



President's Cabinet Meeting Minutes

Date: Tuesday, October 28, 2014

Present: President Jukoski, Betty Baillargeon, Ann Branchini, June Decker, Steve Finton, Steve Goetchius, Christine Languth, Meghan La Casse, Mike Lopez, Laura Qin, Louise Summa & Marge Valentin

**Absent
with cause:**

Topic	Discussion	Action
1. Approval of Cabinet Minutes from 10-21-14	Approved.	Meghan will disseminate to the College Community.
2. IT Procurement	Steve G. presented a request for a new piece of data management equipment/software. It is an expensive purchase, \$81,485.75 but it will help to solidify our data security. Please see attachment	Cabinet voted to approve the purchase.
3. Grant Proposal Process	Laura presented the new grant proposal process packet for final review. It will eventually be placed on the website for staff and faculty to access. Please see attachment	NA
4. EMSI Analysis Tool	Laura gave a demonstration of new software, EMSI. This tool links together various public databases, iPEDS, Department of Labor, job posting website, etc. This data is linked together as a decision making aid. If you have an issue/topic you would like to investigate with this tool, please contact Laura.	NA
5. Non-Credit	Marge presented statistics generated by the system office on non-credit headcount and registration. Marge will be following up with information regarding workforce trends over the past five years to provide more context to this information. Please see attachment	Marge will provide five year trends on 11/4/14
6. Retention Taskforce	Mary Ellen provided the list for the new Retention Taskforce that will be chaired by Steve Finton. Please see attachment.	Steve F. will convene the committee in the coming weeks.



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Topic	Discussion	Action
7. Testing Center Monthly Data	This was tabled until 11/4/14.	NA
8. Cohort Default Rate	Three Rivers currently has the fourth highest default rate among institutions in the system (including the Universities). Financial Aid will be looking into various options to better educate students prior to taking out a student loan. Please see attachment.	Steve F. will be examining best practices of our sister schools that have successfully lowered their default rates over the past few years.
9. ADA/504 Coordinator	Christine asked Cabinet to help appoint an ADA (Americans with Disabilities Act)/504 coordinator for students. Matt Liscum was unanimously decided to be the best candidate due to his experience assisting students with disabilities.	Christine will inform Matt Liscum.
10. Late Registration Article	Mary Ellen provided an article for Cabinet, "Late Registration: RIP" by Terry O'Banion. Please see attachment.	NA
11. Commencement	Mary Ellen asked Cabinet about moving Commencement to Friday, May 29 th and holding the event on campus. Cabinet voted to make this change. The reasons for doing so are to allow students to bring an unlimited number of guests, encourage faculty and staff involvement and highlight Three Rivers' campus.	Meghan will send out an update to the TRCC Community.
12. Holiday Party Date	Cabinet agreed that the best date for the Holiday Party would be Thursday, December 18 th .	More details will be forthcoming.
13. All other business	<ul style="list-style-type: none"> The Academic Division held a special meeting on Friday, October 24 to discuss the Associate Dean position. It was determined that a committee should form to help draft the job posting. The proposed timeline is to have a new hire start July 1, 2015. Space Planning – Mike provided an update regarding the space planning for the A-wing. In order to best serve our needs for the space, we will have to go 	<ul style="list-style-type: none"> Ann will coordinate this committee within the Academic Division. Mike will work with Keith Epstein to coordinate this project.



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Topic	Discussion	Action
	<p>through DCS for the contract to reorganize the space in the A-wing.</p> <ul style="list-style-type: none">• The TRC Foundation in conjunction with the Alumni Associate will be hosting a book party for Mark Comeau's new textbook.	<ul style="list-style-type: none">• Betty will provide more details in the coming days.

MEETING ADJOURNED AT 11:40 am



50 Inwood Road
Rocky Hill, CT 06067
US

Proposal	
Proposal #:	Q-00004832
Proposal Date:	9/10/2014
Expiry Date:	10/31/2014
Terms:	
Sales Rep:	Ryan Hanna Phone: 8605130112 Email: rhanna@igxglobal.com

Prepared For:
Three Rivers Community College
Larry Davenport
ldavenport@trcc.commnet.edu
(860) 215-9232

Bill To: Larry Davenport
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
United States
(860) 215-9232

Ship To: Larry Davenport
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
United States
(860) 215-9232

Thank you for the opportunity to provide you with the following quotation.

Qty	Sku	Description	Unit Price	Total Line Price
1	CT4000-HA-EDU	CT4000 up to 4000 devices HA -8 Copper	57,695.15	57,695.15
1	FC_ACV-CT4000HA-EDU	Advanced care 24x7 support	15,213.60	15,213.60
3	FC-PS20	Proserv daily rate includes T&E	2,850.00	8,550.00
			Total	USD 81,458.75

Special Instructions:

BOR# SO-93-14

To accept this proposal please sign and add a purchase order number as necessary:

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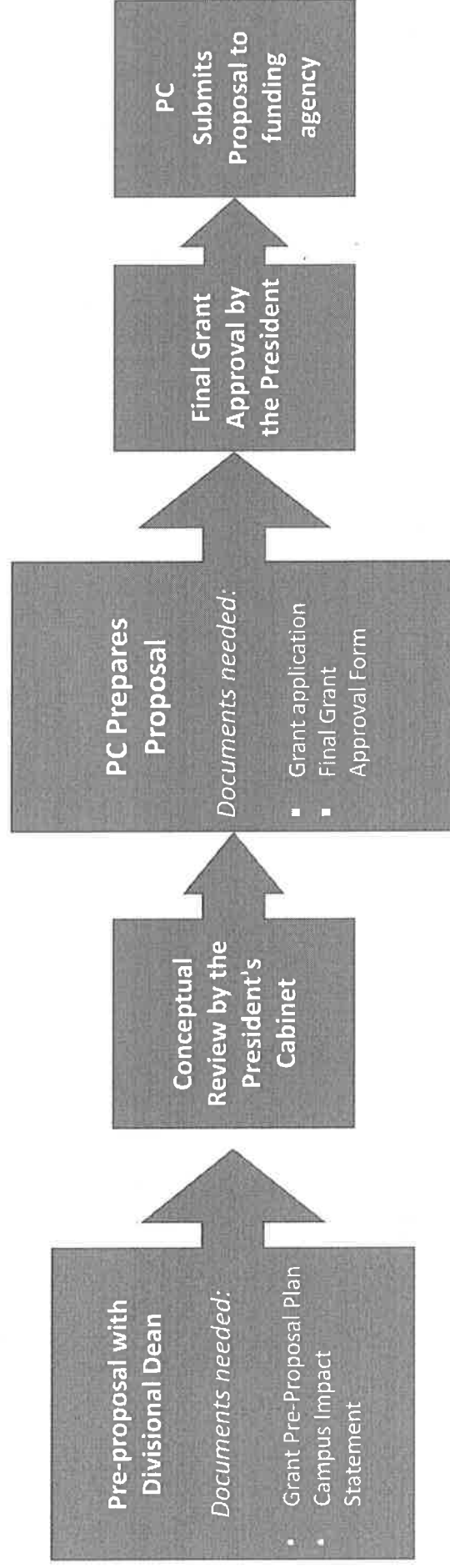
Sign

Print

Title

PO #

TRCC Grant Proposal Process Flowchart



Three Rivers Community College

Grant Proposal Guide

I. Pre-Proposal Plan and Campus Impact Statement Forms

As soon as a grant requestor has identified a funding source and are considering writing a proposal. Please contact the **Divisional Dean** to discuss the feasibility of the grant proposal. This is to ensure that the grant requestor does not spend time writing a proposal that later does not get through the approval process.

To facilitate the discussion, please complete the *Grant Pre-Proposal Plan* and *Campus Impact Statement* forms. Both forms should be forwarded to the Office of Institutional Advancement.

II. Cabinet Review

The Office of Institutional Advancement will forward the completed forms to the President's Cabinet for conceptual approval. Approval of grant concepts will be based on whether or not they are in alignment with the College's mission, and the goals and objectives of the College's Strategic Plan.

Upon a decision by the President's Cabinet, two outcomes are possible:

- If approval is denied, the Office of Institutional Advancement reports back to the grant requestor with further instructions or comments.

OR

- If approved, the grant requestor, now the Projector Coordinator, will begin prepare the grant application.

III. Preparing the Grant Proposal

1. **Obtain a copy of the application** from the funding agency.
2. **Write a draft** of the scientific/technical/text part of the proposal. The project coordinator is encourage to contact the funding agency if there are questions.
3. **Prepare the budget.**
 - a. Please contact Diane Jewett at x59254 regarding any questions about budgeting.
 - b. Please contact Louise Summa at x59298 in calculating salaries, fringe benefits, indirect costs and/or any other personnel related questions.

4. **Obtain institutional data if applicable.** If the proposal requires institutional data (e.g. student enrollment, retention, graduation data), please contact the Office of Institutional Research at x59305 to discuss the data needs. An online request form is available at http://www.trcc.commnet.edu/President/Inst_Research/datarequest_trcc.htm.
5. **Obtain IRB approval if applicable.** If the proposed project will involve the use of human subjects, please follow *Three Rivers Institutional Research Review Policy* to obtain approval for conducting the research. The guideline can be found at http://www.trcc.commnet.edu/President/Inst_Research/InsRevPolicy.shtml

IV. Final Grant Approval Form

When the grant proposal is completed, please complete the *Final Grant Approval Form* and send to the President along with the completed grant application. It acts as an executive summary of your grant proposal.

Upon approval by the President, the final completed and signed proposal will be returned to the Projector Coordinator for submission to the funding agency. A copy of the grant proposal will also be forwarded to the Office of Institutional Advancement for record keeping.

Three Rivers Community College

Grant Pre-Proposal Plan

1. Proposer's Name _____

2. Date _____

3. Dept. _____

4. Approved by (Divisional Dean) : _____

- a. Name of funding agency and deadline for submission;
- b. Approximate dollar amount of proposal;
- c. What – An overview of your idea/project/proposal;
- d. Why – What is the need for the project?
- e. Who – Who will be involved, partners, collaborators?
- f. How – What resources will it take? Preliminary Budget? Sustainability?

Three Rivers Community College

Campus Impact Statement

Complete this Campus Impact Statement for your Dean's approval and submit the form and the Grant Pre-Proposal Plan to the Office of Institutional Advancement. The Office of Institutional Advancement will forward the forms to the President's Cabinet for conceptual approval and report back to the grant requestor with further instructions or comments.

1. Grant Renewal: ☐ (Includes one year renewables) year ____ of ____

2. OR New Grant: ☐

3. Grant Application Deadline: _____

4. Project Title: _____

5. Proposed start date for grant-funded work or project: _____

6. Description/Purpose: _____

7. Project Coordinator: _____

8. Operating Budget Impact: _____

9. Funding Source (proposed or actual): _____

10. Submitted by: _____

11. Campus address: _____

12. Telephone: _____

13. Email: _____

14. Requested Amount/Grant Award: \$ _____

15. Additional College Resources Needed:

a. What space on campus will be used?

b. Are facility renovations needed? (if yes, please describe)

c. Is institutional support needed? (if yes, please describe)

d. Will this grant impact teaching loads, preparations or other assigned responsibilities for you or other faculty members? (if yes, please describe)

e. Will the college incur any operating budget expenses (personnel, equipment, contractual) after the grant ends? _____

f. Will any media or library resources be required? _____

g. Does this grant need computer or software support? _____

h. Will any other organization participate in this project? Please name:

16. Match Amount (If Required): _____

17. Source for Match: _____

18. Grant Start Date: _____ End Date: _____

19. Approval: _____ Date: _____

Divisional Dean

20. _____ Date: _____

President's Cabinet

Additional Notes about Grant Pre-Proposal Plan and Campus Impact Statement

(For use by President's Cabinet only)

1. ☐ Student Services: _____ Date: _____
Dean of Student Services

Remarks:

2. ☐ Administrative Division: _____ Date: _____
Dean of Administrative Division

Remarks:

3. ☐ Academic Division: _____ Date: _____
Dean of Academic Division

Remarks:

4. ☐ Workforce Ed. Division: _____ Date: _____
Associate Dean of Workforce Ed. Division

Remarks:

5. ☐ IT Division: _____ Date: _____
Dean of IT Division

Remarks:

6. ☐ Institutional Advancement: _____ Date: _____
Director of Institutional Advancement

Remarks:

7. ☐ Institutional Research: _____ Date: _____
Director of Institutional Research

Remarks:

8. ☐ Governance: _____ Date: _____
Governance Representative

Remarks:

8. ☐ President: _____ Date: _____
President

Remarks:

Three Rivers Community College

Final Grant Approval

Complete and submit the Final Grant Approval form with the completed grant proposal to the President. It acts as an executive summary of your grant proposal.

Upon approval by the President, the final completed and signed proposal will be returned to the Projector Coordinator for submission to the funding agency. A copy of the grant proposal will also be forwarded to the Office of Institutional Advancement for record keeping.

1. Grant Renewal: ☐ (Includes one year renewables) year ____ of ____

2. New Grant: ☐

3. Grant Deadline: _____

4. Title: _____

5. Description/Purpose: _____

6. Project Coordinator: _____

7. Operating Budget Impact: _____

8. Grantor/Government Agency: _____

9. Contact Name: _____

10. Address: _____

11. Telephone: _____

12. Email: _____

13. Grant Request Amount: _____

14. Match Amount (If Required): _____

15. Source for Match: _____

16. Grant Start Date: _____ End Date: _____

17. ☐ Presidents Approval: _____ Date: _____

Additional Remarks: (please use reverse side or additional sheet if needed)

Community Colleges Unduplicated 12 month Headcount (All Students) 2013-2014													
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Unduplicated Total
Non-Credit	1,379	1,769	1,599	648	5,344	1,075	2,536	611	5,292	1,640	1,557	5,388	28,331
Credit	2,519	6,095	11,792	8,181	10,558	4,483	9,802	2,124	9,021	2,563	6,316	6,569	76,783
All	3,898	7,864	13,391	8,829	15,902	5,558	12,338	2,735	14,313	4,203	7,873	11,910	105,025

Community Colleges Annual Registrations 2013-2014													
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Unduplicated Total
Workforce Development	1,824	1,284	4,324	776	4,263	1,139	1,913	987	5,313	1,112	1,488	4,414	28,837
Personal Development	889	155	729	209	4,622	5,510	1,298	-	3,761	3,434	3,659	2,031	24,747
Sub-Total	2,713	1,439	5,053	985	8,885	6,649	3,211	987	9,074	4,546	5,147	6,445	53,584
Not Coded	-	1,160	9	70	-	1,998	64	10	-	-	70	119	4,069
Total	2,713	2,599	5,062	1,055	8,885	8,647	3,275	997	9,074	4,546	5,217	6,564	57,653

Retention Task Force

* Steve Finton chair

Gayle O'Neill

Jodi Calvert

Dov Kugelmass

Steve Neufeld

Jen DeFrance

Heidi Zenie

Ed Muenzner

June Decker

Ellen Clinesmith

Steve Goetchius

Meg Wischer

Jackie Phillips

Lori Angel

Tony Mitta

Ed Derr

Kenny Briggs

- **Registration Advising Hold** on all new, transfer, readmit first semester students to facilitate students connecting with their advisor in their first semester
- **New Student Workshops:** a 60-90 minute workshop for students seeking to attend Three Rivers during which the application and admissions process is explained step by step, the reason for and importance of the placement test is explained, those needing to take a placement test are scheduled, the My CommNet student access and resource is explained and students walk through the log-in process, differences between high school and college are highlighted as well as student success resources. Interested parents are welcome to attend. Initiated in 2009-10 so that the first encounter with the college would not be taking the placement test which was required of most students at that time.
- **New Student Advising and Registration Workshops:** Provides “hands on” walk-through to facilitate student knowledge of course schedule, pre and co-requisite courses, strategies for first year success relative to building first semester schedule, managing college and life demands and time, relation of course completion to good standing academically and for financial aid, overview of college resources. Students are provided with a Freshman Success Guide, individualized English and math placement recommendations based on multiple measures, plan/s of study based on stated academic area of interest and any appropriate advising tools (such as for pre-nursing/ dental hygiene). Workshop culminates in students completing first semester registration online.
- **First Year Experience course / Perspectives courses for pre-nursing and CJS**
 - Required completion of a plan of study and review and signature of advisor
 - Academic and student support services presentations on key student success areas in FYE courses
 - Career exploration and decision-making components
- **Career Choices** course offering (3 college credits/open elective credit) for students who are undecided and/ or unsure of career options and possibilities and how and where to research; includes career assessments and inventories and interpretation as part of process
- **Specialized Faculty Advising /Outreach Program** (referred to as Phase I) for new first semester students in General Studies/ Liberal Arts and Sciences taking one or more developmental courses. Students are notified of their inclusion in a specialized program to assist in their success and transition to college and their faculty advisor’s name, email and office number; faculty participants opt in to use AR to participate in additional advising training and provide intensive outreach and advising to an additional number of student advisees
- **Students on financial aid probation:** Required **Academic Success Workshop** completion and individual meeting with counselor to provide assistance in addressing obstacles / challenges that are identified as a result of the workshop
- Required **advisor meeting and sign-off for students on academic probation** seeking to take more than 9 credits

➤ **Student Disability Services**

- College Disabilities Workshop for Parents each semester
- Advising update each semester on list of evaluators for LD/ADD for students needing to seek assessment/ evaluation or update
- Outreach to faculty (including adjuncts) via distribution of FAQ's, and accessibility in adjunct office areas

➤ **Special programs /grants for 1st generation/low socioeconomic, students of color**

- Flexible access and dedicated tutors in English/ writing and math
- Focused workshops
- Supplemental and dedicated advisors provide intensive, intrusive advising and tracking of student academic progress, persistence and retention
- Initiation of F.E.M.A.L.E.S. (Females Achieving Leadership Excellence and Success) and M.A.L.E.S (Men Achieving Leadership Excellence and Success) campus organizations

➤ Individualized student attention, assistance and problem-solving provided not only in advising and counseling but also in Cashier's Office, Financial Aid Office, and Registrar's Office.

Additional

- Continuing focus, process review, and implementation of integrated admissions, advising, registration, and financial aid communication to facilitate student course completion and success.
- Work with Southeastern Area Transit resulting in daily weekday express bus service to and from Groton and New London providing student travel between the college and these destinations in 60 minutes instead of 90-120 minutes. Express bus service initiated fall 2013. Bus scholarship program also developed and initiated fall 2013 to help students struggling to pay for transportation to and from the college.

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202
September 2014

THREE RIVERS COMMUNITY COLLEGE
574 NEW LONDON TURNPIKE
NORWICH, CT 06360-6598

OPE ID: 009765
FY 2011 Official 3 Year Cohort 13.1
Default Rate:
Eligible For Benefits

RE: FY 2011 3-Year Official Cohort Default Rate Notification Letter

Dear President:

On October 28, 2009, the U.S. Department of Education (Department) published in the Federal Register the regulations enacted by the Higher Education Opportunity Act of 2009 that will govern the calculation of cohort default rates. Under the new provisions, an institution's Cohort Default Rate is calculated as the percentage of borrowers in the cohort who default before the end of the second fiscal year following the fiscal year in which the borrowers entered repayment. This extended the length of time in which a student can default from two to three years.

This year, the fiscal year (FY) 2011 3-Year cohort default rate will be the only cohort default rate released. Schools will be subject to loss of eligibility as a result of cohort default rates that exceed sanction levels. Cohort default rates based on the 2-year cohort period ended with the FY 2011 2-Year cohort which released in 2013.

This letter officially notifies you of your school's FY 2011 3-Year cohort default rate based on Federal Family Education Loan (FFEL) Program and/or William D. Ford Federal Direct Loan (Direct Loan) Program loans made to students for attendance at your school. Your school's FY 2011 3-Year cohort default rate is shown above. Please note that even if your school is no longer participating in the student loan

program(s), federal law requires the Department to notify your school of its cohort default rate.

Since the Department is no longer mailing hardcopies of the cohort default rate notification letters to any schools, please refer to <http://www.ed.gov/offices/OSFAP/defaultmanagement/ecdr.html> for a description of the other files that the Department transmitted to you along with this letter.

WHAT FORMULA DID THE DEPARTMENT USE TO CALCULATE MY SCHOOL'S RATE?

The Department uses one of three methods for calculation of cohort default rates:

1. Official non-averaged rate for schools with 30 or more borrowers entering repayment,
2. Official averaged rate for schools with 29 or fewer borrowers entering repayment,
3. Unofficial rate for schools with 29 or fewer borrowers entering repayment with less than three years of data.

For a complete explanation of the types of rates, please see Chapter 2.1 of the Cohort Default Rate Guide, How the Rates are Calculated, available at <http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html>.

WHAT TYPES OF LOANS DID THE DEPARTMENT INCLUDE IN MY SCHOOL'S RATE CALCULATION?

The Department included three types of loans in your school's cohort default rate calculation:

- 1) Federal Stafford Subsidized and Federal Stafford Unsubsidized Loans
- 2) Federal Direct Subsidized and Federal Direct Unsubsidized Loans
- 3) Federal Supplemental Loans for Students (Federal SLS Loans).

Although rare, it is possible for Federal SLS loans to be included in your school's cohort default rate calculation.

WHAT LOAN RECORD DETAIL REPORT (LRDR) ACCOMPANIES THIS NOTIFICATION LETTER?

Your school's FY 2011 3-Year official cohort default rate may be a non-averaged rate, an averaged rate, or an Unofficial rate (less than 30 borrowers entering repayment and not two years of previous data needed to calculate an averaged rate). Accordingly, the LRDR that accompanies this letter reflects all loans that went into repayment during FY 2011 and defaulted by September 30, 2013

Please note that if a technical problem caused by the Department results in an inability to access the data, schools have five business days from the receipt of the eCDR notification package to notify Operations Performance Division at the email address given below. All schools must meet the established submission timeframes for cohort default rate adjustments and appeals. The Department will not review adjustments and appeals that any school submits outside of the established timeframes.

For more information on how to read the loan record detail report, please refer to Chapter 2.3 of the Cohort Default Rate Guide, Reviewing the Loan Record Detail Report, available at <http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidepart2.html>

ARE THERE ANY SANCTIONS OR BENEFITS ASSOCIATED WITH MY RATE?

According to the Higher Education Act of 1965 (HEA), as amended, the Higher Education Reconciliation Act of 2005 (HERA), Pub.L.109-171 and the Department's regulations, your school is not subject to any sanctions based on your school's FY 2011 3-Year cohort default rate. However, if your school's official FY 2011 cohort default rate is 30.0 percent or greater, the Department may provisionally certify your school when your school applies for recertification to participate in the Federal Student Aid Programs. For more information about provisional certification, please refer to 34 C.F.R. Section 668.16(m)(1) and (2)(i) or contact the

School Participation Management Division at 202-377-3173.

WHAT BENEFITS ARE ASSOCIATED WITH MY RATES

Institutions with a cohort default rate of less than 15.0 percent for each of the three most recent fiscal years for which data are available, including eligible foreign institutions, may disburse, in a single installment, loans that are made for one semester, one trimester, one quarter, or a four-month period. Such an institution is also no longer required to delay the delivery or disbursement of the first disbursement of a loan for 30 days for first-time, first-year undergraduate borrowers. Once your school receives notice from the Department that your school's official cohort default rate is 15.0 percent or greater, this benefit will end within 30 calendar days of the notification.

Additionally, if your school's recent official cohort default rate is less than 5.0 percent and if your school is an eligible home institution that certifies/originates a loan to cover the cost of attendance in a study abroad program, your school may disburse/deliver loan proceeds in a single installment and may choose to release loan proceeds to first-year, first-time borrowers prior to 30 calendar days after the first day of the borrower's program of study. Once your school receives notice from the Department that your school's official cohort default rate is 5.0 percent or greater, this benefit will end within 30 calendar days of the notification.

For more information on the sanctions and the benefits associated with official cohort default rates, please refer to Chapter 2.4 of the Cohort Default Rate Guide, Cohort Default Rate Effects, available at <http://ifap.ed.gov/DefaultManagement/guide/04CDRGuidePart2.html>.

WILL MY RATE BE CALCULATED THE SAME IF MY SCHOOL HAS MERGED WITH ANOTHER?

The FY 2011 3-Year cohort default rate for institutions involved in a merger or change of affiliation will be based on all borrowers from the parent and the underlying institutions which have borrowers that entered

repayment during or after 2011.

WHAT RIGHTS DOES MY SCHOOL HAVE TO APPEAL THIS RATE INFORMATION?

Based on your school's FY 2011 3-year cohort default rate, your school may be eligible to submit the following adjustments/appeals:

Uncorrected Data Adjustment
<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

Loan Servicing Appeal
<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

New Data Adjustment
<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

All Uncorrected Data Adjustments, New Data Adjustments and Loan Servicing Appeal must be made through the eCDR Appeals application. The eCDR Appeals application, as it is known, allows schools to electronically submit certain challenge/adjustment requests during the specified timeframes and allows data managers (guaranty agency or Federal Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to these challenge/adjustment requests. The application tracks the entire life cycle of each request from the time the case is submitted until the time a decision is made and the case is closed.

It has come to FSA's attention that a number of schools are challenging data in the school's cohort default rate based on an incorrect understanding of the cohort default rate calculation. This results in an unnecessary increase in the workload for the schools, data managers, and FSA. The following are some scenarios that have been noted, along with an explanation of why these allegations are considered invalid based on the current logic for the cohort default rate calculation.

- School requests that borrower be removed from numerator as borrower defaulted, then paid the loan in full (either through

consolidation or another method). Borrower will continue to be counted as a defaulted borrower for cohort default rate purposes. Current regulations only allow for a defaulted loan to be removed from default for cohort default rate purposes if the borrower successfully rehabilitated the loan within the cohort period, or, for FFELs held by a guaranty agency, if the lender repurchased the loan due to the claim being submitted or paid in error. See 34 CFR Section 668.202(c) (2).

School alleges that borrower be removed from numerator due to an incorrect date entered repayment that is resulting in the default date for the borrower being less than 360 days from the corrected date entered repayment. This allegation type applies to Direct loans or loans that were PUT to the Department only, since FFELs held by a guaranty agency use the claim paid date as the default date, not the 360th day of delinquency. If a data manager agrees to correct the date entered repayment, they will update the default date to the 360th day of delinquency based on the new date entered repayment. However, if the updated date entered repayment and default date still fall within the cohort period, the borrower will continue to be counted in both the numerator/denominator. If the updated date entered repayment causes the updated default date to fall outside of the cohort period, borrower will be removed from the numerator only. If the updated date entered repayment falls outside of the cohort period, borrower will be removed from both the numerator/denominator.

Borrower is included in more than one cohort year. This may be correct, based upon the situation. If the borrower had a break in enrollment of greater than six months, then the borrower will enter repayment on the loans from the first period of enrollment six months and one day after the borrower's last date of attendance (LDA) or less than half-time date (LHT), then will receive another six month grace period based on the LDA or LHT date of the second period of enrollment. This may result in the borrower being included in more than one cohort year. If the borrower's break in enrollment was less than six months, this is

considered continuous enrollment and the borrower should be in only one cohort year.

School was involved in a change of affiliation/merger and has borrowers counted more than once in the cohort default rate. A borrower may be counted more than once in the school's cohort default rate if the borrower had loans certified under two or more of the OPE-IDs that were involved in the change of affiliation/merger. Please see page 2.5-2 of the CDR Guide.

If a school has any questions regarding the cohort default rate calculation, Chapter 2.1 of the CDR Guide includes a thorough explanation of how the rates are calculated. Additionally, a school involved in a change of affiliation/merger should read Chapter 2.5 of the CDR Guide for an explanation of how the change of affiliation/merger will affect the cohort default rates of all of the schools involved.

WHAT TOOLS AND INFORMATION ARE AVAILABLE TO HELP MONITOR AND MANAGE MY SCHOOL'S COHORT DEFAULT RATE?

Tools Information	Description	Contact Information
Cohort Default Rate Guide	http://www.ifap.ed.gov/DefaultManagement/finalcdrg.html. Reference tool designed by U.S. Dept. of Education to help schools understand cohort default rates and various challenge/appeal/adjustment processes. The electronic version was revised September 2014 and may be found online.	May be printed from CDR Guide link
Default Prevention and Mgmt Website	http://ifap.ed.gov/DefaultManagement/DefaultManagement.html. Contains valuable information for schools, guaranty agencies and borrowers. Contains link for eCDR process, including enrollment procedures and downloading instructions.	Operations Performance Division 202-377-4259

eCDR Appeals	Electronic Cohort Default Rate Appeals Process	Operations Performance Division 202-377-4259
	eCDR Appeals facilitates the exchange of information between parties for four of the challenge/adjustment processes: Incorrect Data Challenge (IDC), Loan Servicing Appeals (LSA), Uncorrected Data Adjustments (UDA), and New Data Adjustments (NDA). The application allows schools to electronically submit these challenges and adjustment requests during a cohort default rate cycle, and allows data managers (guaranty agency or Direct Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to challenges and adjustment requests. The application tracks the entire life cycle of each challenge/adjustment/appeal request from the time the case is submitted until the time a decision is made and the case is closed.	
	All users must complete the registration process to gain access to eCDR Appeals. The eCDR Appeals homepage contains a link to the Registration and User Account Guide, which gives step-by-step instructions for registration. Links to the User Guides for the four processes can also be found here, as well as a link to the Cohort Default Rate Guide.	
Late Stage Delinquency Assistance	Process whereby schools work in collaboration with servicers or guarantors to identify and provide counseling to	Direct Loan Servicer 888-877-7658

(LSDA)		borrowers more than 240 days late on loan repayment. For Direct loan schools, the website https://www.myedaccount.com/ identifies borrowers whose impending default will impact the school's cohort default rate.	(can guide you through the process)
National Student Loan Data System (NSLDS)	https://www.nslsdatafast.ed.gov . Offers schools the opportunity to request reports in extract or preformatted formats that can be retrieved through the Student Aid Internet Gateway(SAIG) account associated with the NSLDS UserID that requested the report. Listed below are some of the reports that NSLDS offers.	NSLDS Customer Service at (800) 999-8219	
Brief Description of the NSLDS Reports			
Report Name			
DRC035	School CDR Rate History Report provides school with a copy of the Loan Record Detail Report that lists students in default/repayment during the cohort period indicated.		
SCHER1	Enrollment Reporting Summary Report provides school users with the chronology of enrollment reporting events.		
DER001	Date Entered Repayment Report provides school users with a list of student borrowers with loan history who are scheduled to go into repayment during a specified date range.		
DRC015	School Repayment Information Loan Detail provides school users with the current repayment status of certain borrowers in FFEL/DL loan programs who attended a school during a specific period.		
DRC016			

	Exit Counseling Report provides school users with exit
SCH01B	counseling information on students who attended the
	requesting schools and whose anticipated completion dates
	fall within a specified date range.
DELQ01	The Delinquent Borrower Report (DELQ01) provides School
	users a report of borrowers who have been reported as
	delinquent in making loan payments to one of the federal
	loan servicers.
SCHPR1	The School Portfolio Report (SCHPR1) provides ED users with
	information about all Direct Loan and/or FFEL program loans
	for a specified school.

Additional tools and information may be found in Chapter 3.2 of the Cohort Default Rate Guide, Monitoring Loan Repayment Status Year-Round, available at <http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart3.html>

If you have any questions about this letter that are not answered in the Cohort Default Rate Guide, please contact Operations Performance Division, formerly Default Prevention and Management via email at FSA.Schools.Default.Management@ed.gov or via phone at (202) 377-4259.

Please be sure to include your Office of Postsecondary Education Identification Number (OPE ID) on all correspondence, as shown on page one of this letter.

Sincerely,

Katrina Turner
 Director
 Operations Performance Management Services
 Business Operations

Cohort Default Rates as of 2014

Summary:

Attached are the three-year Cohort Defaults Rates (CDRs) for all institutions within the CSCU system, including the latest data released from the Federal Department of Education regarding borrowers entering Federal Stafford student loan repayment in fiscal year 2011.

All public institutions of higher education in Connecticut have three-year CDRs well below the levels at which a school may be sanctioned by the Department of Education (30%). No school is in danger of losing Title IV financial aid eligibility due to a high default rate on Federal Stafford loans.

A "Difference" column denotes trends between our latest data set, and that from last year. Additional information regarding the total number of students (per school) in repayment in a given cohort period and the percentage of students in repayment (given total school enrollment) are also included.

Background and Definitions:

"Cohort Default Periods" are defined as a three-year period of time, beginning on October 1st of the fiscal year in which the borrower entered repayment and ending on September 30th of the second following fiscal year.

For the most recent rates published, borrowers entered repayment in FY 2011 and defaulted during the period of 10/1/2010 – 9/30/2013.

"Cohort Default Rates" are calculated in two ways, depending on the number of students entering repayment in a given cohort year:

- Schools with < 30 borrowers entering repayment: CDRs are the average rate of repayment based on those borrowers entering repayment over a three-year period. QVCC's default rates would be calculated in this alternate manner.
- Schools with 30+ borrowers entering repayment: CDRs are the percentage of a school's borrowers who enter repayment during a given fiscal year and default during the three-year default period.

The typical CDR for schools with 30+ borrowers in repayment is calculated via the following formula:

$$\frac{\text{Total \# of borrowers entering repayment in FY 2011 and defaulting from 10/1/2010 – 9/30/2013}}{\text{Total \# of borrowers entering repayment in FY 2011}}$$

This information may be used by the Department of Education as part of ongoing default management efforts. Schools having CDRs in the current cohort default period of 30% or more need to submit a default management plan indicating how they will improve borrower education to lower default rates.

Schools with high default rates may ultimately lose eligibility to participate in Title IV financial aid programs. Schools falling in either of the following situations will be sanctioned:

- CDRs of 30%+ for the three most recent cohort default periods: Loss of Direct Loan and Pell Grant eligibility for three years.
- CDR > 40% in the current cohort default period: Loss of eligibility to participate in the Direct Loan program for three years.

School	Difference	Default rate FY 2011 (released 2014) Natl avg 13.7, public avg 12.9**	Default Rate FY 2010 (released 2013) Natl avg 14.7, public avg 13**	Default Rate FY 2009 (released 2012) Natl avg 13.4, public avg 11**
Manchester CC	1.1	10.7	9.6	2.1
Northwestern CC	-3.6	4	7.6	2
Norwalk CC	4	10.2	6.2	14.5
Housatonic CC	-2.6	15.1	17.7	14.7
Middlesex CC	-7.5	11.7	19.2	18
Capital CC	10.5	17.5	7	8.1
Naugatuck CC	-1.1	11.6	12.7	7.3
Gateway CC	-2.3	9.8	12.1	12
Tunxis CC	2.2	14.1	11.9	16.7
Three Rivers CC	1.9	13.1	11.2	12
Quinebaug Valley CC*	10.5	10.5	0	20
Asnuntuck CC	-6.9	7.1	14	9
Charter Oak State College	-0.1	7.2	7.3	7.3
Central CT State Univ.	1	8	7	5.5
Eastern CT State Univ.	-1.1	5.8	6.9	6.5
Southern CT State Univ.	-2.1	5.6	7.7	7
Western CT State Univ.	-2.6	6.8	9.4	9.4
*School had less than 30 students enter repayment				
** combo all public institutions <2 year - 4+ year programs				

School	Difference	Total # in Repayment 2011 (released 2014)	Total # in Repayment 2010 (released 2013)	Total # in Repayment 2009 (released 2012)
Manchester CC	9	102	93	93
Northwestern CC	72	98	26	48
Norwalk CC	7	39	32	48
Housatonic CC	20	178	158	190
Middlesex CC	-6	119	125	122
Capital CC	34	91	57	98
Naugatuck CC	26	284	258	273
Gateway CC	27	283	256	265
Tunxis CC	-18	191	209	191
Three Rivers CC	-4	129	133	208
Quinebaug Valley CC*	14	19	5	10
Asnuntuck CC	-8	42	50	55
Charter Oak State College	127	305	178	218
Central CT State Univ.	339	2379	2040	2005
Eastern CT State Univ.	80	1263	1183	1297
Southern CT State Univ.	294	2750	2456	2777
Western CT State Univ.	415	1522	1107	1216
*School had less than 30 students enter repayment				

School	Difference	% in Repay per Total Enrollment 2011 (released 2014)	% in Repay per Total Enrollment 2010 (released 2013)	% in Repay per Total Enrollment 2009 (released 2012)
Manchester CC	0	1	1	1
Northwestern CC	3	4.1	1.1	2.1
Norwalk CC	0	0.4	0.4	0.5
Housatonic CC	0	2.1	2.1	2.8
Middlesex CC	-0.5	2.7	3.2	3.2
Capital CC	0.4	1.5	1.1	2
Naugatuck CC	0	3	3	3.4
Gateway CC	0.1	2.7	2.6	2.9
Tunxis CC	-0.4	2.9	3.3	3.3
Three Rivers CC	-0.1	2.3	2.4	3.9
Quinebaug Valley CC*	0.4	0.6	0.2	0.4
Asnuntuck CC	-0.3	1.5	1.8	2
Charter Oak State College	3.1	8.9	5.8	9.5
Central CT State Univ.	2	15.3	13.3	13.3
Eastern CT State Univ.	1	19	18	20.3
Southern CT State Univ.	2.2	19.4	17.2	19.6
Western CT State Univ.	4.8	19.2	14.4	15.6
*School had less than 30 students enter repayment				

Late Registration: R. I. P.

Terry O'Banion
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Almost every community college in the nation engages every term in a practice that plays havoc with the goal of creating an effective learning environment for students—Late Registration. An educationally ineffective architecture deeply embedded in the culture of the community college, it is time, once and for all, to end Late Registration; may it rest in peace.

Advocates for Late Registration

For many decades Late Registration has been championed by two groups advocating for its value as a key policy and practice of community college culture. One group has argued the case for Late Registration as a key component of the access agenda. Members of this group argue that colleges should make every effort to keep the door of opportunity for enrollment open as long as possible, even as long as a week after classes begin. This group makes the case that extending registration for an additional week is an expression of the open-door philosophy of community colleges.

Another group has advocated that Late Registration increases the number of students who enroll by extending the deadline for registration and, therefore, increases the FTE or ADA which translates into increased revenue for the college. Some administrators have

used this argument to defend the practice as a necessary evil to garner more resources for the college. The argument is sometimes made that the practice is related to resources that support faculty salaries—thus checkmating disgruntled faculty who argue for the termination of Late Registration.

Faculty Advocate Against Late Registration

Many more advocates, however, favor terminating Late Registration. When I recommend doing away with Late Registration in countless speeches to faculty groups across the country, it is the line that always guarantees the most applause. For decades, in his writing and in his speeches, John Roueche has asked two key questions: “What is the most important day of the semester?” Faculty always answer in unison “The first day.” Then he asks: “What is the most important week of the semester?” And faculty respond in unison, “The first week.” The faculty are almost unanimous in their view that Late Registration does more harm than good.

The faculty, on the ground and in the trenches, along with advising personnel and staff in the registrar’s office are the first responders who have to deal with the fallout from Late Registration. In too many cases, where Late Registration is still common practice, the 16-week term is reduced to 15 weeks of instruction that cheats students of their tuition and of much needed opportunity for learning. An instructor may begin day one with thirty students and come to the next class session to find a class in which fifteen of the day-one group have dropped and been replaced by fifteen new students. The third class session of the first week is a crap shoot, and many instructors attempt no serious

organization or instruction in the first week recognizing the futility of doing so under the ever-changing conditions of class membership created by the practice of Late Registration.

The first day and the first week of classroom instruction are significant because this is often the only times that the students who are most at-risk can become engaged and make the connections that encourage persistence and success. All students—but especially first-generation, underprepared students from lower socio-economic backgrounds—need to make connections with other students, with the instructor, and with the content of the course as quickly as possible. When students are allowed to swirl in and out of classes for an entire week the conditions for connection and engagement are severely limited. The message conveyed by this practice about the importance the college places on instruction is not lost on faculty—or on students. John and Suanne Roueche said in 1993, “A late registration policy indicates to the student that beginning class late is of no consequence, and they will miss little or nothing by being absent when the class begins.”

Faculty give careful consideration to orienting students, welcoming students, creating a sense of class community, helping students make connections with each other, providing course overviews, introducing themselves and their perspectives, and making beginning assignments—all on the first day and in the first week. This initial groundwork early in the term is the key to subsequent success for many students, but the preparation and orientation process is constantly interrupted by the comings and goings of late registering

students. Faculty have to surf the chaos of an unstable week and start over time and again; no wonder faculty abhor Late Registration.

There is also an unintended consequence of continuing a policy and practice of Late Registration. When students are allowed to ignore deadlines and spend a week milling about to orchestrate their schedules we are teaching them they do not have to show up on time or live with their decisions. If we are to prepare the workforce of the future with the work habits required for the 21st Century, Late Registration is not a practice that contributes to that effort.

Impact on Students

The practice of Late Registration has been studied for more than three decades, and results have overwhelmingly indicated that it is detrimental to student success. It is time for college leaders to embrace the reality of this evidence and terminate Late Registration. In a study by Smith, Street, and Olivarez in 2002, 35% of new students who registered late were retained to the next semester compared to 80% of those who registered on time. The study also found that new students who registered on time for their courses withdrew from 10% of their course hours while those who registered late withdrew from 21% of their course hours. In 2007, Keck, in a study of the relationship between subject areas and late registration in one community college, found that in math and science courses 17% of the students who registered on time were unsuccessful as measured by the final course grade; 44% of late registrants were unsuccessful. In the

social sciences only 7% of timely registrants were unsuccessful while 41% of late registrants were unsuccessful.

In a major study in 2010 by Patricia Goodman of 2,159 first-time, full-time students who enrolled in one of the colleges in the Kentucky Community and Technical College System in the fall 2008 semester, the author concluded "...students who registered late for their courses were less likely to persist through their first year of college." The study examined predictive behavior of students related to persistence through their first year of college based on three variables: course registration time, transfer-orientation, and income-level. Of these three variables, course registration time had a direct, significant relationship to student persistence, and specifically late student registration appeared to have a direct relationship to the lack of persistence during the first year of college.

For low-income students in Goodman's study, 79% of those who registered on-time for their courses persisted to the next semester while only 52% of those who registered late for their courses persisted. In comparison, for those students who were not low-income 80% of those who registered on-time persisted compared to 64% who registered late. For transfer-oriented students 79% of those who registered on time for their courses persisted while only 60% of those who registered late persisted. In comparison, for those students with technical/vocational academic goals 80% of those who registered on time persisted while 56% of those who registered late persisted.

The problem for students is not difficult to understand. The most at-risk students tend to register late at a time when the system is most overloaded and least capable of meeting their needs. In a 2005 study, Zottos found that low performing students were more likely to register late. When at-risk students need more time and attention Late Registration is a time that provides less time and attention.

New students who register late will likely find their desired courses and sections already closed which reduces their motivation. And the challenge of securing financial aid, purchasing books, and arranging child care at the last minute—in a system that is overstressed—is often the last straw that drives the student away from enrolling.

Instead of continuing the practice of Late Registration, colleges that really want to create the conditions that support student success and completion should encourage the policy and practice of Early Registration. There is some evidence that students who register early are more successful than those who register late. Early registrants are more likely to be more motivated, to be full time, and to have access to more courses and more sections of courses which may explain the success of early registrants. While many colleges reserve early registration times for returning students, the earlier colleges can register all students—especially underprepared, first generation, and students from lower socio-economic backgrounds—the more likely more students will be successful.

Leading Colleges Change the Culture

A number of the nation's community colleges recognize that Late Registration is an unnecessary barrier to student success and college completion, and there is a movement toward terminating this historical practice. Sinclair Community College in Dayton, Ohio and Valencia College in Orlando, Florida are examples of leading colleges that have changed their college culture to terminate Late Registration.

In 2002, leaders at Sinclair Community College created a position paper "Paradigm Shift to Emphasis on Student Success" and charged the retention committee to analyze critical factors that affect retention and success. Committee members identified Late Registration as a primary barrier and organized internal and national research on problems related to Late Registration. Keeping in mind the need to minimize the impact on enrollment and budget with the termination of the practice, college leaders analyzed the benefits and challenges and created action and marketing plans. Careful steps were taken to inform all key stakeholders, especially students, that the last day of registration would occur the day before classes begin—thus ending the practice of Late Registration.

The outcomes of ending the practice of Late Registration at Sinclair have been significantly positive. Persistence from Spring to Fall quarters for all students increased slightly while persistence for *new* degree/certificate seeking students increased by 7.3%. Fall 2002 to Fall 2003 retention improved from the 2001-02 baseline of 45% to 47.9% for all students and 52.5% for new degree students. Withdrawals requiring a refund were significantly lower on the new deadline date. Course and room scheduling were made easier; registration, financial aid, and enrollment services staff were free to respond to

routine business rather than to emergencies; faculty were pleased to begin their classes in earnest with a student roster that reflected true enrollment.

Valencia College developed a new paradigm for starting each semester with an emphasis on student success nearly a decade ago. Called “Start Right,” the new model not only eliminated Late Registration and traditional drop/add (no class can be added once it has met), but also instituted a real admission deadline in order to enforce the expectation that every new student must be assessed, advised, placed, and oriented before the first class. President Sandy Shugart’s call to action was “Let’s make the first minute of the first day of the first class a learning minute.”

Some worried that this change would undermine enrollment, but the effect proved temporary and negligible. Others were concerned about access for late-arriving students, but the college implemented “flex-start” classes that begin a month later in the dozen or so courses required by nearly all first-time students, and they have been accommodated and given their own “start right” treatment.

Gone now at Valencia are the lines outside the doors of academic departments for the first week or so of classes, as well as the rest of the chaos caused by Late Registration and drop/add. And while this wasn’t the only reform implemented during this time, college leaders believe “Start Right” contributed enormously to significant improvements in fall term success and fall to spring persistence, now at 90% for college-ready new students and 84% for new developmental students.

Leaders at Sinclair and Valencia, and leaders at other colleges where Late Registration has been terminated, agree that there was some concern regarding the impact on enrollment and the possible loss of state aid in terminating Late Registration. In a few cases colleges have experienced a slight dip in enrollment that might have been related to the termination of Late Registration, but the dip was temporary. When colleges plan carefully for the change by preparing students and faculty who will be affected by the change, the stakeholders adapted easily and experienced no loss in enrollment and subsequently in state aid.

Terminating Late Registration

The case for terminating Late Registration is strong. Colleges that redesign their registration and intake procedures to eliminate Late Registration will: 1) Improve persistence and retention rates for their students; 2) Send a message to students and to faculty that learning and instruction are important every day and every week of the term; 3) Establish expectations for students to meet deadlines and live with the consequences of their decisions, which may translate into improved workforce habits for some students; 4) Permit faculty to begin the process of instruction the first day of class without the interruption of swirling students; and 5) Realize increased revenues based on FTE and ADA as persistence and retention rates are increased.

For colleges that want to plan for terminating Late Registration the following guidelines will be helpful:

1. Appoint a college-wide committee to study the issue and make recommendations. The committee should review and summarize the national research on the impact of Late Registration complemented by a review of local research and perceptions of the college's faculty and staff.
2. The committee should create a rationale for terminating Late Registration that reflects the values, needs, and resources of the college.
3. College leaders should use this opportunity of change in the college culture to explore and experiment with integrated models of student services, accelerated learning models that enroll students in intensive but shorter periods of time offered throughout the year, and the application of technology to support these efforts.
4. A marketing plan should be prepared and implemented that communicates the change and the new registration processes and deadlines to all stakeholders: enrolled students, new and prospective students, full and adjunct faculty, staff and administrators, area high school counselors and administrators, and relevant community agencies and groups. College materials that include information about registration will need to be updated to reflect the changes.
5. The office of institutional research should design programs to assess the impact of the change on students and the institution including enrollment, student success, revenues, and satisfaction.

As community colleges gear up to implement new policies, programs, and practices to ensure they are meeting the goals of the Completion Agenda, they can pick “the low-hanging fruit” now by terminating Late Registration. Removing this universally-acknowledged barrier will be much easier than harvesting the fruit clustered in the tops of the trees. Even if colleges do not plan to embrace the Completion Agenda their students and faculty will greatly benefit by a change in the Late Registration deadline—the day before the first day of class—that supports students and faculty in their efforts to successfully navigate the educational enterprise.

Contact Terry O'Banion at obanion@league.org