**Rutgers Review of College First Quarterly Reports 2012:**

The first quarterly report for 2012 presented a newly designed format based on the content areas of the federal TAA reporting document. The new document begins with a summary narrative followed by a series of questions asking about: leveraged resources, employer participation, timelines, key issues and need for technical assistance, lessons learned and best practices. In addition, a grid is provided to indicate a college’s strategies to meet target goals; and the status of these efforts: on track, behind schedule or ahead of schedule in meeting these targets.

Ten colleges used the new format as directed, two used parts of the format and three colleges did not follow the format at all (AIMS CC, CC of Denver and Lamar CC). While AIMS did not follow the requested format, the reports submitted by AIMS CC and Morgan CC were the most comprehensive (see attached memo of July 5th). Aurora College did not submit a first quarter 2012 report

The defined focus of the reports was the first quarter of 2012 (January thru March). However, as the colleges filed their reports May 1st, many included activities in April. Some colleges also referred to actual or planned activities in early May. [COMMENT: *A decision should be made to keep within the three month time frame for equivalency of activity or to be flexible and accept all data available to date.]*

Three months have now passed from the date of submission. No doubt much activity has taken place. Nevertheless, this report will focus on reported activities and issues as of May 1st. We will however, as possible, provide updates on staff hires, information collected during our initial phone calls with the colleges in June/July.

In general, the quarterly reports indicated actions, activities and issues but did not provide detailed information about what was being done, and by whom. For instance, some of the colleges convened an Advisory Board during this quarter, but did not identify its Board members. Further, with the exception of Pueblo CC, the colleges did not provide information on the issues discussed at the Board meeting, guidance provided, and/or decisions made. [COMMENT: *Given the goals of the TAA project and the need for active partnerships with the industry partners – the absence of such information is a real concern*. *See recommendation under PARTNERSHIPS*.]

The following summary will highlight the colleges’ principal activities, innovations, identified resources, as well as common and specific challenges. [COMMENT*: Most colleges did not specifically update issues noted in their January Overview 2012 (note CMC did not submit a January Overview). Therefore, the resolution or lack of resolution of identified issues cannot be tracked. It would be helpful to collect this information. Perhaps we can develop a format to retrieve it over the course of the grant.*]

As deemed appropriate, we have inserted comments throughout the analysis. I have also included suggestions and recommendation: a) to facilitate the gathering of richer and more detailed data from the colleges, b) to further explore and/or c) to disseminate strategies and innovations that the colleges have developed to respond to unique and common challenges.

**STAFFING:**

**Project Manager**

 **AIMS CC** stated that it would be hiring a TAA Energy program coordinator – it was not clear if this was the project manager or was a position in addition to the project manager. We have requested an update from the college.

 In January **FRCC** noted that it had a project director but then notes in this report that a project director started May 14. It is thus not clear if there was a project director who was removed or withdrew or if there was an acting faculty/administrator in the project director position, and a new individual was assigned from within the college or hired from without. We have requested an update from the college.

 **Lamar CC** indicated that they are advertising for the PM and planned to have the position filled by the end of June. [COMMENT*: As of my June 19th interview with the acting director, Curtis Turner, no one had been hired.]*

 Pike Peak CC’s Associate Dean and Vice President for Instructional Services, Cindy Buckley, has been named the TAA project director (COMMENT: *This is per phone interview June 14th.*)

 **Career Coach/Case Manager**:

As of July 2012, career coaches have been hired by all colleges.

**Data Coordinator/Data Manager:**

A few colleges in their January Overview mentioned their intention to hire a PT/FT data coordinator; or to assign someone to help with TAA data coordination.

 **Morgan CC** and **Otero CC** indicated in January they would be employing a data coordinator to the project team. However, in this report no update was included about recruitment and/or hiring.

 In their First Quarter 2012 report **PPCC** indicated their plan to hire a data coordinator by the end of the second quarter.

**Instructional Designer:**

 **CMC** will have an instructional designer on board by July 1.

 **FRCC, NJC, RRCC and TCC** all indicated in the January Overview their plans to hire an instructional designer. The colleges, however, did not provide an update in their First Quarter 2012 reports. [COMMENT: *Lack of information about instructional designers makes it impossible track any specific or common problems encountered and to offer assistance to the colleges.* *Budget sheets will no doubt provide insight as to whom and when TAA staff were hired. However, in some cases colleges are using a variety of funding to support TAA positions. It might be good to send out a query re all staff associated now the TAA grant and the percent time on the grant. We can then track staff variations across the colleges*.]

**Faculty**

 **CC of Denver** hired faculty to teach MAT 090.

 **Morgan CC** indicated it was interviewing 2 PT adjunct positions in March.

 **Pikes Peak CC** indicated a number of changes in staff functions /reporting. [COMMENT: *It is not clear the percent time to be dedicated to these new responsibilities, including if any of these faculty members will also have teaching responsibilities. It is also not clear if TAA grant funds are being used to support these reassignments or if these changes are supported in part by college tax levy funds and/or other grant funding*.]

 Faculty member, Lindsey Small, will now work with the Dean of Math and Science on course and curriculum design.

 Carol Johnas- Morrrison, Dean, Math and English, will spearhead the redevelopment of Math DE courses.

 Danen Jobe, the chair of English, will oversee the Open Entry Program.

**Tech Lab Coordinator**

 **Morgan CC** indicated that they have now defined the responsibilities for the Tech Lab Coordinator. [COMMENT: *It is unclear if this is a new position or the position is being redefined under the TAA grant. It is also not known if someone is now in this position*.]

**DEVELOPMENTAL EDUCATION**

In their January Overview colleges engaged solely in the redevelopment of DE courses identified the following models for their redesigned courses. Note, CNC did not submit a report in January so their models for DE have been added below under accelerated and modular models.

 Accelerated (6): Arapahoe, Aurora, Lamar, Otero, Pikes Peak, add CNC

 Compression (2): Aurora, Otero

 Contextualize (2): Denver, Morgan

 Hybrid (1): Lamar

 Modular (5): Aurora, Morgan, Otero, Pikes Peak, add CNC

In the First Quarter 2012 report the following activities and advances were noted.

 Spring 2012 **Arapahoe CC’s** math department implemented a FLEX lab where students can progress from 030 to 099. [COMMENT: *We will follow up and get outcome data.*]

 **Arapahoe** also identified that they are behind in developing DE Math and English classes and getting students to enroll.[COMMENT: *It is not clear if this also refers to the comment in their January Overview about the challenge of getting students to enroll in accelerated English 090/121*.]

 **CC of Denver** has been developing paired courses in math and science. This is part of their work to develop more learning communities.

 Spring 2012, **CC of Denver** launched its revised MAT 090 course. [COMMENT: *We will follow up and get outcome data.*]

 In academic year 2009, **Colorado Northwest CC** began to work on competencies based modular courses. They began with MAT 030 and 060. Students progress as quickly as they are able to the next level. CNCC stated “there will be no time limit in which students need to complete competencies......if they do not complete a competency level in that semester they will be able to pick up where they left off in the next semester.” [COMMENT: *It is not clear if and how current courses differ from the ones mounted in 2009. The registration logistics for these modules is also unclear re credits hours per completed module. Is this similar to the Pikes Peak Open Entry model offerings*? ]

 **CNCC** now has modules for their DE English courses.

 **CNCC** also developed accelerated pathways for DE English such that students who test in the high end of ENG 090 can enter ENG 121. It also appears that there is an Open Entry program.

 **Lamar CC** is in process of developing contextualized DE math course linked to Welding curriculum that will be offered fall 2012**.**

 **Morgan CC** states that they have used “funds from another grant (*which one?)* so that math and science faculty can design a new combined course for MAT 030 and 060 into a four credit course. They are also are developing 24 modules in conjunction with Pearson My Foundations Lab for the new compressed course. They plan to pilot this new course summer 2012.

 **Morgan CC** also plans to develop other math modules for launch in the summer of 2013.

 **Morgan CC’**s math and science faculty developed an additional diagnostic test to “better assess skill gaps.” This will be used in conjunction with Accuplacer. [COMMENT: *How different and what is the added value? We will seek more information about this*.]

Colleges involved in both DE and Energy courses identified the following models for their DE courses in their January Overviews.

 Accelerated (2): AIMS, Red Rock (“a little”)

 Compression (1): Front Range

 Contextualized (5): Front Range, Mountain, Pueblo, Red Rocks, Trinidad

 Hybrid (2): Northeast, Front Range

In the First Quarter 2012 report a few additions were noted.

 Fall 2012 **AIMS** plans to launch a newly designed MAT 075. They also plan to develop some modules for the class, dependent on availability of equipment (*assume meaning computer or lab space*). Some of the material will be in a hybrid form.

 In addition, **AIMS** indicated that they have developed a new contextualized math course for the trades (4 credits) that will follow MAT 075. The new course is identified as MAT 108. This is an additional model for the college as contextualization was not mentioned in the college’s January Overview.

 **CC of Denver** is working to expand their FAST TRACK learning communities. They are also working to pair courses such as MAT and Science courses. As part of the quarterly submission, CCD provided a detailed list of the pairing of courses. [COMMENT: *It is not clear how students enroll in a paired course and which ones are only in the traditional format and which are redesigned*.]

Fall 2011, **Front Range CC** launched compressed ENG, reading and math courses. [COMMENT: *We will request outcomes data from them*.]

Spring 2012, **Otero CC** launched one section of their accelerated ENG 090 and ENG 121. 17 students registered for both classes. A TA was present in the class to “provide individualized instruction.” [COMMENT: *Will request outcomes data*.]

 Spring 2012, **Pikes Peak** **CC** launched five (5) Open Entry math courses. The college plans to track the results. [COMMENT: *We will request outcomes data*.]

 Summer 2012, **Pikes Peak CC** is piloting a block program to “see if (*a*) cohort helps with retention.”

 **Pikes Peak CC‘s** module model consists of one credit courses that can be stacked. This contrasts with the more traditional use of modules within a single course. PPCC notes that several publishers are interested in Professor Small’s innovative use of modules. [COMMENT: *The stackable one credit modules are not amongst the models promoted by CCCS’ DE Task Force*.]

**ENERGY PROGRAMS**

 **AIMS CC** has developed a certificate program in Oil and Gas. This program is winding its ways through the state’s approval process.

 **AIMS** has also developed an AAS degree in Oil & Gas Technologies. This new degree is also winding its way through the state approval process. AIMS hopes to launch both the certificate and degree programs fall 2012.[COMMENT: *When will then know about the launch of the degree program? Do the courses use an online and/or hybrid format? What are the possibilities for establishing comparative cohorts within AIMS or between system/non-system colleges?]*

 **AIMS** report states that its mobile van will also utilize online coursework in a hybrid format.

**FRONT RANGE** CC reports that using a mobile van for their Clean Energy Technology program is unrealistic and so they are moving forward with developing hybrid and online courses for the program.

**Front Range CC** has developed 3 non-credit fast track certificates – 92 hours each for clean energy, electrical mechanical, and power. [COMMENT: *No information provided as to where these certificate programs are in the state approval pipeline*.]

**Front Range CC** also notes they are discussing contextualizing their ENG and Math courses for the CET program.

**Lamar CC** is not a TAA Energy college, however, they note in their First Quarter report that they are working closely with Title III personnel to develop an Energy program using Title III funds.  The program goals reflect those of the TAA colleges – “to assist in providing knowledge of workforce and educational needs for potential workforce in the energy industry.” LCC sees the TAA program as a feeder program into the AAS construction Sustainable Building program as well as future certificate offerings.

**Northeast Junior College** is transforming their WTG 100 Intro to Wind into an online course format.

**Pueblo CC “i**n spite of delays with equipments started on-site training for employees using employer equipment for hands on purposes.” [COMMENT: *See challenges re equipment purchase approvals*.]

Fall 2012, **Trinidad Junior CC** will launch its online line tech courses.

**INNOVATIONS AND USE OF RESOURCES**

 **CC of Denver** has been using materials from the NROC. They find the materials have “something” for everyone and that students are asking more in-depth questions. At the same time they have some technical questions about using NROC (COMMENT: *See below under challenges*.)

 **Red Rocks CC** completed *Developing a Curriculum DACUM* analysis – an occupational assessment of expert workers in WQM. They had an 84% survey response rate. [COMMENT: *What is the DACUM, can it be used by other industries? Who were their experts and what did they learn?* ]

 **Red Rocks CC** developed an outdoor Distribution Training Center which can be used in the evenings. The new Center was funded by CO Pubic Health and Environment and Denver Water Board.

 **Trinidad Junior CC** plans to use the National Joint Apprenticeship and Training Committee (NJATC) for the math portions of their degree program. They believe this will help students successfully certify in this area. [COMMENT: *Not clear if this is a resource, practice exam or something else. Need to find out what this is and how it is used, and if there is some utility re dissemination.]*

**ENROLLMENT**

As of January 2012, **Trinidad Junior CC** enrolled 26 new students in the Rocky Mountain Line Tech (RMLT) program and has retained 13 students for the Southern Colorado Line Tech (SCLT) program.

**ON-SITE TRAIING/INTERNSHIPS**

 **AIMS** **CC** has provided on-site training to 10 students. [COMMENT: *No information was provided if these are incumbent workers, and/or if they are students registered in a certificate or degree program at AIMS*.]

 **Colorado Mountain College** is now running an internship in solar installations. They also reported that students in their solar program were involved in the installation of solar panels in a community library – from the design to installation. [COMMENT: This also reflects a working partnership between the college energy program and the community. This is an interesting model to give students experience and also contribute to the local community.)

 **Trinidad Junior CC** states there were internships spring 2012. [COMMENT: *Not clear what, where and for whom?]*

**CAREER COACH**

 **AIMS CC** notes that their newly hired career coach, Eileen McGaughy, has many contacts with the WFC and is “working hard.”

 **Colorado Mountain College** has held some workshops and 1:1 sessions to assist students with resume writing and with prepping them for the placement test (*assume they mean Accuplacer*).

 **Otero CC’**s career coach, Allison Hall, he has begun to meet with faculty and students including (8) students enrolled spring 2012 in the ENG 090/121.

**PROFESSIONAL DEVELOPMENT**

 **Arapahoe CC** hosted a professional conference for Colorado’s DE faculty. The conference focused on practices to promote student success. 70 individuals attended.

 Two **Arapahoe CC** faculty members as well as its Dean of Math, Science and Technology attended the National Center for Academic Transformation Conference on “increasing student success in DE math.”

 **CC Denver** has held faculty development sessions to expand its FAST Track program to new departments as well as to build its learning communities.

 **CC Denver** has established a faculty development program in which faculty observe their peers who are team teaching. Observer faculty are able to see “team teaching in action,” and thereby learn new strategies in real time “which they can apply in their own classes. [COMMENT: *Might be good to have the team faculty develop a guide that can be shared across the TAA grant colleges*.]

 **Pike Peak CC** is collaborating with Morgan and Pueblo community colleges to identify best practices around the use of Open Entry modules.

 Professor Small of **Pikes Peak CC** attended a conference of the Nat’l Academic Transformation College focused on the redesign of DE math courses and the use of on modules including the emporium model.

 The **Pikes Peak CC** grants officer is proving training for all their TAA staff on issues of grant compliance. [COMMENT: *Might be good to see outline and possibly share it with other colleges*.]

**PARTNERSHIPS**

 **AIMS** **CC** cited a number of activities to build and utilize partnerships with local industries which will assist with the recruitment of students, the development of internships, and the identification of jobs.

 **AIMS CC** has established a curriculum steering committee for the needs of its oil and gas partners. The steering committee includes 4 representatives from these industries. The steering committee has met twice since January 2012. The partners will participate in the identification of specific courses to create “stackable certificates.”

 **AIMS** has added Don’s Oil Field Service to its Advisory Board.

 **Colorado Mountain College** is working with its industry partners’ to identify jobs for spring graduates.

 **Colorado Mountain College** identified a new partner, Summit Midstream. [COMMENT: *No information provided re the nature of the partnership, e.g. curriculum development, jobs, internships, etc*.?]

 **Front Range CC** has started discussions with CO State University Engines and Energy Conversion Lab about “shared space and use of their equipment.” The goals include: leverage additional resources, increase the knowledge of employers across the nation about expanding opportunities in the region. Shared space will also facilitate student interaction with engineers and employers in the field” [Comment. *How close is this lab to the campus and what are the logistic of shared space?*]

 **Lamar CC** has now established an Advisory Board. [COMMENT: *No information provided about its membership, frequency of meetings, and or areas of focus*.]

 **Lamar** also indicated that they are developing a “relationship with WFC, and with DSS to provide industry training for TAA clients.” [COMMENT: *They do not indicate the type of training and where, nor the referral process – unidirectional or bidirectional from the college to WFC*.]

 **Morgan CC** is currently using the Education and Workforce Consortium as its Advisory Committee. The consortium includes reps from Morgan County EDC, MCC, local school districts and local businesses.[COMMENT: *How does it see function and what is the frequency of meetings?*]

 **Northeast Junior College** had an Advisory Board meeting in September during which they approved the college’s participation in the TAA. [COMMENT: *The college did not provide an update nor did it provide information about the Board’s membership, frequency of meetings, and or areas of focus.]*

 **Northeast Junior College** noted that they met with their partners including NextEra Energy Resources [COMMENT: *Again there is no information as to the nature of the meetings and what, if any decisions were made about curriculum, degree/certificate programs, and/or internships, etc.]*

 **Otero CC’s**, Career Coach met with WFC and is developing systematic referral process with them.

 **Pikes Peak CC’s** Professor Small is working with Morgan and Pueblo colleges on Open Entry modules and best practices.

 Although this happened in October, **PUEBLO CC** reported that their Advisory Board met 10/18/11 and included: Red Willow Production Co., Red Cedar Gathering, Conoco Phillips, and Southern Ute Growth Fund. The board discussion focused on hard to fill positions or those with retention challenges, skills needed for the positions, pros and cons of existing programs, training challenges, and employee projections. [COMMENT: *This is the only college that included some specific about the Advisory Board. It might be good to set up a format for reporting on Advisory Board meetings.]*

 **Red Rock CC** has established new agreements with CO School of Mines, Regis U, CSU- Global campus, Western Stat College and Metro State. [COMMENT: *What is the nature of the agreements?*]

 **Red Rock CC** also entered into a contract with CO Rural Water Association. [COMMENT: *What is the nature of the contract*?]

 **Red Rocks CC’s** Water Quality management Advisory Board met in May. [COMMENT: *Again there is no information as to the nature of the meetings and what, if any decisions were made about curriculum, degree/certificate programs, and/or internships, etc.]*

 **Trinidad Junior College** had its Advisory Board meeting during the first quarter of **2012.** [COMMENT: *No information provided about its membership, frequency of meetings, and or areas of focus*.]

**EMPLOYMENT OF STUDENTS**

 **Colorado Mountain College** noted that three of its students were hired. [COMMENT: *No information provided if these were energy students, if they were new graduates or were working part time and attending a certificate or degree program*.]

 **Northeast Junior College i**s using the SESP grant to increase employment opportunities with local Colorado wind companies. The grant reimburses 50% of wages for new hires and companies also receive on the job training assistance from the college. The grant ends June 2013. [COMMENT: *What is the company investment? And what will happen post- June 2013?*]

 **Red Rock CC** indicated that 20 of their water quality management students were hired by area by employers. [COMMENT: *No information provided is these were energy students, if they were new graduates or were working part time and attending a certificate or degree program*.]

 **Trinidad Junior College** also indicated that there were direct hires from its programs. [COMMENT: *No information how many students, if these were energy students, if they were new graduates or were working part time and attending a certificate or degree program*.]

**EQUIPMENT**

 **NJC** received approval for their equipment purchases and ordered approved equipment 5/1/12. [COMMENT: *They do not specify what equipment was purchased, but probably will show up on budget sheets*.]

 In March **PCC** received approval to purchase equipment including mobile learning labs

 **Red Rocks CC** received the donation of a large trailer for use as a mobile learning lab. The trailer will allow for 16 students to be trained at the same time. [COMMENT: *Who donated? Is this a future source of resources*?]

**LESSONS LEARNED/OBSERVATIONS**

**AIMS** commented that their focus has been in developing the infra structure necessary to support students. [COMMENT: *This is a key activity and often gets overlooked in activity and evaluation reports so it was good to see this noted by the college.*]

**Front Range CC** noted that the webinars and support from CCCS and CDLE have been very helpful to them.

**Pike Peak CC** stated that the feedback from students in the Open Entry program have been positive: one “student enrolled in OE pre-Algebra finished course early and placed out of Elem Algebra when she took Accuplacer exam and thus skipped one course.” Another PPCC “student, who was failing Math 045, was moved to OE. The student restarted the course and although he did not pass this semester he was successful with the material covered and was thereby encouraged to continue next term.”

**CONCERNS/CHALLENGES**

**Communication**

 **CNC** wrote one of the challenges that they have faced is access to information on the TAA Grant and its requirements. They stated “most of information comes second hand and not on time. Our strategy to address this problem is to work actively with the individuals heading up the grant at CCCS.”

 **[COMMENT: Lamar** *provided very little information in the January Overview and now again on their Quarterly report. While we gained some information via the telephone interview with Curtis Turner in June (see June 25th memo) this on-going lack of specific information is a concern*. ]

 **Morgan CC** requests that there are more opportunities to meet with other grant directors to be sure that reporting systems are in sync

**Curriculum Development**

 **Colorado Mountain College** indicated they are behind schedule in both redesigning and launching their DE courses. [COMMENT: *They do not indicate what has caused the delays. It would be important to find out*.]

 **FRCC** notes that the director of the Clean Energy Technology program and departmental faculty had not been part of the proposal process and thus they are only now engaging in an in-depth analysis of how the CET can be modified as hybrid or fully online.

In their Quarterly report, **Trinidad Junior College** stated it may need assistance in mounting online courses or in hybrid context as well as developing its contextualized curriculum. [COMMENT: *What resources have they used in past and what is available now? Have they requested or used any assistance from the state Task Force on DE?]*

**Use of materials**

 **CC of Denver** has technical question about using NROC materials including:

* How do we get materials we created into the NROC environment?
* How do we move NROC materials into the D2 environment when we are ready to do that?
* How do we use the new pre-assessment feature and how will it change how we teach?
* How can we use the new analytics feature to drive instruction?

**Mobile Learning Labs**

 In January **Front Range** reported that some of their energy faculty had voiced concerns about the use of mobile labs instead of campus based lab training. In this report they state that the use of a mobile van for their CET program is unrealistic. Instead they are developing online and hybrid courses. They have modified their equipment budget to reflect this change. [Comment: *It is not clear if this decision was based on faculty concerns and/or equipment and logistical issues. It would be helpful to know the basis for their decision as it might help with future planning and best practices for introducing new technology into a program*.]

 **Pueblo CC’s** approval for equipment purchase was only received in March. This has put the college’s construction timetable back by 6 months as most trailers and generators have long lead time (4-6 months). [COMMENT: *Delays in state approvals for the purchase of equipment was an issue raised in the January Overview as well. It might be an area for further exploration. What is the possibility of streamlining or fast tracking equipment purchases under time limited grant funds?]*

**Space:**

 **Morgan CC** reports that they have had an internal dialogue re relocation of the Student Support Center. The Center will house “laptops purchased thru grant to be used” for DE assessment and study, as well as the completion of online curriculum for energy students. It is currently at capacity. With the addition of new course modules there will be an increase in demand. The decision will be made summer 2012. [COMMENT: *Lab space was also raised in the January Overview by CC Aurora and FRCC, although they did not report any updates in this report. Does the grant allow for any capital improvements*?]

**Partnerships**

 **Pikes Peak CC** stated it wants to develop its capacity to coordinate better with WFC. They have solicited assistance from Casey. [COMMENT: *It might be good to have a conference call with all the point people from the WFC and develop a strategy with them and then have a joint call with the career coaches*.]

 **Pueblo CC** wrote: “Needs to be an improved understanding and working relationship between all of the strategic partners. Many of the workforce centers are still confused as to their role in supporting this opportunity. It was learned early on that if communication is not present, partners feel disconnected from the project*.”*

**Human Resources**

 **Some of Morgan CC’s** DE English & Reading faculty are retiring so they are waiting until new faculty are hired before they launch Eng/Reading modules. [COMMENT: *When do they anticipate the faculty will be hired and they will be able to launch DE English?]*

 **Trinidad Junior College** stated that it had experienced delays in getting monies hampering their ability to recruit and hire TAA grant staff. [COMMENT: *It would be helpful to check out the experiences of the other colleges and determine if TJC was the exception or if there is a pattern of delays.*]

**GENERAL RECOMMENDATIONS:**

As noted in the analysis of the January Overview – as colleges develop materials and launch innovations it would be helpful to collect them and see what makes sense to disseminate. The college who developed the material could then possibly lead a discussion on a webinar. This might be done through a shared file system.

The Quarterly report asks about leveraged funding, what other funds or resources are the colleges using to complement the TAA funding. A few colleges noted other grants and in one case, the donation of a trailer for a MLL. No doubt, the colleges have variable access to additional resources. It would be helpful to have a clear sense of the percent of TAA activities being offset by other funding. If there is not a budget that reflects all sources of funding, we recommend we develop one and have it circulated.

As mentioned above, it would be helpful to have a clear sense of all faculty/staff engaged in TAA work and what percent of their time is dedicated to TAA activities. Given the different size of the colleges and their student body, as well as the number of campuses it will be important to look at activity within this context.

The colleges are not providing comprehensive information. There thus are many gaps that will need to be filled by follow up calls. As mentioned in the July 2nd *Observations and Suggestions,* perhaps it would be helpful if we created a mock quarterly report and circulated it.