

August 9, 2012

Dr. Mary Jo Maydew, Chair
NEASC, Commission on Institutions of Higher Education
209 Burlington Road
Bedford, MA 01730-1433
cihe@neasc.org

Dear Dr. Maydew and Commission Members:

Johnson State College is pleased to submit a progress report on our External Degree Program, as requested by the Commission. In truth, preparing the report provided us with a valuable opportunity to identify and reflect upon recent developments in the EDP as well as on the work that remains ahead.

On behalf of President Barbara Murphy, thank you for your consideration of our report. We appreciate the Commission's commitment to the quality and continuous improvement of higher education throughout the region.

Sincerely,



Daniel Regan, Ph.D.
Accreditation Liaison Officer
and
Dean of Academic Affairs



The External Degree Program
At Johnson State College
A Progress Report
August 2012

Submitted to the New England Association of Schools and Colleges
Commission on Institutions of Higher Education

INTRODUCTION

This document outlines recent developments in Johnson State College's External Degree Program (EDP). In particular, the report is responding to the Commission's request in letters dated November 2, 2010, and March 22, 2012, for an update that "...gives emphasis to the institution's success with developing the external degree program including program structures, assessment and other support systems, and financial resources." While the report seeks to give enough background information to provide context, its focus is on changes and developments in the EDP since the College's 5-year report to NEASC two years ago. This report was developed through a collaboration of JSC's president, the dean of Academic Affairs, the co-directors of the External Degree Program, the registrar, the controller, and other members of the college community as needed.

INSTITUTIONAL OVERVIEW

The External Degree Program of Johnson State College is a degree completion program that offers students with at least 60 credits the opportunity to complete their bachelor's degrees through a combination of courses delivered online and in classrooms on weekends at five centers throughout Vermont. It is designed for motivated, adult learners who may not be able to attend a campus-based, weekday-oriented program. Five majors are fully available through the EDP. Other JSC majors can be earned if students commit to carrying out some of their coursework on campus. The EDP began in 1978 with a FIPSE grant and as a joint program of three colleges within the Vermont State Colleges system. Since 1981, the program has been operated solely by Johnson State College.

Ten years ago, the EDP underwent a major reorganization which resulted in a carefully designed collaboration with the Community College of Vermont for advising, classroom space, technology support and some other services. Since this collaboration began, the program has grown steadily. With more than 3,000 graduates since 1978 and approximately 575 enrolled students per semester, the EDP is now the largest bachelor's degree completion program in the state of Vermont. It is, as well, the most affordable; so, we take pride in striving always toward greater accessibility. To place the program numbers within a full college context, EDP students have accounted for nearly half of Johnson State's bachelor's-level graduating class in recent years.

Two years ago the program sought and received approval from the CIHE to offer four major programs in a format of more than 50% of the coursework available online. The EDP began offering online courses in 1998 as a complement to its long-running weekend program and has gradually increased online offerings since that time. Now online courses account for half of the program's 85-90 courses per semester.

Enrollment in the EDP flattened out in AY 2011-2012 after years of steady increases. This plateau may be explained by the difficult economy, a perception bolstered by similar flattening at neighboring institutions and anecdotal evidence from students who exited. (See attached spreadsheet of enrollment by headcount). Summer 2012 has seen an increase of 3% and Fall 2012 enrollment continues to grow.

The program has made changes in a number of areas since 2010, especially in two priority areas: increased integration with the campus program and improved quality of academic and support services. This report will highlight those changes that have occurred or are planned in the areas of program structures, assessment and other support systems, and financial resources.

PROGRAM STRUCTURES

- **Advising:** The EDP maintains a very successful partnership with the Community College of Vermont (CCV) whereby selected CCV advisors also serve as EDP advisors. The arrangement gives JSC/EDP students access to EDP advisors at all 12 CCV academic centers throughout the state. It also allows a smooth transition for students from an associate degree program at CCV into the bachelor's degree completion program at JSC. Frequently a student is able to work with the same advisor on the way to both associate's and bachelor's degrees. An added benefit of this arrangement is that CCV advisors are able to engage students from their first days as community college students in the possibility of continuing on for a bachelor's degree; in this way, aspirations are fostered early. JSC/EDP co-directors have offices at two of the CCV centers. Co-directors train the CCV/EDP advisors and work closely with them on a daily basis by phone and email. In the past two years, two advisors have been added to the team, which now numbers 21 advisors serving approximately 575 students. We are impressed and gratified by the extent to which CCV staff share our commitment to the success of EDP students and the program as a whole. CCV and JSC presidents both share this commitment and stay regularly informed about program progress.

Advising in EDP tends to be intensive and is frequently cited by students as a key to their success. For most students, advisors do a detailed transfer credit evaluation and initial degree plan during an extended intake interview before students apply to Johnson State and the EDP. Although unofficial, this early evaluation gives prospective students a clear picture of what it will take to complete a degree and forges a valuable connection with their advisors. (The official evaluation is done during the student's first semester by an EDP co-director and the Registrar's Office.) Students regard their local advisors as the front door of JSC. They call on advisors at every stage of their programs for routine help and to troubleshoot any issues that may affect their educational progress.

Every semester an all-day meeting of advisors takes place for additional training, updates, and to discuss various programmatic issues. Members of the JSC faculty and staff from campus take part in these meetings as needed. In March, 2012, for example, the chair and another member of the full-time faculty in Education visited to update advisors on changes in the teacher preparation program taking effect in Fall 2012; this is especially important as close to 20% of EDP students aspire to become teachers. As another example of attention to a program area of importance to EDP students, the internship coordinator and teacher of the Senior Seminar in Psychology updated the group on internship processes and opportunities for students majoring in psychology—another popular major of EDP students.

- **Academic Review Board (ARB):** In 2010, partly in response to the program's growth, the EDP's Academic Review Board was expanded in terms of size and responsibility. The ARB now includes the two co-directors (as co-chairs), a full-time faculty member, a part-time faculty member who is also the coordinator of online learning, and two advisors. The ARB considers a full range of matters related to program delivery and requests from students. Additionally, the ARB's main focus in the past two years has been on bringing greater coherence and improved assessment to the Professional Studies major. See below under "Assessment" for more details. An individualized program offered online and in the classroom, the Professional Studies major has been growing steadily and is now the most popular choice of major for EDP students with 140 students (Sp '12). The ARB's work on the Professional Studies major was slowed this year

because energy had to be directed toward changes in the Elementary Education program for EDP students. However, in the coming year, the ARB will resume its work to revise the Professional Studies major.

The full-time faculty member who joined the ARB two years ago is also the co-chair of JSC's Business and Economics Department. In addition to his considerable help with the work described above, his participation provides an important link between EDP and campus for another major delivered through the EDP, the B.A. in Business Management.

- **Education/EDP Council:** For a number of years, the EDP co-directors have met regularly with the chair of the Education Department and the full-time Education faculty member who divides her time between EDP and the campus-based education program. This past year, the Education Department has completely re-designed its programs to meet state licensing standards more effectively. The EDU/EDP Council has intensified its efforts, with meetings every few weeks to plan implementation of the new program in Fall 2012. To assist with this work, the president and academic dean hired a consultant who has expertise in non-traditional teacher preparation programs and much experience with the state standards board. Over the past year, she has attended many of the meetings and brought important perspectives to the work of the EDU/EDP Council. The goal is to integrate off-campus delivery of the Childhood Education (formerly Elementary Education) major with the program on campus and fully meet state requirements for a standards-based curriculum while preserving the EDP's commitment to provide access to delivery for students at a distance. The changes involve a whole new curriculum and portfolio process, new delivery mechanisms, more field experiences for students, more involvement with EDP students by the full-time faculty, and much more collaboration between full-time faculty and part-time faculty in EDP. The outcome will be a good one; however, the process has been complex as we work to make equal the experience of teacher preparation for students from both cohorts. A retreat in June brought together full-time faculty, part-time faculty on campus, and part-time faculty in EDP to coordinate delivery of the new program on campus and off campus.
- **Liberal Arts Program Committee (LAPC):** This committee oversees the interdisciplinary and individualized B.A. in Liberal Arts for the College as a whole, including about 15 students on campus and about 50 in the EDP. Chaired by a co-director of EDP and including an EDP advisor who also works on campus, the LAPC provides a good means of integrating off-campus and on-campus programming. During the past two years, the LAPC has refined program objectives to make them more clear and amenable to assessment. It has also designed and implemented a senior seminar that serves as a required capstone course for the major and is a key component of the program's assessment plan. This past year, the LAPC has also worked directly with College Admissions on marketing this individualized major more effectively to potential students for the EDP and on campus. Some people on campus regard this major or key elements of it as possible prototypes for an eventual Honors Program at the College.
- **Five-Major Program Structure:** Rather than try to deliver all JSC major programs, EDP offers five JSC majors in such a way that they are accessible to students who live anywhere in Vermont. The focus on only five programs has allowed EDP to concentrate its efforts on quality of programming and delivery. However, the program has matured to the point where this focus on quality can be maintained, and statewide access increased, through careful and gradual expansion. In particular, EDP is working with the program director of the popular Wellness and

Alternative Medicine program on campus with the goal of offering the full WAM major statewide through EDP. Most of the program is already offered through the EDP, and 15 EDP students are pursuing the WAM major by doing most courses off campus and a few on campus. Anecdotally, advisors report interest in this major throughout the state. As it would require few, if any, additional resources to offer WAM through the EDP, the program hopes to make WAM its sixth off-campus major in the near future.

PLANNING, ASSESSMENT, AND OTHER SUPPORT SYSTEMS

- **College Planning and EDP:** Planning efforts in the past two years have demonstrated the importance that the College attaches to developing the External Degree Program and monitoring its success. The JSC strategic plan, *JSC 2010-2015: A Plan for Access, Engagement & Success*, identifies a number of outcomes and initiatives for EDP in such areas as faculty development, improved and expanded services for transfer students (all EDP students are transfer students), articulated pathways for students transferring to JSC, improved IT services for EDP, to name a few. The President's Council, an advisory group appointed by the president of about a dozen key staff members, including an EDP co-director, from throughout the College, has devoted considerable attention to monitoring EDP's progress. This past spring, a Council meeting was devoted to EDP's retention and graduation rates. In 2011, the president and academic dean commissioned Eduventures, a Boston-based educational research firm, to study EDP's academic and administrative strengths, challenges, and financial performance. The resulting report was entitled "Aligning Resources to Effectively Support On-Campus and External Degree Programs." The President's Council considered the report in detail during a webinar with Eduventures' researchers that produced a number of specific recommendations. See more details on page 7 of this report.
- **Graduation Standards:** All graduating students in the five Vermont State Colleges, including JSC, must meet graduation standards in writing, oral communication, information literacy, and quantitative reasoning. Mechanisms for assessing the first three standards have been in place in the EDP for some time. In the past two years, work has taken place to implement fully the two-part standard in quantitative reasoning, which includes a required course in quantitative reasoning and the enhancement of selected upper-level courses to become "quantitatively enriched." All four standards will be fully implemented in EDP by the end of AY 2012-13.
- **Major program assessment:** Work has taken place during the past two years on end-of-program assessment strategies for four of the five major programs delivered through the EDP:
 - **Business Management major:** Students' major projects in two capstone courses, the Senior Seminar in Management and Strategic Decision Making, provide mechanisms for assessing individual students' cumulative learning at the end of their programs. The latter course includes a Capsim Business Simulation that is especially useful in helping students to integrate learning in an applied context. More work needs to be done to tie these results to program objectives and use them as a basis for program assessment. As the

simulation is also used on campus, it should also be a means of comparing effectiveness of on-campus and off-campus programming. Instructors for the Senior Seminar and Strategic Decision Making both serve on the EDP Academic Review Board, as does the co-chair of the Business and Economics Department, so it will be an easy matter to feed information back to the ARB for purposes of program assessment. This work is expected to be ramped up in AY 2012-13 and AY 2013-14.

- **Elementary Education:** A new curriculum in teacher preparation programs has been in development over the past year and will be implemented in Fall 2012. The curriculum provides for improved assessment of students' learning at multiple points in their programs. An important example concerns the professional portfolio that students must prepare in order to be recommended for state licensure. In the past, students have prepared most of the portfolio at the end of their programs. Starting in Fall 2012, they will prepare their portfolios in stages as they move through their programs, providing ongoing feedback to students about their progress and to faculty about the success of the program as a whole. Other means of assessment in stages include matriculation interviews, student readiness profiles, 60 hours of classroom visits and practice teaching lessons (in addition to 18 credits of student teaching), and Praxis testing.

This past June 1, a retreat took place for all full-time faculty and part-time faculty in Education, including EDP instructors. Funded in part by the office of the president, the retreat was held to integrate the work of full-time and part-time faculty in implementing the new Education curriculum. In addition to training and discussion concerning the overall goals of the new curriculum, full-time faculty paired off with part-time faculty to plan coordinated delivery of particular courses. More meetings and other communications are planned to assess and improve the new curriculum and means of delivery in an ongoing way.

- **Liberal Arts:** Students who wish to major in Liberal Arts develop individualized plans of study and write an accompanying essay to demonstrate its coherence and how it meets personal and college objectives. The recently implemented Senior Seminar in Liberal Arts provides a key means of assessing how well those objectives have been met. Students in the course complete and present a major project designed to integrate their two main areas of study. They also complete an exit survey and a reflection paper addressing the ways in which the program has met its stated objectives and the students' personal goals. The course is taught by the chair of the Liberal Arts Program Committee, who feeds information from the major projects, exit survey, reflections papers, and course as a whole back to the LAPC for consideration of possible improvements to the program. Based on recent feedback, the LAPC will be working to enhance the Extended Classroom (or applied) Experience required in the major.
- **Professional Studies:** In the past year, the Academic Review Board (ARB) has been designing changes to bring greater coherence and improved assessment to this individualized major. Many of the changes are similar to those recently put in place for the Liberal Arts degree. The changes began with refining the learning objectives of the program. Now the ARB is creating a senior seminar and accompanying internship, both of which will include individual and program-based assessment mechanisms. The ARB plans

to pilot the senior seminar/internship and receive full approval for the changes from the College's Curriculum Committee during the 2013-14 academic year.

- **Psychology:** Students in the psychology major take a required Senior Seminar course which is closely linked to a required internship experience. Both are tied to program objectives; the seminar is taught by the same person who supervises the internships, which allows good integration of the two experiences and good feedback with program directors and the chair of Behavioral Sciences. More work is needed, however, to define and carry out assessment strategies aimed at continual improvement of the program. The campus-based program includes having graduating students take the GRE in Psychology. The results are one means of informing the department about the program's effectiveness in meeting its objectives. The EDP, with the help of the department chair on campus, needs to look into this and other means of assessing its delivery of the major off campus.
- **System-wide program assessment**
 - The five colleges in the Vermont State Colleges system, including JSC, participate in a system-wide review of major programs and general education called PReCIP, which stands for program review and continuous improvement project. PReCIP evolved out of VSC Policy 101 following work done with funding from a Davis Foundation grant. Through PReCIP, major and general education programs at all colleges are assessed every five years on a rotating basis. For example, Business and Education programs at JSC and the other colleges were reviewed in 2011. The review included EDP's classroom and online offering of the Business Management major and its classroom-based delivery of the Education program. The majors in Professional Studies and Liberal Arts, along with General Education programs, were reviewed in 2010. Psychology was reviewed in 2009.
- **Faculty Evaluation and Professional Development**
 - In Spring and Fall 2011, a new system of faculty evaluation and support for professional development was put in place in the EDP. Each semester, five part-time faculty members in EDP are evaluated by full-time faculty members in the same disciplines. The evaluation includes a self-reflection by the faculty member being evaluated, a review of course evaluations, a visit to the course by the full-time faculty reviewer, a report from the reviewer, and a follow-up conversation between a co-director of EDP and the part-time faculty members under review. The program is proving to be successful and welcome by both the reviewers and the faculty members under review. It is also providing another means of integrating the work of campus faculty and off-campus faculty, full-timers and part-timers. In addition, it is lessening the sense of isolation often felt by part-time faculty, especially ones working off campus. Most important, the program has already resulted in positive changes to some of the courses. Also, the exchanges are proving valuable in both directions. Part-time faculty members under review are following up on suggestions by full-time faculty, and full-time faculty reviewers have reported learning valuable techniques to try in courses on campus. Other parts of the program include the initiation of an annual award for Teaching Excellence in EDP, and the establishment of a small professional development fund from which part-time faculty in EDP can draw money to attend professional development activities such as conferences, etc. Finally, a

professional development retreat for all EDP faculty members is in the planning stages and will take place this fall on the JSC campus.

- **Eduventures Study of the External Degree Program**

- In 2011, the College commissioned Eduventures to do a study of the EDP, particularly in relation to aligning the college's resources appropriately in light of the EDP's growth over the past decade. The resulting report focused on analysis of finances (see below under "Financial Resources") as well as areas of strength, weakness, and opportunities for growth in EDP.
- The EDP advising model and flexibility of the program received particular praise, especially the flexibility of delivery (online and weekend courses), major programs (including individualized plans of study) and general education (based on areas of learning rather than a small number of required courses).
- The report stressed the importance of more fully integrating campus and EDP academic, administrative, and student services if the EDP is to continue to grow successfully. It called for better communication between campus programs/services and EDP, expanded service to EDP students by offices on campus (e.g. weekend and/or evening hours in IT and Financial Aid, greater involvement by Admissions in EDP recruitment), an operations committee to include key people from campus and EDP, expanded marketing, more full-time faculty members to have shared assignments between EDP and campus, to name a few areas. Progress on a number of these fronts has been taking place and is described in different sections of this report. Some recommendations have yet to be taken up. The challenge of expanding service for EDP while maintaining levels of service for campus students and programs was also acknowledged.

- **Online Learning and Electronic Support Systems**

- The position of Coordinator of Online Learning and Support Services was created in 2008 to provide training and support for the growing number of faculty and students involved in online learning. This part-time, 10th month position was initially funded by a Title III grant. This coordinator has made huge improvements in the quality of training and support, especially for faculty. Recognizing the ongoing importance of this role, in Summer 2011 the College took over funding of the position and expanded it to a full-year (still half-time) position. If the online program continues to grow, this position may need to be expanded further.
- In 2011, the College (and the rest of the Vermont State Colleges system) switched to a new online portal for providing information to the internal community and to a new learning management system (Moodle) for online courses and online support of classroom-based courses. Moodle is proving to be a more flexible and versatile LMS than the previous one (Blackboard), and the transition to Moodle has been smooth. The new portal has been less successful so far in trying to provide a comprehensive, one-stop source of essential information. The Registrar and other VSC staff members have been working hard to tailor the system to become more effective. This work will need to continue if the online portal is to support effectively an off-campus program such as EDP.

- In Fall 2010, Program Evaluation, or electronic degree audit, became available for most EDP students (all except those in the individualized majors). It gives students and advisors a real-time picture of program requirements and what a particular student needs to complete her or his program.
- Image Now, a document imaging and storage system, went into effect for EDP in 2010-11. It allows advisors all over the state to see documents such as transcripts that formerly had to be photocopied and sent by mail. Staff members in Admissions, Registrar's, Financial Aid, and Business Offices make extensive use of Image Now as well.
- **Other Supports**
 - Library services for EDP students in online courses and in weekend courses off campus are widely regarded as being strong, both in terms of the systems in place and the expertise and diligence of the library staff involved. More work could be done to ensure that students are aware of and use the services to their fullest potential.
 - IT support for EDP programming varies in quality and availability from good to needing improvement. A more responsive (faster and, occasionally, more knowledgeable) helpdesk would be beneficial. IT staffing on some evenings and weekends, when EDP activity is heaviest, would be appropriate and very helpful. Such changes would be in keeping with the College Plan's objective to have infrastructure such as IT effectively support and facilitate the academic mission.
 - Staff members in the Registrar's, Financial Aid, Admissions, and Business Offices provide excellent service by phone and email to EDP students. However, at peak times when the demands on campus and off campus are most intense, the response time can be slow in some offices. Again, evening and some weekend hours would help if resources allowed.
 - Marketing for EDP has been carried out mainly by word-of-mouth among students, alums, EDP advisors and other staff at CCV centers throughout Vermont, and staff on campus. Advertising in print and on radio has taken place to a limited extent. This summer a marketing consultant has been hired and a plan developed to extend the reach of the EDP beyond the community college students who currently constitute the majority of new students recruited into the EDP. In particular, the plan calls for outreach to selected employers, an enhanced web presence, and TV advertising. Work on all three of these elements is under way.

FINANCIAL RESOURCES

- The 2011 Eduventures study described above, along with research conducted by the controller and registrar in the past year, has given the college a much improved awareness of the EDP's financial situation.
- The Eduventures study made clear that the EDP more than meets its costs and is contributing to the support of campus-based programs. Taking what it called a

“conservative” approach to assigning costs to EDP, the report said EDP operated in FY’10 with a net profit of \$1.6 million or 35%. In a second view where more general administrative costs of the college were assigned to EDP along with the campus, the program operated with a profit of \$122,000 or 2%. In both scenarios, the campus-based programs operated at a loss. The report also suggested that the EDP is under-resourced if the College wants it to grow at a substantial rate. Some further growth can be accommodated through the existing structures and with current staffing. For substantial growth to take place, the EDP will need additional resources, especially in the areas of instruction, support of online learning, program administration, marketing, and increased help from other offices on campus.

- The college has made modest commitments of additional funds to support recent initiatives in EDP. A budget line was created this past year to fund the new faculty evaluation system, professional development for part-time faculty in EDP, and an award for excellence in teaching. A consultant was hired to assist with complex changes in the college’s teacher preparation programs as they affect EDP. A marketing consultant is working this summer to design and implement a program of outreach to employers, improvements to the EDP’s web-based recruiting, and advertising. The instructional budget for part-time faculty in EDP has expanded in keeping with enrollments. Perhaps most important, funding for the position of coordinator of online learning and services, which had been grant-funded, was taken over by the college in July 2011.

WHAT LIES AHEAD

In the two years since the College’s fifth-year interim report to the Commission, much work has taken place in the External Degree Program, particularly with regard to integration with campus programs, faculty, and services. At the same time, effort has gone into maintaining and enhancing the EDP’s demonstrated strengths in advising and flexibility of delivery. Online programming has received considerable attention, especially in the areas of faculty training and pedagogical support for students. Program assessment has received increasing attention.

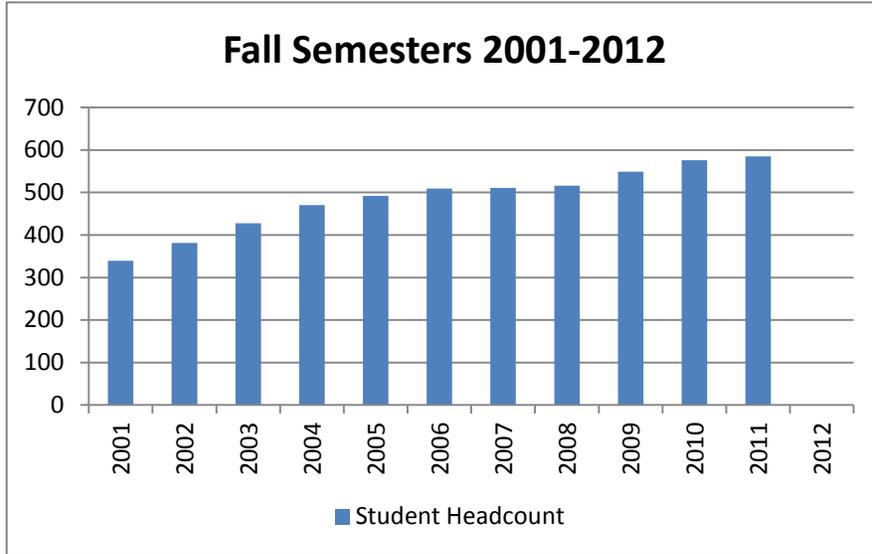
Even with the continuing progress cited above, much work remains to be done, especially if the EDP is to grow substantially in the future. A focus on expanded integration with campus programming and services will continue to be crucial, especially communication between EDP directors and department chairs on campus, between part-time faculty in EDP and full-time faculty on campus, and availability of campus services for EDP students off campus. Work on assessment by the Academic Review Board and in collaboration with campus departments, especially Education, Business, and Behavioral Sciences (Psychology), will receive a high priority. Expansion of the Online Learning Coordinator’s position and the provision of IT services during “off” hours will be important to consider as the online program grows. Expanded program offerings through EDP, such as the Wellness and Alternative Medicine major or graduate programming, will be considered as appropriate. A major priority for the coming year will be implementation of the recently revamped Childhood Education program in such a manner that program quality and statewide access to this teaching licensure program are assured. Marketing of EDP, especially to employers and other constituencies that may not be aware of the program, will be expanded. If the program continues to grow as expected, the question of how to allocate resources to benefit both on-campus and off-campus programs will become an ever more important consideration. EDP students already constitute 36% of the undergraduate student body (by ‘headcount’) and 27% of

FTEs (Fall '11 data). At some point, continued growth may necessitate a re-examination of program structure and oversight to ensure that students receive the best possible education that JSC can offer.

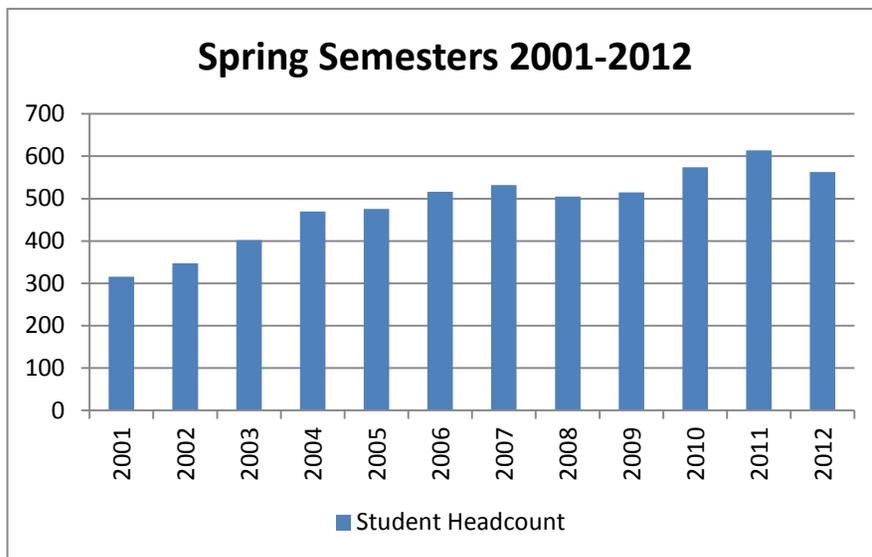
For more than 30 years, the External Degree Program has played an integral part in Johnson State College's mission and its "belief in the power of higher education to transform lives." Its 3000-plus graduates live throughout Vermont and beyond. They work in a wide variety of occupations. Many of them have been eloquent in expressing how the EDP has enriched their lives. The College looks forward to strengthening and expanding the program in its work of preparing Vermonters to be productive individuals and active participants in their communities.

External Degree Program Enrollment By Headcount

Fall Semesters	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Student Headcount	339	381	428	470	492	509	511	516	549	576	585	

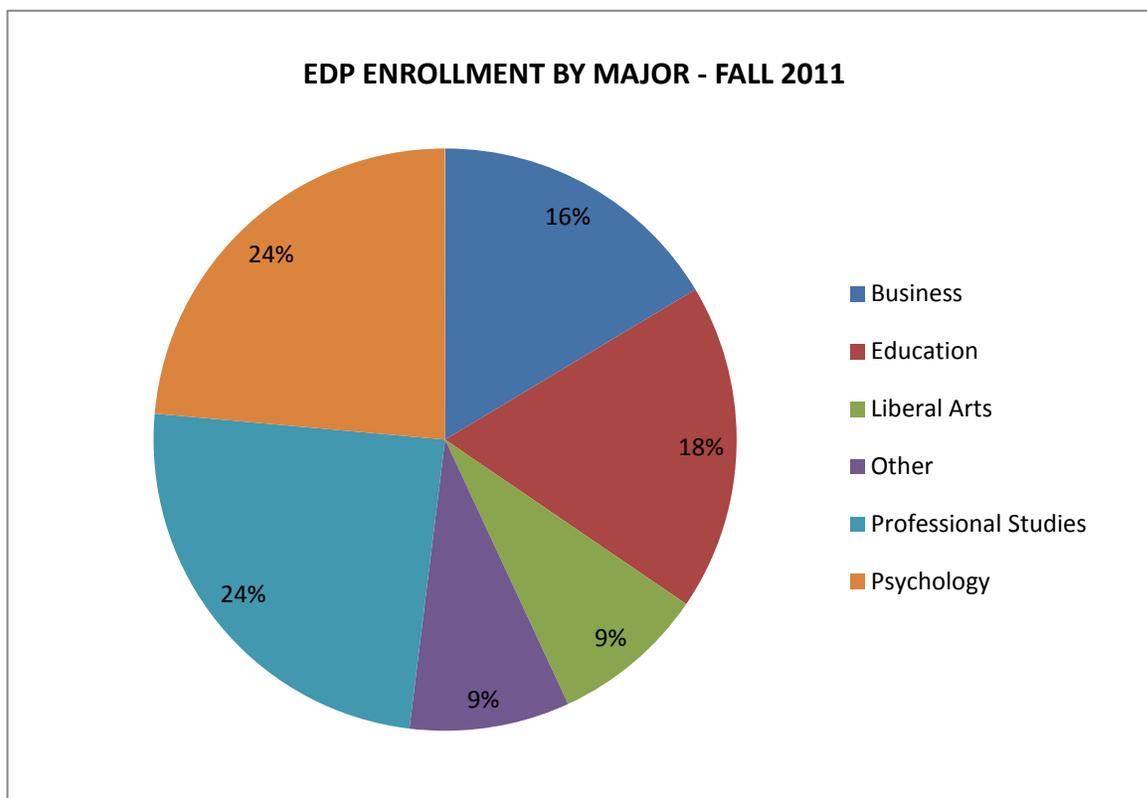


Spring Semesters	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Student Headcount	316	347	402	470	476	516	532	505	515	574	614	563



External Degree Program Enrollment by Academic Major Fall 2011

Major Programs	Enrollment
Business	96
Elem. Education	106
Liberal Arts	50
Professional Studies	143
Psychology	138
Other *	52
Total	585



* Other = majors available for EDP students who can take some courses on campus

Anthropology/Sociology	1	Creative Writing	2
Art	3	Studio Art	1
English	2	Biology	2
History	10	Environmental Science	1
Hospitality/Tourism Mgt.	1	Health Science	3
Journalism	1	Integrated Environmental Science	1
Political Science	4	Math	3
Theater	2	Wellness and Alternative Medicine	15



New England Association of Schools and Colleges
Commission on Institutions of Higher Education
209 Burlington Road, Suite 201 • Bedford, MA 01730
phone: (781) 541-5414 • fax: (781) 271-0950
<http://cihe.neasc.org>

FINANCE AND ENROLLMENT (F&E) DATA FORMS July 2011

This Excel workbook contains data forms to supplement reports on finance and enrollment. Much of the information requested is readily available on institutional audited financial statements, yearly IPEDS reports, and other institutional reports and publications. When entering financial data, please round to the nearest thousand.

Some forms contain cells that will automatically calculate totals. These cells have "0s" in them and are locked so that you cannot enter data into them or inadvertently change the formula. To add rows or adjust column widths, unprotect the sheet by selecting the "Protection" option from the "Tools" menu. You will be prompted for a password, which is ark. The password is case sensitive.

Instructions are contained in embedded comments in each form. Move the cursor on top of the red boxes with a "?" to see the comments. This workbook has been formatted so that all comments will be printed out at the end of each data form. If you do not wish to print the instructions, you can change this on the "Sheet" tab of the "Page Setup" menu.

In the following forms, the column "Current Year" or "Current Budget" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

Commission staff members are always willing to assist institutions with reporting requirements. Please call Kaslong Nda (781-541-5408) if any questions arise regarding the Finance and Enrollment (F&E) Data Forms.

INSTITUTIONAL INFORMATION

Institution Name: Johnson State College

OPE ID: ? 368800

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	?		
Most Recent Year	2011	No	
1 Year Prior	2010	Yes	Unqualified
2 Years Prior	2009	Yes	Unqualified

Budget / Plans

Current Year	2012
Next Year	2013

Contact Person: ? Dr. Daniel Regan

Title: Dean of Academic Affairs

Telephone No: 802-635-1242

E-mail address: Daniel.Regan@jsc.edu

F&E Data Forms - Financial Position/Statement of Net Assets

FISCAL YEAR ENDS month & day: (6/30)		2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Most Recent (FY 2011)	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS						
?	CASH AND SHORT TERM INVESTMENTS	\$190,901	\$220,485	\$211,855	15.5%	-3.9%
?	CASH HELD BY STATE TREASURER				-	-
?	DEPOSITS HELD BY STATE TREASURER				-	-
?	ACCOUNTS RECEIVABLE, NET	\$359,976	\$510,358	\$1,274,720	41.8%	149.8%
?	CONTRIBUTIONS RECEIVABLE, NET	\$0	\$0	\$450,933	-	-
?	INVENTORY AND PREPAID EXPENSES	\$64,546	\$110,670	\$70,050	71.5%	-36.7%
?	LONG-TERM INVESTMENTS	\$11,411	\$12,920	\$15,718	13.2%	21.7%
?	LOANS TO STUDENTS	\$868,527	\$839,364	\$854,134	-3.4%	1.8%
?	FUNDS HELD UNDER BOND AGREEMENT				-	-
?	PLANT, PROPERTY AND EQUIPMENT, NET	\$17,943,149	\$19,008,737	\$20,096,913	5.9%	5.7%
?	OTHER ASSETS	\$6,390,247	\$8,358,031	\$8,129,032	30.8%	-2.7%
	TOTAL ASSETS	\$25,828,757	\$29,060,565	\$31,103,355	12.5%	7.0%
LIABILITIES						
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$3,951,967	\$5,863,566	\$6,391,860	48.4%	9.0%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$1,633,982	\$1,418,404	\$1,259,917	-13.2%	-11.2%
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
?	AMOUNTS HELD ON BEHALF OF OTHERS				-	-
?	LONG TERM DEBT				-	-
?	REFUNDABLE GOVERNMENT ADVANCES	\$1,256,215	\$1,256,215	\$1,256,215	0.0%	0.0%
?	OTHER LONG-TERM LIABILITIES	\$39,777	\$25,847		-35.0%	-100.0%
	TOTAL LIABILITIES	\$6,881,941	\$8,564,032	\$8,907,992	24.4%	4.0%
NET ASSETS						
UNRESTRICTED NET ASSETS						
	INSTITUTIONAL	\$17,039,372	\$18,592,724	\$19,368,883	9.1%	4.2%
?	FOUNDATION				-	-
	TOTAL	\$17,039,372	\$18,592,724	\$19,368,883	9.1%	4.2%
TEMPORARILY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$317,200	\$263,059	\$978,766	-17.1%	272.1%
?	FOUNDATION				-	-
	TOTAL	\$317,200	\$263,059	\$978,766	-17.1%	272.1%
PERMANENTLY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$1,590,247	\$1,640,748	\$1,847,713	3.2%	12.6%
?	FOUNDATION				-	-
	TOTAL	\$1,590,247	\$1,640,748	\$1,847,713	3.2%	12.6%
	TOTAL NET ASSETS	\$18,946,819	\$20,496,531	\$22,195,362	8.2%	8.3%
	TOTAL LIABILITIES AND NET ASSETS	\$25,828,760	\$29,060,563	\$31,103,354	12.5%	7.0%

I included Plant, Property, & Equipment in the unrestricted net asset section.

I included the Federal Perkins Loan Funds in the permanently restricted net asset section.

F&E Data Forms - Revenues and Expenses

FISCAL YEAR ENDS month & day: (6/30)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
OPERATING REVENUES						
?	TUITION & FEES	\$16,834,167	\$18,369,170	\$18,490,457	\$19,315,660	\$19,588,286
?	ROOM AND BOARD					
?	LESS: FINANCIAL AID	(\$745,160)	(\$720,338)	(\$814,695)	(\$815,706)	(\$848,334)
	NET STUDENT FEES	\$16,089,007	\$17,648,832	\$17,675,762	\$18,499,954	\$18,739,952
?	GOVERNMENT GRANTS & CONTRACTS	\$2,671,287	\$2,570,103	\$2,201,139	\$2,201,139	\$2,201,139
?	PRIVATE GIFTS, GRANTS & CONTRACTS	\$126,001	\$100,191	\$133,736	\$133,736	\$133,736
?	OTHER AUXILIARY ENTERPRISES	\$4,607,690	\$4,804,170	\$4,721,491	\$4,877,600	\$5,072,704
	ENDOWMENT INCOME USED IN OPERATIONS					
?	OTHER REVENUE (specify):	\$813,445	\$839,619	\$638,682	\$582,676	\$650,156
	OTHER REVENUE (specify):					
	NET ASSETS RELEASED FROM RESTRICTIONS					
	TOTAL OPERATING REVENUES	\$24,307,430	\$25,962,915	\$25,370,810	\$26,295,105	\$26,797,687
OPERATING EXPENSES						
?	INSTRUCTION	\$8,728,796	\$9,143,398	\$9,678,386	\$9,512,261	\$9,512,261
?	RESEARCH					
?	PUBLIC SERVICE	\$469,629	\$538,396	\$227,678	\$321,478	\$321,478
?	ACADEMIC SUPPORT	\$2,693,508	\$2,890,497	\$2,987,077	\$3,453,167	\$3,453,167
?	STUDENT SERVICES	\$4,394,108	\$4,796,692	\$4,669,492	\$4,932,397	\$4,932,397
?	INSTITUTIONAL SUPPORT	\$8,466,114	\$8,661,247	\$7,695,752	\$8,563,589	\$8,563,589
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	(\$3,428,864)	\$905,760	\$1,511,399	(\$933,267)	(\$933,267)
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$4,230,574	\$5,340,716	\$5,938,122	\$4,953,265	\$4,953,265
?	AUXILIARY ENTERPRISES					
?	DEPRECIATION (if not allocated)	\$1,095,214	\$1,715,097	\$1,431,986	\$2,000,000	\$2,000,000
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	\$26,649,079	\$33,991,804	\$34,139,892	\$32,802,890	\$32,802,890
	CHANGE IN NET ASSETS FROM OPERATIONS	(\$2,341,649)	(\$8,028,889)	(\$8,769,082)	(\$6,507,785)	(\$6,005,203)
NON OPERATING REVENUES						
?	STATE APPROPRIATIONS (NET)	\$4,713,293	\$5,414,383	\$5,096,155	\$4,535,428	\$4,535,428
?	INVESTMENT RETURN	\$187,347	\$5,445	\$865,782	\$475,386	\$475,386
?	INTEREST EXPENSE (public institutions)	(\$4,005)	(\$3,183)	(\$2,185)		
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$166,714	\$197,487	\$654,500	\$25,000	\$25,000
?	OTHER (specify):	\$2,141,624	\$3,296,631	\$3,783,997	\$4,343,414	\$4,343,414
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	\$7,204,973	\$8,910,763	\$10,398,249	\$9,379,228	\$9,379,228
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$4,863,324	\$881,874	\$1,629,167	\$2,871,443	\$3,374,025
?	CAPITAL APPROPRIATIONS (public institutions)	\$190,954	\$599,544			
?	OTHER	\$125,754	\$68,296	\$69,663		
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$5,180,032	\$1,549,714	\$1,698,830	\$2,871,443	\$3,374,025

F&E Data Forms - Debt

FISCAL YEAR ENDS month & day (6/30)		3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
	DEBT					
	BEGINNING BALANCE	\$4,943,828	\$13,798,694	\$13,368,870	\$17,405,201	\$16,421,807
	ADDITIONS	\$9,246,661		\$4,623,660		
	REDUCTIONS	(\$391,795)	(\$429,825)	(\$587,329)	(\$983,393)	(\$732,228)
	ENDING BALANCE	\$13,798,694	\$13,368,870	\$17,405,201	\$16,421,807	\$15,689,580
	INTEREST PAID DURING FISCAL YEAR	\$236,272	\$598,994	\$529,060	\$510,278	\$546,332
	CURRENT PORTION	\$391,795	\$429,825	\$587,329	\$607,393	\$732,228
	BOND RATING	A+ Stable	A+ Stable	A+ Stable	A+ Stable	A+ Stable
DEBT COVENANTS (PLEASE DESCRIBE INTEREST RATE, SCHEDULE AND STRUCTURE OF PAYMENTS):						
<p>Series A 1977 Bond had an interest rate of 6.25%, was scheduled to be paid off in 2015, but was retired in 2012.</p> <p>Series B 1977 Bond had an interest rate of 3%, was scheduled to be paid off in 2015, but was retired in 2012.</p> <p>Series 2003 Bonds are serial bonds with interest rates of 2% - 4.125%, maturing in 2018.</p> <p>VSC - Capital Construction Project Bonds have a variable rate (69% of the one-month LIBOR plus 1.21%), maturing May 2028.</p> <p>Series 2010B Bonds are serial bonds with interest rates of 4.751% - 7.211%, maturing July 2040.</p>						

FUTURE BORROWING PLANS (PLEASE DESCRIBE)

The college has no current plans for borrowing in the next fiscal year. Borrowing decisions are made in conjunction with the Vermont State Colleges.

*"Current Budget" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

F&E Data Forms - Supplemental Data

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2009)	2 Years Prior (FY2010)	Most Recently Completed Year (FY 2011)	Current Budget* (FY 2012)	Next Year Forward (FY 2013)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	\$13,766,788	\$18,946,818	\$20,496,532	\$22,195,363	\$25,066,806
TOTAL INCREASE/DECREASE IN NET ASSETS	\$5,180,030	\$1,549,714	\$1,698,831	\$2,871,443	\$3,374,025
NET ASSETS END OF YEAR	\$18,946,818	\$20,496,532	\$22,195,363	\$25,066,806	\$28,440,831
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	\$1,375,870	\$1,353,345	\$1,436,400	\$1,524,552	\$1,618,114
FEDERAL, STATE & PRIVATE GRANTS	\$15,695,832	\$16,028,834	\$16,876,631	\$17,769,270	\$18,709,122
RESTRICTED FUNDS	\$2,851,289	\$3,999,690	\$4,503,677	\$5,071,170	\$5,710,170
TOTAL	\$19,922,991	\$21,381,869	\$22,816,708	\$24,364,991	\$26,037,406
% DISCOUNT OF TUITION & FEES	8.2%	7.4%	7.8%	9.6%	9.6%
% UNRESTRICTED DISCOUNT	8.2%	7.4%	7.8%	9.6%	9.6%
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					
http://www.vsc.edu/about-vsc/VSC_Policies/Policy%20430%20-%20Endowment%20Investment%20and%20Spending%20Policy.pdf					

*"Current Budget" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

F&E Data Forms - Admissions

Student Admissions Data (Fall Term)



Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2010)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Current Year* (FY 2013)	Next Year Forward (goal) (FY 2014)
Freshmen - Undergraduate	?					
Completed Applications	?	965	928	973	966	TBD
Applications Accepted	?	817	751	852	829	TBD
Applicants Enrolled	?	307	270	289	251	TBD
% Accepted of Applied		84.7%	80.9%	87.6%	85.8%	#VALUE!
% Enrolled of Accepted		37.6%	36.0%	33.9%	30.3%	#VALUE!
 Percent Change Year over Year						
Completed Applications		n.a.	-3.8%	4.8%	-0.7%	#VALUE!
Applications Accepted		n.a.	-8.1%	13.4%	-2.7%	#VALUE!
Applicants Enrolled		n.a.	-12.1%	7.0%	-13.1%	#VALUE!
 Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
 Transfers - Undergraduate	?					
Completed Applications		191	180	145	142	TBD
Applications Accepted		123	106	104	102	TBD
Applications Enrolled		82	64	59	58	TBD
% Accepted of Applied		64.4%	58.9%	71.7%	71.8%	#VALUE!
% Enrolled of Accepted		66.7%	60.4%	56.7%	56.9%	#VALUE!
 Master's Degree	?					
Completed Applications		65	67	65	61	
Applications Accepted		55	45	52	36	
Applications Enrolled		52	38	48	31	
% Accepted of Applied		84.6%	67.2%	80.0%	59.0%	-
% Enrolled of Accepted		94.5%	84.4%	92.3%	86.1%	-
 First Professional Degree - All Programs	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
 Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

F&E Data Forms - Enrollment Summary

FTE and Headcount Enrollments by location and modality

For Fall term*, as of census date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
? Main Campus FTE	15	1,013	123					1,151
? Other Campus FTE								0
? Branches FTE								0
? Other Locations FTE		382						382
Overseas Locations FTE								0
? On-Line FTE								0
? Correspondence FTE								0
Low-Residency Programs FTE								0
Total FTE	15	1,395	123	0	0	0	0	1,533
Unduplicated Headcount Total								0
Degrees Awarded, Most Recent Year								0

Student Type/ Location & Modality	Non- Matriculate d Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates
? Main Campus FTE	28	2	
? Other Campus FTE			
? Branches FTE			
? Other Locations FTE			
Overseas Locations FTE			
? On-Line FTE			
? Correspondence FTE			
Low-Residency Programs FTE			
Total FTE			
Unduplicated Headcount Total			
Certificates Awarded, Most Recent Year	n.a.	n.a.	

Notes:

- Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

F&E Data Forms - Student Debt and Persistence

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget**	Next Year Forward (goal)
(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)

Student Debt

Percent of students graduating with debt*

Undergraduates	78%	70%	82%	80%	80%
Graduates	59%	63%	57%	53%	53%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	22,916	22,983	26,301	28,234	28,234
Graduates	36,824	34,938	34,500	43,540	43,540

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$11,653	\$13,616	\$13,990		
Graduates	\$24,597	\$24,288	\$20,794		

Cohort Default Rate

5.0	5.6	NA	NA	NA
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* All students who graduated should be included in this calculation.

Undergraduate Retention and Graduation Rates

Reported 3 Years Prior	Reported 2 Years Prior	Reported 1 Year Prior	Reported In Most Recent Year	Next Year Forward (goal)
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IPEDS Retention Rate

Full-Time Associate's degree students				
Part-Time Associate's degree students				
Full-Time Bachelor's degree students	63	68	65	64
Part-Time Bachelor's degree students	13	14	33	100

IPEDS Graduation Rate

Associate's degree students				
Bachelor's degree students	30	29	29	30

**"Current Budget" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

F&E Data Forms - Enrollment Breakdown

Student Enrollment Data (Fall term, census date)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
		(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	473	504	421	407	
	Part-Time Headcount	?	21	27	17	
	Total Headcount	501	525	448	424	-
	Total FTE	?	490.8	518.1	438.6	416.4
Second Year	Full-Time Headcount	236	227	248	215	
	Part-Time Headcount	22	27	36	24	
	Total Headcount	258	254	284	239	-
	Total FTE	248.1	243.4	270.7	230.3	
Third Year	Full-Time Headcount	205	236	262	255	
	Part-Time Headcount	149	151	157	164	
	Total Headcount	354	387	419	419	-
	Total FTE	287.0	318.7	352.1	349.3	
Fourth Year	Full-Time Headcount	225	234	241	259	
	Part-Time Headcount	257	272	280	299	
	Total Headcount	482	506	521	558	-
	Total FTE	359.5	374.0	391.1	415.9	
Unclassified	Full-Time Headcount	?	3	3	3	
	Part-Time Headcount	53	27	25	32	
	Total Headcount	55	30	28	35	-
	Total FTE	20.5	11.5	12.0	12.8	
Total Undergraduate Students						
	Full-Time Headcount	1,141	1,204	1,175	1,139	-
	Part-Time Headcount	509	498	525	536	-
	Total Headcount	1,650	1,702	1,700	1,675	-
	Total FTE	1,406.0	1,465.6	1,464.6	1,424.7	-
	% Change FTE Undergraduate	n.a.	4.2%	-0.1%	-2.7%	-100.0%
GRADUATE		?				
	Full-Time Headcount	?	52	59	53	
	Part-Time Headcount	?	246	190	170	
	Total Headcount	274	298	249	223	-
	Total FTE	?	158.6	171.7	152.3	138.3
	% Change FTE Graduate	n.a.	8.3%	-11.3%	-9.2%	-100.0%
GRAND TOTAL						
	Grand Total Headcount	1,924	2,000	1,949	1,898	-
	Grand Total FTE	1,564.6	1,637.4	1,616.9	1,563.0	-
	% Change Grand Total FTE	n.a.	4.7%	-1.3%	-3.3%	-100.0%

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

F&E Data Forms - Headcount Undergraduate Major

		8	9	10	11	
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
For Fall Term, as of Census Date		(FY 2009)	(FY2010)	(FY 2011)	(FY2012)	(FY 2013)
Certificate						
?	Non-profit management			1		
	Total	-	-	1	-	-
Associate						
?	Business Management	2	5	3	2	
	General Studies	4	4	4	4	
	Tech Theater	17	10	12	10	
?	Undeclared					
	Total	23	19	19	16	-
Baccalaureate						
?	Anthropology and Sociology	22	19	19	25	
	Art	66	64	61	59	
	Biology	31	32	32	32	
	Business	212	226	204	208	
	Creative Writing	59	55	61	51	
	Elementary Education	211	222	234	207	
	English	31	35	24	29	
	Environmental Science	34	33	18	24	
	History	45	47	33	40	
	Health Science	42	52	58	65	
	Hospitality Tourism Management	52	57	48	39	
	Integrated Environmental Science	6	8	8	9	
	Journalism	15	19	9	6	
	Liberal Arts	66	61	70	65	
	Mathematics	18	14	19	20	
	Music Education				2	
	Musical Theater	15	17	21	16	
	Music	75	61	63	47	
	Outdoor Education	62	79	68	61	
	Political Science	17	25	26	32	
	Professional Studies	92	128	130	143	
	Psychology	185	203	241	231	
	Studio Arts	30	36	44	38	
	Theater and Drama	18	12	15	22	

WAM		56	59	63	75	
Undeclared		110	89	81	79	
	Total	1,570	1,653	1,650	1,625	-
Total Undergraduate		1,593	1,672	1,670	1,641	-

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

F&E Data Forms - Headcount Grad



For Fall Term, as of Census Date

3 Years Prior (FY 2009)	2 Years Prior (FY2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
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Master's

? Counseling	93	102	102	99	
Education	72	80	67	62	
Science Education				9	
Studio Arts	18	17	13	15	
Total	183	199	182	185	-

Doctorate

?					
Total	-	-	-	-	-

First Professional

?					
Total	-	-	-	-	-

Other

? Post-Bach Education Licensure	4	5	4	1	
Total	4	5	4	1	-

Total Graduate

187	204	186	186	-
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*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.

F&E - Faculty Appointments, Departures

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor	35		34		30		29			
Associate	10		9		9		7			
Assistant	10		10		13		14			
Instructor (EDP)		38		44		46		48		
Other		152		127		160		146		
Total	55	190	53	171	52	206	50	194	-	-
# of Faculty in Tenured Positions ?										
Professor	35		34		30		29			
Associate	9		8		7		5			
Assistant	0		-				1			
Instructor										
Other										
Total	44	-	42	-	37	-	35	-	-	-
# of Faculty Departing ?										
Professor	2		-		-		-			
Associate	0		1		-		-			
Assistant	1		-		-		-			
Instructor		N/A		N/A		N/A		N/A		
Other		N/A		N/A		N/A		N/A		
Total	3	-	1	-	-	-	-	-	-	-
# of Faculty Retiring ?										
Professor	2		5		3		2			
Associate	0		-		-		-			
Assistant	0		-		-		-			
Instructor										
Other		N/A		N/A		N/A		N/A		
Total	2	-	5	-	3	-	2	-	-	-

*"Current Year" refers to the year in which the team visit occurs or the year in which a report is submitted to the Commission.