IIRP Factbook

2015-2016

Updated November 14, 2016

International Institute
for Restorative Practices

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General Information

Mission Statement

The International Institute for Restorative Practices is dedicated to the advanced education of professionals at the graduate level and to the conduct of research that can develop the growing field of restorative practices, with the goal of positively influencing human behavior and strengthening civil society throughout the world.

About Us

The International Institute for Restorative Practices (IIRP) Graduate School is the world's first graduate school wholly devoted to restorative practices. Our faculty — all scholar/practitioners — are dedicated to helping individuals find new ways to empower people and transform communities. This field, as well as our institution, is developing across national borders and professional disciplines, in order to positively influence human behavior and improve civil society.

The IIRP is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Our campus in Bethlehem, PA, is the international and intellectual hub of our accredited Graduate School. We ensure that quality professional development is accessible, affordable and culturally appropriate with our international affiliates:
IIRP Australia, IIRP Canada, IIRP Europe and IIRP Latin America.

We also offer a train-the-trainers model for our alumni as well as to other practitioners. In this way, we have been able to train more 50,000 professionals in more than 70 countries.

History

The face of higher education is changing rapidly and dramatically around the world. The IIRP has designed its offerings and services to meet the needs of 21st century adult learners and professionals. All that the IIRP offers is mission-driven, rooted in everyday professional practice and accessible from anywhere in the world through a wide range of flexible learning options.

We are dedicated to the study of restoring relationships, social discipline, emotional well-being and civic participation through participatory learning and decision making.

Our faculty and graduate students engage in reflection, scientific inquiry and academic discussion, drawing on theory as well as their own professional practice and personal experience. Our entire institution is guided by the premise that "people are happier, more cooperative, more productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them."

With roots in restorative justice, a way of looking at criminal justice that emphasizes repairing the harm done to people and relationships, restorative practices has the broader goal of proactively developing community, managing conflict, building relationships and increasing social capital.

The establishment of the IIRP Graduate School was the culmination of decades of work in restorative practices by a number of pioneers around the world, among them the IIRP's founders, Ted and Susan Wachtel, who developed many of the theories at Buxmont Academy and the Community Service Foundation.

On June 23, 2011, the IIRP was accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

For more information, contact Judy Happ, Vice President for Administration, at 610-807-9221.

Board of Trustees

Organizational Chart

Revised June 2016

Board of Trustees
- President
  - Vice President for Administration
    - Director of Operations
    - Director of Finance
      - Payroll and Accounting Staff
    - Office Coordinator
      - Clerical and Support Staff
    - Director of Student Services
    - Institutional Research Analyst
  - Vice President for Advancement
    - Conference Manager
      - Assistant Director of Technology
    - Advancement & Relations Manager
    - Marketing Director
      - Marketing Associate
      - Media Specialist
  - Provost
    - Librarian
    - Faculty
    - Director of Continuing Education
      - Instructors

Facilities

IIRP Main Campus and Graduate School Office

The IIRP Main Campus is located in the historic district of downtown Bethlehem, Pennsylvania, at 544 Main St., on the corner of Main and Walnut streets.

The IIRP Graduate School office is located at 531 Main St., 1st Floor, Bethlehem.

Library

The IIRP Graduate School maintains an academic social science research library whose scope comprises all aspects of restorative practices, including related areas in education, psychology, criminology, conflict resolution, statistics, management and human resources. The Library supports the IIRP's hybrid and online curriculum by maintaining both a physical collection at 531 Main Street and gateway access to digital research content at http://www.iirp.edu/library.php.

In addition to IIRP research and video content, the Library's collection includes books, journals, conference proceedings, reports, grey literature and audiovisual materials. Digital services include the Library's online catalog, access to publicly-available research tools (Google Scholar, WorldCat, NJCRS, etc.) and premium database content exclusively for the IIRP community via EBSCOhost (SocINDEX with Full Text, ERIC, Education Full Text and Psychological & Behavioral Sciences Collection).

Resources not owned by the Library can be obtained through interlibrary loan and via agreements with regional colleges and universities.

The Library also provides online resources to students on writing, APA usage, and academic skills.

Students and researchers may visit the Library at 531 Main Street during office business hours and obtain research assistance by email, telephone or by appointment with the Librarian. Wi-fi is available. The Library website is accessible 24/7.

Parking

Parking is available at municipal lots near the IIRP Main Campus.

Academic Information

The International Institute for Restorative Practices is a private, not-for-profit independent higher education institution. The IIRP is dedicated to the development of a graduate degree-granting institute for the education of professionals and for research in the emerging field of restorative practices.

Institutional Learning Goals

- Critical Thinking: Members of the IIRP learning community will analyze, synthesize, and interpret texts, experiences, feedback and other information.

- Communication Skills: Members of the IIRP learning community will write and speak well in different contexts.

- Self-Directed Learning: Members of the IIRP learning community will take initiative and responsibility to manage and assess their own learning activities.

- Ethical Awareness: Members of the IIRP learning community will identify and analyze ethical issues associated with restorative processes and the effect on others.

- Information Literacy: Ability to locate, analyze and use information appropriately.

Average Ratings of Institutional Learning Goals

Master of Science in Restorative Practices

MS Restorative Practices Institutional Learning Goal Ratings

	Critical Thinking	Communication Skills	Self-Directed Learning	Ethical Awareness	Information Literacy
■ AY 2013-14	94.2%	93.2%	94.9%	94.9%	93.5%
■ AY 2014-15	94.1%	94.0%	94.5%	94.6%	94.3%
■ AY 2015-16	93.0%	92.2%	93.4%	93.4%	92.2%

Graduate Certificate in Restorative Practices

Graduate Certificate Institutional Learning Goal Ratings

	Critical Thinking	Communication Skills	Self-Directed Learning	Ethical Awareness	Information Literacy
■ AY 2013-14	92.4%	91.2%	93.2%	93.2%	91.2%
■ AY 2014-15	93.8%	93.5%	94.1%	94.1%	93.5%
■ AY 2015-16	93.8%	93.6%	94.0%	94.0%	93.6%
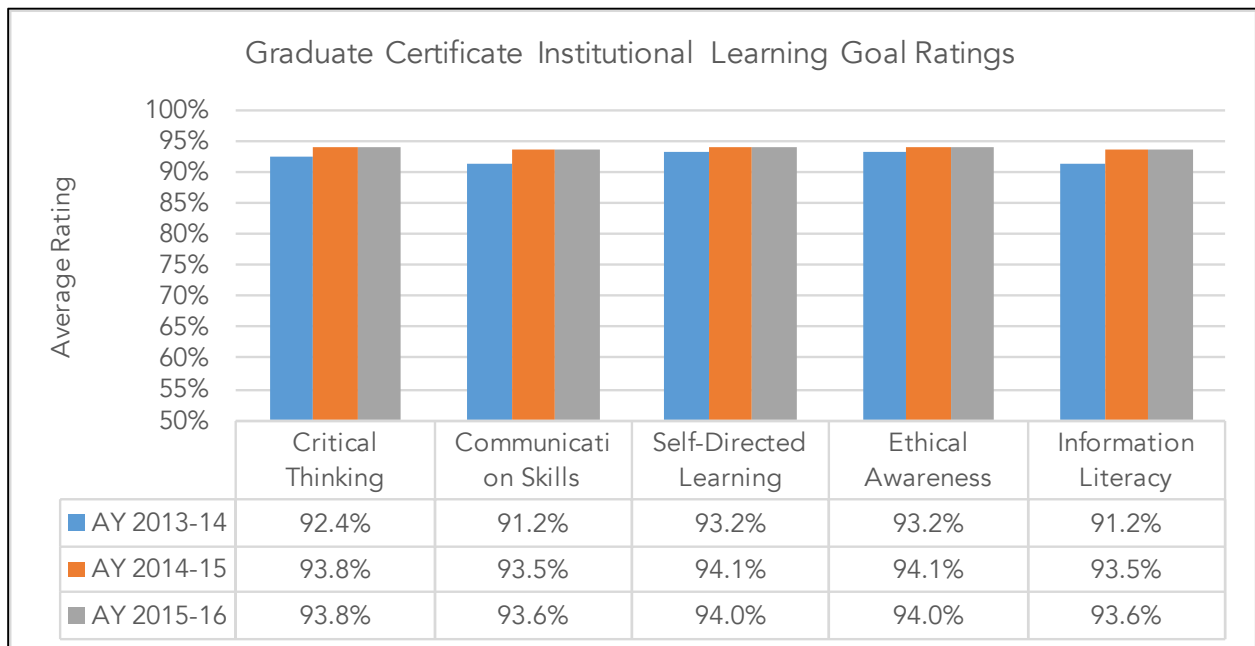
Master of Science in Restorative Practices

The IIRP Graduate School offers a Master of Science in Restorative Practices. Thirty credits are required for completion.

Courses begin at various times throughout the summer, fall and spring terms.

Program Goals
Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.

2. Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.

3. Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.

4. Critique area of concentrated study as it relates to restorative practices.

5. Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.

6. Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.

Program Goals - Average Ratings

Academic Goals	AY 2012-13 (n=3)	AY 2013-14 (n=8)	AY 2014-15 (n=12)	AY 2015-16 (n=15)
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	95.30%	94.90%	94.50%	93.60%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	94.70%	93.10%	93.90%	92.40%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	95.10%	95.00%	94.90%	93.90%
Critique area of concentrated study as it relates to restorative practices.	97.20%	93.50%	94.50%	93.50%
Identify a problem or problems within area of concentrated study and determine a restorative approach to addressing the identified problem.	96.30%	96.70%	93.70%	92.90%
Demonstrate proficiencies in technological capabilities and information literacy appropriate to the graduate study of restorative practices.	94.70%	94.00%	94.00%	92.80%

Non-Degree Graduate Certificate in Restorative Practices

For those professionals who are interested in achieving knowledge and skill in restorative practices, but who are not interested in matriculating in a formal degree program, the IIRP offers a non-degree Graduate Certificate in Restorative Practices. This program can be completed through a series of professional development experiences and graduate courses from the core curriculum, along with two elective courses selected by the student in consultation with their advisor.

Program Goals

Students will:

1. Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.

2. Analyze and evaluate the history, philosophy, theory and significant research about restorative practices by completing various restorative projects.

3. Apply strategies for self-evaluation and professional growth in a variety of settings.

Program Goals – Average Ratings

Academic Goals	AY 2013-14 (n=4)	AY 2014-15 (n=11)	AY 2015-16 (n=21)
Verify knowledge and skill in restorative processes, from basic to advanced and from informal to formal.	92.90%	93.80%	93.90%
Analyze and evaluate history, philosophy, theory and significant research about restorative practices and apply it appropriately to area of concentrated study.	91.20%	93.50%	94.00%
Apply strategies for self-evaluation and professional growth in a variety of increasingly complex situations.	93.90%	94.70%	94.00%

*AY 2012-13 data was not compiled for graduate certificate recipients.

Curricula Overview

As of June 30, 2016

Master of Science - Restorative Practices (30 credits)

Foundational Required Courses (6 credits)	Credits
RP 500 (hybrid) Basic Restorative Practices	3
RP 525 (online) Restorative Practices in Action	3

Master of Science Degree Required Courses (6 credits)	Credits
RP 610 (online) Evaluation of Research	3
RP 699 (online) Final Professional Learning Group	3

Plus 18 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Master of Science - Restorative Practices   **Total 30**

Non-degree Graduate Certificate in Restorative Practices (12 credits)

Foundational Required Courses (6 credits)	Credits
RP 500 (hybrid) Basic Restorative Practices	3
RP 525 (online) Restorative Practices in Action	3

Plus 6 additional elective course credits, coherent with the intentions of the curriculum, approved in consultation with a graduate advisor and upon approval by the faculty.

Graduate Certificate - Restorative Practices   **Total 12**

Course List

Foundational Required Courses for all Programs   Credits

RP 500 (hybrid)	Basic Restorative Practices	3
RP 525 (online)	Restorative Practices in Action	3

General Electives

RP 506 (online)	Restorative Practices: The Promise & the Challenge	3
RP 515 (hybrid)	Restorative Leadership Development: Authority with Grace	3
RP 532 (hybrid)	Aggression Replacement Training® : Behavioral Interventions that Work	3
RP 535 (hybrid)	Restorative Responses to Adversity & Trauma	3
RP 540 (hybrid)	Restorative Practices: Symposia & Conferences	3
RP 541 (hybrid)	IIRP World Conference	3
RP 542 (hybrid)	IIRP Turning the Tides Symposium	3
RP 622 (online)	Restorative Justice in Communities	3
RP 623 (online)	Restorative Justice: Global Perspectives	3
RP 625 (online)	Restorative Practices in Life Space Crisis Interventions	3
RP 635 (online)	Narrative Processes for Empowering Youth	3
RP 652 (online)	Social and Emotional Learning in the Restorative Classroom	3
RP 662 (online)	A Restorative Approach to Educating the High-Risk and High-Need Students	3
RP 694 (ind. study)	Directed / Independent Study	3
RP 695 (ind. study)	Action Research Project in Restorative Practices I	3
RP 696 (ind. study)	Action Research Project in Restorative Practices II	3

Master of Science Degree Required Courses (6 Credits)

RP 610 (online)	Evaluation of Research	3
RP 699 (online)	Final Professional Learning Group	3

AY 2015-16 Annual Student Data

Enrollment Information

Enrollment by Year

	2012-13	2013-14	2014-15	2015-16
Credit Hours	438	540	765	1023
FTEs	18.3	22.5	31.9	42.6
Unduplicated Headcount	81	95	124	149

Enrollments by Term

	Summer	Fall	Spring	Total
2012-13 Enrollment	24	26	61	111
2013-14 Enrollment	38	46	66	150
2014-15 Enrollment	54	69	71	194
2015-16 Enrollment	59	95	101	255

First Time Cohort by Term

	Summer	Fall	Spring	Total
2012-13 Cohort	12	11	21	44
2013-14 Cohort	10	17	17	44
2014-15 Cohort	21	25	18	64
2015-16 Cohort	24	43	23	90

Admitted Students by Year

	Total
2012-13 Admissions	16
2013-14 Admissions	15
2014-15 Admissions	25
2015-16 Admissions	25

Unduplicated Headcount by Gender

Gender	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16
Female	64 79.01%	73 76.84%	90 72.58%	111 74.50%
Male	17 20.99%	22 23.16%	34 27.42%	38 25.50%
Total	**81**	**95**	**124**	**149**

Unduplicated Headcount by Race & Ethnicity
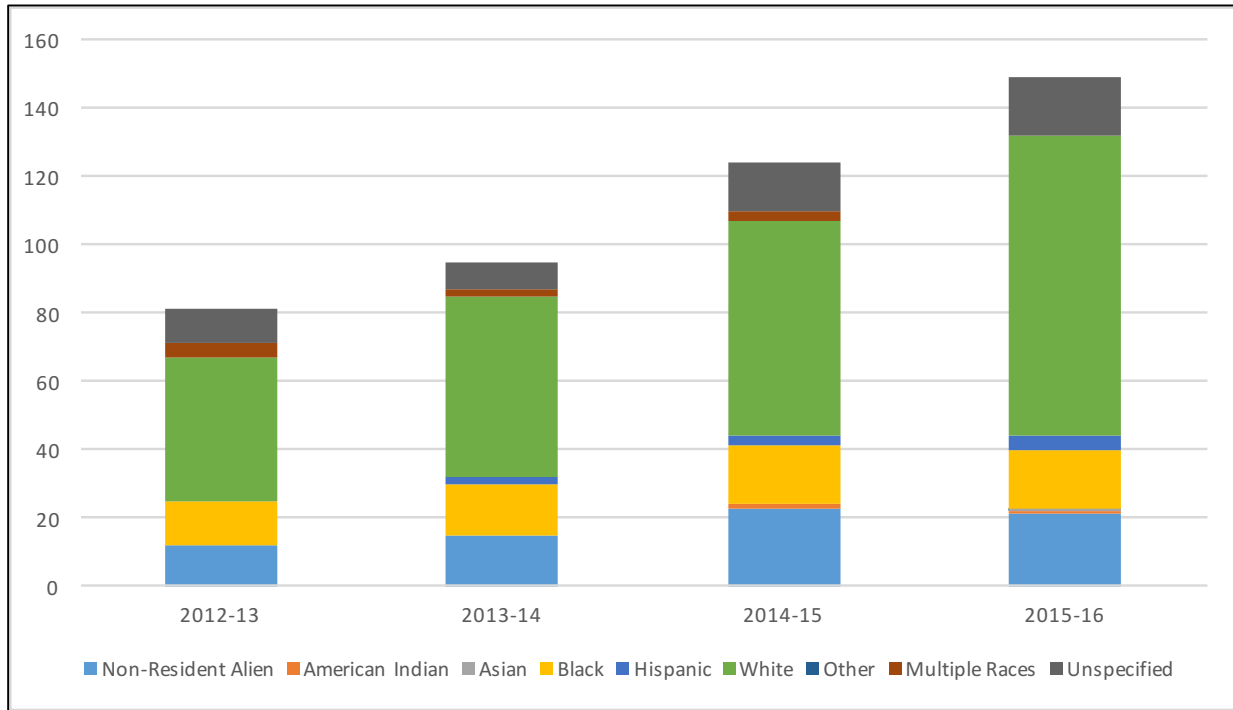
Race / Ethnicity	AY 2012-13		AY 2013-14		AY 2014-15		AY 2015-16	
Non-Resident Alien	12	14.81%	15	15.79%	23	18.55%	21	14.09%
Hispanic	0	0.00%	2	2.11%	3	2.42%	4	2.68%
American Indian	0	0.00%	0	0.00%	1	0.81%	1	0.67%
Asian	0	0.00%	0	0.00%	0	0.00%	1	0.67%
Black	13	16.05%	15	15.79%	17	13.71%	17	11.41%
White	42	51.85%	53	55.79%	63	50.81%	88	59.06%
Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Multiple Races	4	4.94%	2	2.11%	3	2.42%	0	0.00%
Unspecified	10	12.35%	8	8.42%	14	11.29%	17	11.41%
Total	**81**		**95**		**124**		**149**	

Unduplicated Headcount by Occupation
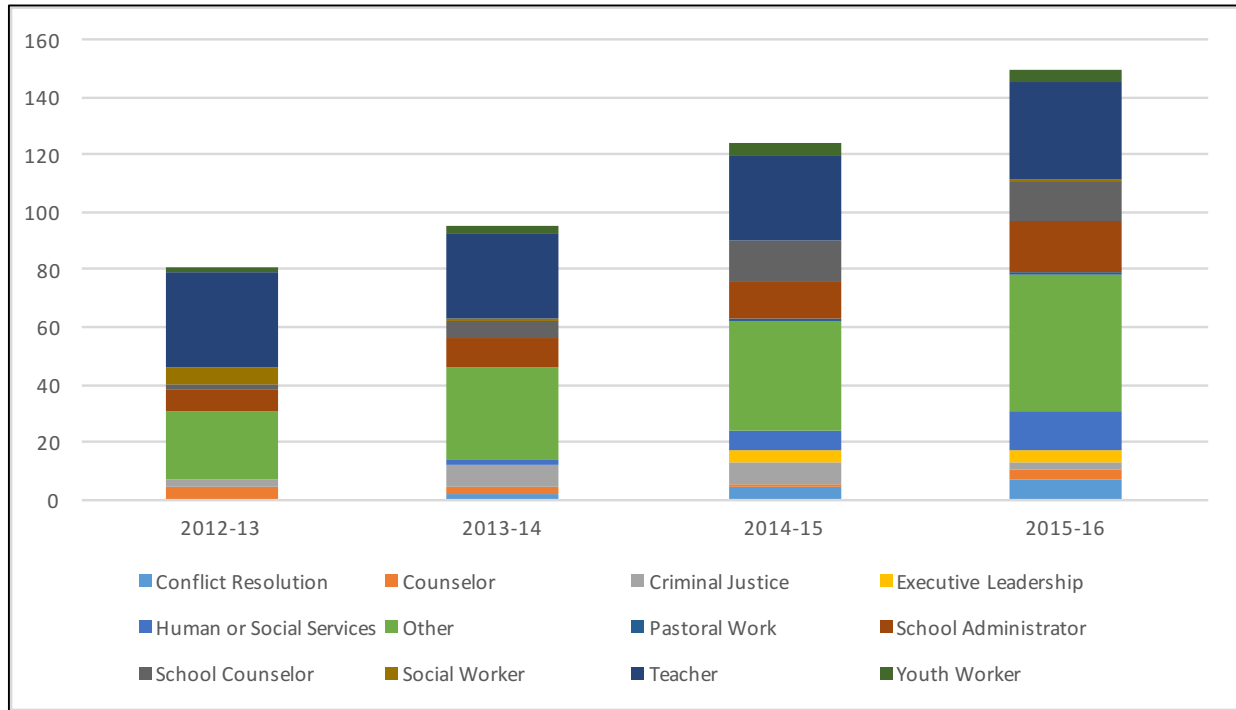
Occupation	AY 2012-13		AY 2013-14		AY 2014-15		AY 2015-16	
Conflict Resolution	0	0.00%	2	2.11%	4	3.23%	7	4.70%
Counselor	4	4.94%	2	2.11%	1	0.81%	3	2.01%
Criminal Justice	3	3.70%	8	8.42%	8	6.45%	3	2.01%
Executive Leadership	0	0.00%	0	0.00%	4	3.23%	4	2.68%
Human or Social Services	0	0.00%	2	2.11%	7	5.65%	14	9.40%
Other	24	29.63%	32	33.68%	38	30.65%	47	31.54%
Pastoral Work	0	0.00%	0	0.00%	1	0.81%	1	0.67%
School Administrator	7	8.64%	10	10.53%	13	10.48%	18	12.08%
School Counselor	2	2.47%	6	6.32%	14	11.29%	13	8.72%
Social Worker	6	7.41%	1	1.05%	0	0.00%	1	0.67%
Teacher	33	40.74%	30	31.58%	30	24.19%	34	22.82%
Youth Worker	2	2.47%	2	2.11%	4	3.23%	4	2.68%
Total	**81**		**95**		**124**		**149**	

Unduplicated Headcount by Age
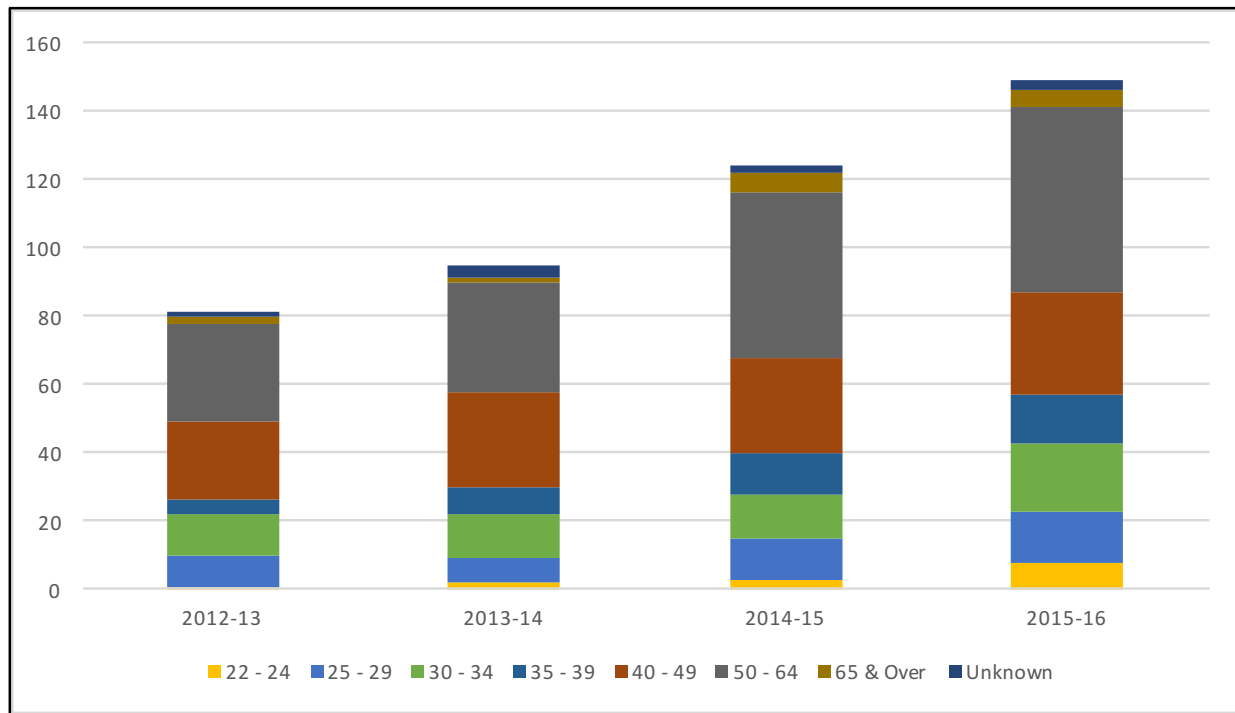
Age Range	AY 2012-13		AY 2013-14		AY 2014-15		AY 2015-16	
Under 18	0	0.00%	0	0.00%	0	0.00%	0	0.00%
18 - 19	0	0.00%	0	0.00%	0	0.00%	0	0.00%
20 - 21	0	0.00%	0	0.00%	0	0.00%	0	0.00%
22 - 24	1	1.23%	2	2.11%	3	2.42%	8	5.37%
25 - 29	9	11.11%	7	7.37%	12	9.68%	15	10.07%
30 - 34	12	14.81%	13	13.68%	13	10.48%	20	13.42%
35 - 39	4	4.94%	8	8.42%	12	9.68%	14	9.40%
40 - 49	23	28.40%	28	29.47%	28	22.58%	30	20.13%
50 - 64	29	35.80%	32	33.68%	48	38.71%	54	36.24%
65 & Over	2	2.47%	1	1.05%	6	4.84%	5	3.36%
Unknown	1	1.23%	4	4.21%	2	1.61%	3	2.01%
Total	81		95		124		149	

Unduplicated Headcount by Residency
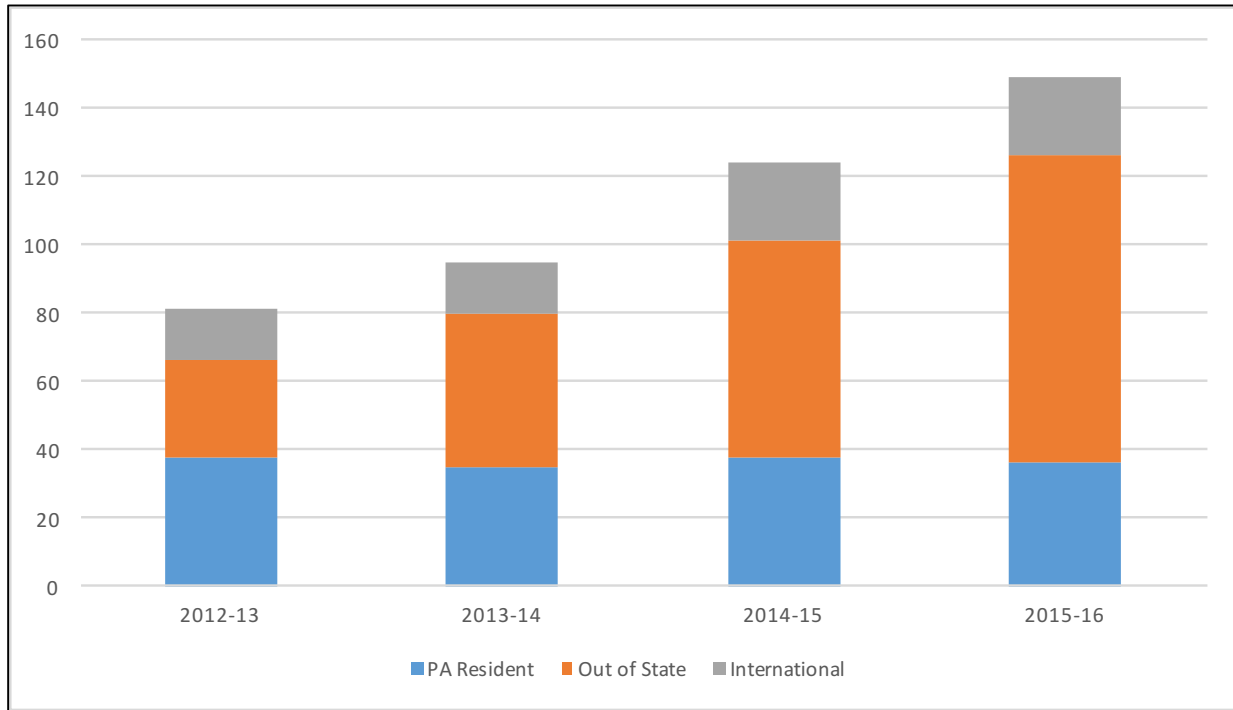
Residency	AY 2012-13		AY 2013-14		AY 2014-15		AY 2015-16	
PA Resident	38	46.91%	35	36.84%	38	30.65%	36	24.16%
Out of State	28	34.57%	45	47.37%	63	50.81%	90	60.40%
International	15	18.52%	15	15.79%	23	18.55%	23	15.44%
Total	**81**		**95**		**124**		**149**	

Credits by Term
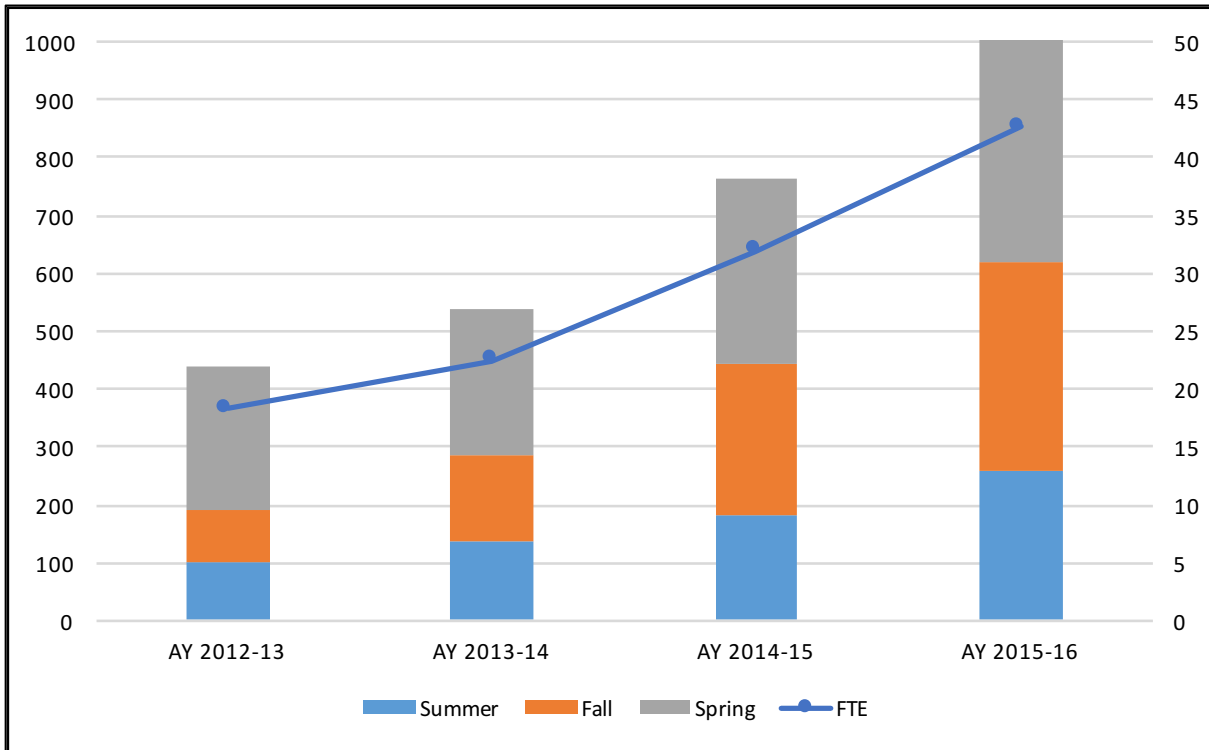
Academic Year	Summer	Fall	Spring	Total	FTE*
AY 2012-13	102	90	246	438	18.3
AY 2013-14	135	153	252	540	22.5
AY 2014-15	183	261	321	765	31.9
AY 2015-16	258	360	405	1023	42.6

*FTE (Full Time Equivalency) is calculated by dividing total credits by 24: the equivalent of a full year of full-time enrollment.

Fall 2016 Enrollment

As of October 15, 2016

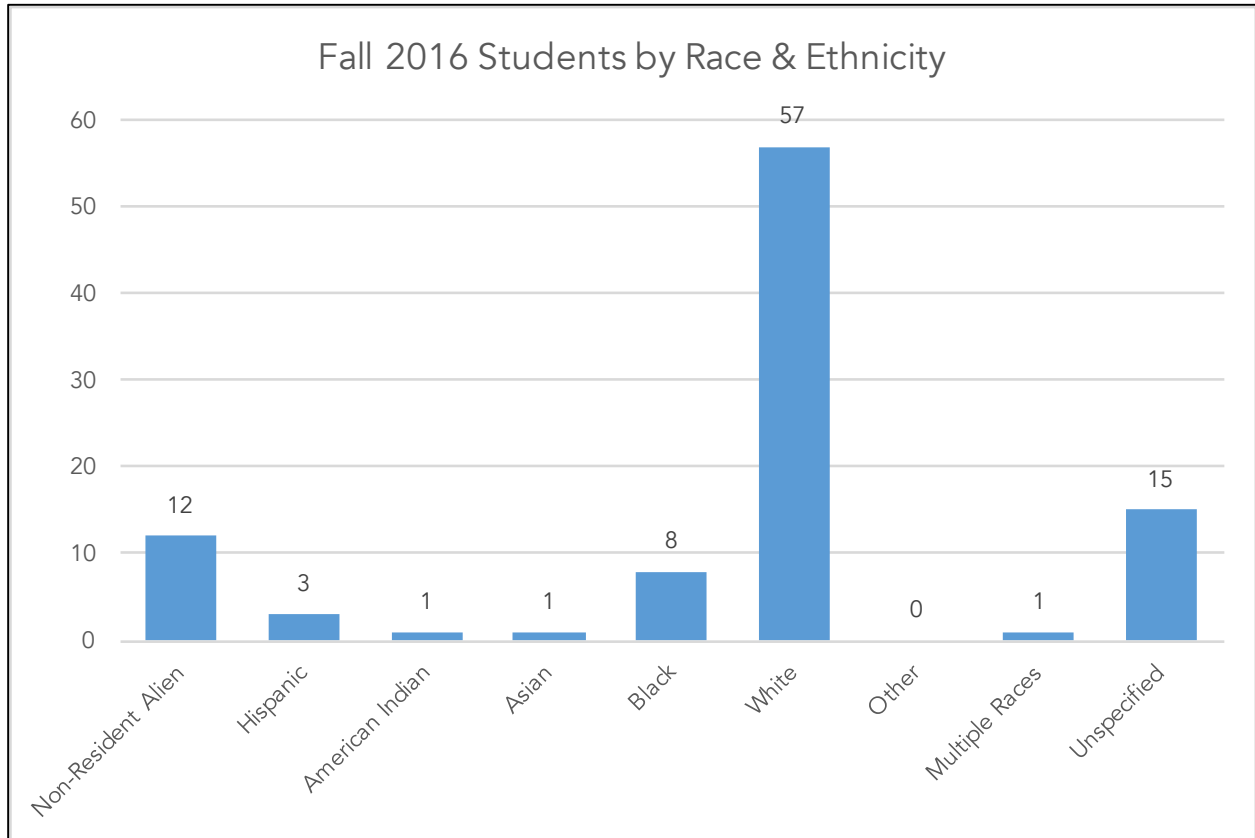## Fall Enrollment by Gender

Fall 2016 Students by Gender
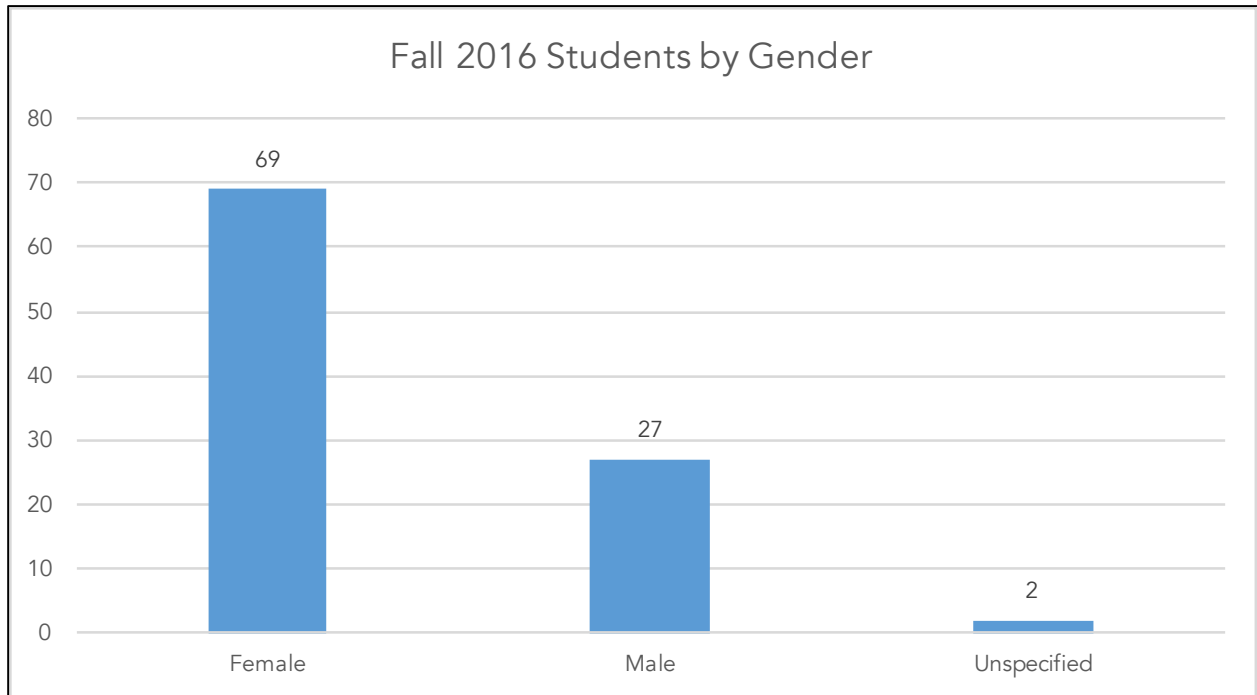
Gender	Enrolled Students	% Enrollment
Female	69	70%
Male	27	28%
Unspecified	2	2%
Total	**98**	

Fall Race/Ethnicity

As of October 15, 2016

Fall 2016 Students by Race & Ethnicity

Race / Ethnicity	Fall Enrollment	% Enrollment
Non-Resident Alien	12	12.24%
Hispanic	3	3.06%
American Indian	1	1.02%
Asian	1	1.02%
Black	8	8.16%
White	57	58.16%
Other	0	0.00%
Multiple Races	1	1.02%
Unspecified	15	15.31%
Total	98	

Fall Enrollment by Residence (%)

As of October 15, 2016

Fall 2016 Students by Residency
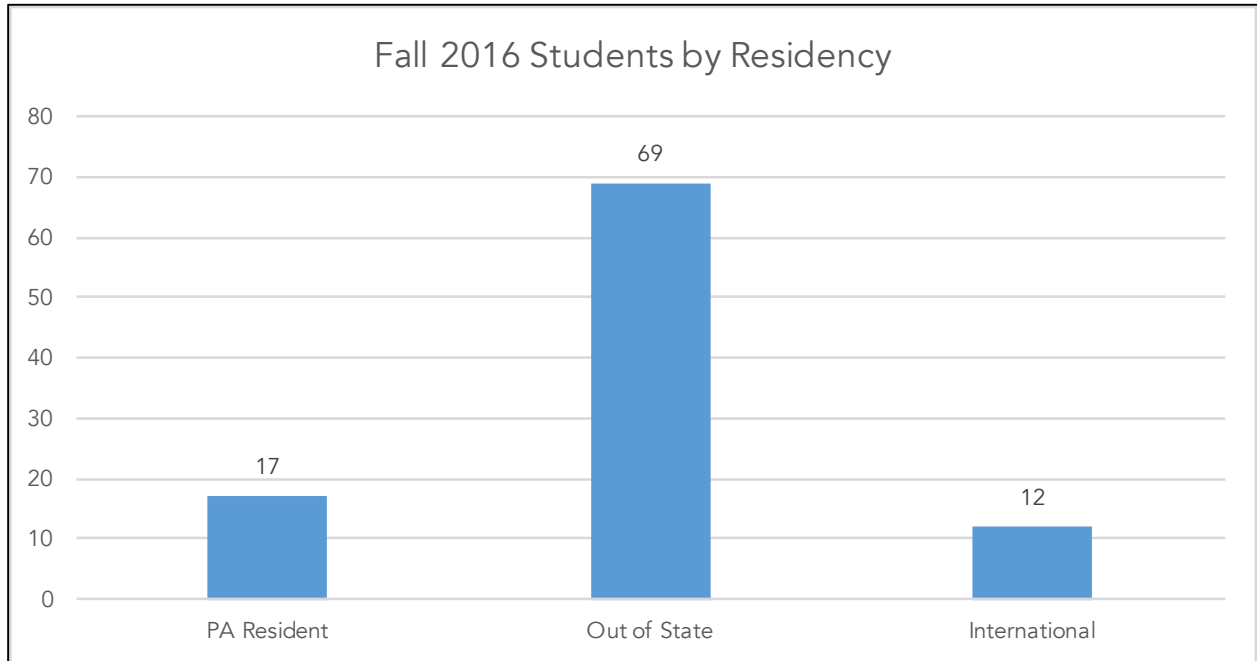
Residency	Enrolled Students	% Enrollment
PA Resident	17	17%
Out of State	69	70%
International	12	12%
Total	**98**	

Fall Enrollment by Age Range

As of October 15, 2016

Fall 2016 Students by Age Range
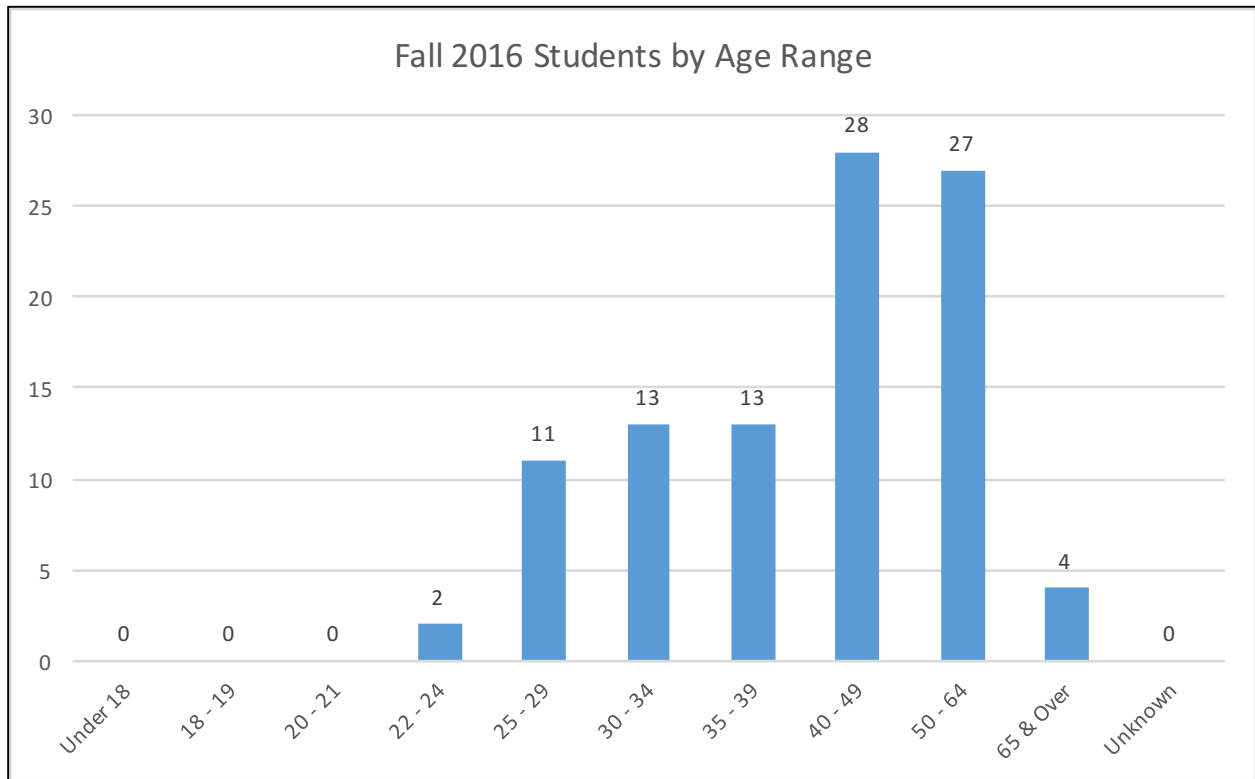
Age Range	Enrolled Students	% Enrollment
Under 18	0	0%
18 - 19	0	0%
20 - 21	0	0%
22 - 24	2	2%
25 - 29	11	11%
30 - 34	13	13%
35 - 39	13	13%
40 - 49	28	29%
50 - 64	27	28%
65 & Over	4	4%
Unknown	0	0%
Total	**98**	

Graduation Data

Time to Complete Graduate Programs

For MS in Restorative Practices, from Admission Date

Academic Year Of Graduation	Graduates	Average Months to Degree	Months to Degree Range	
			Minimum	Maximum
2012-13	3	34.7	22	53
2013-14	8	46.5	35	59
2014-15	12	48.3	13	85
2015-16	15	39.0	18	85
Grand Total	**38**	**43.2**	**13**	**85**

For Graduate Certificate in Restorative Practices, from Enrollment Date

Academic Year Of Completion	Certificates	Average Months to Certificate	Months to Certificate Range	
			Minimum	Maximum
2012-13	2	37.0	19	55
2013-14	6	24.2	11	42
2014-15	11	15.6	5	29
2015-16	21	18.3	5	50
Grand Total	**40**	**19.4**	**5**	**55**

Student Affairs

Campus Safety and Security

Crime statistics are reported on the IIRP website: http://www.iirp.edu/safety.php. This information is provided in compliance with Pennsylvania Act 73, the Federal Student Right-to-Know, the Crime Awareness and Campus Security Act of 1990, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Faculty & Staff

As of June 2016

Profiles

Craig Adamson, Provost, Associate Professor
  Temple University, B.A., Criminal Justice, 1995
  International Institute for Restorative Practices, M.R.P.Y.C., 2008
  Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

John Bailie, President
  Norwich University, B.A., English, 1995
  International Institute for Restorative Practices, M.R.P.Y.C., 2008
  Lesley University, Ph.D., Educational Studies with Specialization in Adult Learning, 2012

Borbala Felligi, Lecturer
  Eötvös Loránd University, M.A., Social Policy, 2002
  University of Cambridge, Trinity Hall, M.Phil., Criminology, 2004
  Eötvös Loránd University, Ph.D., Social Policy, 2008

Judy B. Happ, Vice President for Administration
  York College of Pennsylvania, B.S., Criminal Justice, 1984
  Shippensburg University, M.S., Administration of Justice, 1987
  International Institute for Restorative Practices, M.R.P.E., 2008

Mary Jo Hebling, Lecturer
  Temple University, B.A., Communications and Theater, 1979
  International Institute for Restorative Practices, M.S.,
      Restorative Practices and Youth Counseling, 2012

Keith Hickman, Director of Continuing Education
  Antioch College, B.S., Sociology, 1990

Jamie Kaintz, Director of Student Services
  Lehigh Carbon Community College, A.A., Social Sciences, 2012
  Cedar Crest College, B.A., Applied Psychology, 2016

Linda Kligman, Vice President for Advancement
Drexel University, B.S., Civil Engineering/Applied Technologies, 1991
International Institute for Restorative Practices, M.S., Restorative Practices, 2015

Patrick McDonough, Ph.D., Vice President for Academic Affairs Emeritus

Zeau Modig, Librarian
Stockton State College, B.A., Historical Studies, 1981
Rutgers University, Information and Library Studies, M.L.S., 1985

Carolyn Olivett, Professor Emerita

Frida Rundell, Associate Professor
Johannesburg College of Education Transvaal, Teachers' Diploma, 1967
University of South Africa, Diploma in Special Education, 1981
Graduate School of Marketing, Diploma in Marketing Management, 1983
University of Witwatersrand, Certificate in Instrumental Enrichment, 1988
South African Institute of Marital & Family Therapy, Family Therapy, 1990
University of South Africa, B.A., 1991
University of South Africa, B.A. (Hons.), Psychology, 1993
University of Natal, M.Ed., Psychology, 1996
University of Zululand, Ph.D., Community Psychology, 2000

Thomas Simek, Ed.D, Professor Emeritus

Elizabeth Smull, Lecturer
Millersville University, B.S., Secondary Education, 2000
International Institute for Restorative Practices, M.R.P.Y.C., 2008
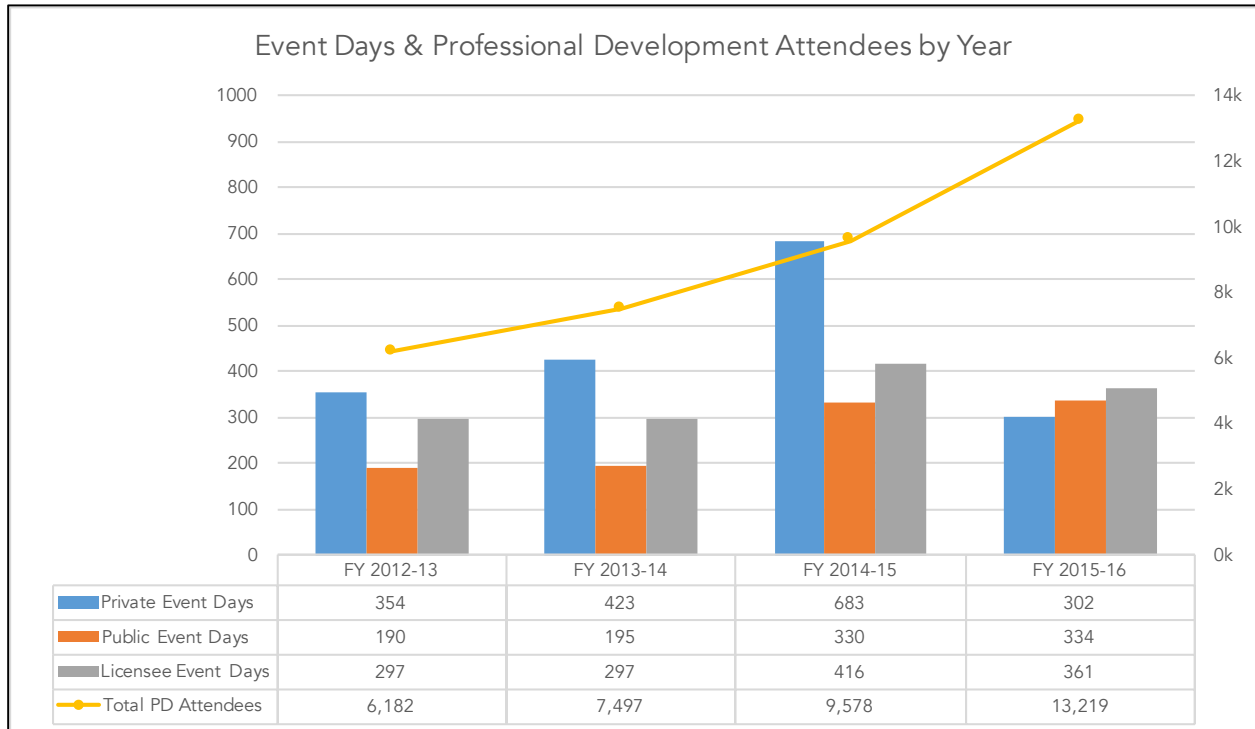
Theodore Wachtel, Founder
Miami University, B.A., History, 1967
Lehigh University, M.A., Education, 1969
Temple University, Media Specialist Certificate, 1975

Staff

30 full-time
10 part-time

Non-Credit Professional Development

Number of Events & Attendees

Event Days & Professional Development Attendees by Year

	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16
Private Event Days	354	423	683	302
Public Event Days	190	195	330	334
Licensee Event Days	297	297	416	361
Total PD Attendees	6,182	7,497	9,578	13,219

U.S. States, Canadian Provinces & Other Countries Served

In 2015-2016 the IIRP offered events to 13,219 attendees in:

- 32 U.S. states: Alabama, Arkansas, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Washington, Washington DC, and Wisconsin

- 8 Canadian provinces: Alberta, Manitoba, New Brunswick, Nova Scotia, Northwest Territories, Ontario, Quebec, and Saskatchewan

- 5 other countries: Barbados, Belgium, Costa Rica, Netherlands, and South Africa

Number of licensed trainers & organizations

As of June 30, 2016, the IIRP licenses 625 individuals and organizations in 17 countries that deliver professional development offerings in a specified organization or geographic area. Professional development events and conferences around the globe are conducted in collaboration with our affiliates: IIRP Australia, IIRP Canada, IIRP Europe, and IIRP Latin America – and partners: Black Family Development (Detroit, MI., USA), CASEL – Collaborative for Academic, Social and Emotional Learning, Eigan Kracht (Netherlands), LCCS (Singapore), Ligand (Belgium), Re-Engage Youth Services (Australia), SynRJ (United Kingdom).

eForum Subscribers

The Restorative Practices eForum is an email distribution list with subscribers from around the world (48,532 as of October 31, 2016). Subscribers receive periodic emails, including the eForum Monthly, news and announcements about the growing field of restorative practices in education, criminal justice, family and social services, and other settings.
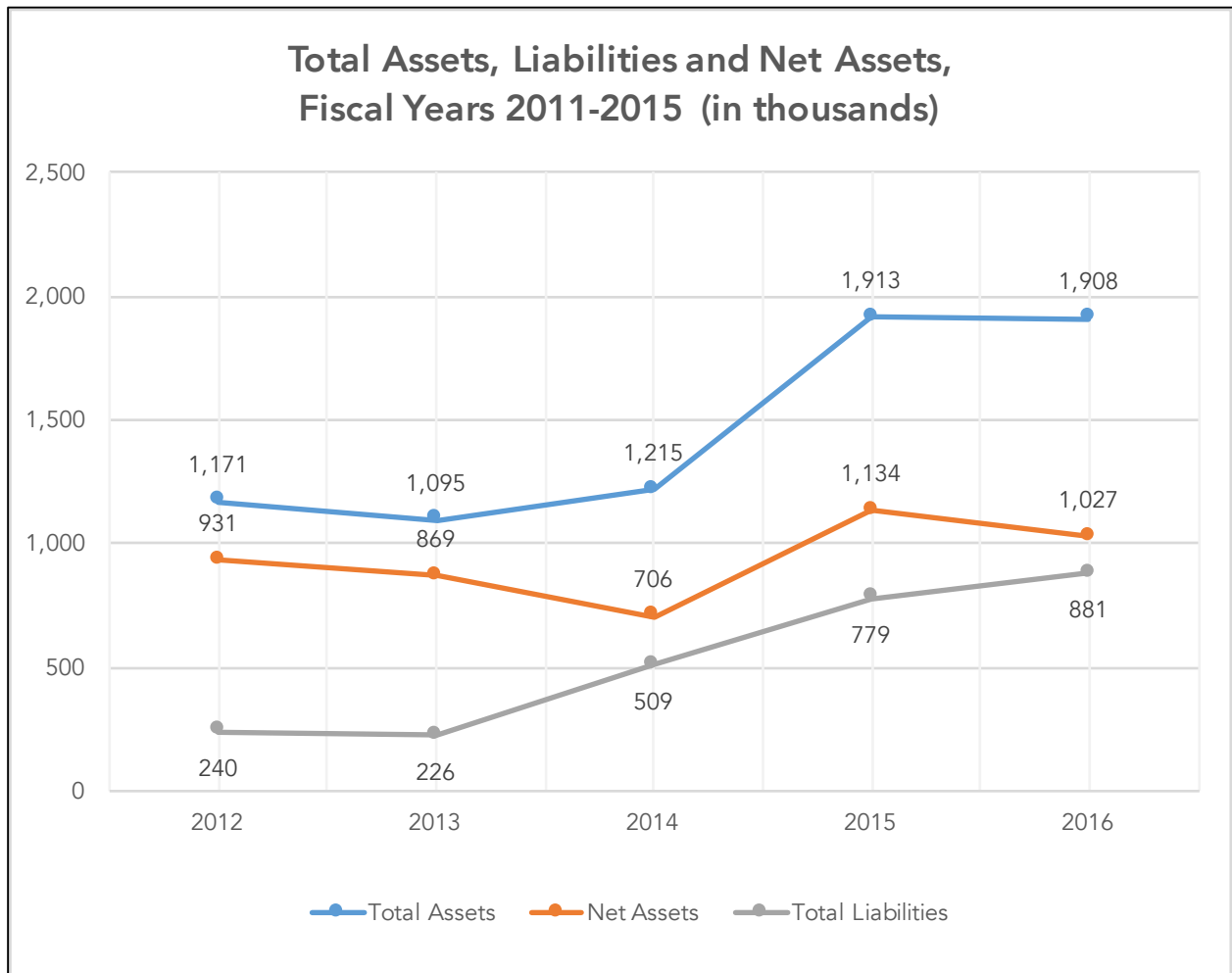
Finances

Condensed Statement of Financial Position

Fiscal Years 2012-2016 (in thousands)

ASSETS	2012	2013	2014	2015	2016
Cash	149	87	85	161	182
Accounts Receivable	255	238	432	1,022	1,071
Equipment, Net of Depreciation	178	92	41	5	13
Prepaids and Other	4	3	28	21	29
Cash - Permanently Restricted	500	500	500	500	500
Inventory	85	75	129	204	113
TOTAL ASSETS	**1,171**	**1,095**	**1,215**	**1,913**	**1,908**

LIABILITIES					
Accounts Payable	174	143	267	285	335
Deferred Revenue	66	83	242	494	546
TOTAL LIABILITIES	**240**	**226**	**509**	**779**	**881**

NET ASSETS					
Unrestricted	431	369	206	634	527
Permanently Restricted	500	500	500	500	500
TOTAL NET ASSETS	**931**	**869**	**706**	**1,134**	**1,027**
TOTAL NET ASSETS AND LIABILITIES	**1,171**	**1,095**	**1,215**	**1,913**	**1,908**

Total Assets, Liabilities and Net Assets,
Fiscal Years 2011-2015 (in thousands)

Highlights of Financial Operations

Fiscal Years 2012-2016 (in thousands)

OPERATING REVENUES	2012	2013	2014	2015	2016
Contributions	1,314	396	258	252	38
Support Service Fees	726	735	835	615	502
Tuition and Fees	283	160	152	264	399
Continuing Education	1,182	1,127	1,330	3,279	3,861
Interest Income	-	-	-	-	-
Other Income	10	0	9	5	32
TOTAL OPERATING REVENUE / SUPPORT	3,515	2,418	2,584	4,415	4,832

EXPENSES					
Instruction	530	422	396	461	357
Academic Support	102	38	57	78	112
Student Services	71	50	54	58	62
Continuing Education	750	448	533	1,387	1,896
Institution Support	1,760	1,522	1,707	2,003	2,513
TOTAL EXPENSES	3,213	2,480	2,747	3,987	4,940

	2012	2013	2014	2015	2016
CHANGE BEFORE CANCELLATION OF NET AMOUNTS DUE TO RELATED PARTIES	302	-	-	-	-
CANCELLATION OF NET AMOUNTS DUE TO RELATED PARTIES	(388)	-	-	-	-

	2012	2013	2014	2015	2016
EXCESS OF REVENUE OVER EXPENSES	(86)	(62)	(163)	428	(108)