National Community College Benchmark Project | Credit & Non-credit
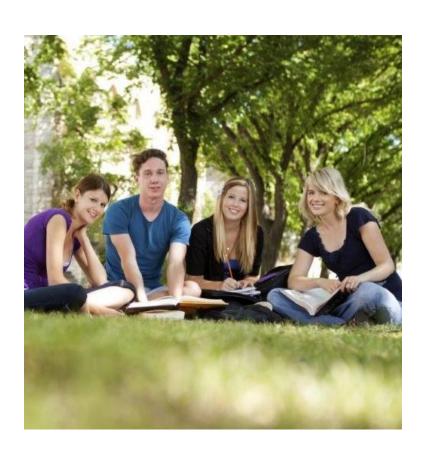
2017 NCCBP Workbook

www.NCCBP.org

This is a print view of the NCCBP online data entry system. It cannot be sent in substitute for the online data entry process.

NCCBP staff do not enter institutions' data.

Data definitions and questions may change from year to year. The online version is always the most complete and up-to-date and this print version may n contain all the latest changes.

Please contact the NCCBP staff at NCCBP.org or 913-469-3831 if you have questions or encounter data entry problems.

Thank you for your participation in the National community College Benchmar Project.

UPDATED May 12, 2017

Credit NCCBP

NCC BP National Community College | Credit & Benchmark Project | Non-credit

FORMS: Demographics 1 2 3 4 5 6 7 8 9 10 11 12 13 14a 14b 15 16 17 18 19 20a 20b 21 NC1 NC2 NC3 NC4 NC5 NC6 NC7 NC8 NC9 NC10

DEMOGRAPHICS

Show all data definiti ▾

SERVICE AREA

Use legal definition of service area and most recent census estimates.

Total Population*

> **Service Area Total Population** should reflect state's definition of your institution's service area, most recent census estimates, and include all age groups.

Minority Population in %   %

> Enter your service area *percent* minority population. The number should reflect your state's definition of service area, most recent census estimates, and the percent of the service area population that is not "white, non-Hispanic".

Unemployment Rate*   %

Median Household Income $

CREDIT ENROLLMENT

Use fall 2015 data.

IPEDS Fall Enrollment*

> **Full-time Credit Headcount** plus **Part-time Credit Headcount** should equal **IPEDS Enrollment**.

CAMPUS INFORMATION

Campus Type*   — ▾

> Single-campus, Multi-campus, Multi-college district. *This field is required.

Campus Environment*   — ▾

> Urban, Suburban, Rural. *This field is required.

Faculty Unionized*   — ▾

> Yes or No. *This field is required.

Staff Unionized*   — ▾

> Yes or No. *This field is required.

Control*   — ▾

> Public, Private, Proprietary. *This field is required.

Calendar*   — ▾

> Semester, Trimester, Quarter, Other. *This field is required.

Does your college offer on-campus housing?   — ▾

Does your college also offer 4-year degrees?   — ▾

2

FORM 1: STUDENT INFORMATION

Fields with an asterisk (*) are required.

DISAGGREGATED ENROLLMENT INFORMATION

Use fall 2015 data.

Full-time Credit Headcount

Part-time Credit Headcount

% High School Student Concurrent Enrollment - Headcount [ ] %

High School Student Concurrent Enrollment - Headcount should be the percent of IPEDS Fall Headcount Enrollment that includes high school students enrolled either on campus, at their high school, or online.

Pell Grant Recipients [ ] %

Pell Grant Recipients should be the percent of IPEDS Fall Headcount Enrollment who received Pell Grants.

Pell Grant Eligible Students [ ] %

Pell Grant Eligible Students should be the percent of IPEDS Fall Headcount Enrollment who applied and were eligible to receive Pell Grants. Include both those that did receive them and those that did not receive them because of administrative or other hurdles.

Transfer Credit Hours [ ] %

Transfer Credit Hours should be the percent of IPEDS Fall Enrollment credit hours that includes full- and part-time students enrolled in courses that do not award career or technical certification, but do award credit that is transferable to other postsecondary institutions. (For example, English, History, and Math would be considered transfer credit hours.)

% Career Technical Credit Hours [ ] %

Career Technical Credit Hours should be the percent of IPEDS Fall Enrollment that includes credit hours by full- and part-time students enrolled in programs that award career or technical certification that is not transferable. (For example, automotive technology credit hours, interior design credit hours, and practical nursing credit hours would be considered technical/career credit hours.)

Developmental Credit Hours [ ] %

Developmental Credit Hours should be the percent of IPEDS Fall Enrollment that includes credit hours by full- and part-time students enrolled in developmental/remedial courses as defined by the institution.

High School Student Concurrent Enrollment - Credit Hours [ ] %

High School Student Concurrent Enrollment - Credit Hours should be the percent of IPEDS Fall Credit Hour Enrollment that includes high school students enrolled either on campus, at their high school, or online.

3

Credit Student Median Age [_____]

Female Credit Students [_____] %

First-generation Student [_____] %

First-generation Student should be the percent of fall credit students that represent the first generation of their families to attend a higher education institution.

Nonresident Alien* [_____] %

RACE/ETHNICITY

Use Fall 2015 data. Race/ethnicity headcounts as report as the IPEDS Fall Enrollment figures. Please refer to new IPEDS race/ethnicity definitions. Note: results will still be reported as a percentage.

Count of Hispanics of Any Race* [_____]

Count of American Indian or Alaskan Native* [_____]

Count of Asian* [_____]

Count of Black or African American* [_____]

Count of Native Hawaiian or other Pacific Islander* [_____]

Count of White* [_____]

Count of Two or More Races* [_____]

Count of Race and Ethnicity Unknown* [_____]

TUITION AND FEES

Tuition and Fees per Credit Hour [$ [_____]]

Use fall 2015 data.

Tuition and Fees per Credit Hour are the tuition and fees that full-time, in-district students are charged per credit hour. Use the figure reported to IPEDS. *Enter per credit hour figure, not total tuition and fees.*

Credit Courses are courses that are eligible for Title IV federal financial aid.

BEST PRACTICES

Guided Pathways
☐ YES
☐ NO

Does your college follow a guided pathways model?

Year Guided Pathways Implemented [_____]

If yes, what year did your guided pathways program start?

4

FORM 2: STUDENT COMPLETION AND TRANSFER

Use appropriate Fall IPEDS GRS cohorts.

FULL-TIME, FIRST-TIME IN FALL 2014

Unduplicated Headcount

Enter unduplicated credit headcount of first-time, full-time degree- and certificate-seeking students in the fall 2014 IPEDS GRS cohort. Degree and certificate should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate AND DID NOT Transfer

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2016 **AND DID NOT** transfer to public and private four-year institutions before fall 2016. Students in the fall 2014 IPEDS GRS cohort who received degrees or certificates **AND DID NOT transfer. Do not include those that completed a degree or certificate and transferred to public and private four-year institutions.** Only those students who received degrees or certificates but did not transfer should be included in "Number Completed Degree or Certificate and did not Transfer".

Number Completed Degree or Certificate AND Transferred

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate **AND** transferred to public and private four-year institutions before fall 2016. Include all students in the fall 2014 IPEDS GRS cohort who received degrees or certificates **AND** transferred to a public or private four-year institution. **Do include those that completed a degree or certificate and transferred to public and private four-year institutions.** Please use National Student Clearinghouse data. Students in the fall 2014 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here. If not available or unknown, enter a zero.

Total Number that Completed Degree or Certificate NaN

The total number of students who from "Unduplicated Headcount" who completed a degree or certificate before fall 2016. This total is the sum of number completed degree or certificate AND DID NOT transfer plus the number completed degree or certificate AND transferred as reported to IPEDS.

Number Transferred

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2016. Please use National Student Clearinghouse data. Students in the fall 2014 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate completion AND transfer number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

FULL-TIME, FIRST-TIME IN FALL 2013

Unduplicated Headcount

Enter unduplicated credit headcount of first-time, full-time degree- and certificate-seeking students in the fall 2013 IPEDS GRS cohort.

Degree and *Certificate* should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate AND DID NOT Transfer

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2016 **AND DID NOT** transfer to public and private four-year institutions before fall 2016. Students in the fall 2013 IPEDS GRS cohort who received degrees or certificates **AND DID NOT** transfer. **Do not include those that completed a degree or certificate and transferred to public and private four-year institutions.** Only those students who received degrees or certificates but did not transfer should be included in "Number Completed Degree or Certificate and did not Transfer".

Number Completed Degree or Certificate AND Transferred

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate **AND** transferred to public and private four-year institutions before fall 2016. Include all students in the fall 2013 IPEDS GRS cohort who received degrees or certificates **AND** transferred to a public or private four-year institution. **Do include those that completed a degree or certificate and transferred to public and private four-year institutions.** Please use National Student Clearinghouse data. Students in the fall 2013 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here. If not available or unknown, enter a zero.

Total Number that Completed Degree or Certificate   0

The total number of students who from "Unduplicated Headcount" who completed a degree or certificate before fall 2016. This total is the sum of number completed degree or certificate AND DID NOT transfer plus the number completed degree or certificate AND transferred as reported to IPEDS.

Number Transferred

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2016. Please use National Student Clearinghouse data. Students in the fall 2013 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate completion AND transfer number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

Unduplicated Headcount [ ]

Enter unduplicated credit headcount of first-time, part-time degree- and certificate-seeking students in the fall 2013 IPEDS GRS cohort.

Degree and *Certificate* should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate AND DID NOT Transfer [ ]

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2016 **AND DID NOT** transfer to public and private four-year institutions before fall 2016. Students in the fall 2013 IPEDS GRS cohort who received degrees or certificates **AND DID NOT** transfer. **Do not include those that completed a degree or certificate and transferred to public and private four-year institutions.** Only those students who received degrees or certificates but did not transfer should be included in "Number Completed Degree or Certificate and did not Transfer".

Number Completed Degree or Certificate AND Transferred [ ]

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate **AND** transferred to public and private four-year institutions before fall 2016. Include all students in the fall 2013 IPEDS GRS cohort who received degrees or certificates **AND** transferred to a public or private four-year institution. **Do include those that completed a degree or certificate and transferred to public and private four-year institutions.** Please use National Student Clearinghouse data. Students in the fall 2013 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here. If not available or unknown, enter a zero.

Total Number that Completed Degree or Certificate 0

The total number of students who from "Unduplicated Headcount" who completed a degree or certificate before fall 2016. This total is the sum of number completed degree or certificate AND DID NOT transfer plus the number completed degree or certificate AND transferred as reported to IPEDS.

Number Transferred [ ]

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2016. Please use National Student Clearinghouse data. Students in the fall 2013 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate completion AND transfer number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

Unduplicated headcount

Enter unduplicated credit headcount of first-time, full-time degree- and certificate-seeking students in the fall 2010 IPEDS GRS cohort.

Degree and *Certificate* should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate AND DID NOT Transfer

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2016 **AND DID NOT** transfer to public and private four-year institutions before fall 2016. Students in the fall 2010 IPEDS GRS cohort who received degrees or certificates **AND DID NOT** transfer. **Do not include those that completed a degree or certificate and transferred to public and private four-year institutions.** Only those students who received degrees or certificates but did not transfer should be included in "Number Completed Degree or Certificate and did not Transfer".

Number Completed Degree or Certificate AND Transferred

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate **AND** transferred to public and private four-year institutions before fall 2016. Include all students in the fall 2010 IPEDS GRS cohort who received degrees or certificates **AND** transferred to a public or private four-year institution. **Do include those that completed a degree or certificate and transferred to public and private four-year institutions.** Please use National Student Clearinghouse data. Students in the fall 2010 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here. If not available or unknown, enter a zero.

Total Number that Completed Degree or Certificate 0

The total number of students who from "Unduplicated Headcount" who completed a degree or certificate before fall 2016. This total is the sum of number completed degree or certificate AND DID NOT transfer plus the number completed degree or certificate AND transferred as reported to IPEDS.

Number Transferred

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2016. Please use National Student Clearinghouse data. Students in the fall 2010 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate completion AND transfer number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

PART-TIME, FIRST-TIME IN FALL 2010

Unduplicated headcount

Enter unduplicated credit headcount of first-time, part-time degree- and certificate-seeking students in the fall 2010 IPEDS GRS cohort.

Degree and *Certificate* should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate AND DID NOT Transfer

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2016 **AND DID NOT** transfer to public and private four-year institutions before fall 2016. Students in the fall 2010 IPEDS GRS cohort who received degrees or certificates **AND DID NOT** transfer. **Do not include those that completed a degree or certificate and transferred to public and private four-year institutions.** Only those students who received degrees or certificates but did not transfer should be included in "Number Completed Degree or Certificate and did not Transfer".

Number Completed Degree or Certificate AND Transferred

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate **AND** transferred to public and private four-year institutions before fall 2016. Include all students in the fall 2010 IPEDS GRS cohort who received degrees or certificates **AND** transferred to a public or private four-year institution. **Do include those that completed a degree or certificate and transferred to public and private four-year institutions.** Please use National Student Clearinghouse data. Students in the fall 2010 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here. If not available or unknown, enter a zero.

Total Number that Completed Degree or Certificate 0

The total number of students who from "Unduplicated Headcount" who completed a degree or certificate before fall 2016. This total is the sum of number completed degree or certificate AND DID NOT transfer plus the number completed degree or certificate AND transferred as reported to IPEDS.

Number Transferred

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2016. Please use National Student Clearinghouse data. Students in the fall 2010 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate completion AND transfer number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

FORM 3: STUDENT PERFORMANCE AT TRANSFER INSTITUTIONS

TRANSFERRED FROM THE REPORTING INSTITUTION

Total Students Who Transferred to a Four-year Institution

Enter the total number of students with *12 or more earned credit hours* from the reporting institution who transferred to public and private four-year institutions during the *most recent academic year* for which National Student Clearinghouse data are available (the data should be less than five years old).

Total Students Who Transferred to Another Two-year Institution

Enter the total number of students with 12 or more earned credit hours from the reporting institution who transferred to public and private two-year institutions during the most recent academic year for which National Student Clearinghouse data are available (the data should be less than five years old).

AT FOUR-YEAR TRANSFER INSTITUTIONS

Cumulative First-year GPA

Enter the *cumulative* first-year grade-point average (GPA) at all public and private four-year transfer institutions for all students in Row 1 (Total Students Who Transferred). GPA should be on a 4-point scale (A = 4, B= 3, C = 2, P = 2, D = 1, F = 0).

Total First-year Credit Hours

Enter the total credit hours completed (grades A through F) during the first year at all public and private four-year transfer institutions by all students in Row 1 (Total Students Who Transferred).

Percent Enrolled Next Year _____ %

Enter the percent of students in Row 1 (Total Students Who Transferred) that enrolled at the same public and private four-year transfer institutions for the next academic year.

FORM 4: CREDIT STUDENT ENROLLMENT (PERSISTENCE)

FULL-TIME

FALL 2015 TERM - FULL-TIME STUDENTS

Full-time Credit Students at End of Fall 2015 Term

Enter the unduplicated number of total full-time credit students (including those who withdrew from all courses) at the end of the fall 2015 term. Do not include high school students.

Fall 2015 Full-time Credit Students Who Graduated before Spring 2016

Enter the total number of full-time credit students from fall 2015 who graduated or completed certificates before the spring 2016 term.

Fall 2015 Full-time Credit Students Who Enrolled in Spring 2016

NEXT FALL - FULL-TIME STUDENTS

Fall 2015 Full-time Credit Students Who Graduated before Fall 2016

Enter the total number of full-time credit students from fall 2015 who graduated or completed certificates before the fall 2016 term. The number should include graduates and completers from spring 2016.

Fall 2015 Full-time Credit Students Who Enrolled in Fall 2016

Enter the total number of full-time credit students from fall 2015 who enrolled in the fall 2016 term. Do not include students who graduated before fall 2016.

PART-TIME

FALL 2015 TERM - PART-TIME STUDENTS

Part-time Credit Students at End of Fall 2015 Term

Enter the unduplicated number of total Part-time credit students (including those who withdrew from all courses) at the end of the fall 2015 term. Do not include high school students.

NEXT TERM - PART-TIME STUDENTS

Fall 2015 Part-time Credit Students Who Graduated before Spring 2016

Enter the total number of Part-time credit students from fall 2015 who graduated or completed certificates before the spring 2016 term.

Fall 2015 Part-time Credit Students Who Enrolled in Spring 2016

NEXT FALL - PART-TIME STUDENTS

Fall 2015 Part-time Credit Students Who Graduated before Fall 2016

Enter the total number of Part-time credit students from fall 2015 who graduated or completed certificates before the fall 2016 term. The number should include graduates and completers from spring 2016.

Fall 2015 Part-time Credit Students Who Enrolled in Fall 2016

Enter the total number of Part-time credit students from fall 2015 who enrolled in the fall 2016 term. Do not include students who graduated before fall 2016.

FORM 5: STUDENT SATISFACTION AND ENGAGEMENT

Show all data definit ▾

Student Satisfaction and Engagement. Student satisfaction and engagement data should be the *most recent available and less than five years old.*

RUFFALO NOEL LEVITZ SUMMARY ITEMS

96. So far, how has your college experience met your expectations?

97. Rate your overall satisfaction with your experience here thus far.

98. All in all, if you had it to do over again, would you enroll here?

RUFFALO NOEL LEVITZ SATISFACTION SCALES

Enter satisfaction means, not importance means or performance gaps.

Academic Advising / Counseling

Academic Services

Admissions and Financial Aid

Campus Climate

Campus Support Services

Concern for the Individual

Instructional Effectiveness

Registration Effectiveness

Responsiveness to Diverse Populations

Safety and Security

Service Excellence

Student Centeredness

CCSSE BENCHMARKS

CCSSE summary benchmark means are available in the Members Only section at the CCSSE website.

Active and Collaborative Learning

Student Effort

Academic Challenge

Student-Faculty Interaction

Support for Learners

FORM 6: STUDENT GOAL ATTAINMENT

Show all data definiti ▾

Use most recent data (less than two years old) and institutional definition of educational objective achievement.

DID YOU ACHIEVE YOUR EDUCATIONAL OBJECTIVE?

Enter the percent of graduates/program completers that indicated they had achieved their educational objective either partially or fully. Data source will most likely be an exit survey or a follow-up survey administered soon after students leave the institution.

Graduates and Completers [   ] %   Percent that achieved objective.

FORM 7: CREDIT COLLEGE-LEVEL RETENTION, SUCCESS

Show all data definit ▾

Use fall 2015 grades.

FALL GRADES

Total A, B, C, P, D, F, and W Grades [   ]

Enter the total number of A, B, C, P, D, F, and W grades (or their institutional equivalents) in all credit, college-level courses at the end of the fall 2015 term for all students (include high school students earning college credits). Include laboratory grades if they are awarded independently of their associated lecture grade. *Do not include* incompletes, audits, and grades in developmental courses. Developmental courses should be reported on FORM 8.

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades). Map all other grades to their closest equivalent.

College-level courses include courses that, if successfully completed, can be applied toward the number of courses required for achieving a degree or certificate or transferred to another institution.

P grades (or your institution's equivalent) are awarded when a student takes a class for a "pass" or "fail" grade. Not all institutions may offer this option.

Total A, B, C, P, D, and F Grades		Enter the total number of A, B, C, P, D and F grades (or their institutional equivalents) in credit, college-level courses at the end of the fall 2015 term.
Total A, B, C, and P Grades		Enter the total number of A, B, C, and P grades (or their institutional equivalents) in credit, college-level courses at the end of the fall 2015 term.

FORM 8: CREDIT DEVELOPMENTAL RETENTION, SUCCESS

Show all data definit ▼

Use fall 2015 Grades.

MATH

Total Grades in Developmental / Remedial Courses		Enter the total number of A, B, C, P, D, F, and W grades (or their institutional equivalents) in Math credit developmental/remedial courses at the end of the fall 2015 term (include high school students earning college credits). Do not include incompletes, audits, or grades in ESL courses. Developmental/remedial courses are those defined by the reporting institution. If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades).
Total A, B, C, P, D and F Grades		Enter the total number of A, B, C, P, D, and F grades (or their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2015 term.
Total A, B, C and P Grades		Enter the total number of A, B, C, and P grades (or their institutional equivalents) in developmental/remedial courses at the end of the fall 2015 term.

WRITING

Total Grades in Developmental / Remedial Courses

Enter the total number of A, B, C, P, D, F, and W grades (or their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2015 term (include high school students earning college credits). Do not include incompletes, audits, or grades in ESL courses.

Developmental/remedial courses are those defined by the reporting institution.

Reading and Writing includes courses in which both reading and writing instruction are included in the same course. Courses reported under "Reading / Writing" should not be included under "Writing" and "Reading".

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades).

Total A, B, C, P, D and F Grades

Enter the total number of A, B, C, P, D, and F grades (or their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2015 term.

Total A, B, C and P Grades

Enter the total number of A, B, C, and P grades (or their institutional equivalents) in developmental/remedial courses at the end of the fall 2015 term.

READING / WRITING

Total Grades in Developmental / Remedial Courses

Enter the total number of A, B, C, P, D, F, and W grades (or their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2015 term (include high school students earning college credits). Do not include incompletes, audits, or grades in ESL courses.

Developmental/remedial courses are those defined by the reporting institution.

Reading and Writing includes courses in which both reading and writing instruction are included in the same course. Courses reported under "Reading / Writing" should not be included under "Writing" and "Reading".

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades).

Total A, B, C, P, D and F Grades		Enter the total number of A, B, C, P, D, and F grades (or their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2015 term.
Total A, B, C and P Grades		Enter the total number of A, B, C, and P grades (or their institutional equivalents) in developmental/remedial courses at the end of the fall 2015 term.

READING

| Total Grades in Developmental / Remedial Courses | | Enter the total number of A, B, C, P, D, F, and W grades (or their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2015 term (include high school students earning college credits). Do not include incompletes, audits, or grades in ESL courses.

Developmental/remedial courses are those defined by the reporting institution.

Reading and Writing includes courses in which both reading and writing instruction are included in the same course. Courses reported under "Reading / Writing" should not be included under "Writing" and "Reading".

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades). |
|---|---|---|
| Total A, B, C, P, D and F Grades | | Enter the total number of A, B, C, P, D, and F grades (or their institutional equivalents) in credit developmental/remedial courses at the end of the fall 2015 term. |
| Total A, B, C and P Grades | | Enter the total number of A, B, C, and P grades (or their institutional equivalents) in developmental/remedial courses at the end of the fall 2015 term. |

FORM 9: CREDIT DEVELOPMENTAL RETENTION, SUCCESS, FIRST COLLEGE-LEVEL

Show all data definit ▾

Use fall 2014 cohort.

MATH

Total A, B, C and P Grades in Fall 2014, Highest-level Developmental Courses

Enter the total number of students who received A, B, C, and P grades (or their institutional equivalents) in the highest-level, credit developmental/remedial math courses at the end of the fall 2014 term.

Developmental/remedial courses are those defined by the reporting institution. Entries should include students who succeeded in developmental math courses.

Related math courses will most likely be college level math courses.

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades).

Total from Row 1 Who Enrolled in Related College-level Courses

Enter the total number of students from row 1 (Total A, B, C and P Grades) who enrolled subsequently in related college-level courses.

Related math courses will most likely be college level math courses.

Total from Row 2 Who Completed College-level Courses with ABCPD and F Grades

Enter the total number of students from row 2 (Enrolled in Related College-level Courses) who completed related college-level courses with A, B, C, D, P, and F grades (or their institutional equivalents) *within one subsequent academic year*, i.e., through fall 2015.

Total from Row 3 Who Completed College-level Courses with A, B,C and P Grades

Enter the total number of students from row 3 (Completed College-level Courses with A, B, C, P and D Grades) who completed related college-level courses with A, B, C, and P grades (or their institutional equivalents) *within one subsequent academic year*, i.e., through fall 2015.

WRITING

Total A, B, C and P Grades in Fall 2014, Highest-level Developmental Courses

[   ]

Enter the total number of students who received A, B, C, and P grades (or their institutional equivalents) in the highest-level, credit developmental/remedial writing courses at the end of the fall 2014 term.

Developmental/remedial courses are those defined by the reporting institution. Entries should include students who succeeded in developmental writing courses.

Related writing courses will most likely be college level English composition courses.

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. C+ grades would be reported with C grades).

Total from Row 1 Who Enrolled in Related College-level Courses

[   ]

Enter the total number of students from row 1 (Total A, B, C and P Grades) who enrolled subsequently in related college-level courses.

Related writing courses will most likely be college level English composition courses.

Total from Row 2 Who Completed College-level Courses with ABCPD and F Grades

[   ]

Enter the total number of students from row 2 (Enrolled in Related College-level Courses) who completed related college-level courses with A, B, C, D, P, and F grades (or their institutional equivalents) *within one subsequent academic year*, i.e., through fall 2015.

Total from Row 3 Who Completed College-level Courses with A, B,C and P Grades

[   ]

Enter the total number of students from row 3 (Completed College-level Courses with A, B, C, P and D Grades) who completed related college-level courses with A, B, C, and P grades (or their institutional equivalents) *within one subsequent academic year*, i.e., through fall 2015.

FORM 10: CAREER PROGRAM COMPLETERS

Most recent data should be less than five years old.

RELATED FIELD OF EMPLOYMENT / PURSUING EDUCATION

Total Completers for Whom Data Are Available

Enter the total number of career program completers for whom employment data are available. Count as completers students who completed career programs and were awarded Associate's degrees or certificates. Career programs would include programs such as Automotive Technology, Interior Design, or Practical Nursing.

Total from Row 1 | Employed in Related Field

Enter the total from Row 1 (Total Completers for Whom Data Are Available) who are employed full- or part-time in a field related to their career program education. Include those in the military.

Completers who are employed in a related field and also pursuing additional education should be entered in this row only. Row 2 and Row 3 should be unduplicated.

Related Field refers to a field of work related to the program a student completed. This information is typically a self-reported item collected on a follow-up survey.

Total from Row 1 | Pursuing Education

Enter total from Row 1 (Total Completers for Whom Data Are Available) who are pursuing additional education.

Pursuing Education refers to students who continue to enroll in classes after completion of a career program. This information is typically a self-reported item collected on a follow-up survey.

EMPLOYER SATISFACTION

Total Responding Employers

Enter the total number of responding employers.

Number of Employers Satisfied with Completers' Overall Preparation

Enter the total number of employers from row 1 (Total Responding Employers) who indicated satisfaction with completers' overall preparation.

Satisfied with Overall Preparation reflects percentages of employers that indicated positive, as opposed to neutral or negative, responses. For example, an institution using a "Not At All Satisfied", "Not Very Satisfied", "Neutral", "Somewhat Satisfied", or "Very Satisfied" scale should report the percent of employers that selected "Somewhat Satisfied" or "Very Satisfied".

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FORM 11: RETENTION AND SUCCESS CORE ACADEMIC SKILLS

Show all data definit ▼

Use fall 2015 grades.

ENGLISH COMP I

Total ABCPDF and W Grades

Enter the total number of A, B, C, P, D, F and W grades (and their institutional equivalents) in each course at the end of the fall 2015 term for all students. Do not include incompletes and audits.

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. a grade of C+ would be reported with C grades).

Total ABCPD and F Grades

Enter the total number of A, B, C, P, D and F grades (or their institutional equivalents) at the end of the fall 2015 term.

Total ABC and P Grades

Enter the total number of A, B, C, and P grades (or their institutional equivalents) at the end of the fall 2015 term.

ENGLISH COMP II

Total ABCPDF and W Grades

Enter the total number of A, B, C, P, D, F and W grades (or their institutional equivalents) at the end of the fall 2015 term for all students. Do not include incompletes and audits.

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. a grade of C+ would be reported with C grades).

Total ABCPD and F Grades

Enter the total number of A, B, C, P, D and F grades (or their institutional equivalents) at the end of the fall 2015 term.

Total ABC and P Grades

Enter the total number of A, B, C, and P grades (or their institutional equivalents) at the end of the fall 2015 term.

COLLEGE ALGEBRA

ABCPDF and W Grades [   ]

Enter the total number of A, B, C, P, D, F and W grades (or their institutional equivalents) at the end of the fall 2015 term for all students. Do not include incompletes and audits.

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. a grade of C+ would be reported with C grades).

ABCPD and F Grades [   ]

Enter the total number of A, B, C, P, D and F grades (or their institutional equivalents) at the end of the fall 2015 term.

ABC and P Grades [   ]

Enter the total number of A, B, C, and P grades (or their institutional equivalents) at the end of the fall 2015 term.

GATEWAY MATH

First-level math classes required for an associate's degree excluding college algebra, for example, statistics for business.

ABCPDF and W Grades [   ]

Enter the total number of A, B, C, P, D, F and W grades (or their institutional equivalents) at the end of the fall 2015 term for all students. Do not include incompletes and audits. If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. a grade of C+ would be reported with C grades).

ABCPD and F Grades [   ]

Enter the total number of A, B, C, P, D and F grades (or their institutional equivalents) at the end of the fall 2015 term.

ABC and P Grades [   ]

Enter the total number of A, B, C, and P grades (or their institutional equivalents) at the end of the fall 2015 term.

SPEECH

ABCPDF and W Grades [   ]

Enter the total number of A, B, C, P, D, F and W grades (or their institutional equivalents) at the end of the fall 2015 term for all students. Do not include incompletes and audits.

If your institution records + or - grades, include them in the letter grades with which they are associated (e.g. a grade of C+ would be reported with C grades).

ABCPD and F Grades [   ]

Enter the total number of A, B, C, P, D and F grades (or their institutional equivalents) at the end of the fall 2015 term.

ABC and P Grades [   ]

Enter the total number of A, B, C, and P grades (or their institutional equivalents) at the end of the fall 2015 term.

FORM 12: INSTITUTION-WIDE CREDIT GRADES

Use fall 2015 grades.

FALL GRADES

Enter the total number of A, B, C, P, D, F and W grades (or their institutional equivalents) at the end of the fall 2015 term. Include all other passing grades with P. Include all other non-passing grades with F. Include +'s and -'s in the letter grades with which they are associated (e.g. a grade of C+ would be reported with C grades). Do not include incompletes and audits. Include grades in credit distance learning classes and grades in credit developmental/remedial courses.

A   [ ]

B   [ ]

C   [ ]

P   [ ]   Include all other passing grades here. If none or not offered at your institution, enter a zero.

D   [ ]

F   [ ]   Include all other non-passing grades here.

W   [ ]

FORM 13: HIGH SCHOOL GRADUATES

Use fall 2015 term data. If you cannot separate public and private high school data, *do not enter* your data in the public and private HS sections. Instead include graduates in the Total section.

PUBLIC HIGH SCHOOLS

Spring High School Grads   [ ]   Enter the total number of public spring 2015 high school (HS) graduates in your service area. Include December 2014 graduates, but *do not include* home-schooled or GED students.

Total from Row 1 Who Enrolled for Next Fall Term   [ ]   Enter the total high school graduates from row 1 who enrolled at your institution for the fall 2015 term.

PRIVATE HIGH SCHOOLS

Spring High School Grads   [ ]   Enter the total number of private spring 2015 high school (HS) graduates in your service area. Include December 2014 graduates, but *do not include* home-schooled or GED students.

Total from Row 1 Who Enrolled for Next Fall Term   [ ]   Enter the total high school graduates from row 1 who enrolled at your institution for the fall 2015 term.

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TOTAL

Spring High School Grads

Enter the total number of public and private spring 2015 high school (HS) graduates in your service area. Include December 2014 graduates, but do not include home-schooled or GED students.

Total from Row 1 Who Enrolled for Next Fall Term

Enter the total high school graduates from row 1 who enrolled at your institution for the fall 2015 term.

FORM 14A: MARKET PENETRATION: STUDENTS

Show all data definiti ▾

CREDIT STUDENTS: ACADEMIC YEAR

Use AY 2015-2016 data.

Unduplicated Headcount

Enter unduplicated credit headcount in academic year (AY) 2015-2016. Unduplicated credit headcount includes students enrolled in a course or activity having credit applicable toward a degree, diploma, certificate, or other formal award. This may be an estimate.

NON-CREDIT STUDENTS: ACADEMIC YEAR

Use AY 2015-2016 data.

Unduplicated Headcount

Enter unduplicated non-credit headcount in academic year (AY) 2015-2016. Unduplicated non-credit headcount includes students enrolled in a course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award. This may be an estimate.

FORM 14B: MARKET PENETRATION: COMMUNITY

Show all data definiti ▾

CULTURAL ACTIVITIES

Use AY 2015-2016 data.

Duplicated Headcount

Cultural Activities include exhibits (e.g. galleries) or attended performances (e.g. theater, dance, music).

PUBLIC MEETINGS

Use AY 2015-2016 data.

Duplicated Headcount

Public Meetings include meetings held at the institution's campus(es) by non-college organizations which may or may not be open to the public.

SPORTING EVENTS

Use AY 2015-2016 data.

Duplicated Headcount

Sporting Events include intercollegiate sporting events held at the institution.

FORM 15: NON-CREDIT WORKFORCE TRAINING

Show all data definiti ▾

Join the Non-credit NCCBP Module here: How to join.

FORM 16: CLASS SIZES AND FACULTY LOADS

Show all data definit ▾

AVERAGE CREDIT COURSE SECTION SIZE

Use fall 2015 data.

Total Credit Course Sections

Enter the total number of credit course sections with *six or more students* at the end of the fall 2015 term. Combine concurrent sections that meet in the same time slot. Credit courses are those eligible for Title IV federal financial aid.

Total Credit Students

Enter the total number of students enrolled in *Total Credit Course Sections*. (This will be a duplicated headcount.)

CREDIT COURSE STUDENT/FACULTY RATIO

Use fall 2015 data.

Total FTE Faculty

Enter the total FTE faculty at end of fall 2015 term.

Total FTE Faculty will likely equal total instructor credit hours taught by all faculty divided by 15, for institutions who calculate faculty load on a credit hour basis. For institutions that calculate faculty load on some basis other than credit hours (e.g., contact hours), the total FTE Faculty should be based on institutional convention. For example, a faculty member teaching 5 courses that each award 3 credit hours would have 15 instructor credit hours or 1 FTE (15 instructor credit hours / 15).

Total FTE Student

Enter the total FTE students at end of fall 2015 term.

Total FTE Students should equal total student credit hours for which all students were enrolled / 15. *Exclude high school students taking classes taught by high school faculty in their high schools for college credit.*

INSTRUCTIONAL FACULTY LOAD: FULL-TIME & PART-TIME/ADJUNCT

Use fall 2015 data.

Total Full-time Faculty

Enter the total number of full-time faculty at the end of the fall 2015 term.

Include as Full-time Faculty all full-time employees who teach more than 50% of the time.

Total Student Credit Hours Taught by Full-time Faculty

Enter the total number of student credit hours taught by full-time faculty at the end of the fall 2015 term. *This should be the number of credit hours for a course times the number of students enrolled in the course (include students who received a grade of W).* For example, a 3 credit hour course with 30 enrolled students would generate 90 student credit hours. *Exclude high school students taking classes taught by high school faculty in their high schools for college credit.*

Total Credit Sections Taught by Full-time Faculty

Enter the total number of credit sections with six or more students taught by full-time faculty at the end of the fall 2015 term.

Total Faculty by Part-time/Adjunct

Enter the total number of part-time and/or adjunct faculty at the end of the fall 2015 term.

Total Student Credit Hours Taught by Part-time/Adjunct

Enter the total number of student credit hours taught by part-time and/or adjunct faculty at the end of the fall 2015 term. *This should be the number of credit hours for a course times the number of students enrolled in the course (include students who received a grade of W).* For example, a 3 credit hour course with 30 enrolled students would generate 90 student credit hours. *Exclude high school students taking classes taught by high school faculty in their high schools for college credit.*

Total Credit Sections Taught by Part-time/Adjunct

Enter the total number of credit sections with six or more students taught by part-time and/or adjunct faculty at the end of the fall 2015 term.

FORM 17: ONLINE/DISTANCE LEARNING CREDIT HOURS & GRADES

Show all data definit ▼

Use fall 2015 data.

ONLINE/DISTANCE LEARNING CREDIT HOURS

Use fall 2015 data.

Total Taught

Enter the total number of both non-distance and online/distance student credit hours at your institution.

Total Online/Distance Learning

Enter the total number of online/distance learning student credit hours at the end of the fall 2015 term (including credit hours from courses with a W grade). Credit online/distance learning courses should include those that are web-based, computer mediated, and asynchronous in which the learner and learning resources are generally separated by time and/or space. Do not include telecourse and self-paced courses and courses offered in other, non-computer modalities.

ONLINE/DISTANCE LEARNING CREDIT SECTIONS

Use fall 2015 data.

Total Taught [ ]

Enter the total number of both non-distance and online/distance credit sections at your institution.

Total Online/Distance Learning [ ]

Enter the total number of student online/distance learning sections with six or more students at the end of the fall 2015 term. Credit online/distance learning courses should include those that are Web-based, computer mediated, and asynchronous in which the learner and learning resources are generally separated by time and/or space. Do not include telecourse and self-paced courses and courses offered in other, non-computer modalities.

ONLINE/DISTANCE LEARNING GRADES

Use fall 2015 data.

A [ ]

B [ ]

C [ ]

P [ ]

Include all other passing grades here. If none or not offered at your institution, enter a zero.

D [ ]

F [ ]

Include all other non-passing grades here.

W [ ]

FORM 18: STUDENT SERVICES: FTE STAFF/STUDENT RATIO

Show all data definit ▾

CREDIT HEADCOUNT

Total Unduplicated [ ]

Enter the total unduplicated credit headcount at the end of the fall 2015 term.

Exclude high school students taking classes taught by high school faculty in their high schools for college credit.

TOTAL FTE PROFESSIONAL SERVICES STAFF

Enter the total FTE professional student services staff at the end of the FY 2015-2016. Professional Student Services Staff includes professional employees who provide non-instructional support services to students. Do not include clerical staff or athletic coaches, vice-presidents, deans, or their immediate staff, but do include directors in each area. Functional areas need not all be within a student services division. Figures should = (total number of full-time staff) + (total part-time, non-clerical staff hours / 2080) for each student services area. Schools with work weeks less than 40 hours should adjust yearly hour figure for part-time staff.

Career Services

Counseling and Advising

Recruitment, Admissions, Registration

Financial Aid

Student Activities

Testing and Assessment Services

FORM 19: HUMAN RESOURCES DATA

[Show all data definit ▼]

MINORITY PARTICIPATION RATES

Total Institution Population

Enter the total number of full- and part-time employees reported to IPEDS for fall 2015. Include those on soft money, but *do not include* work-study students.

Total Institution Minority Population

Enter the total number of minority employees reported to IPEDS for fall 2015.

Total Institution Minority Faculty

Enter the total number of minority faculty of the total institution minority employee population (from line above) for fall 2015.

RETIREMENTS AND DEPARTURES

Use AY 2015-2016 data.

Total Full-time, Regular Employees

Enter the total number of full-time, regular (non-temporary) employees on the final day of the academic year (AY) 2015-2016. *Do not include adjunct faculty and work-study students.*

Total Retirement Occurrences

Enter the total number of retirements of full-time, regular (non-temporary) employees during AY 2015-2016.

Total Departure Occurrences

Enter the total number of departures other than retirement of full-time, regular (non-temporary) employees during AY 2015-2016.

GRIEVANCES AND HARASSMENT ACTIONS

Use AY 2015-2016 data.

Total Employees [   ] Enter the total number of full-time and part-time faculty and full-time and part-time staff employed by the institution at the end of academic year (AY) 2015-2016. *Do not include work-study students.*

Total Grievances Occurences [   ] Enter the total number of grievances actions in AY 2015-2016.

Grievance actions are those that are filed in accordance with institutional policies and include employee-employee and student-employee actions. These need not have resulted in a filing to the EEOC.

Total Harassment Occurences [   ] Enter the total number of harassment actions in AY 2015-2016.

Harassment actions are those that are filed in accordance with institutional policies and include employee-employee and student-employee actions. These need not have resulted in a filing to the EEOC.

FORM 20A: INSTRUCTIONAL COST

Show all data definiti ▼

Use FY 2016 data.

EXPENDITURES

Total Direct Credit Instructional Expenditures [   ] Enter the total direct credit instructional expenditures for fiscal year (FY) 2016.

Direct credit instructional expenditures include salaries, benefits, supplies, travel, and equipment for all full- and part-time faculty and other instructional administration and support personnel, including but not limited to librarians, lab assistants, and tutors.

STUDENTS

Total FY Credit Hours [   ] Enter the total semester student credit hours for FY 2016. For schools on a quarter calendar, Column 2 should equal .667 * (quarter hours) to convert to semester-hour equivalent.

FORM 20B: DEVELOPMENT/TRAINING EXPENDITURES PER FTE EMPLOYEE

Use FY 2016 data.

EXPENDITURES

Total Development/Training Expenditures

Enter the total centrally budgeted faculty/staff development/training expenditures for fiscal year (FY) 2016.

Do not include tuition reimbursement benefits in total expenditures.

FACULTY AND STAFF

Total FTE Credit Faculty

Enter the total FTE faculty at end of FY 2016.

Total FTE faculty should equal total instructor credit hours taught by all faculty during FY 2016 / 30 for institutions on a semester calendar. Institutions on a quarter calendar should divide by 45. For example, one faculty member teaching 4 classes that are each 3 credit hours would be 0.4 FTE (12 credit hours / 30).

Total FTE Staff

Enter the total FTE staff at end of FY 2016.

Total FTE staff (non-faculty) should = (total number of full-time staff) + (total part-time staff hours / 2080). Schools with work weeks less than 40 hours should adjust yearly hour figure for part-time staff.

FORM 21: FINANCIAL INFORMATION

Show all data definit ▼

Institution expenses, revenue and revenue sources, financial ratios and the composite financial indicator (CFI) are included in this form. Use FY 2016 data.

INSTITUTION EXPENSES

Total Institution Expenses $ [   ]

The outflow or other using up of assets or liabilities from delivering or producing goods, providing services or carrying out activities that constitute the institution's ongoing central operations or in generating revenues. The costs of goods and services used to produce the educational services provided by the institution.

INSTITUTION REVENUES

Unrestricted Operating Revenue* $ [   ]

Use fiscal year 2016 data.

Unrestricted Operating Revenue is defined by the National Association of College and University Business Officers (NACUBO) as "resources received that have no limitations or stipulations placed on them by external agencies or donors."

Restricted Operating Revenue $ [   ]

Revenue that is earmarked for a specific purpose. For example, revenue from donors that have imposed restrictions on the use of the funds. Creditors or legislation may also impose restrictions on the use of some funds.

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OPERATING REVENUE SOURCES

$ From Tuition & Fees $ [ ]

Report all tuition & fees (including student activity fees) revenues received from students for education purposes. Include revenues for tuition and fees net of discounts & allowances from institutional and governmental scholarships, waivers, etc. (report gross revenues minus discounts and allowances). Include here those tuition and fees that are remitted to the state as an offset to state appropriations. (Charges for room, board, and other services rendered by auxiliary enterprises are not reported here.)

$ From Local Sources $ [ ]

Revenues from local governmental agencies, including those for specific program or research projects.

$ Funds From State $ [ ]

Revenues from state governmental agencies, including revenues based on performance funding.

$ From Private Grants & Contracts   [ ]

Revenues from nongovernmental agencies and organizations that are for specific research projects or other types of programs and that are classified as operating revenues.

$ From Sales & Services $ [ ]

Revenues generated by auxiliary enterprises that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to the cost of the service. Examples are residence halls, food services, student health services, intercollegiate athletics, college unions, college stores, and movie theaters

$ From Other Sources $ [ ]

All other sources of revenue. Revenues from federal governmental agencies that are for specific research projects or other types of programs and that are classified as operating revenues. If you are unable to break out some of the revenue sources you can include the sources you know (such as tuition and fees and state support) and then put the balance of your revenues here. Do not include Pell grants or other federal student aid here.

FINANCIAL RATIOS

Primary Reserve Ratio

Primary reserve ratio is expendable net assets divided by total expenses. This ratio indicates the amount of time during which an institution could pay its expenses or function using reserves.

Net Operating Revenue Ratio

Net operating revenue ratio is the change in unrestricted operating net assets divided by total unrestricted revenues. It indicates the institution's financial performance as a result of the year's activity. It indicates if a college is covering its annual operating expenses or is dipping into its reserves.

Return on Net Assets Ratio

Calculated by taking the change (plus or minus) in Total Net Assets from the beginning of the FY year. Divide that by the value of the Total Net Assets at the beginning of the fiscal year. The ratio furnishes a broad measure of the change in an institution's total wealth over a single year and is based on the level and change in total net assets. Thus, the ratio provides the most comprehensive measure of the growth or decline in total wealth of an institution over a specific period of time.

Viability Ratio

Calculated by taking expendable net assets divided by long-term debt. This ratio measures one of the most basic determinants of clear financial health: the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date.

Composite Financial Indicator

This indicator was developed in Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (Seventh Edition), by KPMG LLP; Prager, Sealy & Co., LLC; Attain LLC.

Non-credit NCCBP Module

NCC **BP** National Community College | Credit & Non-credit
Benchmark Project

HOME   REPORTS ▾   DATA DOCUMENTATION ▾   CONTACT US   DR. GUTHRIE ▾   ⚙ ▾

FORMS: Demographics 1 2 3 4 5 6 7 8 9 10 11 12 13 14a 14b 15 16 17 18 19 20a 20b 21 NC1 NC2 NC3
NC4 NC5 NC6 NC7 NC8 NC9 NC10

DEMOGRAPHICS

Show all data definiti ▾

SERVICE AREA
Use legal definition of service area and most recent census estimates.

Total Population*
> **Service Area Total Population** should reflect state's definition of your institution's service area, most recent census estimates, and include all age groups.

Minority Population in %   %
> Enter your service area *percent* minority population. The number should reflect your state's definition of service area, most recent census estimates, and the percent of the service area population that is not "white, non-Hispanic".

Unemployment Rate*   %

Median Household Income $

CREDIT ENROLLMENT
Use fall 2015 data.

IPEDS Fall Enrollment*
> **Full-time Credit Headcount** plus **Part-time Credit Headcount** should equal **IPEDS Enrollment**.

CAMPUS INFORMATION

Campus Type*   — ▾
> Single-campus, Multi-campus, Multi-college district. *This field is required.

Campus Environment*   — ▾
> Urban, Suburban, Rural. *This field is required.

Faculty Unionized*   — ▾
> Yes or No. *This field is required.

Staff Unionized*   — ▾
> Yes or No. *This field is required.

Control*   — ▾
> Public, Private, Proprietary. *This field is required.

Calendar*   — ▾
> Semester, Trimester, Quarter, Other. *This field is required.

Does your college offer on-campus housing?   — ▾

Does your college also offer 4-year degrees?   — ▾

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FORM NC1 | NON-CREDIT ENROLLMENT INFORMATION

Show all data definit ▼

Use 2016 fiscal year data.

LIFE & LEISURE STUDENTS

Refers to courses and other instructional activities taken for personal enrichment.

Duplicated Enrollment for Life & Leisure Students

Duplicated non-credit Life/Leisure student headcount for FY 2016.

Unduplicated Enrollment for Life & Leisure Students

Unduplicated non-credit Life/Leisure student headcount for FY 2016.

Number of Courses Offered

Total number of non-credit life/leisure continuing education courses offered for FY 2016. Include both successful and cancelled courses.

Number of Courses Canceled

Total number of non-credit life/leisure continuing education courses cancelled in FY 2016

WORKFORCE TRAINING STUDENTS

Refers to courses and other instructional activities that provide individuals with soft skills and/or technical skill-sets for the workplace but carry no institutional credit applicable toward a degree, diploma, or a credit certificate.

Duplicated Workforce Training Enrollment

Duplicated non-credit workforce training participant headcount for FY 2016.

Unduplicated Workforce Training Enrollment

Unduplicated non-credit workforce student headcount for FY 2016.

Number of Courses Offered

Total number of continuing education courses offered for workforce training in FY 2016. Include both successful and canceled courses.

Number of Courses Canceled

Total number of continuing education courses for workforce training canceled in FY2016..

ADULT BASIC EDUCATION STUDENTS

Refers to GED, English as a Second Language and other adult basic education courses.

Duplicated Adult Basic Education Enrollment

[ ] Duplicated non-credit adult basic education student headcount for FY 2016.

Unduplicated Adult Basic Education Enrollment

[ ] Unduplicated non-credit adult basic education student headcount for FY 2016.

Number of Adult Basic Education Courses Offered

[ ] Total number of non-credit adult basic education continuing education courses offered for FY 2016. Include both successful and cancelled courses.

Number of Adult Basic Education Courses Canceled

[ ] Total number of non-credit adult basic education continuing education courses cancelled in FY 2016

ALL CONTINUING EDUCATION STUDENTS (INCLUDING WORKFORCE TRAINING, LIFE & LEISURE AND ADULT BASIC EDUCATION)

Include all non-credit continuing education including workforce training, life & leisure and adult basic education.

Duplicated Enrollment for All Continuing Education

[ ] Duplicated non-credit continuing education student headcount (Workforce + Life/Leisure + Adult Basic Ed) for FY 2016.

Unduplicated Enrollment for All Continuing Education

[ ] Unduplicated non-credit continuing education student headcount (Workforce + Life/Leisure + Adult Basic Ed) for FY 2016.

Number of Courses Offered

[ ] Total number of non-credit continuing education courses offered for all continuing education (workforce + life/leisure) in FY 2016. Include both successful and cancelled courses.

Number of Courses Canceled

[ ] Total number of non-credit continuing eduction courses for all continuing education (workforce + life/leisure + adult basic ed) canceled in FY 2016.

CONTRACT TRAINING

Number of Organizations Served (for the most recent completed fiscal year)

[ ] Unduplicated number of organizations for which contract training was provided. (on- or off-campus, online, as distance learning or on the organization's site for the most recent competed fiscal year).

Number of Training Contracts (for the most recent completed fiscal year)

[ ] Number of training contracts executed in the most recent completed fiscal year.

FORM NC2 | NON-CREDIT RETENTION

Use 2016 fiscal year data.

Number of Returning Life & Leisure Students
[   ]
An individual who receives continuing education Life & Leisure in the 2016 fiscal year and also did so previously.

Number of Returning Workforce Students
[   ]
An individual who receives continuing education workforce training in the 2016 fiscal year and also did so previously.

Number of Returning Adult Basic Education Students
[   ]
An individual who receives continuing education Adult Basic Education in the 2016 fiscal year and also did so previously.

Number of Returning Continuing Education Students
[   ]
An individual who receives continuing education in the 2016 fiscal year and also did so previously.

Number of Returning Organizations
[   ]
An organization that received contract training in the 2016 fiscal year and at least once previously.

FORM NC3 | NON-CREDIT STAFFING

Show all data definiti ▾

Include only instructors and staff that support non-credit for fiscal year 2016. If there are no instructors or staff in a category, enter zero (0). If unknown, leave blank.

Number of Full-time Instructors
[   ]

Number of Part-time Instructors
[   ]

Number of Independent Contractors
[   ]

Number of Full-time Support Staff
[   ]

Number of Part-time Support Staff
[   ]

FORM NC4 | TRANSITION FROM NON-CREDIT TO CREDIT COURSEWORK

Include students that have transitioned for fiscal year 2016.

Percentage of Life & Leisure Students that Transitioned to Credit Coursework	[ ] %	Percentage of non-credit continuing education students that transitioned to one or more credit courses within one year of completing a non-credit course.
Percentage of Workforce Training Students that Transitioned to Credit Coursework	[ ] %	Percentage of non-credit workforce training students that transitioned to one or more credit courses within one year of completing a non-credit course
Percentage of ABE Students that Transitioned to Credit Coursework	[ ] %	Percentage of non-credit continuing education adult basic education students that transitioned to one or more credit courses within one year of completing a non-credit course.
Percentage of Continuing Education Students that Transitioned to Credit Coursework	[ ] %	Percentage of non-credit continuing education students that transitioned to one or more credit courses within one year of completing a non-credit course.

FORM NC5 | NON-CREDIT REVENUE

Total non-credit revenues for the 2016 fiscal year.

REVENUE BASE

Percentage of Non-credit Courses/Programs Funded By:

Public Sources

Federal (non-grant)	[ ] %	Percentage of revenue from non-grant federal sources.
State (non-grant)	[ ] %	Percentage of revenue from non-grant state sources.
Local (non-grant)	[	] %	Percentage of revenue from non-grant local sources.
Grants	[ ] %	Percentage of revenue from grants.
Earned Revenue (tuition, fees, company reimbursement, other)	[ ] %	Percentage of revenue from earned revenue.
Earned Revenue from Contract Training	[ ] %	
Total	0%	Total should be 100%.

GROSS REVENUE FOR

If unable to disaggregate revenue by program, enter total gross revenue below.

Gross Revenue from Life & Leisure	$	Include all gross revenue - public, grant and earned revenue from non-credit life & leisure classes.
Gross Revenue from Workforce Training	$	Include all gross revenue - public, grant and earned revenue from non-credit workforce classes
Gross Revenue from Adult Basic Education	$	Include all gross revenue - public, grant and earned revenue from non-credit adult basic education classes.
Gross Revenue from Contract Training	$	Include all gross revenue - public (if any), grant and earned revenue from contracted training services by companies/government/programs
Other	$	Include any other gross revenue for continuing education not included in contract training, workforce training or life & leisure.

TOTAL GROSS REVENUE

Total Gross Revenue	$	Revenue in support of all non-credit continuing education - include all public, grant and earned revenue from contracting training, continuing education and other for the 2016 fiscal year.

FORM NC6 | NON-CREDIT EXPENDITURES

Show all data definit ▾

Total non-credit continuing education (workforce training and life & leisure) instructional and administrative expenses for the 2016 fiscal year.

EXPENDITURES BY CATEGORY

Salaries	$	Include faculty, staff, and administrators.
Benefits	$	Include faculty, staff, and administrators. If you do not have actual benefit dollars, use the national percentage of 25.7% from the AAUP Salary Report. (Salaries x .257)
Supplies	$	
Marketing	$	Marketing includes advertising, email campaigns, brochures, social media marketing, direct mail, and other promotional activities.
Capital Equipment	$	
Travel	$	
Other, excluding institutional or overhead costs	$	

EXPENDITURES BY PROGRAM

If unable to disaggregate expenditures, enter total expenditures in the section below.

Total Life & Leisure $ [   ] | Include all expenditures except for institutional or overhead costs resulting from enrollment by students in non-credit life & leisure classes.

Total Workforce Training $ [   ] | Include all expenditures except for institutional or overhead costs resulting from enrollment by students in non-credit workforce training classes.

Total Adult Basic Education $ [   ] | Include all expenditures except for institutional or overhead costs resulting from enrollment by students in non-credit adult basic education classes.

Total Contract Training $ [   ] | Include all expenditures except for institutional or overhead costs resulting from contracted training services by companies/govt/programs.

Other Expenditures (Not including Overhead) $ [   ] | Include any other expenditures resulting from non-credit except for institutional or overhead costs not included in any of the continuing education and contract training expenditures.

TOTAL EXPENDITURES

Total Expenditures $ [   ] | All expenditures resulting from non-credit continuing education - include expenditures from contracting training, continuing education and other and except for institutional or overhead costs for the 2016 fiscal year.

OVERHEAD COSTS

Total Institutional Costs or Overhead $ [   ] | Institutional costs include central administration (HR, It, Finance) and facilities costs such as rent, utilities, room space, maintenance, etc. Only include a dollar amount here if institutional costs are recorded as an expense to the continuing eduction program.

FORM NC7 | NON-CREDIT OPERATING MARGINS

Show all data definit ▾

Total non-credit continuing education operating margins for the 2016 fiscal year. Operating margins are defined as revenues - expenditures.

OPERATING MARGINS FOR

If unable to disaggregate operating margins, enter total operating margins in the section below.

Life & Leisure $ [   ] | Calculated from non-credit life & leisure revenues minus non-credit life & leisure expenditures from the 2016 fiscal year.

| Workforce Training | $ | Calculated from non-credit workforce training revenues minus non-credit workforce training expenditures from the 2016 fiscal year. |

| Adult Basic Education | $ | Calculated from non-credit adult basic education revenues minus non-credit adult basic education expenditures from the 2016 fiscal year. |

| Contract Training | $ | Calculated from non-credit contract training revenues minus non-credit contract training expenditures from the 2016 fiscal year. |

| Other Programs | $ | Include operating margins for any other continuing education programs not included above. |

| Specify | | Describe your other operating margins. |

TOTAL OPERATING MARGINS

| Total Operating Margin | $ | Total operating margin for all non-credit continuing education if unable to disaggregate by program for the 2016 fiscal year. Total operating margins is total non-credit revenue minus total non-credit expenditures. |

FORM NC8 | NON-CREDIT SATISFACTION

Show all data definit ▾

Total non-credit satisfaction for the 2016 fiscal year.

STUDENT SATISFACTION

| Total Non-Credit Continuing Education Student Satisfaction | % | Student overall or course satisfaction rates for all non-credit courses for the 2016 fiscal year. Use the percentage of Very Satisfied & Satisfied on a 5-point scale ranging from Very Satisfied to Very Dissatisfied. |

| Life & Leisure Student Satisfaction | % | Student overall or course satisfaction rates for all non-credit life & leisure courses for the 2016 fiscal year. Use the percentage of Very Satisfied & Satisfied on a 5-point scale ranging from Very Satisfied to Very Dissatisfied. |

| Workforce Training Student Satisfaction | % | Student overall or course satisfaction rates for all non-credit workforce training courses for the 2016 fiscal year. Use the percentage of Very Satisfied & Satisfied on a 5-point scale ranging from Very Satisfied to Very Dissatisfied. |

| Adult Basic Education Student Satisfaction | ___ % | Student overall or course satisfaction rates for all non-credit adult basic education courses for the 2016 fiscal year. Use the percentage of Very Satisfied & Satisfied on a 5-point scale ranging from Very Satisfied to Very Dissatisfied. |

CLIENT SATISFACTION

| Client Satisfaction | ___ % | Annual contract training client overall satisfaction rates with training courses/programs for the 2016 fiscal year. Use the percentage of Very Satisfied & Satisfied on a 5-point scale ranging from Very Satisfied to Very Dissatisfied. |

FORM NC9 | NON-CREDIT CREDENTIALS AWARDED

[Show all data definit ▾]

Use 2016 fiscal year data.

CERTIFICATIONS, LICENSES, AND CERTIFICATES

| Number of Certifications Awarded (Not by the College) | [   ] | Certifications include credentials awarded by a certification body (not a school or government agency) based on an individual demonstrating, through an examination process, that he or she has acquired the designated knowledge, skills and abilities to perform a specific occupation or skill. The examination can be written, oral or performance-based. Certification is a time-limited credential that is renewed through a recertification process. |

| Number of Licenses Awarded (Not by the College) | [   ] | Licenses include credentials that permits the holder to practice in specified field. A license is awarded by a government licensing agency based on predetermined criteria. The criteria may include some combination of degree attainment, certifications, certificates, assessment, apprenticeship programs or work experience. Licenses are time limited and must be renewed periodically. |

| Number of Certificates Awarded | [   ] | Certificates include credentials awarded by a training provider or educational institution based on completion of all requirements for a program of study, including coursework and tests or other performance evaluations. Certificates, as an academic award, are not time limited and do not need to be renewed. |

GED

| Number of GEDs Awarded | [   ] | Number of GEDs awarded by your continuing education program. |

| % of GED Completers | ___ % | % of students enrolled in GED courses in AY 2015-2016 that completed a GED by end of year. |

FORM NC10 | SERVICE AREA COMPANIES

Use 2016 fiscal year data.

CAMPUS CHARACTERISTICS

Credit Enrollment* [   ] Fall unduplicated credit enrollment. *This field is required.

Unrestricted Institutional Operating Revenue $ [   ] Is defined by the National Association of College and University Business Officers (NACUBO) as "resources received that have no limitations or stipulations placed on them by external agencies or donors."

Campus Environment* [--- ▼] Urban, Suburban, Rural. *This field is required.

Faculty Unionized* [--- ▼] Yes or No. *This field is required.

Staff Unionized* [--- ▼] Yes or No. *This field is required.

Service Area Total Population* [   ] Should reflect the state definition of your institution's service area's most recent U.S. Census estimates. *This field is required.

Unemployment Rate* [   ] % *This field is required.

Median Household Income $ [   ]

SERVICE AREA CHARACTERISTICS

Use legal definition of service area and most recent U.S. Census estimates.

Service Area Total Companies [   ] Use the U.S. Economic Census, County Business Patterns to obtain these data

Companies by Employee Size

Companies by size (Use the US Economic Census, County Business Patterns to obtain these data). Note: Should add to total service area companies.

Fewer than 50 employees [   ]

50 - 99 employees [   ]

100 -499 [   ]

500+ [   ]