument,
5) group activities, and
6) other, which consisted of term papers, oral presentations, research papers, role-playing, project reports, and homework assignments; and

d) how often were these measurements used, with five choices:
1) not at all (not coded),
2) once or twice a semester,
3) per quiz or exam,
4) per assignment, and
5) per class (See Appendix C).

Results

The data were analyzed to determine which of the skills criteria are being assessed and how often these assessments occur. In general, it appears that all skills are being assessed, though not equally, and certainly not with the same measurement tools or frequency (See Table 1 on the next page).

The most frequently assessed skill was precise writing. Out of 1013 measures, 177 (17.5%) assessed precise writing, followed by problem solving with 171 (16.9%) measures, logical reasoning with 168 (16.6%), analyzing and synthesizing with 156 (15.4%) measures, and independent thinking with 152 (15.0%) measures. The least assessed skills were effective oral or signed communication with 95 (9.4%) measures, and critical reading, 94 (9.3%) measures assessing these skills.

Table 1

Measure	Standardized Exam	Dept. Exam	Portfolio	In-class assignment	Group activities	Other
Criteria						
Precise Writing	16 9%	36 20%	13 7%	47 27%	45 25%	20 11%
Critical Reading	5 5%	19 20%	5 5%	28 30%	22 23%	15 16%
Problem Solving	12 7%	28 16%	6 4%	66 39%	46 27%	13 8%
Effective Oral/s	1 1%	17 18%	4 4%	24 25%	31 33%	18 19%
Logical Reasoning	15 9%	38 23%	9 5%	57 34%	32 19%	17 10%
Analysis/Synthesis	6 4%	42 27%	9 6%	52 33%	27 17%	20 13%
Independent Thinking	6 4%	25 16%	9 6%	65 43%	26 17%	21 14%

Precise Writing

In general, it was determined that the most commonly measured criteria was precise writing. Of the 1013 measurements, 177 (17.5%) measured this skill (See Table 1). The most common measurement tool was in-class assessment (47 or 26.5%), followed by group activities (45 or 25.4%), department exams (36 or 22%), standardized exams (16 or 9%), and the least-used measurement tool was the portfolio (13 or 7.3%) (See Table 2).

A more specific analyzation of the precise writing criteria looked at each measurement tool and how often this tools was used (See Table 2). Of the 177 measures of precise writing, 47 (26.6%) used an in-class assessment tool. Of these 47 in-class assessments, 24 (51.1%) used this assessment in every class period, 10 (21.3%) used it per assignment, eight (17%) used it once or

twice per semester, and five (10.6%) used it per quiz or exam (See Table 1). The standardized exam was the second least frequently used assessment for precise writing. Of the 177 measures only 16 (9%) used a standard exam to assess precise writing. Of these 16, 13 (81.2%) used a standard exam for each quiz or exam, and 3 (18.8%) used it once or twice per semester. Interestingly, the most frequent occurrence of assessment was once or twice a semester, out of 177 measurements 63 (35.6%) fit this category. Please refer to Table 2 for a complete breakdown of precise writing.

Table 2

Count Row Percentt	once or twice per semester	per quiz or exam	per assignment	per class
Measure				
Standardized exam	3 19%	13 81%		
Department exam	13 36%	15 42%	7 19%	1 3%
Portfolio	7 54%	1 8%	4 31%	1 8%
In-class assessment	8 17%	5 11%	10 21%	24 51%
Group activities	22 49%		16 36%	7 16%
Other	10 50%	1 5%	5 25%	4 20%

Critical Reading

In general, critical reading was the least assessed skill criteria; of 1013 measures only 94 assessed this skill (See Table 1). The most frequent assessment of this skill was an in-class assessment, 28 (29.8%) out of 94 measures (See Table 3). This skill was assessed per assignment or per class equally, 10 (35.7%) measures out of 28, each. Next in rank was group activities, with 22 (23.4%) assessing this skill. The least used measurement tools were standardized exams and portfolio, with 5 (5.3%) assessment each. Regarding occurrence of assessment, the most frequent choice was per class, 29 (30.9%) of 94 measures. Refer to Table 3 for a complete listing.

Table 3

Count Row Percent	once or twice per semester	per quiz or exam	per assignment	per class
Measure				
Standardized exam	4 80%	1 20%		
Department exam	3 16%	15 79%	1 5%	
Portfolio		1 20%	3 60%	1 20%
In-class assessment	1 4%	7 25%	10 36%	10 36%
Group activities	5 23%		10 46%	7 32%
Other	3 20%		1 7%	11 73%

Problem Solving

In general, problem solving was the second most frequently measured skill criteria, 171 (16.9%) measures out of 1013 (See Table 1). The most frequently used measurement tool was in-class assessment, 66 (38.6%) out of 171 measures (See Table 4). Not only was this skill frequently measured, but it was measured on a regular basis, 29 (43.9%) out of the 66 measures assessed this skill per assignment and 14 (21.2%) assessed this skill per class. The least-used tool was the portfolio, 6 (3.5%) out of 171 measures. Overall, the most frequent occurrence of assessment was per assignment, 68 (39.8%) of 171 measures. Refer to Table 4 for a complete listing.

Table 4

Count Row Pct	once or twice per semester	per quiz or exam	per assignment	per class
Measure				
Standardized exam	11 92%	1 8%		
Department exam	9 32%	9 32%		10 36%
Portfolio	4 67%	1 17%	1 17%	
In-class assessment	2 3%	21 32%	29 44%	14 21%
Group activities	7 15%	2 4%	33 72%	4 9%
Other	1 8%		5 39%	7 54%

Effective Oral or Signed Communication

In general, effective oral or signed communication was the second least assessed skill, 95 (9.4%) to 1013 measures (See Table 1). The most frequently used measurement was the group activity, 31 (32.6%) out of 95 measures. This form of assessment was also done on a regular basis, per assignment and per class, 11 (35.%) and 12 (38.7%) measurements, respectively (See Table 5). The standard exam was used in only one measurement. Once again the most frequent occurrence of assessment was per assignment, 34 (35.8%) of 95 measures. Refer to Table 5 for a complete listing of measurement tool by how often used.

Table 5

Count Row Percent	once or twice per semester	per quiz or exam	per assignment	per class
Measure				
Standardized exam		1 100%		
Department exam		3 18%	7 42%	7 41%
Portfolio		1 25%	3 75%	
In-class assessment	1 4%	6 25%	12 50%	5 21%
Group activities	4 13%	4 13%	11 36%	12 39%
Other	10 56%	3 17%	1 6%	4 22%

Logical Reasoning

In general, logical reasoning was assessed 168 (16.6%) out 1013 measurements (See Table 1). The most frequent measurement tool was the in-class assessment, 57 (33.9%) out of 168 measures. Interestingly, departmental exams were the most used measurement tool, 14 (36.8%) of 38 measures, used this tool every class (See Table 6). Portfolios were the least-used measurement tool, 9 (5.4%) out of 168 measure. Logical reasoning was most frequently assessed per class, followed closely per quiz or exam, 58 (34.5%) and 53 (31.5%) out of 168 measures, respectively. Refer to Table 6 for a complete listing.

Table 6

Count Row Percent	once or twice per semester	per quiz or exam	per assignment	per class
Measure				
Standardized exam	4 27%	1 7%		10 67
Department exam	11 29%	13 34%		14 37%
Portfolio	4 44%	2 22%	3 33%	
In-class assessment	11 34%	33 58%	12 21%	10 18%
Group activities	4 13%	3 9%	7 22%	11 34%
Other	1 6%	1 6%	2 11%	13 77%

Analyzing and Synthesizing

In general, analyzing and synthesizing of information was assessed 156 (15.4%) out of 1013 measurements (See Table 1). The most frequently used measurement tool was, once again, the in-class assessment, 52 (33.3%) of the 156 measures, and it was assessed every quiz or exam 38.5% (20 out of 52) of the measures (See Table 7). Departmental exams were used 42 (26.9%) of the 156 measures. The least frequently used measurement tool was the standardized exam 6 (3.8%) out of 165 measures. This skill was assessed most frequently per class, 51 (32.7%) out of 156 measures. Refer to Table 7 for a complete listing.

Table 7

Count Row Percent	once or twice per semester	per quiz or exam	per assignment	per class
Measure				
Standardized exam	5 83%	1 16%		
Department exam	11 26%	16 38%	1 3%	14 33%
Portfolio	4 44%	2 22%	3 33%	
In-class assessment	5 10%	20 38%	15 29%	12 23%
Group activities	3 11%	4 15%	8 30%	12 44%
Other	4 20%	1 5%	2 10%	13 65%

BEST COPY AVAILABLE

Independent Thinking

In general, independent thinking was assessed 152 (15.0%) out of 1013 measurements (See Table 1). The most frequently used measurement tool was, by far, the in-class assessment, 65 (42.8%) out of 152 measurements (See Table 8). This measurement was used most frequently per assignment, 27 (41.5%) out of 65 measurements. The least-used measurement tool was the standardized exam, 6 (3.9%) out of 152 measures, and it was only used once or twice a semester, 5 (83.3%) out of 6 measures (See Table 8). In general, assessment of this skill was done per assignment, 31.6% (48 out of 152) of the time. Refer to Table 8 for a complete list.

Table 8

Count Row Pct	once or twice per semester	per quiz or exam	per assignment	per class
Measure				
Standardized exam		1 100%		
Department exam		3 18%	7 42%	7 41%
Portfolio		1 25%	3 75%	
In-class assessment	1 4%	6 25%	12 50%	5 21%
Group activities	4 13%	4 13%	11 36%	12 39%
Other	10 56%	3 17%	1 6%	4 22%

Conclusions

In general, all the general education criteria skills are being addressed or taught in the classrooms. This conclusion is based on the fact that all skills are being assessed. The two lowest-assessed skills are critical reading and effective oral or signed communication. A possible explanation of the low measurement of critical reading and effective communication is that for many courses this is implicitly versus explicitly assessed. Another possible explanation is the high return of math, computer, and business courses, all of which probably should not have been included in a general education assessment. Perhaps these types of courses do not stress critical reading and communication skills. This analysis will be broken down further by department name and course number to assess this particular hypothesis, at a future date.

These skills are being assessed in many different ways. The most frequent measurement tool is the in-class assessment, with 339 (33.5%) of 1013 measurements. Group activities and departmental exams round out the top three measurement choices, with 229 (22.6%) and 205 (20.25) out of 1013, respectively (See Table 1). Portfolios and standardized exams are the two least-used measurement tools, with 55 (5.4%) and 61 (6.0%) out of 1013, respectively. The

possible reasons that portfolios may be used infrequently is because they may not be appropriate for many of the courses in this survey, and this type of assessment is highly time consuming and very subjective. Standardized exams seemed to be most frequently used in science courses, such as chemistry, and in math courses. This question can be addressed directly by analyzing the data by department and courses number.

In general, the general education skills criteria are being assessed on a regular basis. Per class period and assignment were frequent choices on the 'how often used' question, as was per quiz or exam. Only the precise writing criteria had once or twice a semester as the most frequent occurrence. This is because many classes have large written projects such as term papers or reports that are due at mid-term or at the end of the semester.

Opportunities for Improvement

Each faculty member should fill out a survey for each course that he/she teaches. Each survey should have this explicitly stated and it should be easy to fill in the department name and course number. This will increase the validity of the measurement and will result in the ability to analyze the data by specific course and/or department and to easily separate the general education courses from the rest. This improvement will be addressed in Spring 1999.

Surveys should not be limited to courses in the general education core, since many of the skills identified by faculty as being most important are promoted in other courses. Investigation of instruments for measuring these skills should be the assessment priority of all faculty at the college.

GENERAL EDUCATION WORKSESSION

The second annual *General Education Worksession* was hosted by PIE in April, 1998. The purpose of the worksession was to give faculty time to work on reviewing and revising course outlines in the Gen Ed core curriculum, and to brainstorm ideas for assessing the Gen Ed skills using standardized tests or qualitative methods.

Participants revised course outlines and created a database for tracking course outlines as they go through the curriculum verification procedure. This tool will be useful to faculty and curriculum personnel when it is completed.

Faculty and participants of the worksession proposed two pilot projects for assessing Gen Ed skills during the fall 1998 semester. The first pilot will assess critical thinking skills using ACT's Critical Thinking Assessment Battery (CTAB). It was proposed that the exam be administered to an identified population of completers during the semester.

The second pilot will consist of focus groups conducted outside of the classroom (similar to an exit interview), administered to a select sample of recent graduates, completers, and freshmen students. Faculty will be asked during the fall 1998 semester to participate by conducting or participating in the organization and implementation of three or more focus groups.

Opportunities for improvement

Upon investigating CCC's participation in the CTAB program, it was discovered that ACT has put the exam on hold for eighteen months, in order to improve its exam. The college will receive information and surveys from ACT regarding the status of the CTAB and may apply to participate in pilot testing of the exam in the future. At this time, the faculty will need to decide how it will move forward with standardized evaluation of general education skills.

PILOT PROJECTS

During the 1997-98 academic year, two pilot project proposals were submitted, each with a unique role in institutional effectiveness.

Retention / Attrition Study

Faculty approved continuation of this 1997 pilot project for the Spring and Fall 1997 semesters. Barbara Cress, CIS full time faculty, coordinated this study during the Spring 1998 semester. Ms. Cress received compensation from PIE equivalent to 3 credit hours overload pay. Data was gathered from 380 sections (Spring 1997) and 403 sections (Fall 1997) from all CCC sites.

For complete compilation of results of the retention/attrition study for Spring and Fall 1997, see Appendix D.

Textbook Reading Level Evaluation Project

At the end of the Spring 1998 semester, PIE approved Alan Petersen, Fine Arts full time faculty to conduct the textbook reading level evaluation pilot project during the summer and fall of 1998. Objectives of the project are: to evaluate all textbooks currently in use at CCC using the FRY Readability scale and to correlate textbook readability with the output from the reading proficiency exam currently in use at CCC (ACCUplacer). The goal of this project is to establish a recommended reading skill-level for each course in the curriculum course bank. Estimated time of completion: December, 1998.

Opportunities for Improvement

The PIE Committee 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

As part of its archiving role, PIE serves as a "warehouse" for assessment resources and activities at the College. Once again, 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 E).

Year-end narrative reports were received from the following committees:

Academic Standards
Benefits Committee
Budget Committee
College Safety & Security Committee
College Leadership Team Plus
Curriculum Committee
Enrollment Management Committee
Faculty (College Instructional Team)
NAU/CCC Coordinating Council
Professional Development Committee
Retention Committee
Scholarship Committee
World Wide Web Committee

Opportunities for Improvement

The membership of and minutes of committee meetings should be housed electronically on the college's h:\ drive in order for college personnel to access information more easily.

Glossary & Assessment Terms

GLOSSARY

ASAA	Assessment of Student Academic Achievement Project 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 oversees implementation of assessment at CCC.
SBDC	Small Business Development Center
SIS	Student Information System
TGECC	Transfer General Education Core Curriculum
UA	University of Arizona

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 including 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.

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 3 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.

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.

Bibliography

BIBLIOGRAPHY

Coconino Community College. (July 1995) Assessment Plan for Student Academic Achievement.

Coconino Community College. (August 1995) Self-Study.

Coconino Community College. (1995) Challenges for the 21st Century: Strategic Plan 1995-2000.

Coconino Community College. (1996) Factbook: Fall 1991 - Fall 1996.

Coconino Community College. (1996) Catalog 1996-1997.

Coconino Community College. (December 1996) Assessment Program Executive Report.

Coconino Community College. (December 1996) Assessment Program Technical Progress Report.

Coconino Community College. (October 1997) Assessment Program Technical Progress Report.

Coconino Community College (October 1997) Assessment of General Education Curriculum.

Coconino Community College. (1996) Tools, Techniques, & Strategies for Assessing Student Success in the Classroom.

North Central Association. (1995) NCA Evaluation Report.

Appendix A

Coconotions Columns

Coconino Community College

October/November 1997 Community College Month

CocoNotions

Coconino Community College newsletter - dedicated to promoting faculty, staff and student success

PIE Corner

PIE committee begins new year

by Jay St. Vincent

PIE Resources:

The reserve section of the LEC can provide you with hours of stimulated reading in the area of assessment! The PIE committee has put a number of books on reserve for the use of all CCC faculty.

Two new volumes, "Preparing Competent College Graduates: Setting New and Higher Expectations for Student Learning," edited by Elizabeth A. Jones, and "Assessing Performance in the Age of Accountability: Case Studies" edited by Gerald H. Gaither address issues that are of current concern for CCC assessment activities.

Topics covered in these two books, both published by New Directions for Higher Education, include: national and state policies affecting learning; expectations for communication, writing, reading, critical thinking; expectations for problem-solving skills, and methods to improve teaching effectiveness.

Also available in the LEC and from department directors are the two newe publications from PIE: "The Assessmer Program Technical Progress Report 19 97" by Barb Eickmeyer and Laurie McCown and "The Assessment of General Education Curriculum 1997" b Joan Zumwalt.

Bingham is new co-chair:

Dan Bingham, division chair for Occ pational and Vocational Education, and 1997/98 PIE co-chair, says "Assessme is a leadership challenge. Measuring a reporting the effects CCC is having o students and in our community are maj assessment goals. The possible benefi from this process are enormous. I wa congratulate **Barb Eickmeyer** and **Laurie McCown** for their accomplish ments and look forward to another successful year for PIE."

BEST COPY AVAILABLE

Coconino Community College

December/January 1998 Community College Month

CocoNotions

Coconino Community College newsletter - dedicated to promoting faculty, staff and student success

PIE Corner

PIE Committee welcomes new institutional research director

by Jay St. Vincent

The PIE Committee welcomes Stephen Hill, CCC's new director of institutional research. As part of the duties of that position, Stephen will assume the role of co-chair of the PIE Committee. Serving this year with him is Dan Bingham, division chair for Occupational/Vocational Education.

Stephen earned a B.S. in economics and management from Western Carolina University in Cullowhee, N.C. and a M.A. in economics from Clemson University in Clemson, S.C. He has served as research analyst and director of institutional research for Chesterfield-Marlboro Technical College in Cherow, S.C.

His duties here at CCC include coordinating the college's institutional effectiveness and supporting decision-making capability through research analysis.

Stephen is married to Elizabeth M. Hill from Dallas, Tex. The couple has three children, two boys and a baby girl. Stephen says, when asked about his hobbies and interests, "Currently our hobbies consist of changing diapers!"

Stephen and Elizabeth look forward to exploring northern Arizona and settling into the community.

Members of the PIE Committee join the CCC family in welcoming Stephen.

BEST COPY AVAILABLE

Coconino Community College

February 1998 Community College Mont

CocoNotions

Coconino Community College newsletter - dedicated to promoting faculty, staff and student success

PIE Corner

PIE publications accepted by ERIC

by Jay St. Vincent

The PIE Committee received notification that both the 1996/97 Assessment Program Technical Progress Report and the Assessment of General Education Curriculum 1997, have been accepted to the ERIC Clearinghouse for Community Colleges. These documents, written by Joan Zumwalt, Barb Eickmeyer, Erin Fanning, and Laurie McCown, will be abstracted and indexed in ERIC's monthly abstract journal, "Resources in Education."

These are the second and third publications from CCC/PIE to be accepted by ERIC, a clear indication that we are on the right track with our assessment program.

Survey Reminder

The PIE Committee serves as a clearinghouse for all CCC surveys, internal and external. If you are planning to gather data, please remember to inform Stephen Hill of your process. We intend to avoid duplication, to keep accurate records, and to foster appropriate dissemination of the data we do have. Also, if you are approached by someone outside the institution wanting to use our students or staff population for data gathering, please direct that request to Stephen Hill.

BEST COPY AVAILABLE

Coconino Community College

April 1998 — Community College Month

CocoNotions

Coconino Community College newsletter - dedicated to promoting faculty, staff and student success

PIE Corner

General Education Assessment Project continues

by Barbra Eickmeyer

As part of the ongoing General Education Assessment Project, CCC faculty will be surveyed to find out what evaluation tools they already use in assessing general education core skills, such as precise writing skills, critical thinking, communication and others. The survey will be distributed at both Flagstaff and Page campuses. The results will serve as a baseline for documentation of how learning is happening at CCC.

The project also includes a General Education Work Session on April 17 from 8:30 a.m. to 3:30 p.m. at Little America. The morning session will be dedicated to revising course outlines to reflect intended outcomes. The afternoon session will provide faculty an opportunity to propose pilot projects for General Education Assessment Tools.

General Education Work Session
April 17 8:30 - 3:30
Little America

PIE will provide lunch to all faculty who attend, as well as payment to substitutes (if needed) so that as many faculty as possible may participate.

If you've always wanted to work on curriculum, now is your chance! Please call ext. 248 if you plan to attend these worthwhile sessions.

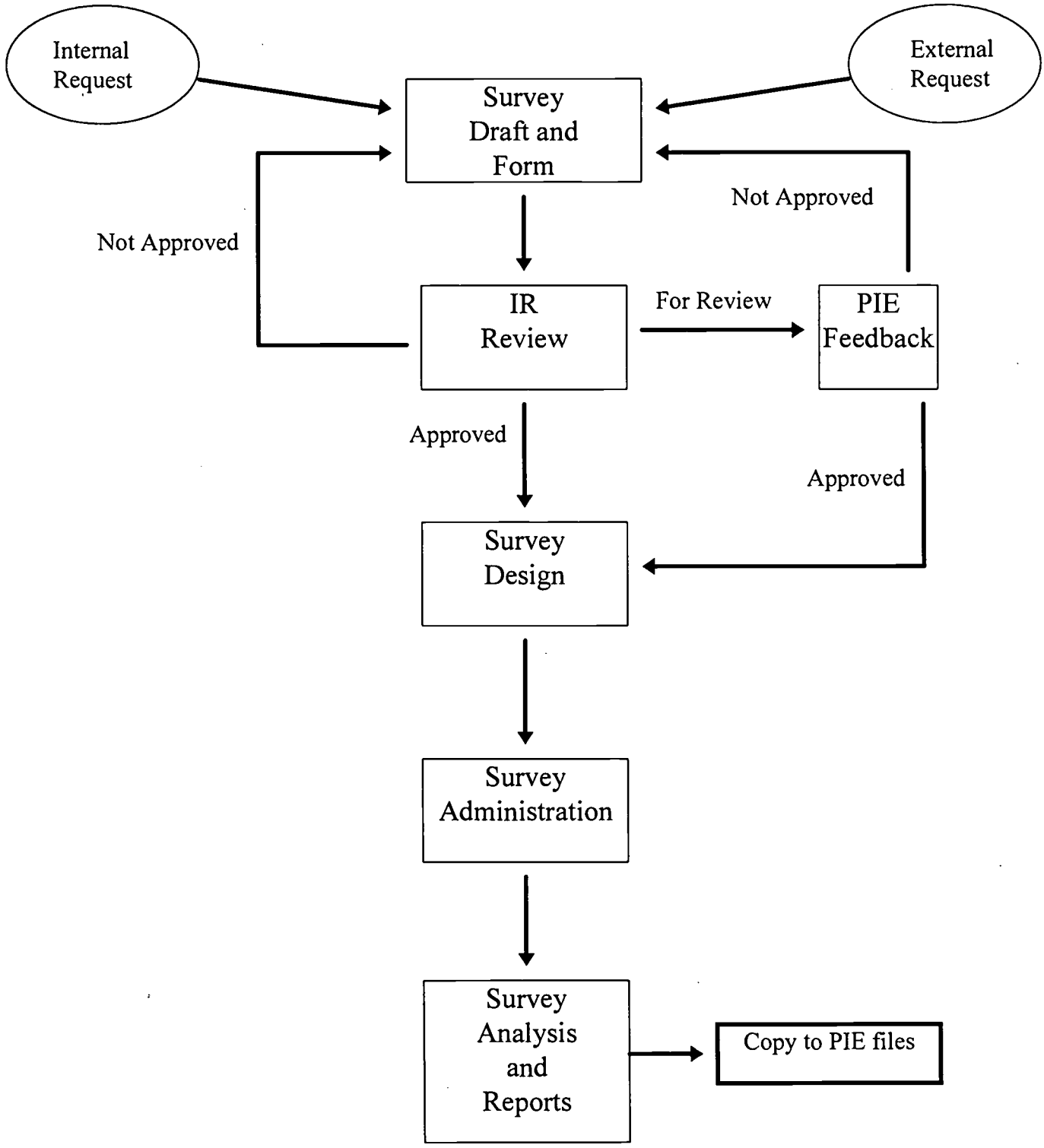
BEST COPY AVAILABLE

Appendix B

Intent to Survey

Flow Chart

SURVEY PROCEDURE FLOW CHART



Appendix C

General Education Survey

GENERAL EDUCATION SURVEY

As part of the *Assessment of General Education Curriculum* project, we would like to ask your cooperation in answering a few questions. CCC has identified specific skills in our General Education Core Curriculum, now we want to know if, and how, our faculty are already assessing the skills.

COPY

What courses do you teach? (please list by prefix, *example*: ENG 101)	**How often do you use each instrument?**				
Please mark what instruments you use in assessment	Not at all	Once or twice during semester	Per Quiz or exam	Per assignment	Per class
Precise Writing					
☐ Standardized exam (developed off-campus)	1	2	3	4	5
☐ Departmental exam (locally developed)	1	2	3	4	5
☐ Portfolio	1	2	3	4	5
☐ In-Class assessment instruments	1	2	3	4	5
☐ Group activities	1	2	3	4	5
☐ Other _____	1	2	3	4	5
Critical Reading					
☐ Standardized exam (developed off-campus)	1	2	3	4	5
☐ Departmental exam (locally developed)	1	2	3	4	5
☐ Portfolio	1	2	3	4	5
☐ In-Class assessment instruments	1	2	3	4	5
☐ Group activities	1	2	3	4	5
☐ Other _____	1	2	3	4	5
Problem Solving					
☐ Standardized exam (developed off-campus)	1	2	3	4	5
☐ Departmental exam (locally developed)	1	2	3	4	5
☐ Portfolio	1	2	3	4	5
☐ In-Class assessment instruments	1	2	3	4	5
☐ Group activities	1	2	3	4	5
☐ Other _____	1	2	3	4	5
Effective Oral / Signed Communication					
☐ Standardized exam (developed off-campus)	1	2	3	4	5
☐ Departmental exam (locally developed)	1	2	3	4	5
☐ Portfolio	1	2	3	4	5
☐ In-Class assessment instruments	1	2	3	4	5
☐ Group activities	1	2	3	4	5
☐ Other _____	1	2	3	4	5
Logical Reasoning Skills					
☐ Standardized exam (developed off-campus)	1	2	3	4	5
☐ Departmental exam (locally developed)	1	2	3	4	5
☐ Portfolio	1	2	3	4	5
☐ In-Class assessment instruments	1	2	3	4	5
☐ Group activities	1	2	3	4	5
☐ Other _____	1	2	3	4	5
Analyzing and synthesizing					
☐ Standardized exam (developed off-campus)	1	2	3	4	5
☐ Departmental exam (locally developed)	1	2	3	4	5
☐ Portfolio	1	2	3	4	5
☐ In-Class assessment instruments	1	2	3	4	5
☐ Group activities	1	2	3	4	5
☐ Other _____	1	2	3	4	5
Independent thinking skills					
☐ Standardized exam (developed off-campus)	1	2	3	4	5
☐ Departmental exam (locally developed)	1	2	3	4	5
☐ Portfolio	1	2	3	4	5
☐ In-Class assessment instruments	1	2	3	4	5
☐ Group activities	1	2	3	4	5
☐ Other _____	1	2	3	4	5

Please complete and place this survey in the box located at front desk of the faculty offices by April 24.

Thank you for your valuable input!

ERIC
BEST COPY AVAILABLE

Appendix D

Retention Study Data

Retention Study

Spring 1997

RETENTION RATE STUDY SUMMARY
SPRING 1997

The attached Retention Rates report for Spring 1997 reflects data gathered for 403 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 ending retention rates. Below is a brief summary of the results by site.

Site	Number Of Sections	Ending Retention Rate	Beginning Enrollment	Ending Enrollment	Enrollment as % of Cap
Flagstaff	321	80.0%	5624	4521	75.0%
Grand Canyon	2	77.8%	15	12	37.5%
N.A.U.	25	83.8%	613	513	104.9%
Page	52	81.5%	644	524	57.3%
Williams	3	100.0%	21	21	35.0%
Totals	403	81.1%	6917	5591	

A total of 8 sections were not included in the report because rosters were not available. Below is a list of these specific courses and approximate enrollment.

Course	Site	Sequence Num	Enrollment
CIS 220	Flagstaff	12071	16
ITC 150f	Flagstaff	12171	4
ITC 199	Flagstaff	12337	12
ITC 199	Flagstaff	12339	12
ITC 199	Flagstaff	12342	12
ITC 199	Flagstaff	12343	12
ART 100 (cable)	Flagstaff	12362	54
THR 101 (cable)	Flagstaff	12393	28
		Total	150

Retention Report prepared by Barbara Cress, June 2, 1998

BEST COPY AVAILABLE

Main Retention Report - Spring 1997

Site	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
flag	l/arts	ajs	101	77.27%	t	18.00	25	22	88.00%	17
			150	83.33%	th	18.00	25	12	48.00%	10
			200	100.00%	w	18.00	25	19	76.00%	19
			220	93.33%	mw	14.00	25	15	60.00%	14
			280	77.78%	mw	8.00	25	18	72.00%	14
		Summary for 'Prefix' = ajs (5 detail records)								
		Sum						**86**		**74**
		Avg		**86.3%**			**25**	**17.2**	**68.8%**	**14.8**
flag	l/arts	ant	102	72.00%	t/th	8.00	35	25	71.43%	18
			102	73.33%	f	9.00	35	15	42.86%	11
			102	85.29%	mw	12.30	35	34	97.14%	29
			110	78.57%	t	18.30	35	28	80.00%	22
		Summary for 'Prefix' = ant (4 detail records)								
		Sum						**102**		**80**
		Avg		**77.3%**			**35**	**25.5**	**72.9%**	**20**
flag	l/arts	art	100	91.30%	mw	12.30	25	23	92.00%	21
			100	92.31%	w	17.30	25	26	104.00%	24
			103	92.31%	t/th	12.30	25	13	52.00%	12
			110	60.00%	mw	8.00	15	10	66.67%	6
			110	75.00%	t/th	8.00	15	12	80.00%	9
			111	88.89%	mw	11.00	15	9	60.00%	8
			120	89.47%	t/th	10.30	20	19	95.00%	17
			120	91.30%	t/th	17.30	25	23	92.00%	21
			134	62.50%	w	18.30	15	8	53.33%	5
			150	55.56%	t/th	14.00	25	18	72.00%	10
			151	71.43%	th	19.30	18	7	38.89%	5
			160	85.71%	mw	14.00	15	7	46.67%	6
			19091	58.33%	t/th	17.30	6	12	200.00%	7
			194	93.33%	m	17.00	15	15	100.00%	14
			194	100.00%	f	9.00	15	4	26.67%	4

BEST COPY AVAILABLE

te	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
flag	l/arts	art	201	65.52%	t/th	9.30	30	29	96.67%	19
			203	77.78%	t/th	9.30	20	9	45.00%	7
			214	90.00%	t/th	11.00	15	10	66.67%	9
		Summary for 'Prefix' = art (18 detail records)								
		Sum						254		204
		Avg		80.0%			18.8333	14.1111	77.1%	11.3
flag	l/arts	cou	101	81.82%	m	18.30	28	11	39.29%	9
			102	76.92%	t/th	11.00	28	26	92.86%	20
			102	86.96%	mw	10.30	28	23	82.14%	20
			135	91.67%	f	10.30	28	12	42.86%	11
			141	87.50%	m	18.30	25	8	32.00%	7
		Summary for 'Prefix' = cou (5 detail records)								
		Sum						80		67
		Avg		85.0%			27.4	16	57.8%	13.4
flag	l/arts	dan	105	62.50%	mw	11.45	20	16	80.00%	10
			110	58.33%	mw	10.15	20	12	60.00%	7
			120	63.64%	t/th	9.00	20	11	55.00%	7
			130	77.78%	w	14.15	20	9	45.00%	7
			130	80.00%	f	9.00	20	10	50.00%	8
			150	75.00%	mw	13.00	20	8	40.00%	6
			221	88.89%	t/th	20.00	20	9	45.00%	8
			250	96.30%	mw	19.45	20	27	135.00%	26
		Summary for 'Prefix' = dan (8 detail records)								
		Sum						102		79
		Avg		75.3%			20	12.75	63.8%	9.88
flag	l/arts	edu	200	84.00%	m	18.00	20	25	125.00%	21
			200	86.67%	mw	14.00	25	30	120.00%	26
			250	80.00%		0.00	5	5	100.00%	4
		Summary for 'Prefix' = edu (3 detail records)								
		Sum						60		51
		Avg		83.6%			16.6667	20	115.0%	17
flag	l/arts	eng	020	0.00%	f	13.00	25	1	4.00%	0
			021	75.00%	f	13.00	25	4	16.00%	3

77

78

BEST COPY AVAILABLE

Site	Division	Prefix	Course Numb	Retention rate	Days	Time (milit	Cap	Enrollment Wk	Beg enroll as p of ca	Enrollment End
lag	l/arts	cng	022	50.00%	f	13.00	25	2	8.00%	1
			023	0.00%	f	13.00	25	1	4.00%	0
			024	100.00%	f	13.00	25	4	16.00%	4
			025	75.00%	f	13.00	25	4	16.00%	3
			030	80.00%	t/th	13.00	15	15	100.00%	12
			031	85.71%	w	15.00	15	7	46.67%	6
			060	53.33%	m	17.00	22	15	68.18%	8
			060	77.27%	mw	11.00	22	22	100.00%	17
			099	100.00%	w	17.00	25	5	20.00%	5
			100	68.97%	t	18.00	25	29	116.00%	20
			100	88.46%	mw	9.30	25	26	104.00%	23
			101	78.95%	w	17.30	20	19	95.00%	15
			101	80.77%	t/th	9.30	25	26	104.00%	21
			101	80.77%	f	12.00	25	26	104.00%	21
			101	86.36%	th	17.00	25	22	88.00%	19
			101	88.00%	m	15.00	25	25	100.00%	22
			101	89.47%	mw	14.00	25	19	76.00%	17
			101	92.31%	t/th	11.00	25	26	104.00%	24
			101	94.74%	mw	11.00	25	19	76.00%	18
			102	70.00%	th	18.00	25	20	80.00%	14
			102	70.00%	f	13.00	25	20	80.00%	14
			102	73.08%	mw	9.30	25	26	104.00%	19
			102	75.00%	mw	12.00	25	20	80.00%	15
			102	75.00%	t/th	12.30	25	28	112.00%	21
			102	76.92%	f	9.00	25	26	104.00%	20
			102	79.17%	mw	14.00	25	24	96.00%	19
			102	90.91%	t	16.00	25	22	88.00%	20
			236	94.44%	mw	12.30	25	18	72.00%	17
			238	78.57%	f	9.30	25	14	56.00%	11
			271	87.50%	f	13.00	25	16	64.00%	14
Summary for 'Prefix' = eng (32 detail records)										
Sum								551		443
Avg				75.5%			24.0313	17.2188	71.9%	13.8

BEST COPY AVAILABLE

e	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
flag	l/arts	fre	102	83.33%	t/th	10.30	20	6	30.00%	5
		Summary for 'Prefix' = fre (1 detail record)								
		Sum						**6**		**5**
		Avg		**83.3%**			**20**	**6**	**30.0%**	**5**
flag	l/arts	geo	133	73.33%	t/th	14.00	35	15	42.86%	11
		Summary for 'Prefix' = geo (1 detail record)								
		Sum						**15**		**11**
		Avg		**73.3%**			**35**	**15**	**42.9%**	**11**
flag	l/arts	ger	132	75.00%	w	18.00	25	4	16.00%	3
		Summary for 'Prefix' = ger (1 detail record)								
		Sum						**4**		**3**
		Avg		**75.0%**			**25**	**4**	**16.0%**	**3**
flag	l/arts	his	131	62.50%	th	18.30	35	16	45.71%	10
			131	79.41%	t/th	14.00	35	34	97.14%	27
			131	79.41%	t th	1400.00	35	34	97.14%	27
			131	93.75%	mw	8.00	35	32	91.43%	30
			132	72.73%	t/th	3.30	35	22	62.86%	16
			132	96.00%	mw	9.30	35	25	71.43%	24
			136	63.64%	mw	15.30	35	33	94.29%	21
			202	88.00%	t/th	15.30	35	25	71.43%	22
		Summary for 'Prefix' = his (8 detail records)								
		Sum						**221**		**177**
		Avg		**79.4%**			**35**	**27.625**	**78.9%**	**22.1**
flag	l/arts	hum	241	82.61%	mw	9.30	25	23	92.00%	19
			241	88.24%	f	9.00	25	17	68.00%	15
			242	68.42%	t/th	8.00	25	19	76.00%	13
		Summary for 'Prefix' = hum (3 detail records)								
		Sum						**59**		**47**
		Avg		**79.8%**			**25**	**19.6667**	**78.7%**	**15.7**
flag	l/arts	mup	101	71.43%	mw	12.00	8	7	87.50%	5
			102	85.71%	mw	9.00	8	7	87.50%	6
			103	100.00%	mw	103.00	8	5	62.50%	5
			107	81.25%	t/th	11.00	15	16	106.67%	13
			108	75.00%	t/th	12.00	15	12	80.00%	9

BEST COPY AVAILABLE

Site	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
lag	l/arts	mup	117	100.00%	th	18.30	50	36	72.00%	36
		Summary for 'Prefix' = mup (6 detail records)								
		Sum						**83**		**74**
		Avg		**85.6%**			**17.3333**	**13.8333**	**82.7%**	**12.3**
flag	l/arts	mus	100	76.00%	mw	12.30	25	25	100.00%	19
			103	100.00%	mw	16.00	8	5	62.50%	5
			120	88.89%	t/th	17.30	25	9	36.00%	8
			207	100.00%	m	17.30	25	13	52.00%	13
		Summary for 'Prefix' = mus (4 detail records)								
		Sum						**52**		**45**
		Avg		**91.2%**			**20.75**	**13**	**62.6%**	**11.3**
flag	l/arts	nav	101	52.17%	t/th	15.00	25	23	92.00%	12
			102	77.78%	t/th	17.30	25	9	36.00%	7
		Summary for 'Prefix' = nav (2 detail records)								
		Sum						**32**		**19**
		Avg		**65.0%**			**25**	**16**	**64.0%**	**9.5**
flag	l/arts	phi	101	80.77%	mw	11.00	25	26	104.00%	21
			101	84.62%	mw	14.00	25	26	104.00%	22
			105	78.57%	m	18.30	25	28	112.00%	22
			105	88.00%	t/th	14.00	25	25	100.00%	22
			201	75.86%	th	18.30	30	29	96.67%	22
		Summary for 'Prefix' = phi (5 detail records)								
		Sum						**134**		**109**
		Avg		**81.6%**			**26**	**26.8**	**103.3%**	**21.8**
flag	l/arts	pos	110	50.00%	t/th	11.00	25	22	88.00%	11
			220	77.78%	t/th	17.00	25	18	72.00%	14
		Summary for 'Prefix' = pos (2 detail records)								
		Sum						**40**		**25**
		Avg		**63.9%**			**25**	**20**	**80.0%**	**12.5**
flag	l/arts	psy	101	60.71%	w	17.00	30	28	93.33%	17
			101	75.00%	mw	8.00	25	20	80.00%	15
			101	75.76%	t/th	9.30	35	33	94.29%	25
			101	77.78%	t/th	15.30	30	27	90.00%	21
			101	90.00%	mw	11.00	35	30	85.71%	27

BEST COPY AVAILABLE

e	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
flag	l/arts	psy	101	90.91%	mw	14.00	35	22	62.86%	20
			230	90.91%	t/th	12.30	25	11	44.00%	10
			233	75.00%	mw	14.00	25	12	48.00%	9
			236	61.54%	t/th	17.00	30	26	86.67%	16
			236	93.75%	f	9.00	30	16	53.33%	15
			240	82.35%	t/th	12.30	30	17	56.67%	14
			240	100.00%	th	18.30	35	21	60.00%	21
			240	100.00%	mw	16.00	25	17	68.00%	17
			241	75.00%	mw	9.30	30	12	40.00%	9
			280	77.78%	mw	12.30	25	9	36.00%	7
		Summary for 'Prefix' = psy (15 detail records)								
		Sum						**301**		**243**
		Avg		**81.8%**			**29.6667**	**20.0667**	**66.6%**	**16.2**
flag	l/arts	slg	101	78.26%	mw	17.00	20	23	115.00%	18
			101	94.74%	mw	15.30	20	19	95.00%	18
			102	82.35%	t/th	17.30	20	17	85.00%	14
		Summary for 'Prefix' = slg (3 detail records)								
		Sum						**59**		**50**
		Avg		**85.1%**			**20**	**19.6667**	**98.3%**	**16.7**
flag	l/arts	soc	101	76.92%	mwf	7.00	35	13	37.14%	10
			101	77.14%	mw	15.30	35	35	100.00%	27
			101	93.75%	t/th	11.00	35	32	91.43%	30
			125	80.00%	t	18.30	25	20	80.00%	16
			130	80.00%	t/th	12.30	35	35	100.00%	28
			130	82.61%	t	1830.00	25	23	92.00%	19
			132	81.82%	mw	1100.00	30	11	36.67%	9
			142	91.67%	th	1830.00	25	12	48.00%	11
		Summary for 'Prefix' = soc (8 detail records)								
		Sum						**181**		**150**
		Avg		**83.0%**			**30.625**	**22.625**	**73.2%**	**18.8**
flag	l/arts	spa	101	47.83%	mw	8.30	25	23	92.00%	11
			101	66.67%	mtwth	11.30	25	12	48.00%	8
			101	72.00%	mw	17.30	25	25	100.00%	18

85

86

BEST COPY AVAILABLE

Site	Division	Prefix	Course Numb	Retention rate	Days	Time (milit	Cap	Enrollment Wk	Beg enroll as p	of ca	Enrollment Endi
ag	l/arts	spa	101	83.33%	t/th	15.30	25	24	96.00%		20
			101	86.96%	t/th	9.30	25	23	92.00%		20
			102	87.50%	t/th	8.30	25	16	64.00%		14
			102	89.47%	mw	9.30	25	19	76.00%		17
			102	92.86%	th	17.30	25	14	56.00%		13
			127	72.22%	mw	15.00	25	18	72.00%		13
			131	100.00%	t	15.30	25	11	44.00%		11
			132	100.00%	m	18.30	25	6	24.00%		6
			201	100.00%	t/th	12.30	25	17	68.00%		17
			202	75.00%	mw	15.00	25	8	32.00%		6
			298	72.22%	mw	15.00	25	18	72.00%		13
			298	100.00%	??	0.00	1	1	100.00%		1
			298	100.00%	??	0.00	1	1	100.00%		1
			298	100.00%	??	0.00	1	1	100.00%		1
		Summary for 'Prefix' = spa (17 detail records)									
		Sum						**237**			**190**
		Avg		**85.1%**			**20.7647**	**13.9412**	**72.7%**		**11.2**
flag	l/arts	spc	100	80.95%	th	18.30	25	21	84.00%		17
			100	90.48%	m	12.30	25	21	84.00%		19
			100	96.00%	w	12.30	25	25	100.00%		24
		Summary for 'Prefix' = spc (3 detail records)									
		Sum						**67**			**60**
		Avg		**89.1%**			**25**	**22.3333**	**89.3%**		**20**
	Summary for 'Division' = l/arts (154 detail records)										
	Sum							**2726**			**2206**
	Avg			**80.42%**			**24.3506**	**17.7013**	**73.76%**		**14.325**
flag	math/sci	ahs	131	81.82%	f	15.30	24	22	91.67%		18
		Summary for 'Prefix' = ahs (1 detail record)									
		Sum						**22**			**18**
		Avg		**81.8%**			**24**	**22**	**91.7%**		**18**
flag	math/sci	ant	241	80.00%	mw	9.30	35	10	28.57%		8
		Summary for 'Prefix' = ant (1 detail record)									
		Sum						**10**			**8**
		Avg		**80.0%**			**35**	**10**	**28.6%**		**8**

BEST COPY AVAILABLE

e	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
flag	math/sci	bio	100	60.00%	t	19.00	24	15	62.50%	9
			100	72.00%	mwf	8.00	24	25	104.17%	18
			100	77.27%	t/th	19.00	24	22	91.67%	17
			100	89.29%	mw	17.00	24	28	116.67%	25
			105	77.78%	t/th	12.00	24	27	112.50%	21
			201	56.00%	mw	12.00	24	25	104.17%	14
			202	95.00%	t/th	12.00	24	20	83.33%	19
			205	95.24%	wf	16.00	24	21	87.50%	20
		Summary for 'Prefix' = bio (8 detail records)								
		Sum						183		143
		Avg		77.8%			24	22.875	95.3%	17.9
flag	math/sci	chm	100	47.37%	t/th	18.00	24	19	79.17%	9
			100	61.11%	t/th	8.00	24	18	75.00%	11
			130	68.75%	t/th	10.00	24	16	66.67%	11
			130	68.75%	mw	13.00	24	16	66.67%	11
			152	81.82%	mw	10.00	24	22	91.67%	18
		Summary for 'Prefix' = chm (5 detail records)								
		Sum						91		60
		Avg		65.6%			24	18.2	75.8%	12
flag	math/sci	ems	100	83.33%	t/th	13.00	24	18	75.00%	15
			131	80.00%	t/th	9.00	20	20	100.00%	16
			131	95.00%	t/th	18.00	20	20	100.00%	19
			131	100.00%	mw	18.00	20	20	100.00%	20
		Summary for 'Prefix' = ems (4 detail records)								
		Sum						78		70
		Avg		89.6%			21	19.5	93.8%	17.5
flag	math/sci	fsc	101	73.33%	t	18.30	20	15	75.00%	11
			135	95.83%	m	18.30	25	24	96.00%	23
			136	82.35%	th	18.30	25	17	68.00%	14
			137	75.00%	s	8.00	20	12	60.00%	9
			236	91.30%	w	18.30	25	23	92.00%	21

BEST COPY AVAILABLE

Sit	Divisio		Cours Number	etenti rate	Days	Tim (military)	Cap	Enrolli Wk 3	roll a percent of cap	rollme Ending
Summary for 'Prefix' = fsc (5 detail records)										
Sum								91		78
Avg				83.6%			23	18.2	78.2%	15.6
flag	math/sci	glg	100	85.71%	t/th	9.00	24	28	116.67%	24
			100	86.36%	mw	19.00	24	22	91.67%	19
			112	87.50%	s	12.00	12	8	66.67%	7
Summary for 'Prefix' = glg (3 detail records)										
Sum								58		50
Avg				86.5%			20	19.3333	91.7%	16.7
flag	math/sci	mat	055	71.43%	mw	14.30	25	21	84.00%	15
			055	92.86%	f	8.00	25	14	56.00%	13
			087	61.54%	t/th	8.00	25	13	52.00%	8
			087	68.00%	mwf	12.45	25	25	100.00%	17
			087	68.18%	mw	18.00	25	22	88.00%	15
			087	84.00%	mw	16.00	25	25	100.00%	21
			087	90.48%	t/th	10.00	25	21	84.00%	19
			121	53.57%	t/th	17.40	25	28	112.00%	15
			121	65.38%	mw	9.00	25	26	104.00%	17
			121	70.97%	mwf	11.00	25	31	124.00%	22
			121	73.68%	mw	11.30	20	19	95.00%	14
			121	76.92%	mw	14.30	25	26	104.00%	20
			121	82.14%	t/th	15.30	25	28	112.00%	23
			121	87.10%	t/th	10.00	25	31	124.00%	27
			121	87.50%	t/th	11.00	20	16	80.00%	14
			131	100.00%	mw	12.30	25	16	64.00%	16
			151	50.00%	t/th	8.00	25	22	88.00%	11
			151	72.73%	mwf	8.00	25	22	88.00%	16
			151	72.73%	mw	10.00	25	22	88.00%	16
			151	73.91%	mw	17.00	25	23	92.00%	17
			151	80.00%	t/th	15.30	25	25	100.00%	20
			151	92.00%	mw	19.00	25	25	100.00%	23
			160	90.48%	mw	12.45	25	21	84.00%	19
			187	48.00%	mwf	11.00	25	25	100.00%	12

BEST COPY AVAILABLE

te	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
flag	math/sci	mat	187	78.26%	t/th	17.30	25	23	92.00%	18
			212	85.71%	f	9.00	25	7	28.00%	6
			220	75.76%	mw	16.45	25	33	132.00%	25
			240	90.91%	t/th	17.00	25	11	44.00%	10
			262	75.00%	mw	19.30	25	8	32.00%	6
		Summary for 'Prefix' = mat (29 detail records)								
		Sum						629		475
		Avg		76.5%			24.6552	21.6897	88.0%	16.4
flag	math/sci	ntr	135	86.36%	t	18.00	24	22	91.67%	19
		Summary for 'Prefix' = ntr (1 detail record)								
		Sum						22		19
		Avg		86.4%			24	22	91.7%	19
flag	math/sci	nur	110	76.47%	m	14.00	20	17	85.00%	13
			110	95.00%	w	17.00	20	20	100.00%	19
			110	100.00%	s	8.30	20	14	70.00%	14
			200	83.33%	m	14.00	20	12	60.00%	10
			200	83.33%	m	16.00	20	12	60.00%	10
			206	92.86%	t	16.00	30	28	93.33%	26
			222	88.24%	t	13.00	30	17	56.67%	15
			222	90.48%	t	13.00	30	21	70.00%	19
			222	93.10%	t	9.30	30	29	96.67%	27
		Summary for 'Prefix' = nur (9 detail records)								
		Sum						170		153
		Avg		89.2%			24.4444	18.8889	76.9%	17
flag	math/sci	phy	101	72.22%	t	13.30	24	18	75.00%	13
			141	80.00%	mw	9.00	24	25	104.17%	20
			180	89.47%	mw	18.00	24	19	79.17%	17
			262	100.00%	mw	14.05	24	3	12.50%	3
		Summary for 'Prefix' = phy (4 detail records)								
		Sum						65		53
		Avg		85.4%			24	16.25	67.7%	13.3
		Summary for 'Division' = math/sci (70 detail records)								
		Sum						1419		1127
		Avg		79.97%			24.0714	20.2714	84.40%	16.1

BEST COPY AVAILABLE

Site	Division	Prefix	Course Numb	Retention rate	Days	Time (milit	Cap	Enrollment Wk	Beg enroll as p	of ca	Enrollment Endi
flag	occ/voc	acc	100	90.91%	mw	18.30	25	11	44.00%		10
			101	55.00%	mw	8.50	25	20	80.00%		11
			101	76.92%	t/th	13.00	25	26	104.00%		20
			101	88.89%	m	18.30	25	27	108.00%		24
			101	96.30%	mw	17.00	25	27	108.00%		26
			102	83.33%	w	18.30	25	24	96.00%		20
			102	87.50%	t/th	7.00	25	8	32.00%		7
			204	100.00%	m	18.30	25	8	32.00%		8
			298	100.00%	w	0.00	3	1	33.33%		1
		Summary for 'Prefix' = acc (9 detail records)									
		Sum						**152**			**127**
		Avg		**86.5%**			**22.5556**	**16.8889**	**70.8%**		**14.1**
flag	occ/voc	aut	100	68.75%	t	18.00	25	16	64.00%		11
			298	66.67%	m	19.00	25	6	24.00%		4
		Summary for 'Prefix' = aut (2 detail records)									
		Sum						**22**			**15**
		Avg		**67.7%**			**25**	**11**	**44.0%**		**7.5**
flag	occ/voc	avt	123	85.71%	w	18.30	15	7	46.67%		6
			131	58.82%	m	18.30	25	17	68.00%		10
		Summary for 'Prefix' = avt (2 detail records)									
		Sum						**24**			**16**
		Avg		**72.3%**			**20**	**12**	**57.3%**		**8**
flag	occ/voc	bus	100	86.36%	mw	13.00	25	22	88.00%		19
			104	72.00%	m	13.00	25	25	100.00%		18
			105	61.90%	th	18.30	25	21	84.00%		13
			203	86.96%	w	18.30	25	23	92.00%		20
			207	88.89%	w	18.30	25	18	72.00%		16
			213	54.17%	m	18.30	25	24	96.00%		13
			214	93.75%	t/th	10.00	25	16	64.00%		15
			216	85.71%	th	18.00	25	7	28.00%		6
			232	84.00%	mw	17.00	25	25	100.00%		21

BEST COPY AVAILABLE

te	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
		Summary for 'Prefix' = bus (9 detail records)								
		Sum						181		141
		Avg		79.3%			25	20.1111	80.4%	15.7
flag	occ/voc	cis	102	53.33%	t	8.00	25	15	60.00%	8
			102	69.23%	th	17.00	25	26	104.00%	18
			102	69.23%	w	19.00	25	13	52.00%	9
			102	90.91%	w	10.00	25	22	88.00%	20
			112	72.00%	m	14.30	24	25	104.17%	18
			112	73.91%	t	7.00	24	23	95.83%	17
			112	75.00%	w	17.30	24	8	33.33%	6
			112	86.67%	w	14.30	24	15	62.50%	13
			112	95.24%	s	9.00	24	21	87.50%	20
			120	60.00%	s	10.00	25	10	40.00%	6
			120	66.67%	mw	8.00	25	21	84.00%	14
			120	71.43%	th	18.30	25	21	84.00%	15
			120	77.78%	f	8.00	25	9	36.00%	7
			120	79.17%	t	17.30	25	24	96.00%	19
			120	80.00%	w	13.00	25	25	100.00%	20
			120	81.48%	m	17.30	25	27	108.00%	22
			120	85.00%	th	14.00	25	20	80.00%	17
			120	89.29%	t/th	10.00	25	28	112.00%	25
			122	82.35%	m	12.00	24	17	70.83%	14
			123	75.00%	th	12.00	20	20	100.00%	15
			123	86.36%	th	12.00	24	22	91.67%	19
			124	60.00%	t	19.00	24	20	83.33%	12
			124	94.12%	th	8.00	24	17	70.83%	16
			124	100.00%	mw	12.00	24	21	87.50%	21
			125	65.00%	w	12.00	24	20	83.33%	13
			127	68.75%	th	18.00	20	16	80.00%	11
			223	83.33%	th	19.00	24	6	25.00%	5
			224	78.57%	w	17.00	24	14	58.33%	11
			224	100.00%	mw	12.00	24	15	62.50%	15
			227	100.00%	th	18.00	4	3	75.00%	3

BEST COPY AVAILABLE

Site	Division	Prefix	Course Number	Retention rate	Days	Time (milita...)	Cap	Enrollment Wk ...	Beg enroll as percent of cap	Enrollment Ending
ag	occ/voc	cis	298	100.00%		0.00	1	1	100.00%	1
		Summary for 'Prefix' = cis (31 detail records)								
		Sum						**545**		**430**
		Avg		**79.7%**			**22.7742**	**17.5806**	**77.9%**	**13.9**
flag	occ/voc	coc	111	100.00%	??	0.00	1	1	100.00%	1
		Summary for 'Prefix' = coe (1 detail record)								
		Sum						**1**		**1**
		Avg		**100.0%**			**1**	**1**	**100.0%**	**1**
flag	occ/voc	dft	125	78.57%	th	18.00	19	14	73.68%	11
			145	78.57%	t	18.00	19	14	73.68%	11
			150	68.42%	t/th	8.00	24	19	79.17%	13
			150	81.82%	t	18.00	24	22	91.67%	18
			200	72.73%	mw	8.00	24	11	45.83%	8
			210	100.00%	t	18.00	15	3	20.00%	3
			250	80.00%	t/th	16.00	24	5	20.83%	4
			260	80.00%	m	18.00	24	5	20.83%	4
		Summary for 'Prefix' = dft (8 detail records)								
		Sum						**93**		**72**
		Avg		**80.0%**			**21.625**	**11.625**	**53.2%**	**9**
flag	occ/voc	ecn	204	50.00%	t	18.30	25	8	32.00%	4
			204	100.00%	t	8.00	25	16	64.00%	16
			205	91.67%	mw	10.00	25	24	96.00%	22
			205	92.59%	w	18.30	25	27	108.00%	25
		Summary for 'Prefix' = ecn (4 detail records)								
		Sum						**75**		**67**
		Avg		**83.6%**			**25**	**18.75**	**75.0%**	**16.8**
flag	occ/voc	elt	100	57.14%	th	18.00	12	7	58.33%	4
			150	100.00%	t	19.00	16	8	50.00%	8
		Summary for 'Prefix' = elt (2 detail records)								
		Sum						**15**		**12**
		Avg		**78.6%**			**14**	**7.5**	**54.2%**	**6**
flag	occ/voc	hrm	100	40.00%	t	18.30	25	15	60.00%	6
			220	42.86%	mw	7.00	25	7	28.00%	3

BEST COPY AVAILABLE

ite	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
		Summary for 'Prefix' = hrm (2 detail records)								
		Sum						**22**		**9**
		Avg		**41.4%**			**25**	**11**	**44.0%**	**4.5**
flag	occ/voc	itc	100	71.43%	m	18.00	20	7	35.00%	5
			140	68.75%	th	18.00	25	16	64.00%	11
			150A	95.24%	th	14.00	18	21	116.67%	20
			150A	100.00%	f	9.00	18	10	55.56%	10
			150B	58.33%	f	9.00	18	12	66.67%	7
			150B	100.00%	th	14.00	18	18	100.00%	18
			150C	85.71%	w	18.00	18	7	38.89%	6
			150C	88.89%	f	9.00	18	9	50.00%	8
			150C	100.00%	th	14.00	18	17	94.44%	17
			150D	100.00%	w	18.00	18	5	27.78%	5
			150E	100.00%	w	18.00	18	5	27.78%	5
			185	50.00%	s	8.00	15	12	80.00%	6
			185	75.00%	s	8.00	15	12	80.00%	9
			185	83.33%	s	8.00	15	12	80.00%	10
			185	83.33%	s	9.00	15	12	80.00%	10
			298	81.82%	m	18.30	25	22	88.00%	18
		Summary for 'Prefix' = itc (16 detail records)								
		Sum						**197**		**165**
		Avg		**83.9%**			**18.25**	**12.3125**	**67.8%**	**10.3**
flag	occ/voc	mit	140	95.24%	t	18.00	18	21	116.67%	20
			141	100.00%	w	18.00	18	11	61.11%	11
		Summary for 'Prefix' = mit (2 detail records)								
		Sum						**32**		**31**
		Avg		**97.6%**			**18**	**16**	**88.9%**	**15.5**
flag	occ/voc	ois	100	60.00%	m	17.00	24	15	62.50%	9
			100	93.75%	t/th	13.00	24	16	66.67%	15
			110	75.00%	t/th	17.00	24	20	83.33%	15
			121	85.71%	t	13.00	15	7	46.67%	6
			200	90.48%	w	17.00	25	21	84.00%	19
			210	92.86%	t/th	11.00	24	14	58.33%	13

101

102

BEST COPY AVAILABLE

Site	Division		Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Enrollment as percent of cap	Enrollment Ending
lag	occ/voc	ois	230	100.00%	mw	16.00	12	7	58.33%	7
			240	100.00%	mw	16.00	12	3	25.00%	3
		Summary for 'Prefix' = ois (8 detail records)								
		Sum						103		87
		Avg		87.2%			20	12.875	60.6%	10.9
flag	occ/voc	res	102	88.24%	m	18.30	25	17	68.00%	15
		Summary for 'Prefix' = res (1 detail record)								
		Sum						17		15
		Avg		88.2%			25	17	68.0%	15
	Summary for 'Division' = occ/voc (97 detail records)									
	Sum							1479		1188
	Avg			81.24%			21.5361	15.2474	70.28%	12.247
Summary for 'Site' = flag (321 detail records)										
Sum								5624		4521
Avg				80.57%			23.439	17.5202	75.03%	14.084
gc	l/arts	art	103	66.67%	th	18.00	20	6	30.00%	4
		Summary for 'Prefix' = art (1 detail record)								
		Sum						6		4
		Avg		66.7%			20	6	30.0%	4
	Summary for 'Division' = l/arts (1 detail record)									
	Sum							6		4
	Avg			66.67%			20	6	30.00%	4
gc	occ/voc	cis	112	88.89%	??	0.00	20	9	45.00%	8
		Summary for 'Prefix' = cis (1 detail record)								
		Sum						9		8
		Avg		88.9%			20	9	45.0%	8
	Summary for 'Division' = occ/voc (1 detail record)									
	Sum							9		8
	Avg			88.89%			20	9	45.00%	8
Summary for 'Site' = gc (2 detail records)										
Sum								15		12
Avg				77.78%			20	7.5	37.50%	6
nau	l/arts	arf	111	74.07%	mw	17.30	21	27	128.57%	20
			111	91.30%	t/th	17.30	12	23	191.67%	21
			112	75.00%	mw	17.30	21	16	76.19%	12
			121	95.00%	mw	17.30	12	20	166.67%	19

BEST COPY AVAILABLE

te	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
nau	l/arts	arf	122	100.00%	mwf	10.20	12	22	183.33%	22
		Summary for 'Prefix' = arf (5 detail records)								
		Sum						**108**		**94**
		Avg		**87.1%**			**15.6**	**21.6**	**149.3%**	**18.8**
nau	l/arts	eng	100X	80.00%	t/th	17.30	15	5	33.33%	4
		Summary for 'Prefix' = eng (1 detail record)								
		Sum						**5**		**4**
		Avg		**80.0%**			**15**	**5**	**33.3%**	**4**
		Summary for 'Division' = l/arts (6 detail records)								
		Sum						**113**		**98**
		Avg		**85.90%**			**15.5**	**18.8333**	**129.96%**	**16.333**
nau	math/sci	mat	101X	85.71%	mwf	10.20	25	14	56.00%	12
			101X	89.47%	t/th	9.35	25	19	76.00%	17
			102X	64.29%	t/th	17.40	25	14	56.00%	9
			102X	73.68%	mw	18.00	25	19	76.00%	14
			102X	78.26%	mtwth	11.30	25	23	92.00%	18
			102X	80.00%	mw	15.00	25	25	100.00%	20
			102X	81.48%	mtwth	10.20	25	27	108.00%	22
			102X	82.76%	t/th	16.00	25	29	116.00%	24
			102X	83.33%	mtwth	9.10	25	24	96.00%	20
			102X	86.36%	mtwth	13.50	25	22	88.00%	19
			102X	87.50%	mtwth	12.40	25	24	96.00%	21
			102X	88.00%	mtwth	8.00	25	25	100.00%	22
			110	73.68%	t/th	12.45	30	38	126.67%	28
			110	80.95%	t/th	12.45	30	42	140.00%	34
			110	83.33%	mwf	9.10	30	36	120.00%	30
			110	84.85%	t/th	8.00	30	33	110.00%	28
			110	86.11%	mwf	8.00	30	36	120.00%	31
			110	90.70%	mwf	11.30	30	43	143.33%	39
		Summary for 'Prefix' = mat (18 detail records)								
		Sum						**493**		**408**
		Avg		**82.2%**			**26.6667**	**27.3889**	**101.1%**	**22.7**
nau	math/sci	phe	229	100.00%	t/th	16.00	30	7	23.33%	7

BEST COPY AVAILABLE

Site	Division	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 5	Enrollment as percent of cap	Enrollment Ending
		Summary for 'Prefix' = phe (1 detail record)							
		Sum					7		7
		Avg	100.0%			30	7	23.3%	7
		Summary for 'Division' = math/sci (19 detail records)							
		Sum					500		415
		Avg	83.18%			26.8421	26.3158	97.02%	21.842
		Summary for 'Site' = nau (25 detail records)							
		Sum					613		513
		Avg	83.83%			24.12	24.52	104.92%	20.52
page	l/arts	art	100	84.62%	w	12.00	25	13	52.00%	11
		Summary for 'Prefix' = art (1 detail record)							
		Sum					13		11
		Avg	84.6%			25	13	52.0%	11
page	l/arts	cou	102	90.00%	th	19.00	25	10	40.00%	9
		Summary for 'Prefix' = cou (1 detail record)							
		Sum					10		9
		Avg	90.0%			25	10	40.0%	9
page	l/arts	edu	200	76.92%	th	19.00	25	13	52.00%	10
		Summary for 'Prefix' = edu (1 detail record)							
		Sum					13		10
		Avg	76.9%			25	13	52.0%	10
page	l/arts	eng	025	100.00%	mw	8.00	25	6	24.00%	6
			029	85.71%	mw	9.30	25	7	28.00%	6
			030	100.00%	mw	9.30	25	6	24.00%	6
			031	50.00%	mw	9.30	25	8	32.00%	4
			060	77.78%	mw	11.00	25	9	36.00%	7
			100	69.23%	t/th	17.30	25	13	52.00%	9
			101	42.86%	t/th	8.00	25	7	28.00%	3
			101	66.67%	t	19.00	25	18	72.00%	12
			102	54.55%	mw	9.30	25	11	44.00%	6
			102	72.22%	t	19.00	25	18	72.00%	13
			102	95.65%	mt/th	8.00	30	23	76.67%	22
		Summary for 'Prefix' = eng (11 detail records)							
		Sum					126		94
		Avg	74.1%			25.4545	11.4545	44.4%	8.55

BEST COPY AVAILABLE

ıe	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
page	l/arts	his	132	90.00%	t/th	9.30	25	20	80.00%	18
		Summary for 'Prefix' = his (1 detail record)								
		Sum						**20**		**18**
		Avg		**90.0%**			**25**	**20**	**80.0%**	**18**
page	l/arts	nav	101	69.23%	t/th	17.00	20	13	65.00%	9
			102	100.00%	mw	16.30	25	6	24.00%	6
		Summary for 'Prefix' = nav (2 detail records)								
		Sum						**19**		**15**
		Avg		**84.6%**			**22.5**	**9.5**	**44.5%**	**7.5**
page	l/arts	phi	105	88.46%	m	19.00	25	26	104.00%	23
		Summary for 'Prefix' = phi (1 detail record)								
		Sum						**26**		**23**
		Avg		**88.5%**			**25**	**26**	**104.0%**	**23**
page	l/arts	pos	222	100.00%	t	19.00	20	1	5.00%	1
			298	100.00%	??	0.00	1	1	100.00%	1
			298	100.00%	??	0.00	1	1	100.00%	1
		Summary for 'Prefix' = pos (3 detail records)								
		Sum						**3**		**3**
		Avg		**100.0%**			**7.33333**	**1**	**68.3%**	**1**
page	l/arts	psy	101	76.19%	w	1.00	25	21	84.00%	16
			234	91.67%	w	19.00	25	12	48.00%	11
		Summary for 'Prefix' = psy (2 detail records)								
		Sum						**33**		**27**
		Avg		**83.9%**			**25**	**16.5**	**66.0%**	**13.5**
page	l/arts	soc	101	100.00%	mw	8.00	25	17	68.00%	17
		Summary for 'Prefix' = soc (1 detail record)								
		Sum						**17**		**17**
		Avg		**100.0%**			**25**	**17**	**68.0%**	**17**
page	l/arts	spa	102	100.00%	t	18.00	25	7	28.00%	7
		Summary for 'Prefix' = spa (1 detail record)								
		Sum						**7**		**7**
		Avg		**100.0%**			**25**	**7**	**28.0%**	**7**
		Summary for 'Division' = l/arts (25 detail records)								
		Sum						**287**		**234**
		Avg		**83.27%**			**22.88**	**11.48**	**53.55%**	**9.36**

BEST COPY AVAILABLE

Site	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 6	Beg enroll as percent of cap	Enrollment Ending
page	math/sci	bus	100	78.57%	mw	17.30	25	14	56.00%	11
		Summary for 'Prefix' = bus (1 detail record)								
		Sum						**14**		**11**
		Avg		**78.6%**			**25**	**14**	**56.0%**	**11**
page	math/sci	ems	131	71.43%	t/th	8.00	24	21	87.50%	15
		Summary for 'Prefix' = ems (1 detail record)								
		Sum						**21**		**15**
		Avg		**71.4%**			**24**	**21**	**87.5%**	**15**
page	math/sci	fsc	105	92.31%	sa/su	8.00	20	13	65.00%	12
		Summary for 'Prefix' = fsc (1 detail record)								
		Sum						**13**		**12**
		Avg		**92.3%**			**20**	**13**	**65.0%**	**12**
page	math/sci	glg	101	87.50%	t/th	19.00	25	24	96.00%	21
		Summary for 'Prefix' = glg (1 detail record)								
		Sum						**24**		**21**
		Avg		**87.5%**			**25**	**24**	**96.0%**	**21**
page	math/sci	mat	055	88.89%	mw	13.00	25	9	36.00%	8
			087	93.75%	mw	17.00	25	16	64.00%	15
			121	86.96%	mw	17.00	25	23	92.00%	20
			130	88.89%	t/th	17.30	20	9	45.00%	8
			151	100.00%	mt/th	13.35	30	16	53.33%	16
			151	100.00%	mw	17.00	25	9	36.00%	9
			220	100.00%	mt/th	9.40	30	10	33.33%	10
		Summary for 'Prefix' = mat (7 detail records)								
		Sum						**92**		**86**
		Avg		**94.1%**			**25.7143**	**13.1429**	**51.4%**	**12.3**
page	math/sci	nur	200	42.86%	sat	9.00	20	14	70.00%	6
		Summary for 'Prefix' = nur (1 detail record)								
		Sum						**14**		**6**
		Avg		**42.9%**			**20**	**14**	**70.0%**	**6**
page	math/sci	phc	298	55.56%	t/th	20.00	12	9	75.00%	5
			298	71.43%	t/th	9.00	12	7	58.33%	5
			298	71.43%	mw	8.00	12	7	58.33%	5

BEST COPY AVAILABLE

e	Division	Prefix	Course Number	Retention rate	Days	Time (military)	Cap	Enrollment Wk 3	Beg enroll as percent of cap	Enrollment Ending
		Summary for 'Prefix' = phe (3 detail records)								
		Sum						23		15
		Avg		66.1%			12	7.66667	63.9%	5
		Summary for 'Division' = math/sci (15 detail records)								
		Sum						201		166
		Avg		81.97%			22	13.4	61.72%	11.067
page	occ/voc	acc	102	75.00%	t/th	8.00	25	8	32.00%	6
		Summary for 'Prefix' = acc (1 detail record)								
		Sum						8		6
		Avg		75.0%			25	8	32.0%	6
page	occ/voc	bus	203	92.31%	th	19.00	25	13	52.00%	12
		Summary for 'Prefix' = bus (1 detail record)								
		Sum						13		12
		Avg		92.3%			25	13	52.0%	12
page	occ/voc	cis	102	84.21%	t/th	10.00	20	19	95.00%	16
			112	100.00%	??	0.00	24	21	87.50%	21
			120	93.33%	t	18.00	25	15	60.00%	14
			124	78.57%	t	17.30	20	14	70.00%	11
			125	61.90%	w	19.00	24	21	87.50%	13
			224	63.64%	t/th	8.00	25	11	44.00%	7
		Summary for 'Prefix' = cis (6 detail records)								
		Sum						101		82
		Avg		80.3%			23	16.8333	74.0%	13.7
page	occ/voc	dft	150	30.00%	w	18.00	25	10	40.00%	3
		Summary for 'Prefix' = dft (1 detail record)								
		Sum						10		3
		Avg		30.0%			25	10	40.0%	3
page	occ/voc	itc	185	100.00%	mtwth	8.00	20	11	55.00%	11
		Summary for 'Prefix' = itc (1 detail record)								
		Sum						11		11
		Avg		100.0%			20	11	55.0%	11
page	occ/voc	ois	110	80.00%	t/th	8.00	14	10	71.43%	8
			210	66.67%	t/th	8.00	14	3	21.43%	2

BEST COPY AVAILABLE

Site	Division	Prefix	Course Numb	Retention rate	Days	Time (milit	Cap	Enrollment Wk	Beg enroll as p	of ca	Enrollment Endi
		Summary for 'Prefix' = ois (2 detail records)									
		Sum						13			10
		Avg		73.3%			14	6.5	46.4%		5
	Summary for 'Division' = occ/voc (12 detail records)										
	Sum							156			124
	Avg			77.14%			21.75	13	59.65%		10.333
Summary for 'Site' = page (52 detail records)											
Sum								644			524
Avg				81.48%			22.365	12.3846	57.31%		10.077
w	l/arts	art	195	100.00%	th	18.00	20	8	40.00%		8
		Summary for 'Prefix' = art (1 detail record)									
		Sum						8			8
		Avg		100.0%			20	8	40.0%		8
w	l/arts	cng	101	100.00%	w	18.00	20	6	30.00%		6
		Summary for 'Prefix' = eng (1 detail record)									
		Sum						6			6
		Avg		100.0%			20	6	30.0%		6
	Summary for 'Division' = l/arts (2 detail records)										
	Sum							14			14
	Avg			100.00%			20	7	35.00%		7
w	math/sci	bio	100	100.00%	mw	18.00	20	7	35.00%		7
		Summary for 'Prefix' = bio (1 detail record)									
		Sum						7			7
		Avg		100.0%			20	7	35.0%		7
	Summary for 'Division' = math/sci (1 detail record)										
	Sum							7			7
	Avg			100.00%			20	7	35.00%		7
Summary for 'Site' = w (3 detail records)											
Sum								21			21
Avg				100.00%			20	7	35.00%		7
Grand Total				81.02%			6917	5591			

BEST COPY AVAILABLE

Retention Study

Fall 1997

RETENTION RATE STUDY SUMMARY
FALL 1997

The attached Retention Rates report for Fall 1997 reflects data gathered for 380 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 ending retention rates. Below is a brief summary of the results by site.

Site	Num Of Sections	Ending Retention Rate	Beginning Enrollment	Ending Enrollment	Enrollment % of Cap	Begin FTSE	End FTSE
Flagstaff	319	79.0%	5975	4720	80%	1227.27	966.00
Grand Canyon	3	93.8%	32	30	46%	7.80	7.40
N.A.U.	23	88.9%	592	526	120%	149.53	133.00
Page	31	85.0%	389	331	64%	78.73	67.07
Williams	2	100.0%	7	7	18%	1.00	1.00
Camp Navajo	2	80.8%	26	21	87%	3.47	2.80
Totals		80.3%	7021	5635		1467.80	117.27

A total of 7 sections were not included in the report because rosters were not available. Below is a list of these specific courses and approximate enrollment.

Course	Site	Sequence Num	Approximate Enrollment
MAT 055	Flagstaff	11496	3
MAT 087	Flagstaff	11496	5
MAT 121	Flagstaff	11497	1
ART 194	Williams	11393	1
ART 195	Williams	11394	6
ENG 101	Williams	11400	3
ENG 102	Page	11344	5
		Total	24

Retention Report prepared by Barbara Cress, June 2, 1998
Data prepared and entered by Holly Goerts

Retention Results - Fall 1997
Coconino Community College

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
cnav	occ/voc	cis	122	1545	m w	15	12	80.0%	100.0%	2.00	1.60
			123	1445	m w	11	9	81.8%	73.3%	1.47	1.20
									Summary for 'Prefix' = cis (2 detail records)		
	Prefix Sums and Averages					*26*	*21*	*80.77%*	*86.67%*	*3.47*	*2.80*
	Summary for 'Division' = occ/voc (2 detail records)										
	Division Sums and Averages					*26*	*21*	*80.77%*	*86.67%*	*3.47*	*2.80*
Summary for 'Site' = cnav (2 detail records)											
Site Sums and Averages						*26*	*21*	*80.77%*	*86.67%*	*3.47*	*2.80*
flag	l/arts	ant	102	830	m w f	29	25	86.2%	82.9%	5.80	5.00
			102	1100	t th	30	26	86.7%	85.7%	6.00	5.20
			102	1830	t	32	26	81.3%	91.4%	6.40	5.20
			110	1830	th	16	11	68.8%	45.7%	3.20	2.20
			241	930	m w	17	15	88.2%	48.6%	3.40	3.00
									Summary for 'Prefix' = ant (5 detail records)		
	Prefix Sums and Averages					*124*	*103*	*83.06%*	*70.86%*	*24.80*	*20.60*
flag	l/arts	art	100	1000	t th	31	21	67.7%	103.3%	6.20	4.20
			100	1100	t th	31	25	80.6%	103.3%	6.20	5.00
			100	1730	w	6	4	66.7%	20.0%	1.20	0.80
			100	1730	w	27	25	92.6%	90.0%	5.40	5.00
			110	800	m w	15	11	73.3%	100.0%	3.00	2.20
			110	1100	t th	14	11	78.6%	93.3%	2.80	2.20
			114	1100	m w	9	8	88.9%	60.0%	1.80	1.60
			120	800	m w f	17	12	70.6%	85.0%	3.40	2.40
			120	1730	t th	20	16	80.0%	100.0%	4.00	3.20
			150	1400	t th	10	5	50.0%	40.0%	2.00	1.00
			151	1700	th	11	6	54.5%	73.3%	2.20	1.20
			165	800	t th	8	4	50.0%	53.3%	1.60	0.80
			190	1400	m w	8	6	75.0%	66.7%	1.60	1.20
			194	1730	m w	13	9	69.2%	86.7%	2.60	1.80
			195	1700	t	16	12	75.0%	106.7%	3.20	2.40
			201	930	t th	16	10	62.5%	53.3%	3.20	2.00
			210	1730	t th	7	7	100.0%	46.7%	1.40	1.40
			298	0	ind	1	1	100.0%	100.0%	0.13	0.13
			298	0	ind	1	1	100.0%	100.0%	0.20	0.20

BEST COPY AVAILABLE

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
									Summary for 'Prefix' = art (19 detail records)		
	Prefix Sums and Averages					261	194	74.33%	77.98%	52.13	38.73
flag	l/arts	cou	102	930	t th	21	19	90.5%	70.0%	4.20	3.80
			102	1230	t th	21	18	85.7%	70.0%	4.20	3.60
			102	1530	m w	15	14	93.3%	50.0%	3.00	2.80
			131	1830	t	10	8	80.0%	28.6%	1.33	1.07
			132	1830	t	16	13	81.3%	45.7%	1.07	0.87
			135	1530	m	17	13	76.5%	47.2%	2.27	1.73
									Summary for 'Prefix' = cou (6 detail records)		
	Prefix Sums and Averages					100	85	85.00%	51.92%	16.07	13.87
flag	l/arts	dan	120	900	t th	14	9	64.3%	70.0%	1.87	1.20
			221	800	t th	4	4	100.0%	20.0%	0.80	0.80
			250	800	m w	19	17	89.5%	95.0%	3.80	3.40
									Summary for 'Prefix' = dan (3 detail records)		
	Prefix Sums and Averages					37	30	81.08%	61.67%	6.47	5.40
flag	l/arts	eng	020	1730	w	3	1	33.3%	60.0%	0.20	0.07
			021	1730	w	3	1	33.3%	60.0%	0.20	0.07
			022	1730	w	2	1	50.0%	40.0%	0.13	0.07
			024	1730	w	6	0	0.0%	120.0%	0.40	0.00
			029	1800	t	18	14	77.8%	81.8%	3.60	2.80
			030	1800	w	17	17	100.0%	77.3%	3.40	3.40
			050	830	w	3	3	100.0%	13.6%	0.20	0.20
			060	1100	m w	22	14	63.6%	100.0%	4.40	2.80
			060	1500	t	22	20	90.9%	100.0%	4.40	4.00
			060	1800	th	13	9	69.2%	59.1%	2.60	1.80
			100	1100	t th	20	20	100.0%	90.9%	4.00	4.00
			100	1300	f	20	16	80.0%	90.9%	4.00	3.20
			100	1800	w	23	16	69.6%	104.5%	4.60	3.20
			101	900	t th	26	24	92.3%	118.2%	5.20	4.80
			101	900	f	23	19	82.6%	104.5%	4.60	3.80
			101	930	wkd	4	3	75.0%	18.2%	0.80	0.60
			101	930	m w	19	16	84.2%	86.4%	3.80	3.20
			101	1000	m w	18	17	94.4%	81.8%	3.60	3.40
			101	1130	m w	21	15	71.4%	95.5%	4.20	3.00
			101	1130	t th	23	18	78.3%	104.5%	4.60	3.60
			101	1300	t th	28	24	85.7%	127.3%	5.60	4.80
			101	1730	mw	4	2	50.0%	18.2%	0.80	0.40
			101	1730	t	25	17	68.0%	113.6%	5.00	3.40
			101	1800	w	22	20	90.9%	100.0%	4.40	4.00
			102	900	t th	18	15	83.3%	81.8%	3.60	3.00
			102	900	m w	23	14	60.9%	104.5%	4.60	2.80
			102	930	wkd	17	8	47.1%	77.3%	3.40	1.60

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
flag	l/arts	eng	102	1200	t th	29	22	75.9%	131.8%	5.80	4.40
			102	1230	m w	27	22	81.5%	122.7%	5.40	4.40
			102	1300	f	24	14	58.3%	109.1%	4.80	2.80
			102	1330	t th	27	23	85.2%	122.7%	5.40	4.60
			102	1800	t	23	16	69.6%	104.5%	4.60	3.20
			139	1500	m w	19	14	73.7%	86.4%	3.80	2.80
			237	930	f	10	8	80.0%	45.5%	2.00	1.60
			238	1230	t th	21	15	71.4%	95.5%	4.20	3.00
			273	1230	m w	15	10	66.7%	68.2%	3.00	2.00
										Summary for 'Prefix' = eng (36 detail records)	
Prefix Sums and Averages						*638*	*488*	*76.49%*	*86.57%*	*125.33*	*96.80*
flag	l/arts	his	131	800	m w	33	27	81.8%	94.3%	6.60	5.40
			131	1000	s	6	5	83.3%	24.0%	1.20	1.00
			131	1400	t th	43	41	95.3%	122.9%	8.60	8.20
			132	800	t th	20	16	80.0%	57.1%	4.00	3.20
			132	1530	m w	34	33	97.1%	97.1%	6.80	6.60
			136	1830	t	20	14	70.0%	57.1%	4.00	2.80
			201	1830	m	23	19	82.6%	65.7%	4.60	3.80
			250	1530	t th	24	22	91.7%	68.6%	4.80	4.40
										Summary for 'Prefix' = his (8 detail records)	
Prefix Sums and Averages						*203*	*177*	*87.19%*	*73.36%*	*40.60*	*35.40*
flag	l/arts	hum	241	900	f	20	11	55.0%	80.0%	4.00	2.20
			241	930	m w	26	22	84.6%	104.0%	5.20	4.40
			242	1800	m	21	19	90.5%	84.0%	4.20	3.80
										Summary for 'Prefix' = hum (3 detail records)	
Prefix Sums and Averages						*67*	*52*	*77.61%*	*89.33%*	*13.40*	*10.40*
flag	l/arts	mup	101	1200	m w	8	6	75.0%	100.0%	1.07	0.80
			102	900	m w	4	4	100.0%	50.0%	0.53	0.53
			103	1030	m w	5	4	80.0%	62.5%	0.67	0.53
			107	1100	t th	15	13	86.7%	100.0%	1.00	0.87
			108	1200	t th	5	4	80.0%	33.3%	0.67	0.53
			113	1830	m	3	3	100.0%	15.0%	0.20	0.20
			117	1900	th	43	39	90.7%	86.0%	2.87	2.60
			207	1100	m w	5	4	80.0%	41.7%	0.67	0.53
										Summary for 'Prefix' = mup (8 detail records)	
Prefix Sums and Averages						*88*	*77*	*87.50%*	*61.06%*	*7.67*	*6.60*
flag	l/arts	mus	100	1500	t th	22	21	95.5%	88.0%	4.40	4.20
			103	1630	m w	7	6	85.7%	87.5%	0.47	0.40
			120	1730	t th	5	4	80.0%	20.0%	0.67	0.53
			145	1500	m w	18	18	100.0%	72.0%	3.60	3.60
			207	1830	mw	7	6	85.7%	28.0%	1.40	1.20

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
										Summary for 'Prefix' = mus (5 detail records)	
	Prefix Sums and Averages					59	55	93.22%	59.10%	10.53	9.93
flag	l/arts	phi	101	1100	m w	29	25	86.2%	116.0%	5.80	5.00
			101	1300	f	24	20	83.3%	96.0%	4.80	4.00
			105	1230	t th	21	16	76.2%	84.0%	4.20	3.20
			105	1830	m	31	28	90.3%	124.0%	6.20	5.60
			201	1830	th	24	16	66.7%	80.0%	4.80	3.20
										Summary for 'Prefix' = phi (5 detail records)	
	Prefix Sums and Averages					129	105	81.40%	100.00%	25.80	21.00
flag	l/arts	pos	101	930	t th	29	25	86.2%	96.7%	5.80	5.00
			220	1830	m	23	23	100.0%	76.7%	4.60	4.60
										Summary for 'Prefix' = pos (2 detail records)	
	Prefix Sums and Averages					52	48	92.31%	86.67%	10.40	9.60
flag	l/arts	psy	101	930	t th	32	26	81.3%	91.4%	6.40	5.20
			101	1000	f	8	6	75.0%	33.3%	1.60	1.20
			101	1100	m w	34	30	88.2%	97.1%	6.80	6.00
			101	1400	m w	36	25	69.4%	102.9%	7.20	5.00
			101	1530	t th	30	26	86.7%	85.7%	6.00	5.20
			101	1700	w	27	15	55.6%	77.1%	5.40	3.00
			101	1900	m w f	13	12	92.3%	37.1%	2.60	2.40
			205	1230	m w	29	25	86.2%	96.7%	5.80	5.00
			230	1400	t th	9	7	77.8%	36.0%	1.80	1.40
			234	1230	t th	11	8	72.7%	36.7%	2.20	1.60
			236	1100	t th	18	18	100.0%	60.0%	3.60	3.60
			236	1830	t	24	19	79.2%	96.0%	4.80	3.80
			240	800	t th	24	19	79.2%	68.6%	4.80	3.80
			240	930	f	22	16	72.7%	62.9%	4.40	3.20
			240	1830	t	17	13	76.5%	68.0%	3.40	2.60
										Summary for 'Prefix' = psy (15 detail records)	
	Prefix Sums and Averages					334	265	79.34%	69.97%	66.80	53.00
flag	l/arts	soc	101	930	m w	38	27	71.1%	108.6%	7.60	5.40
			101	1230	t th	39	30	76.9%	111.4%	7.80	6.00
			101	1830	th	23	19	82.6%	76.7%	4.60	3.80
			125	1700	th	15	7	46.7%	42.9%	3.00	1.40
			130	1230	m w	34	19	55.9%	97.1%	6.80	3.80
			130	1830	w	22	22	100.0%	73.3%	4.40	4.40
			140	1400	t th	16	14	87.5%	53.3%	3.20	2.80
			142	1400	m w	22	20	90.9%	73.3%	4.40	4.00
										Summary for 'Prefix' = soc (8 detail records)	
	Prefix Sums and Averages					209	158	75.60%	79.58%	41.80	31.60
flag	l/arts	spc	100	1230	m	22	18	81.8%	88.0%	4.40	3.60

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
flag	l/arts	spc	100	1230	w	14	9	64.3%	56.0%	2.80	1.80
			100	1730	th	26	21	80.8%	104.0%	5.20	4.20
									Summary for 'Prefix' = spc (3 detail records)		
	Prefix Sums and Averages					*62*	*48*	*77.42%*	*82.67%*	*12.40*	*9.60*
flag	l/arts	thr	101	1300	t th	19	12	63.2%	76.0%	3.80	2.40
									Summary for 'Prefix' = thr (1 detail record)		
	Prefix Sums and Averages					*19*	*12*	*63.16%*	*76.00%*	*3.80*	*2.40*
	Summary for 'Division' = l/arts (127 detail records)										
	Division Sums and Averages					*2382*	*1897*	*79.64%*	*76.94%*	*458.00*	*364.93*
flag	math/sci	bio	100	800	mtw	20	15	75.0%	83.3%	5.33	4.00
			100	1715	mw	19	15	78.9%	79.2%	5.07	4.00
			100	1900	t th	22	16	72.7%	91.7%	5.87	4.27
			105	1430	tth	24	20	83.3%	100.0%	6.40	5.33
			1091	800	f	19	16	84.2%	79.2%	3.80	3.20
			201	800	m w f	23	20	87.0%	95.8%	6.13	5.33
			201	1200	m w	25	15	60.0%	104.2%	6.67	4.00
			205	800	w th f	19	12	63.2%	79.2%	5.07	3.20
									Summary for 'Prefix' = bio (8 detail records)		
	Prefix Sums and Averages					*171*	*129*	*75.44%*	*89.06%*	*44.33*	*33.33*
flag	math/sci	chm	090	800	t th	21	18	85.7%	87.5%	4.20	3.60
			090	1800	t th	22	12	54.5%	91.7%	4.40	2.40
			130	1000	t th	15	12	80.0%	62.5%	4.00	3.20
			130	1400	m w	12	9	75.0%	50.0%	3.20	2.40
			151	1000	m w	20	14	70.0%	83.3%	5.33	3.73
									Summary for 'Prefix' = chm (5 detail records)		
	Prefix Sums and Averages					*90*	*65*	*72.22%*	*75.00%*	*21.13*	*15.33*
flag	math/sci	ems	131	1800	t th	16	15	93.8%	80.0%	7.47	7.00
			232	0	??	20	18	90.0%	80.0%	8.00	7.20
									Summary for 'Prefix' = ems (2 detail records)		
	Prefix Sums and Averages					*36*	*33*	*91.67%*	*80.00%*	*15.47*	*14.20*
flag	math/sci	geo	131	1530	t th	25	25	100.0%	71.4%	6.67	6.67
			133	1100	m w	39	33	84.6%	111.4%	7.80	6.60
									Summary for 'Prefix' = geo (2 detail records)		
	Prefix Sums and Averages					*64*	*58*	*90.63%*	*91.43%*	*14.47*	*13.27*
flag	math/sci	glg	100	900	t th	30	24	80.0%	125.0%	8.00	6.40
			100	1900	m w	23	20	87.0%	95.8%	6.13	5.33
			111	1900	wkd	10	6	60.0%	83.3%	1.33	0.80
			112	1900	wkd	8	8	100.0%	66.7%	1.07	1.07

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
										Summary for 'Prefix' = glg (4 detail records)	
	Prefix Sums and Averages					71	58	81.69%	92.71%	16.53	13.60
flag	math/sci	mat	055	830	t th	15	13	86.7%	60.0%	3.00	2.60
			055	830	t th	25	17	68.0%	100.0%	5.00	3.40
			087	800	t th	17	15	88.2%	68.0%	4.53	4.00
			087	830	m w f	22	15	68.2%	88.0%	5.87	4.00
			087	1000	t th	34	25	73.5%	136.0%	9.07	6.67
			087	1140	m w	25	21	84.0%	100.0%	6.67	5.60
			087	1530	m w	25	21	84.0%	100.0%	6.67	5.60
			087	1740	t th	30	25	83.3%	120.0%	8.00	6.67
			121	800	t th	29	21	72.4%	116.0%	7.73	5.60
			121	800	m w f	30	17	56.7%	120.0%	8.00	4.53
			121	930	m w f	29	26	89.7%	116.0%	7.73	6.93
			121	1200	t th	29	20	69.0%	116.0%	7.73	5.33
			121	1530	t th	28	18	64.3%	112.0%	7.47	4.80
			121	1530	m w	28	21	75.0%	112.0%	7.47	5.60
			121	1740	m w	26	23	88.5%	104.0%	6.93	6.13
			121	1940	t th	24	18	75.0%	96.0%	6.40	4.80
			130	1400	t th	17	11	64.7%	68.0%	3.40	2.20
			142	1000	t th	19	16	84.2%	76.0%	3.80	3.20
			151	1000	t th	25	16	64.0%	100.0%	6.67	4.27
			151	1100	m w f	30	20	66.7%	120.0%	8.00	5.33
			151	1200	t th	22	15	68.2%	88.0%	5.87	4.00
			151	1530	m w	29	17	58.6%	116.0%	7.73	4.53
			151	1740	t th	17	12	70.6%	68.0%	4.53	3.20
			151	1940	m w	25	18	72.0%	100.0%	6.67	4.80
			172	800	m w f	22	17	77.3%	88.0%	4.40	3.40
			187	1000	m w f	25	17	68.0%	100.0%	8.33	5.67
			187	1730	t th	27	22	81.5%	108.0%	9.00	7.33
			220	1235	m w	20	17	85.0%	80.0%	6.67	5.67
										Summary for 'Prefix' = mat (28 detail records)	
	Prefix Sums and Averages					694	514	74.06%	99.14%	183.33	135.87
flag	math/sci	nur	110	8	mtwrf	13	12	92.3%	65.0%	2.60	2.40
										Summary for 'Prefix' = nur (1 detail record)	
	Prefix Sums and Averages					13	12	92.31%	65.00%	2.60	2.40
flag	math/sci	phy	111	1330	t th	14	13	92.9%	58.3%	3.73	3.47
			141	1330	m w	17	14	82.4%	70.8%	4.53	3.73
			161	900	m w f	13	9	69.2%	54.2%	4.33	3.00
			180	1800	m w	20	16	80.0%	83.3%	5.33	4.27
										Summary for 'Prefix' = phy (4 detail records)	
	Prefix Sums and Averages					64	52	81.25%	66.67%	17.93	14.47

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
Summary for 'Division' = math/sci (54 detail records)											
Division Sums and Averages						*1203*	*921*	*76.56%*	*90.90%*	*315.80*	*242.47*
flag	occ/voc	acc	100	800	f	10	8	80.0%	40.0%	3.33	2.67
			101	700	m w	14	11	78.6%	56.0%	2.80	2.20
			101	1300	t th	24	18	75.0%	96.0%	4.80	3.60
			101	1700	m w	28	25	89.3%	112.0%	5.60	5.00
			101	1830	m	22	15	68.2%	88.0%	4.40	3.00
			102	1300	m w	25	23	92.0%	100.0%	5.00	4.60
			102	1830	w	21	18	85.7%	84.0%	4.20	3.60
			105	1830	m	9	6	66.7%	36.0%	1.80	1.20
			206	1830	th	8	5	62.5%	32.0%	1.60	1.00
			210	1830	w	11	9	81.8%	44.0%	2.20	1.80
									Summary for 'Prefix' = acc (10 detail records)		
	Prefix Sums and Averages					*172*	*138*	*80.23%*	*68.80%*	*35.73*	*28.67*
flag	occ/voc	ahs	131	1530	f	28	20	71.4%	116.7%	5.60	4.00
									Summary for 'Prefix' = ahs (1 detail record)		
	Prefix Sums and Averages					*28*	*20*	*71.43%*	*116.67%*	*5.60*	*4.00*
flag	occ/voc	ajs	101	1800	t	15	13	86.7%	88.2%	3.00	2.60
			120	1800	th	11	10	90.9%	64.7%	2.20	2.00
			160	1100	m w	9	8	88.9%	36.0%	1.80	1.60
			230	1100	t th	18	14	77.8%	72.0%	3.60	2.80
									Summary for 'Prefix' = ajs (4 detail records)		
	Prefix Sums and Averages					*53*	*45*	*84.91%*	*65.24%*	*10.60*	*9.00*
flag	occ/voc	aut	100	1800	t	18	14	77.8%	72.0%	3.60	2.80
			298	1900	m	8	8	100.0%	32.0%	1.07	1.07
									Summary for 'Prefix' = aut (2 detail records)		
	Prefix Sums and Averages					*26*	*22*	*84.62%*	*52.00%*	*4.67*	*3.87*
flag	occ/voc	avt	131	1830	m	21	17	81.0%	123.5%	4.20	3.40
									Summary for 'Prefix' = avt (1 detail record)		
	Prefix Sums and Averages					*21*	*17*	*80.95%*	*123.53%*	*4.20*	*3.40*
flag	occ/voc	bus	100	1300	m w	21	14	66.7%	84.0%	4.20	2.80
			103	1830	m	18	14	77.8%	72.0%	3.60	2.80
			111	1600	w	22	20	90.9%	88.0%	4.40	4.00
			204	1300	m	19	17	89.5%	76.0%	3.80	3.40
			206	1830	th	22	19	86.4%	88.0%	4.40	3.80
			211	1830	m	26	19	73.1%	104.0%	5.20	3.80
			214	1000	t th	18	15	83.3%	72.0%	3.60	3.00
			214	1830	w	16	10	62.5%	64.0%	3.20	2.00
			298	0	ind	1	1	100.0%	100.0%	0.07	0.07

BEST COPY AVAILABLE

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
										Summary for 'Prefix' = bus (9 detail records)	
	Prefix Sums and Averages					163	129	79.14%	83.11%	32.47	25.67
flag	occ/voc	cis	102	800	t	25	19	76.0%	104.2%	3.33	2.53
			102	900	w	24	18	75.0%	96.0%	3.20	2.40
			102	1700	th	24	17	70.8%	96.0%	3.20	2.27
			102	1900	w	24	16	66.7%	96.0%	3.20	2.13
			111	1400	m	9	8	88.9%	37.5%	0.60	0.53
			112	900	wkd	10	10	100.0%	41.7%	1.33	1.33
			112	1430	m	20	12	60.0%	83.3%	2.67	1.60
			112	1900	m	12	11	91.7%	50.0%	1.60	1.47
			112	1900	t	24	19	79.2%	100.0%	3.20	2.53
			112	1930	w	25	20	80.0%	104.2%	3.33	2.67
			115	1200	t	19	17	89.5%	79.2%	1.27	1.13
			115	1200	t	24	19	79.2%	100.0%	1.60	1.27
			115	1300	wkd	14	13	92.9%	58.3%	0.93	0.87
			120	800	f	25	20	80.0%	100.0%	5.00	4.00
			120	800	m w	26	18	69.2%	104.0%	5.20	3.60
			120	800	th	26	18	69.2%	104.0%	5.20	3.60
			120	1000	t th	26	22	84.6%	104.0%	5.20	4.40
			120	1300	w	27	21	77.8%	108.0%	5.40	4.20
			120	1400	th	23	15	65.2%	92.0%	4.60	3.00
			120	1730	m	25	17	68.0%	100.0%	5.00	3.40
			120	1800	t	25	15	60.0%	100.0%	5.00	3.00
			120	1830	th	20	17	85.0%	80.0%	4.00	3.40
			122	1900	m	23	20	87.0%	95.8%	3.07	2.67
			123	900	w	24	19	79.2%	100.0%	3.20	2.53
			123	1900	th	21	18	85.7%	87.5%	2.80	2.40
			124	1200	m w	17	15	88.2%	70.8%	2.27	2.00
			124	1930	w	19	13	68.4%	79.2%	2.53	1.73
			125	1600	t th	17	13	76.5%	70.8%	3.40	2.60
			127	1200	m w	12	7	58.3%	50.0%	2.40	1.40
			220	1000	t th	12	9	75.0%	50.0%	2.40	1.80
			224	1200	m w	16	16	100.0%	66.7%	2.13	2.13
			298	900	s	7	7	100.0%	29.2%	0.47	0.47
										Summary for 'Prefix' = cis (32 detail records)	
	Prefix Sums and Averages					645	499	77.36%	82.45%	98.73	75.07
flag	occ/voc	coe	111	0		1	1	100.0%	100.0%	0.20	0.20
										Summary for 'Prefix' = coe (1 detail record)	
	Prefix Sums and Averages					1	1	100.00%	100.00%	0.20	0.20
flag	occ/voc	dft	125	1800	th	22	12	54.5%	122.2%	4.40	2.40
			145	800	t	16	8	50.0%	66.7%	3.20	1.60
			150	1800	t	22	14	63.6%	91.7%	4.40	2.80

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
flag	occ/voc	dft	150	2000	t th	19	14	73.7%	79.2%	3.80	2.80
			200	1800	w	13	8	61.5%	54.2%	2.60	1.60
			225	1800	m	6	5	83.3%	25.0%	1.20	1.00
			298	0		6	5	83.3%	120.0%	2.40	2.00
										Summary for 'Prefix' = dft (7 detail records)	
Prefix Sums and Averages						*104*	*66*	*63.46%*	*79.84%*	*22.00*	*14.20*
flag	occ/voc	ecn	204	1000	m w	24	20	83.3%	96.0%	4.80	4.00
			204	1700	t th	25	25	100.0%	100.0%	5.00	5.00
			205	900	t th	28	19	67.9%	112.0%	5.60	3.80
			205	1830	w	21	15	71.4%	84.0%	4.20	3.00
										Summary for 'Prefix' = ecn (4 detail records)	
Prefix Sums and Averages						*98*	*79*	*80.61%*	*98.00%*	*19.60*	*15.80*
flag	occ/voc	edu	200	1400	m w	32	23	71.9%	128.0%	6.40	4.60
			200	1800	w	25	16	64.0%	100.0%	5.00	3.20
			250	0		6	4	66.7%	120.0%	1.20	0.80
										Summary for 'Prefix' = edu (3 detail records)	
Prefix Sums and Averages						*63*	*43*	*68.25%*	*116.00%*	*12.60*	*8.60*
flag	occ/voc	elt	100	1200	t th	9	9	100.0%	50.0%	1.80	1.80
										Summary for 'Prefix' = elt (1 detail record)	
Prefix Sums and Averages						*9*	*9*	*100.00%*	*50.00%*	*1.80*	*1.80*
flag	occ/voc	ems	100	1300	t th	19	17	89.5%	76.0%	3.80	3.40
			131	900	t th	14	12	85.7%	70.0%	6.53	5.60
			131	1800	m w	17	14	82.4%	85.0%	7.93	6.53
										Summary for 'Prefix' = ems (3 detail records)	
Prefix Sums and Averages						*50*	*43*	*86.00%*	*77.00%*	*18.27*	*15.53*
flag	occ/voc	fre	101	1130	mtwth	22	13	59.1%	88.0%	5.87	3.47
										Summary for 'Prefix' = fre (1 detail record)	
Prefix Sums and Averages						*22*	*13*	*59.09%*	*88.00%*	*5.87*	*3.47*
flag	occ/voc	fsc	105	1800	t th	16	16	100.0%	64.0%	6.40	6.40
			136	1800	w	24	16	66.7%	96.0%	6.40	4.27
			239	1830	m	21	17	81.0%	84.0%	4.20	3.40
			243	0		22	20	90.9%	88.0%	7.33	6.67
										Summary for 'Prefix' = fsc (4 detail records)	
Prefix Sums and Averages						*83*	*69*	*83.13%*	*83.00%*	*24.33*	*20.73*
flag	occ/voc	hrm	100	1830	t	13	10	76.9%	52.0%	2.60	2.00
			210	1700	m w	14	12	85.7%	56.0%	2.80	2.40
										Summary for 'Prefix' = hrm (2 detail records)	
Prefix Sums and Averages						*27*	*22*	*81.48%*	*54.00%*	*5.40*	*4.40*
flag	occ/voc	itc	111	1800	t	12	9	75.0%	48.0%	2.40	1.80

BEST COPY AVAILABLE

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
flag	occ/voc	itc	140	830	sa	10	9	90.0%	66.7%	2.00	1.80
			140	830	wkd	12	11	91.7%	80.0%	2.40	2.20
			140	830	wkd	9	8	88.9%	60.0%	1.80	1.60
			140	830	wkd	11	9	81.8%	73.3%	2.20	1.80
			150a	1800	m	14	14	100.0%	70.0%	0.93	0.93
			150b	1800	m	14	13	92.9%	70.0%	0.93	0.87
			150c	1800	m	26	13	50.0%	130.0%	1.73	0.87
			150d	1400	th	14	14	100.0%	70.0%	0.93	0.93
			150e	1400	th	12	12	100.0%	60.0%	0.80	0.80
			150f	1400	th	12	12	100.0%	60.0%	0.80	0.80
			160a	1800	w	10	9	90.0%	100.0%	0.67	0.60
			160b	1800	w	8	6	75.0%	40.0%	0.53	0.40
			160c	1800	w	3	4	133.3%	15.0%	0.20	0.27
			170	1800	m	7	7	100.0%	28.0%	1.40	1.40
			171	1800	w	6	6	100.0%	8.0%	1.20	1.20
			180	1800	th	10	10	100.0%	40.0%	2.00	2.00
			199	830	wkd	9	8	88.9%	60.0%	1.80	1.60
			199	830	wkd	12	11	91.7%	80.0%	2.40	2.20
			199	830	wkd	10	9	90.0%	66.7%	2.00	1.80
			199	830	wkd	11	10	90.9%	73.3%	2.20	2.00
			298	1800	m	7	7	100.0%	35.0%	1.40	1.40
									Summary for 'Prefix' = itc (22 detail records)		
Prefix Sums and Averages						*239*	*211*	*88.28%*	*60.64%*	*32.73*	*29.27*
flag	occ/voc	mit	140	1800	t	20	18	90.0%	111.1%	4.00	3.60
			141	1800	w	7	7	100.0%	38.9%	1.40	1.40
									Summary for 'Prefix' = mit (2 detail records)		
Prefix Sums and Averages						*27*	*25*	*92.59%*	*75.00%*	*5.40*	*5.00*
flag	occ/voc	nav	101	1500	t th	21	12	57.1%	84.0%	5.60	3.20
									Summary for 'Prefix' = nav (1 detail record)		
Prefix Sums and Averages						*21*	*12*	*57.14%*	*84.00%*	*5.60*	*3.20*
flag	occ/voc	ntr	135	1800	t	13	13	100.0%	54.2%	2.60	2.60
									Summary for 'Prefix' = ntr (1 detail record)		
Prefix Sums and Averages						*13*	*13*	*100.00%*	*54.17%*	*2.60*	*2.60*
flag	occ/voc	nur	110	1700	w	21	17	81.0%	105.0%	4.20	3.40
			200	1500	m	17	14	82.4%	85.0%	2.27	1.87
			200	1700	m	15	13	86.7%	75.0%	2.00	1.73
			221	800	t	23	21	91.3%	76.7%	3.07	2.80
			221	1000	t	29	27	93.1%	96.7%	3.87	3.60
			221	1800	w	32	31	96.9%	106.7%	4.27	4.13
									Summary for 'Prefix' = nur (6 detail records)		
Prefix Sums and Averages						*137*	*123*	*89.78%*	*90.83%*	*19.67*	*17.53*

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
flag	occ/voc	ois	100	1300	t th	17	14	82.4%	70.8%	1.13	0.93
			100	1700	m	18	15	83.3%	75.0%	1.20	1.00
			110	1100	t th	14	11	78.6%	58.3%	2.80	2.20
			130	1600	m w	10	9	90.0%	41.7%	2.00	1.80
			298	0		1	1	100.0%	100.0%	0.20	0.20
										Summary for 'Prefix' = ois (5 detail records)	
	Prefix Sums and Averages					*60*	*50*	*83.33%*	*69.17%*	*7.33*	*6.13*
flag	occ/voc	psy	101	1100	t th	21	13	61.9%	60.0%	4.20	2.60
										Summary for 'Prefix' = psy (1 detail record)	
	Prefix Sums and Averages					*21*	*13*	*61.90%*	*60.00%*	*4.20*	*2.60*
flag	occ/voc	res	101	1830	m	15	12	80.0%	60.0%	3.00	2.40
										Summary for 'Prefix' = res (1 detail record)	
	Prefix Sums and Averages					*15*	*12*	*80.00%*	*60.00%*	*3.00*	*2.40*
flag	occ/voc	slg	101	1000	t th	22	13	59.1%	110.0%	4.40	2.60
			101	1530	m w	24	20	83.3%	96.0%	4.80	4.00
			102	1700	m w	14	14	100.0%	70.0%	2.80	2.80
			201	1700	t th	21	15	71.4%	105.0%	4.20	3.00
										Summary for 'Prefix' = slg (4 detail records)	
	Prefix Sums and Averages					*81*	*62*	*76.54%*	*95.25%*	*16.20*	*12.40*
flag	occ/voc	spa	101	830	m w	25	18	72.0%	100.0%	6.67	4.80
			101	930	t th	23	18	78.3%	92.0%	6.13	4.80
			101	1230	m w	21	16	76.2%	84.0%	5.60	4.27
			101	1500	m w	29	26	89.7%	116.0%	7.73	6.93
			101	1830	t th	25	17	68.0%	100.0%	6.67	4.53
			102	930	m w	19	17	89.5%	76.0%	5.07	4.53
			102	1730	m w	17	12	70.6%	68.0%	4.53	3.20
			131	1830	m	24	18	75.0%	96.0%	4.80	3.60
			201	1430	t th	17	16	94.1%	68.0%	4.53	4.27
			202	1230	t th	11	8	72.7%	44.0%	2.93	2.13
										Summary for 'Prefix' = spa (10 detail records)	
	Prefix Sums and Averages					*211*	*166*	*78.67%*	*84.40%*	*54.67*	*43.07*
	Summary for 'Division' = occ/voc (138 detail records)										
	Division Sums and Averages					*2390*	*1902*	*79.58%*	*77.86%*	*453.47*	*358.60*
Summary for 'Site' = flag (319 detail records)											
Site Sums and Averages						*5975*	*4720*	*79.00%*	*79.70%*	*1227.27*	*966.00*
gc	l/arts	slg	101	1800	m	9	7	77.8%	45.0%	1.80	1.40
										Summary for 'Prefix' = slg (1 detail record)	
	Prefix Sums and Averages					*9*	*7*	*77.78%*	*45.00%*	*1.80*	*1.40*

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
	Summary for 'Division' = l/arts (1 detail record)										
	Division Sums and Averages					*9*	*7*	*77.78%*	*45.00%*	*1.80*	*1.40*
gc	occ/voc	slg	201	1800	m	2	2	100.0%	10.0%	0.40	0.40
									Summary for 'Prefix' = slg (1 detail record)		
	Prefix Sums and Averages					*2*	*2*	*100.00%*	*10.00%*	*0.40*	*0.40*
gc	occ/voc	spa	101	755	mtwth	21	21	100.0%	84.0%	5.60	5.60
									Summary for 'Prefix' = spa (1 detail record)		
	Prefix Sums and Averages					*21*	*21*	*100.00%*	*84.00%*	*5.60*	*5.60*
	Summary for 'Division' = occ/voc (2 detail records)										
	Division Sums and Averages					*23*	*23*	*100.00%*	*47.00%*	*6.00*	*6.00*
Summary for 'Site' = gc (3 detail records)											
Site Sums and Averages						*32*	*30*	*93.75%*	*46.33%*	*7.80*	*7.40*
nau	l/arts	eng	100x	1130	m w f	22	20	90.9%	100.0%	4.40	4.00
			100x	1350	m w f	17	16	94.1%	188.9%	3.40	3.20
									Summary for 'Prefix' = eng (2 detail records)		
	Prefix Sums and Averages					*39*	*36*	*92.31%*	*144.44%*	*7.80*	*7.20*
	Summary for 'Division' = l/arts (2 detail records)										
	Division Sums and Averages					*39*	*36*	*92.31%*	*144.44%*	*7.80*	*7.20*
nau	math/sci	mat	101x	910	m w f	29	24	82.8%	131.8%	5.80	4.80
			101x	935	t th	30	25	83.3%	85.7%	6.00	5.00
			101x	1240	m w f	27	24	88.9%	150.0%	5.40	4.80
			102x	800	mtwth	28	27	96.4%	127.3%	7.47	7.20
			102x	800	mtwth	20	20	100.0%	90.9%	5.33	5.33
			102x	910	mtwth	25	24	96.0%	113.6%	6.67	6.40
			102x	910	mtwth	22	24	109.1%	91.7%	5.87	6.40
			102x	1020	mtwth	27	24	88.9%	122.7%	7.20	6.40
			102x	1020	mtwth	27	25	92.6%	122.7%	7.20	6.67
			102x	1020	mtwth	34	31	91.2%	154.5%	9.07	8.27
			102x	1130	mtwth	28	28	100.0%	127.3%	7.47	7.47
			102x	1130	mtwth	29	25	86.2%	131.8%	7.73	6.67
			102x	1130	mtwth	37	31	83.8%	168.2%	9.87	8.27
			102x	1240	mtwth	28	24	85.7%	127.3%	7.47	6.40
			102x	1240	mtwth	30	26	86.7%	136.4%	8.00	6.93
			102x	1350	mtwth	22	21	95.5%	100.0%	5.87	5.60
			102x	1500	mtwth	26	21	80.8%	118.2%	6.93	5.60
			102x	1610	m w th	24	16	66.7%	109.1%	6.40	4.27
			102x	1740	m w th	20	12	60.0%	90.9%	5.33	3.20

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
nau	math/sci	mat	102x	1800	m w	21	19	90.5%	95.5%	5.60	5.07
			102x	1800	t th	19	19	100.0%	86.4%	5.07	5.07
									Summary for 'Prefix' = mat (21 detail records)		
	Prefix Sums and Averages					*553*	*490*	*88.61%*	*118.19%*	*141.73*	*125.80*
	Summary for 'Division' = math/sci (21 detail records)										
	Division Sums and Averages					*553*	*490*	*88.61%*	*118.19%*	*141.73*	*125.80*
Summary for 'Site' = nau (23 detail records)											
Site Sums and Averages						*592*	*526*	*88.85%*	*120.47%*	*149.53*	*133.00*
page	l/arts	art	201	1900	m	11	11	100.0%	44.0%	2.20	2.20
									Summary for 'Prefix' = art (1 detail record)		
	Prefix Sums and Averages					*11*	*11*	*100.00%*	*44.00%*	*2.20*	*2.20*
page	l/arts	cou	102	1900	th	9	9	100.0%	45.0%	1.80	1.80
									Summary for 'Prefix' = cou (1 detail record)		
	Prefix Sums and Averages					*9*	*9*	*100.00%*	*45.00%*	*1.80*	*1.80*
page	l/arts	eng	025	800	t th	2	2	100.0%	10.0%	0.13	0.13
			029	930	t th	4	3	75.0%	40.0%	0.27	0.20
			030	930	t th	3	3	100.0%	30.0%	0.60	0.60
			060	1100	t th	8	7	87.5%	40.0%	1.60	1.40
			101	800	m t th	23	26	113.0%	92.0%	4.60	5.20
			101	930	m w	13	10	76.9%	65.0%	2.60	2.00
			101	1730	mw	12	11	91.7%	60.0%	2.40	2.20
			102	1730	t th	4	3	75.0%	20.0%	0.80	0.60
									Summary for 'Prefix' = eng (8 detail records)		
	Prefix Sums and Averages					*69*	*65*	*94.20%*	*44.63%*	*13.00*	*12.33*
page	l/arts	his	131	1900	t	23	21	91.3%	115.0%	4.60	4.20
									Summary for 'Prefix' = his (1 detail record)		
	Prefix Sums and Averages					*23*	*21*	*91.30%*	*115.00%*	*4.60*	*4.20*
page	l/arts	mus	100	1900	w	11	9	81.8%	44.0%	2.20	1.80
									Summary for 'Prefix' = mus (1 detail record)		
	Prefix Sums and Averages					*11*	*9*	*81.82%*	*44.00%*	*2.20*	*1.80*
page	l/arts	pos	110	1900	w	12	12	100.0%	60.0%	2.40	2.40
									Summary for 'Prefix' = pos (1 detail record)		
	Prefix Sums and Averages					*12*	*12*	*100.00%*	*60.00%*	*2.40*	*2.40*
page	l/arts	psy	101	1900	m	35	29	82.9%	175.0%	7.00	5.80
									Summary for 'Prefix' = psy (1 detail record)		
	Prefix Sums and Averages					*35*	*29*	*82.86%*	*175.00%*	*7.00*	*5.80*

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
page	l/arts	spc	100	1900	th	11	8	72.7%	55.0%	2.20	1.60
									Summary for 'Prefix' = spc (1 detail record)		
	Prefix Sums and Averages					*11*	*8*	*72.73%*	*55.00%*	*2.20*	*1.60*
	Summary for 'Division' = l/arts (15 detail records)										
	Division Sums and Averages					***181***	***164***	***90.61%***	***59.67%***	***35.40***	***32.13***
page	math/sci	bio	100	1900	t th	11	10	90.9%	44.0%	2.93	2.67
									Summary for 'Prefix' = bio (1 detail record)		
	Prefix Sums and Averages					*11*	*10*	*90.91%*	*44.00%*	*2.93*	*2.67*
page	math/sci	mat	087	1700	t th	10	8	80.0%	50.0%	2.67	2.13
			121	1700	t th	24	17	70.8%	120.0%	6.40	4.53
			151	1700	t th	14	12	85.7%	70.0%	3.73	3.20
									Summary for 'Prefix' = mat (3 detail records)		
	Prefix Sums and Averages					*48*	*37*	*77.08%*	*80.00%*	*12.80*	*9.87*
	Summary for 'Division' = math/sci (4 detail records)										
	Division Sums and Averages					***59***	***47***	***79.66%***	***71.00%***	***15.73***	***12.53***
page	occ/voc	acc	103	1100	m w	5	5	100.0%	25.0%	1.00	1.00
									Summary for 'Prefix' = acc (1 detail record)		
	Prefix Sums and Averages					*5*	*5*	*100.00%*	*25.00%*	*1.00*	*1.00*
page	occ/voc	bus	204	1300	t th	9	8	88.9%	45.0%	1.80	1.60
									Summary for 'Prefix' = bus (1 detail record)		
	Prefix Sums and Averages					*9*	*8*	*88.89%*	*45.00%*	*1.80*	*1.60*
page	occ/voc	cis	102	930	m w	9	8	88.9%	36.0%	1.80	1.60
			112	1900	t	17	13	76.5%	68.0%	2.27	1.73
			115	900	wkd	10	10	100.0%	50.0%	0.67	0.67
			120	1700	m w	22	18	81.8%	88.0%	4.40	3.60
			123	1900	w	20	14	70.0%	166.7%	2.67	1.87
									Summary for 'Prefix' = cis (5 detail records)		
	Prefix Sums and Averages					*78*	*63*	*80.77%*	*81.73%*	*11.80*	*9.47*
page	occ/voc	fre	101	1800	w	17	17	100.0%	85.0%	4.53	4.53
									Summary for 'Prefix' = fre (1 detail record)		
	Prefix Sums and Averages					*17*	*17*	*100.00%*	*85.00%*	*4.53*	*4.53*
page	occ/voc	nav	101	1700	t th	7	6	85.7%	35.0%	1.87	1.60
									Summary for 'Prefix' = nav (1 detail record)		
	Prefix Sums and Averages					*7*	*6*	*85.71%*	*35.00%*	*1.87*	*1.60*
page	occ/voc	ois	110	1300	m w	10	5	50.0%	76.9%	2.00	1.00
			210	1300	mw	2	2	100.0%	16.7%	0.40	0.40

Site	Division	Prefix	Num	Time (military)	Days	Enroll Wk 3	Enroll End	Retention	Cap Rate	ftse Beg	ftse End
									Summary for 'Prefix' = ois (2 detail records)		
	Prefix Sums and Averages					*12*	*7*	*58.33%*	*46.79%*	*2.40*	*1.40*
page	occ/voc	slg	101	1900	t	21	14	66.7%	105.0%	4.20	2.80
									Summary for 'Prefix' = slg (1 detail record)		
	Prefix Sums and Averages					*21*	*14*	*66.67%*	*105.00%*	*4.20*	*2.80*
	Summary for 'Division' = occ/voc (12 detail records)										
	Division Sums and Averages					*149*	*120*	*80.54%*	*66.44%*	*27.60*	*22.40*
Summary for 'Site' = page (31 detail records)											
Site Sums and Averages						*389*	*331*	*85.09%*	*63.75%*	*78.73*	*67.07*
w	l/arts	phi	105	1800	th	1	1	100.0%	5.0%	0.20	0.20
									Summary for 'Prefix' = phi (1 detail record)		
	Prefix Sums and Averages					*1*	*1*	*100.00%*	*5.00%*	*0.20*	*0.20*
	Summary for 'Division' = l/arts (1 detail record)										
	Division Sums and Averages					*1*	*1*	*100.00%*	*5.00%*	*0.20*	*0.20*
w	occ/voc	cis	112	1830	th	6	6	100.0%	30.0%	0.80	0.80
									Summary for 'Prefix' = cis (1 detail record)		
	Prefix Sums and Averages					*6*	*6*	*100.00%*	*30.00%*	*0.80*	*0.80*
	Summary for 'Division' = occ/voc (1 detail record)										
	Division Sums and Averages					*6*	*6*	*100.00%*	*30.00%*	*0.80*	*0.80*
Summary for 'Site' = w (2 detail records)											
Site Sums and Averages						*7*	*7*	*100.00%*	*17.50%*	*1.00*	*1.00*
	Totals					*7021*	*5635*	*80.26%*		*1,467.80*	*1,177.27*

ERIC

Appendix E

CCC 1997-98 Year-End Reports

RETENTION COMMITTEE 1997-1998 END OF YEAR REPORT

The Retention Committee began the year by creating a cross-functional membership and reaffirming the purpose/goals statement approved in Spring 1997. Priorities established for this year included: (1) Develop methods to identify retention strategies currently in use; (2) Identify the student needs/unique characteristics of our campus and what strategies appear to be successful; (3) Develop a retention plan.

Committee members reviewed literature related to retention issues in community colleges and collected institution-wide retention strategies in use in Fall 1997. Those strategies were compiled in Spring 1998.

In an effort to identify the unique needs and characteristics of students at CCC, the Committee selected students withdrawing from classes as a target population. Two surveys were designed and carried out, including training of the interviewer/callers. The first survey identified the reasons why students withdrew from classes themselves, and the second survey identified the reasons why students who were dropped from classes by their instructors were unable to continue in those classes. Results were e-mailed to everyone at CCC.

Several members of the Retention Committee attended a teleconference entitled "Assessing Student Satisfaction and Priorities to Jump Start Your Recruiting and Retention Agenda." Several members also attended the Retention in Education for Today's American Indian Nations conference held at NAU. And the Committee co-chair attended a conference on "Cultural Climate Assessment: Diversity Development in Student Affairs."

Of primary benefit to CCC, this Committee encouraged discussion cross-departmentally regarding the needs of students, methods for improving student satisfaction, heightened awareness about the importance of retaining students toward the achievement of their own objectives (be that one course or a completed program), and the need for administrative commitment to retention efforts.

The development of a retention plan remains for future committee work, now that some assessment of needs has occurred.

1997-Year - End Narrative Report

Faculty Committee 1997-98

Some of the faculty's accomplishments and recommendations in the *97-98* academic year include:

In-meeting decisions:

1. College Instruction Team Proposal - was approved and forwarded onto the CLT committee.

2. Faculty openly endorsed applying for a Title III grant.

3. Overlap Classes - The faculty approved by consensus Steve Miller's plan for handling students who register for classes which overlap.

4. Advisor Referral Procedure - Faculty agreed to the new procedure to make advising more proficient.

5. Faculty/Board Reception - The faculty organized mid held the first board reception in December 1997.

6 Arizona Learning Systems - The faculty agreed by consensus to decline ALS.

7. Advisor training - A faculty meeting was devoted to Advisor training in October.

Task Force Accomplishments:

I. Student Evaluation develop a new instrument or procedure for student evaluation and forwarded to the Vice President of Educational Services.

2. Faculty Reorganization - proposal for faculty reorganization was forwarded to Vice President of Educational Services.

3. Faculty Member of the Year - Established procedures which defined the award and its criteria.

4 Associate Faculty Evaluations - Faculty reviewed the procedures/policies for evaluating the associate faculty and forwarded it onto CLT.

5. Faculty Meeting Purpose - College Instruction Team Proposal - was approved and forwarded onto the CLT committee.

Coconino Community College World Wide Web Committee

ANNUAL REPORT

Committee Members: B. Belman, G. Brooks, L. Clark, C. Hill, M. Lainoff, D. Lokon, T. Mckever, L. Morea. P. Odgers, M. Ostrowski, A. Petersen, J. Rhode, C. Shirley, S. West

In academic year 1997-1998 the World Wide Web Committee achieved the following:

1. Established a World Wide Web site for Coconino Community College
2. Established a Purpose and Mission Statement and guidelines for the committee
3. Was established as a standing committee
4. Developed standards for College Web pages and publishing them
5. Put the College's class schedules on the College Web site
6. Members of the committee assisted other departments in creating their Web pages
7. Provided opportunities for student employment

The College's homepage averages 1,200 "hits" or visits per month. This doesn't allow for the daily use of pages posted with course materials for courses such as ART 201 (offered on-line via the College's Web site) and ART 202, B10 201 and 202, PSY 101, SPA 101, 102, and 201. These course specific pages are used not only by students but also by visitors and may attract 10 - 20 visitors per day.

On May 6th alone 10 people visited the Governing Board page and looked at Board meeting minutes. On the same day 8 people visited the Human Resources homepage and looked at job postings.

In the 200 days it has been tallied 857 visitors have visited the "On-line Courses" page that describes the first semester offering of Arizona Learning System courses for the Spring 1998 semester. This is a simple overview of the types and amount of activity the CCC Web site is attracting since its creation in July of 1997.

Budget Committee
Year-end Report 1997-98

The budget committee came to a consensus on priorities and was able to fund all priority A items with the College's limited resources. The District Governing Board adopted the FY-99 budget on June 11, 1998 and it is subsequently transmitted to the State Board. The budget is currently under review and will be submitted to the Government Finance Officer's Association for a Distinguished Budget presentation Award.

The College is estimating an overall increase in revenues and expenditures of approximately $13 million dollars for all funds. $12 million is due to the selling of the bonds which the Board has agreed to proceed with during January, 1999.

The major expenditure for FY99 will be the construction of the Flagstaff campus and other bond related expenditures (although this will extend into future years). Some other significant budgeted items include: 1) over $150,000 being applied to technology replacement; 2) an average of a 4.4% increase in wages for College personnel; 3) over $350,000 to be used for debt retirement (Page Campus - COPs); 4) an increase of nearly $100,000 for operation and maintenance of facilities; and 5) approximately $1,000,000 in scholarships/financial aid for our students.

Next year the College will be moving to a biennial budget for which Ric and the Budget Staff have already started planning and working on. The budget committee is meeting on a bi-weekly schedule with the next meeting being on July 29th. We will be providing training on various budget issues with the Committee during these meetings. We will be providing training on various budget issues with the Committee during these meetings. We also intend to incorporate some changes which will involve College wide input to tie the Strategic Plan to the budget process and long-term planning to preserve the fiscal health of the College.

YEAR-END REPORT
College Safety & Security Committee

Major items dealt with in 1997-98

1. Renamed the Environmental Health & Safety Committee as the College Safety and Security Committee, and broadened its scope. Approved by CLT.

2. Finalized and passed through CLT, the Bomb Threat Procedure.
   Distributed Bomb Threat "stickies" for all phones.

3 Completed work on the Chemical Hygiene Plan, but some Appendices still need to be completed.

4. Completed and passed through CLT the Lock-out/Tag-out procedures.

5. Reviewed and refined the Snow removal priorities and procedures.

6. Began the efforts to develop a substantial recurring District-wide training program in all areas of safety and security.
   Staff training in these areas will be concentrated during the summer.
   Faculty training in these areas will become an integral part of the August & January Convocations.
   An Employee Safety & Security Training Manual is to be developed for inclusion in the Employee Handbook.

CONTINUING ITEMS

1. Distribution of phone "stickies"

2. Unifying Page and Flagstaff Bomb Threat Procedures

3. Completing the Chemical Hygiene Plan Appendices and distributing the CHP.

4. Re-defining he membership of the Crisis Team.

5. Stocking the Crisis Team Emergency Kit.

6. Writing the Training Manual and incorporating appropriate portions of it into the College Catalog, Class Schedules and Course Outlines, where appropriate.

ACTIVITIES OF THE NAU/CCC COORDINATING COUNCIL
1997-98

- To facilitate calendar compatibility and to reduce the cost of security, the Council approved the moving of evening lecture classes from the high schools in Flagstaff to NAU. It was agreed that vocational classes such as automotive, welding, drafting, etc. would continue to be taught at the high schools.

- Step-by-step procedures for advising, registering and transcripting students in CCC classes at NAU were developed. The Council received approval by the State Board of Directors for Community Colleges of Arizona to maintain admission and registration records at the University for classes taught by the Community College for University students at NAU.

- An evaluation of NAU students will an English placement of less than ENG-105 was reviewed by the Council. Records of 120 students admitted Fall 1997 with a placement score indicating the need for developmental English were evaluated and it was discovered that:
  - 6 were International Students
  - 7 were taking International English
  - 1 was an exception to the rule
  - 8 were taking Developmental English
  - 10 took ENG-199
  - 4 took ENG-199 and are enrolled in ENG-105
  - 57 have not taken any English
  - 27 have not taken any English, but are enrolled in ENG 105

- CCC received permission from Dr. Mike to remove the welding equipment from the old VTE wing at NAU. This equipment will be used by CCC to start a welding program in Williams, AZ.

- An agreement was reached to enable CCC to use the new NAU Ponderosa Building for dance classes.

- The Council reviewed a copy of CCC's liability policy and determined that CCC students taking classes at NAU were covered under CCC's umbrella policy should an accident happen.

- The Council agreed to the need of a procedure on how to initiate a proposal whenever a request is made regarding any new CCC/NAU cooperative relationship. The approved procedure indicates that all new or modified joint programs, courses, or activities that include policy issues, resources, educational records and/or contracts that involve both institutions and have not received prior authorization from the Coordinating Council must come to the Council for action.

- The Council approved across-town-agreement for aerospace studies classes in the ROTC (Reserve Officer Training Core) program.

The College Safety and Security Committee

The Enrollment Management Committee did not meet this year; at the conclusion of the 1996-97 academic year, the Committee recommended that institutional issues (e.g. new campus development) needed to be addressed before continuing with enrollment management strategies. The future development was then affected by the recall election. I will bring the question of resuming this committee up in a CLT Plus meeting this summer.

The Environmental Health and Safety Committee and Emergency Response Management Team have beencombined into one committee which was renamed: The College Safety and Security Committee. Carl Shepard is the Chair of that committee and should be submitting the report.

Curriculum Committee

During the Academic year 97-98 the Curriculum Committee has been through a variety of changes and has been a dynamic and extremely productive committee. The managerial changes include the resignation of a coordinator, restructuring of the coordination position and hiring a new coordinator. The committee has had two secretary/minute taker changes and we have also had to members resign: our NAU and our student members.

The committee has reviewed approximately 150 curriculum items: 23 new experimental courses were approved, as were 27 new permanent courses. There were 5 new Degrees and 7 new certificates approved, 2 degree modifications, 59 course modifications approved and 9 courses were retired. All catalogue pages containing the Transfer General Education Core Curriculum (TGECC) were changed to reflect the statewide modifications of the Arizona General Education Core Requirements (AGEC-A,S,B). 5 Degrees were modified to reflect the AGEC requirements. 2 Certificates were retired: CAD Basic and Advanced starting Summer 98 and 2 degrees were retired for Fall 99: Pre-Science and Medical Science.

The following list itemizes the curriculum changes.

New Courses:
Experimental:

1. ITC 160B Motor Theory and Application
2. ITC 160C Grounding/Conductors Installation
3. ITC 160D Conduit Bending/Boxes and Fittings
4. ITC 160E Cable Tray/Conductor Terminators and splices
5. ITC 160F Electrical Service Breakers and Fuses
6. ITC 160G Contractors/Relays and Electrical Lighting
7. ANT 101 Humankind Emerging
8. HRM 140 Food Production Concepts
9. HRM 170 Hospitality Information Technology
10. HRM 235 Hospitality Laws
11. HRM 240 Commercial Food Production
12. MIT 100 Safety in Industry
13. MIT 105 Metallurgy
14. MIT 120 Rigging
15. MIT 145 Welding Gases, Flows, Rates, Filler Metals
16. MIT 165 Welding Tools and Equipment
17. MIT 170 Welding Symbols/Blueprint
18. AES 101 The Airforce Today I
19. AES 201 Development of Air Power
20. DAN 160 Awareness Through Dance
21. SCI 087 Basic Skills in Science
22. LDR 200 Leadership Training
23. PHI 103 Introduction to Logic

Permanent Courses:

1. CIS 222 Advanced MS Word
2. ENG 241 English literature II
3. ART 225 History of Photography
4. AVT 132 Instrument Pilot Ground School
5. HRM 100 Introduction to Hospitality
6. HRM 220 Property Management
7. ITC 171 Construction Wiring
8. MIT 200 Quality Control - Manufacturing
9. MIT 205 Weld Testing and Inspection
10. MIT 210 Layout and Fitting Techniques
11. ITC 170A Distribution Equipment Transformers
12. ITC I 70B Overcurrent Protection
13. ITC I 70C Conductors, Wiring Devices and Fill Requirements
14. ITC 170D HVAC Systems
15. ITC 170E Motor Controls, Calculations, Maintenance

I 6. ITC 170P Hazardous Locations - Electrical

17. DFT 100 Introduction to Drafting
18. ITC 120 building the Human Environment

I 9 ITC 175 Mechanical Systems

20 MIT 295 Manufacturing Lab

21 ITC 160 Alternating Current

22. CIS 117 Creating Web Pages
23. CIS 230 Implementing and Supporting Windows '95
24. SOC 210 Sociology of Gender
25. PHI 201 Comparative Religion
26. BUG 240 English Literature
27. MAT 124 Technical Problem Solving

New Degrees

1. AA - Hotel and Restaurant Management
2. AAS - Architectural Design Technology
3. AAS - In Construction Technology
4. AAS - Hotel and Restaurant Management
5. AAS - Computer Software Technology

New Certificates

1. Advanced Certificate - Structural Welding
2. Advanced Certificate - Pipe Welding
3. Advanced Certificate - High Pressure Pipe & Tile Welding
4. Architectural CAD Technician
5. Computer Aided Design

6. Hospitality Administration
7. Computer Software

Course Modifications

1. BIO 109 Natural History of the Southwest
2. ART 100 Art History I
3. ART 201 Art History II
4. GEO 133 World/Regional Geography
5. HIS 201 Western Civilization to 1660
6. HIS 202 Western Civilization from 1660
7. MUS 100 Music Appreciation
8. MUS 145 Jazz History and Literature
9. POS 120 Introduction to World Politics
10. SOC 100 Fundamentals of Speech Communications
11. ECN 204 Macroeconomics Principles
12. ECN 205 Microeconomics Principles
13. ASS 220 Hospitality Accounts and Finances
14. EDU 250 The Community College
15. DFT 150 Auto CAD - 2D
16. DFT 200 AutoCAD - 3D
17. HRM 220 Property Management
18. ART 105 Introduction to Two Dimensional Art
19. ART Ill Drawing II
20. ART 165 Three-Dimensional Design
21. ART 220 Art of the United States
22. MUS 100 Music Appreciation
23. PHI 201 Comparative Religions
24. FRE 101 Beginning French
25. FRE 102 Beginning French II
26. HUM 235 American Arts and Ideas I
27. NAV 102 Beginning Navajo II
28. NAV 101 Beginning Navajo I
29. NAV 201 Intermediate Navajo II
30. PSY 250 Social Psychology
31. SPA 101 Beginning Spanish I
32. SPA 102 Beginning Spanish II
33. SPA 201 Intermediate Spanish
34. SPA 202 Intermediate Spanish II
35. NAV 202 Intermediate Navajo
36. GEO 131 Introduction to Physical Geography
37. GEO 101 Physical Geology
38. GEO 102 Physical Geology
39. MAT 142 Applications of College Algebra

40. PHY 101 Introduction to Physics
41. PHY 112 General Physics II
42. PHY 141 Concepts and Physics I
43. PHY 111 General Physics
44. PHY 161 College Physics I
45. PHY 262 College Physics II
46. ART 120 Ceramics I
47. ENV 100 Introduction to Environmental Science
48. MIT 140 Arc Welding I
49. MIT 141 Arc Welding II
50. MIT 282 Pipe Welding I
51. MIT 283 Pipe Welding II
52. DFT 125 Architectural Drafting I
53. DFT 150 Auto CAD - 2D
54. ITC l60A-G
55. ITC l70A-G
56. BIO 105 Environmental Biology
57. PHY 262 University Physics II

Degree/Certificate Modifications

1. Associates of Science Pre-Nursing
2. Certificate in Construction Technology

Submitted and not approved or withdrawn

1. BIO 201 Human Anatomy & Physiology I
2. BIO 202 Human Anatomy & Physiology II
3. FSC 105 Fire Fighter I and II
4. ANT 253 Archeoastronomy

Course Retirement

1. BIO 110 Natural History the Southwest
2. HUM 236 American Arts and Ideas II
3. MAT 119 Algebra
4. ITC 130 Computer Applications and Project Management
5. ITC 183 Residential Utilities Design
6. ITC 199D Blueprint Reading and Estimating
7. ITC 199G Plane Surveying and Building
8. ITC 199H Building Construction Methods I
9. TTC 1991 Building Construction Methods II

Retired Certificates
1. CAD Basic
2. CAD Advanced

Retired Degrees
1. Pre-Science
2. Pre-Medical Science

Academic Standards

During the 1997-98 academic year, the Academic Standards committee has approved, recommended, updated, or is currently working on the following:

- Updated Repeat courses procedure
- Updated Standardization of Prerequisite grade
- Recommended Tech Prep Procedure Statement
- Recommended Receiving/sending official documents via fax
- Discussed Review or course syllabi for College District and recommended discussion by the Vice Presidents for Educational Services group
- Deleted Deferment of Tuition
- Updated Refund Policy
- Updated Grade appeals and other course requirement decisions
- Recommended Transferring *to* Arizona State Universities procedures
- Recommended Electronic media policy and procedure
- Discussed and working on Honors program
- Discussed Consistent class schedule lengths
- Updated Academic standards procedures
- Discussed placement testing

Benefits Committee

During Fiscal Year 1997-98 the benefits Committee met regularly to discuss enhancements to the benefits package offered by CCC. Is Fiscal Year 1997-93, several new benefits were added *to* the package: a subscription to Vitality health magazine for all regular employees, an Employee Assistance Program which offers short-term counseling services for all regular employees, and a tuition waiver for Associate Faculty

In February 1998 the Benefits Committee sent out a survey to all benefit-eligible employees regarding our health coverages and the new additions to the benefits package. We received a 77% response rate and the results were mostly favorable. I have attached a copy of the results for your information. Based on these results, the committee decided to recommend the continuation of the benefit package for the coming fiscal year.

In March, 1998 we also added a benefit specifically for the Page Campus employees. Lake Powell Racquet Club in Page is now offering discounted rates and a waiver of the initiation fee for all Page Campus employees, including Associate Faculty. I have attached a copy of the flyer that was distributed to Page Campus employees regarding this new benefit.

Goals for Fiscal Year 1998-99 include continuing researching ways to enhance CCC's benefit package with minimal impact to the budget.

Professional Development Committee
1997-98

Specifically included are the committee's accomplishments and goals.
Supporting documentation is attached.

GENERAL INFORMATION

The Professional Development Committee met twice a month on Friday afternoons. The following are committee members

Committee Members	Area
Theresa Alvarado, Chair	College Leadership Team
Jerry Baker	Full-Time Faculty, Liberal Arts
Bill Brannen (Replaced Barbara Bates)	Administrative
Candice Corrigan (Replaced Ray Battee for 1 yr.) Monica Baker will be the representative for the next 3 yrs.	Full-Time Faculty, Science/Math
Jana Drinkard (Replaced Victoria Haviland)	Classified Staff
Lisa Hill	Professional
Pattie Odgers	Full-Time Faculty, Voc/Bus/CIS
Janice Pulley	Associate Faculty
Pete Yanka (Replaced Billie Swanson)	Page Campus

FY 98 ACCOMPLISHMENTS

⇒ Sponsored Sexual Harassment training for faculty and staff. This included providing a stipend to encourage associate faculty to attend. *(see attachment 1)*

⇒ Developed professional development procedures. *(see attachment 2)*

⇒ Revised procedures for selecting the outstanding employee of the year for both classified and administrative/professional. *(See attachment 3)*

⇒ Faculty developed procedures for selecting the outstanding faculty employee of the year.

⇒ Professional Development Request Form revised. *(see attachment 4)*

⇒ Sponsored five CCC employees to attend International Athena Conference. Five individuals weredetermined through a drawing. They were Mary Eckstein, Kathy Wigal-Emmons, Nora Zwillick, Lisa Hill, and Pattie Odgers

⇒ Sponsored two True Colors Workshops at the end of Spring 1998 semester. *(see attachment 5)*

⇒ We received a total of 45 requests for Professional Development totaling $ 25,028.27 and $ 13,907.00 was funded. *(see attachment 6)*

FY 99 GOALS AND OBJECTIVES

Develop an aggressive advertisement campaign to promote availability of funds.
Revise and update the Professional Development Brochure.
Assess faculty and staff to determine professional development needs.
Continue to maintain and/or increase funding for professional development.

STRATEGIC PLAN/INSTITUTIONAL RELEVANCE

Goal 1a: Encourage and reward innovative learning strategies such as andragogy learning communities and linked courses.

Goal 2i: Develop and implement a plan for employee development.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC

JC990194

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title:
ASSESSMENT PROGRAM TECHNICAL PROGRESS REPORT 1997-1998

Author(s): Eickmeyer, Barbara, & Hill, Stephen

Corporate Source:
Coconino Community College

Publication Date:
October 1998

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

☒

Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) *and* paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

☐

Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at **Level 1**.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here→ please

Signature: Barbara Eickmeyer

Printed Name/Position/Title: BARBARA EICKMEYER, M.Ed. Faculty

Organization/Address:
3000 N. Fourth St.
PO Box 80,000
Flagstaff AZ 86003-8000

Telephone: 527-1222

FAX: 520-527-1890

E-Mail Address: beickmey@coco.cc.az.us

Date: 5/13/99

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Jonathan Kelly
ERIC Clearinghouse for
Community Colleges
3051 Moore Hall
Box 951521
Los Angeles, CA 90095-1521

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Contributors
June, 1997