NCCBP Workbook

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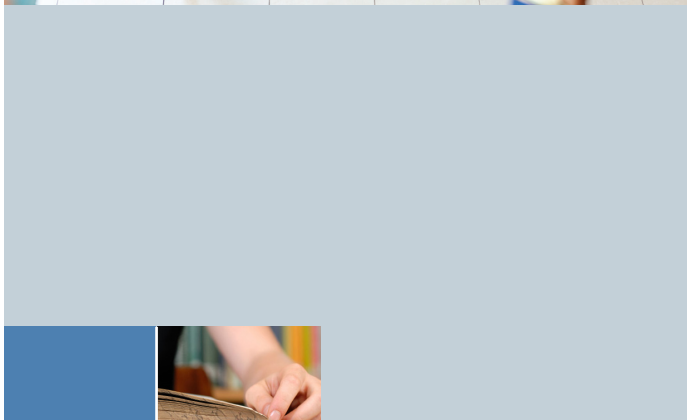
This is a print view of the NCCBP workbook and cannot be sent in to substitute for the online data entry process. NCCBP staff are unable to enter data for your institution. Please also be aware that data definitions may change from year to year. Do not use this workbook as a basis for future data submissions.

Do not hesitate to contact us at NCCBP.org or 913-469-8500, ext. 3831, if you have questions or encounter data entry problems. Thank you for your participation in the National Community College Benchmark Project.

www.NCCBP.org

Form 1 | Subscriber Information

Fields with an asterisk (*) are required. Please note that this form will not save unless you provide the data for all required fields.

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.

Unemployment Rate: * . . . . [%]

Median Household Income: . . . . [$]

Enrollment Information

Use fall 2013 data.

IPEDS Fall Enrollment: * . . . . [   ]

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

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.

Non-credit Headcount: . . . . [   ]

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.

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.)

Technical/Career Credit Hours: . . . . [%]

Technical/Career 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.

Credit Student Median Age: . . . . [   ]

Race/Ethnicity

Use fall 2013 data. Race/ethnicity percentages should be IPEDS fall enrollment figures and total 100 percent. Please refer to new IPEDS race/ethnicity definitions.

Nonresident Alien: * . . . . [%]

Hispanics of Any Race: * . . . . [%]

American Indian or Alaskan Native: * . . . . [%]

Asian: * . . . . [%]

Black or African American: * . . . . [%]

Native Hawaiian or other Pacific Islander: * . . . . [%]

White: * . . . . [%]

Two or More Races: * . . . . [%]

Race and Ethnicity Unknown: * . . . . [%]

Fiscal Information

Tuition and Fees per Credit Hour: . . . . $ _____

Use fall 2013 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.*

Unrestricted Operating Revenue: . . . . $ _____

Use fiscal year 2014 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: . . . . $ _____

Use fiscal year 2014 data.

Restricted Operating Revenue *is revenue with externally imposed restrictions that will affect the use of resources or revenue. For example, revenue from donors that have imposed restrictions of the use of the funds. Creditors or legislation may also impose restrictions on the use of some funds.*

Operating Revenue Sources

Use fiscal year 2014 data. May not add up to 100 percent.

From Local Sources: . . . . _____ %

From State: . . . . _____ %

From Tuition and Fees: . . . . _____ %

Campus Information

Campus Type: * . . . . _____

Single-campus, Multi-campus, or Multi-college district

Campus Environment: ** . . . . _____

Urban, Suburban, or Rural

Faculty Unionized: * . . . . _____

Yes or No

Staff Unionized: * . . . . _____

Yes or No

Control: * . . . . _____

Public, Private, or Proprietary

Calendar: ** . . . . _____

Public, Private, or Proprietary

Does your college offer on-campus housing? . . . . _____

Yes or No

Does your college offer 4-year degrees? . . . . _____

Yes or No

Form 2 | Student Completion and Transfer

Use appropriate Fall IPEDS GRS cohorts.

Full-time, first-time in fall 2011

Unduplicated Headcount: . . . . [   ]

Enter unduplicated credit headcount of first-time, full-time degree- and certificate-seeking students in the fall 2011 IPEDS GRS cohort. Degree and certificate should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate: . . . . . . [   ]

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2014. Students in the fall 2011 IPEDS GRS cohort who received degrees or certificates. 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".

Number Transferred: . . . . [   ]

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2014. Please use National Student Clearinghouse data. Students in the fall 2011 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate completition AND transfer number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

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 2014. Please use National Student Clearinghouse data. Students in the fall 2011 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here.

Part-time, first-time in fall 2011

Unduplicated Headcount: . . . . [   ]

Enter unduplicated credit headcount of first-time, part-time degree- and certificate-seeking students in the fall 2011 IPEDS GRS cohort. Degree and certificate should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate: . . . . . . [   ]

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2014. Students in the fall 2011 IPEDS GRS cohort who received degrees or certificates. 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".

Number Transferred: . . . . [   ]

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2014. Please use National Student Clearinghouse data. Students in the fall 2011 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate completition AND traster number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

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 2014. Please use National Student Clearinghouse data. Students in the fall 2011 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here.

Full-time, first-time in fall 2008

Unduplicated Headcount: . . . . [   ]

Enter unduplicated credit headcount of first-time, full-time degree- and certificate-seeking students in the fall 2008 IPEDS GRS cohort. Degree and certificate should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate: . . . . . . [   ]

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2014. Students in the fall 2008 IPEDS GRS cohort who received degrees or certificates. 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".

Number Transferred: . . . . [   ]

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2014. Please use National Student Clearinghouse data. Students in the fall 2008 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate completition AND transfer number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

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 2014. Please use National Student Clearinghouse data. Students in the fall 2008 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here.

Part-time, first-time in fall 2008

Unduplicated Headcount: . . . . [   ]

Enter unduplicated credit headcount of first-time, part-time degree- and certificate-seeking students in the fall 2008 IPEDS GRS cohort. Degree and Certificate should be as defined by the reporting institution for credit student work.

Number Completed Degree or Certificate: . . . . . . [   ]

Enter the number of students from "Unduplicated Headcount" who completed a degree or certificate before fall 2014. Students in the fall 2008 IPEDS GRS cohort who received degrees or certificates. 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".

Number Transferred: . . . . [   ]

Enter the number of students from "Unduplicated Headcount" who transferred to public and private four-year institutions before fall 2014. Please use National Student Clearinghouse data. Students in the fall 2008 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be included in degree or certificate competition AND transfer number. Only those students who transferred but did not receive degrees or certificates should be included in "Number Transferred."

**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 2014. Please use National Student Clearinghouse data. Students in the fall 2008 IPEDS GRS cohort who received degrees or certificates and then transferred to four-year institutions should be reported here.

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

Fall 2013 Term

Credit Students at End of Fall 2013 Term: . . . . . . [   ]

Enter the unduplicated number of total full- and part-time credit students (including those who withdrew from all courses) at the end of the fall 2013 term. Do not include high school students.

Next Term

**Fall 2013 Credit Students
Who Graduated before Spring 2014:** . . . . [   ]

Enter the total number of credit students from fall 2013 who graduated or completed certificates before the spring 2014 term.

**Fall 2013 Credit Students
Who Enrolled in Spring 2014:** . . . . [   ]

Next Fall

**Fall 2013 Credit Students
Who Graduated before Fall 2014:** . . . . [   ]

Enter the total number of credit students from fall 2013 who graduated or completed certificates before the fall 2014 term. The number should include graduates and completers from spring 2014.

**Fall 2013 Credit Students
Who Enrolled in Fall 2014:** . . . . [   ]

Enter the total number of credit students from fall 2013 who enrolled in the fall 2014 term. Do not include students who graduated before fall 2014.

Form 5 | Student Satisfaction and Engagement

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

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?:** . . . . [   ]

Noel-Levitz Scale Items

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 Summary 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: . . . . [   ]

ACT Student Opinion Survey

If you would start college over,
would you choose to attend this college?: . . . . [ ]

What is your overall impression of the
quality of education at this 2-year college?: . . . . . [ ]

Form 6 | Student Goal Attainment
Use most recent data (less than five years old) and institutional definition of educational objective achievement.

Did you achieve your educational objective?
Enter the percent of graduates/program completers and leavers/non-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
Use fall 2013 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 2013 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 2013 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 2013 term.

Form 8 | Credit Developmental Retention, Success
Use fall 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 term.

Form 9 | Credit Developmental Retention, Success, First College-level

Use fall 2012 cohort.

Math

**Total A, B, C and P Grades in Fall 2012,
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 2012 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 2013.

**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 2013.

Writing

**Total A, B, C and P Grades in Fall 2012,
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 2012 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 2013.

**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 2013.

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 percents 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".

Form 11 | Retention and Success Core Academic Skills
Use fall 2013 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 2013 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 2013 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 2013 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 2013 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 2013 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 20123term.

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 2013 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 2013 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 2013 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 2013 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 2013 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 2013 term.

Form 12 | Institution-wide Credit Grades

Use fall 2013 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 2013 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.

D: . . . . [   ]

F:. . . . . [   ]

Include all other non-passing grades here.

W: . . . . [   ]

Form 13A | Minority Participation Rates

Service Area

Use most recent census estimates.

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".

Credit Students

Use fall 2013 data.

Total Institution Population:. . . . . [   ]

This should equal the field "IPEDS Enrollment" on Form 1.

Total Institution Minority Population: . . . . [   ]

Enter the total number of minority students reported to IPEDS for fall 2013.

Employees

Use fall 2013 data.

Total Institution Population:. . . . . [   ]

Enter the total number of full- and part-time employees reported to IPEDS for fall 2013. 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 2013.

Form 13B | High School Graduates
Use fall 2013 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 2013 high school (HS) graduates in your service area. Include December 2012 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 2013 term.

Private High Schools

Spring High School Grads:. . . . . [   ]

Enter the total number of private spring 2013 high school (HS) graduates in your service area. Include December 2012 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 2013 term.

Total

Spring High School Grads:. . . . . [   ]

Enter the total number of public and private spring 2013 high school (HS) graduates in your service area. Include December 2012 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 2013 term.

Form 14A | Market Penetration: Students

Credit Students

Use AY 2013-2014 data.

Unduplicated Headcount: . . . . [   ]

Enter unduplicated credit headcount in academic year (AY) 2013-2014. 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

Use AY 2013-2014 data.

Unduplicated Headcount: . . . . [   ]

Enter unduplicated non-credit headcount in academic year (AY) 2013-2014. 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

Cultural Activities

Use AY 2013-2014 data.

Duplicated Headcount: . . . . [   ]

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

Public Meetings

Use AY 2013-2014 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 2013-2014 data.

Duplicated Headcount: . . . . [   ]

Sporting Events include intercollegiate sporting events held at the institution.

Form 15 | Non-Credit Workforce Training

Non-credit workforce training 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. Offerings may be on-campus, off-campus, online, distance learning or at a specific organization/business.

Services to the Community

FY Duplicated Headcount: . . . . [   ]

Enter the duplicated non-credit workforce training headcount for fiscal year (FY) 2014.

Total Companies Served: . . . . [   ]

Enter the total number of companies served in FY 2014.

Costs vs. Revenue

Total Instructional and Administrative Costs: . . . [$]

Enter the total noncredit workforce training instructional and administrative costs for FY 2013. Include salaries, benefits, supplies, travel, capital equipment, marketing, rents and utilities.

Total Revenue: . . . . [$]

Enter the total noncredit workforce training FY 2013 revenue. Include grants.

Form 16A | Average Credit Section Size

Use fall 2013 data.

Credit Course Sections

Total Credit Course Sections:. . . . . ☐

Enter the total number of credit course sections with six or more students at the end of the fall 2013 term. Combine concurrent sections that meet in the same time slot. Credit courses are those eligible for Title IV federal financial aid.

Credit Students

Total Credit Students:. . . . . ☐

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

Form 16B | Credit Course Student/ Faculty Ratio

Use fall 2013 data.

FTE Faculty

Total:. . . . . ☐

Enter the total FTE faculty at end of fall 2013 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).

FTE Students

Total:. . . . . ☐

Enter the total FTE students at end of fall 2013 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.

Form 16C | Instructional Faculty Load

Use fall 2013 data.

Full-time

Total Faculty: . . . . ☐

Enter the total number of full-time faculty at the end of the fall 2013 term. Include as Full-time Faculty all full-time employees who teach more than 50 percent of the time.

Total Student Credit Hours Taught: . . . . ☐

Enter the total number of student credit hours taught by full-time faculty at the end of the fall 2013 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:. . . . . ☐

Enter the total number of credit sections with six or more students taught by full-time faculty at the end of the fall 2013 term.

Part-Time/Adjunct

Total Faculty: . . . . ☐

Enter the total number of part-time/adjunct faculty at the end of the fall 2013 term.

Total Student Credit Hours Taught: . . . . ☐

Enter the total number of student credit hours taught by part-time/adjunct faculty at the end of the fall 2013 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: . . . . ☐

Enter the total number of credit sections with six or more students taught by part-time/adjunct faculty at the end of the fall 2013 term.

Form 17A | Distance Learning Credit Hours

Use fall 2013 data.

Credit Hours

Total Taught: . . . . [   ]

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

Total Distance Learning: . . . . [   ]

Enter the total number of distance learning student credit hours at the end of the fall 2013 term (including credit hours from courses with a W grade). Credit 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.

Credit Sections

Total Taught: . . . . [   ]

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

Total Distance Learning: . . . . [   ]

Enter the total number of student distance learning sections with six or more students at the end of the fall 2013 term. Credit 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.

Form 17B | Distance Learning Grades
Use fall 2013 grades.

Fall Grades

Enter the total number of A, B, C, P, D, F and W grades in credit distance learning courses at end of the fall 2013 term. If there were no students awarded a grade, enter zero (0). 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.

A:. . . . . [   ]

B:. . . . . [   ]

C:. . . . . [   ]

P:. . . . . [   ]

Include all other passing grades here.

D: . . . . [   ]

F:. . . . . [   ]

Include all other non-passing grades here.

W. . . . . [   ]

Form 18 | Student Services

Credit Headcount

Total Unduplicated: . . . . [   ]

Enter the total unduplicated credit headcount at the end of the fall 2013 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 2013-2014. 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 /2,080) 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 19A | Retirements and Departures
Use AY 2013-2014 data.

Full-Time, Regular Employees

Total: . . . . [   ]

Enter the total number of full-time, regular (non-temporary) employees on the final day of the academic year (AY) 2013-2014. Do not include adjunct faculty and work-study students.

Retirements

Total Occurences: . . . . [   ]

Enter the total number of retirements of full-time, regular (non-temporary) employees during AY 2013-2014.

Departures

Total Occurences: . . . . [   ]

Enter the total number of departures other than retirement of full-time, regular (non-temporary) employees during AY 2013-2014.

Form 19B | Grievances and Harassment Actions

Use AY 2013-2014 data.

Employees

Total: . . . . [   ]

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) 2013-2014. Do not include work-study students.

Grievances

Total Occurences: . . . . [   ]

Enter the total number of grievances actions in AY 2013-2014. 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.

Harassment

Total Occurences: . . . . [   ]

Enter the total number of harassment actions in AY 2013-2014. 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

Use FY 2014 data.

Expenditures

Total Direct Credit Instructional Expenditures: . . . [$]

Enter the total direct credit instructional expenditures for fiscal year (FY) 2014. 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 2014. 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 2014 data.

Expenditures

Total Development/Training Expenditures: . . . . . [$]

Enter the total centrally budgeted faculty/staff development/training expenditures for fiscal year (FY) 2014. 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 2014.

Total FTE faculty should equal total instructor credit hours taught by all faculty during FY 2014 /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 2014.

Total FTE staff (non-faculty) should = (total number of full-time staff) + (total part-time staff hours/2,080). Schools with work weeks less than 40 hours should adjust yearly hour figure for part-time staff.