# Norwalk Community College

Norwalk, CT

5th Year Interim Report
to
New England Commission of Higher Education

August 15, 2019

## Introduction

Norwalk Community College (NCC) submits this five-year interim report to the New England Commission of Higher Education (NECHE) in response to the letters of April 2, 2015 and February 12, 2018.

Faculty and staff from Norwalk Community College were asked to participate in the preparation of this report. Committees were formed to draft content for each Standard. In addition, an oversight committee was created to coordinate the various aspects of putting this report together and a lead writer was asked to merge the various components of the report into one seamless document.

Following is a list, in alphabetical order, of all those who participated in the creation of this report. Please note that two individuals, who were to be key participants, left NCC early in the process and are not listed below.

Lois Aime, Director, Educational Technology

Andres Aluma-Cazorla, Professor, Spanish/US Latino/Latin American Studies

Michele Barber, Chair, Science Department

Madeline Barillo, Director of Marketing & Public Relations

Michael Butcaris, Interim Academic Dean

Cheryl DeVonish, Chief Operating Officer (*Effective July 1, 2019 named Chief Executive Officer)

J. Thomas Failla, Director Hospitality Management & Culinary Arts

Paul Gallo, Director Exercise Science & Wellness Program

Elizabeth Glatt, Chair, Mathematics Department

Steven Glazer, Chair, Social & Behavioral Sciences Department

Nicholas Graham, Adjunct Professor, English

Edward Grippe, Chair, Humanities Department

William Grodman, Professor, Psychology

Robert Hall, Professor, Chemistry

Dennis Korchinski, Associate Professor, Mathematics

Riaz Lalani, Associate Professor, Mathematics

Linda Lerman, Director, Library

David Levinson, President, Norwalk Community College (*Effective July 1, 2019 named Presidential Fellow)

Christine Mangone, Associate Professor, Music & Theater

Carrie McGee-Yurof, Director, Finance & Administrative Services

Steve Mendes, Interim Dean of Students

Nichole Mendola, Instructor, Exercise Science & Wellness

Catherine Miller, Director, Counseling

Robin Morris, Assistant to Director of Admissions

Kristina Testa-Buzzee, Associate Dean, Continuing Education

## Institutional Overview

Norwalk Community College (NCC) was founded in 1961 as a municipal college. It was the first public, two-year College in the state of CT. In 1966 control of the college was taken over by the state of CT. In 1992 the state merged the technical colleges with the community colleges and Norwalk Community College was re-named Norwalk Community-Technical College. In 2000 its name reverted back to Norwalk Community College to more accurately reflect its mission in supporting the needs of the students and the community of Fairfield County. In 2011 the twelve community colleges were merged with the four state universities and the online college, Charter Oak, to become one system under a Connecticut State Colleges and University (CSCU) President and a Board of Regents.

NCC is located in lower Fairfield County in southwestern Connecticut. Its service area includes, but is not limited to, the towns of Greenwich, Darien, New Canaan and Westport along with the cities of Norwalk and Stamford. CT has the largest achievement gap in the country and that is magnified in Fairfield County which has many of the richest towns in CT next door to some of the poorest cities. In addition, we have the largest ESL (English as a Second Language) program of all of the state's community colleges. This creates a challenge for Norwalk Community College faculty and staff in terms of our approach to working with such a diverse student population.

Norwalk CC is one of the largest of the state community colleges. Our student population is unique in that it reflects NCC's proximity to the New York metropolitan area as well as to our location in Fairfield County. We have worked to embrace the diversity that is represented in our student population because of our location. At NCC differences are welcome. We are continually striving to support our diverse student population and their varied ideas of what defines success for each of them. Because of our location we face a number of challenges that turn into successes if viewed through the proper lens. When applying to colleges, NCC is often not the first choice for many of our students. When these students start here they are already considering options for transferring to a four-year school. Graduating from NCC is not a priority. We are located in an area that has a large number of private and public four-year colleges and universities within an easy commute and over 50% of residents in our service area have a Bachelor's degree or higher. Therefore, many of our students choose to transfer to these schools before they complete their associate degree requirements to graduate from Norwalk CC. In our fall 2012 cohort 21.1% transferred out within a three-year period, prior to graduating. This is a success to them. Additionally, because the area we live in is a very expensive part of the country, 80% of our students work for pay while attempting to complete their education. Two-thirds of our student population is part-time. This, more often than not, translates into the fact that they will not graduate within the three-year threshold that is part of the federal mandate that defines a successful community college. A look at our fall 2012 student cohort shows that 22% of students graduated by 2018 and another 16% continue to be enrolled at NCC. When they eventually graduate, it is a success to them.

We continually work with our students to balance their personal lives with their academic lives. Through our efforts to meet our students where we can best serve them and help them reach their goals, we have become a "Leader College" since 2010 under Achieving the Dream. The Title V grant we received in 2016 is helping us to further our efforts in ensuring student success. This is discussed more thoroughly in the Standard 8 Reflective Essay.

## Responses to Areas Identified for Special Emphasis

Following Norwalk Community College's 2014 Self-Study Report and accreditation visit, NECHE asked that in its fifth-year interim report the College give special emphasis to the areas noted below:

1. Continuing to implement the plan developed to achieve the institution's goals for student success and to ensure students' advising needs are met;
2. Reviewing the College's mission and completing and implementing the 2016-2021 strategic plan;
3. Enhancing the faculty evaluation process;
4. Improving communication across the College's constituencies, including the participation of adjunct faculty, as appropriate, in institutional governance;
5. Evaluating the impact of the State of Connecticut's governance structure on the College's ability to meet the mandates of its mission.
6. April 18, 2017 – Success in implementing initiatives to improve its retention and graduation rates.

### 1. Response to NECHE area of special emphasis: STUDENT SUCCESS GOALS & ADVISING NEEDS

As outlined in the progress report submitted to NEASC, now NECHE, January 12, 2017, Norwalk Community College has completed or is in the process of working on a number of efforts to improve student success and to meet the advising needs of all of our students. We have reformed our remediation courses in Math and English, as noted in the Standard 8 Reflective Essay, so that they are now one semester in length and for those who place just below the cutoff for entry into college level math or English we have developed college-level courses that include additional support. In addition, in math we have implemented a Summer Bridge program that is free to students because of the support from our Foundation. This program has an 80% retention rate over the four years it has been in existence and students who go on to college-level math pass at a similar rate to those who were admitted directly into college-level math courses. There is much more detailed commentary on this in the Standard 8 Reflective Essay.

### 2. Response to NECHE area of special emphasis: MISSION & 2016-21 STRATEGIC PLAN

Initially the timeframe for the Strategic Plan was going to be from 2016-2021, but our planning process extended through the first half of 2016, so we felt that we needed to adjust the timeframe for the current Strategic Plan to span the five-year time period from 2017 through 2022. Our previous strategic plan covered the five-year time period of 2011-2016. The new plan reflects the culmination of a multi-faceted planning process that took place during the 2015-2016 academic year. Our course of action was both comprehensive and broad-based, gathering input from several sources that included faculty, staff, students, administrators, our Foundation, and multiple community partners. Seven institutional goals were developed. These goals reflect the vision, mission, and core values of the College.

The goals promote NCC's commitment as an educational institution of excellence, while positioning the college to meet the needs of students and the community. Our Strategic Plan is the foundation on which our college will operate. As we move toward meeting our goals for the next five years, we will continue to provide feedback. As circumstances change around us, we will review and adjust the implementation process as necessary.

We are committed to providing excellence in academics, being responsive to our community workforce needs, utilizing innovative technology and engaging our community partners. We are also committed to expanding our role in the promotion of environmental and civic responsibility.

Below is Norwalk CCs Mission Statement. This was developed in 2016 as an updated version of our previous Mission Statement.

*Norwalk Community College is a leader and partner in the academic, economic, cultural, and social well-being of Southwestern Connecticut. We are an educational community that embraces diversity and inspires excellence among our students, faculty, and staff.*

- *We provide affordable education leading to degree completion, transfer, professional certifications, employment, and lifelong learning;*
- *We promote student learning and success through high quality instruction, support services, and co-curricular activities;*
- *We support workforce development through partnerships with labor, business, industry, government, and our communities;*
- *We cultivate vibrant community partnerships through the sponsorship of intellectual, cultural, social, and recreational events and activities;*
- *We prepare our students to be active and responsible contributors to the global society.*

In addition, our Strategic Plan for the 2017-2022 time period includes the following goals and implementation process.

*Goal 1: Advance student learning and success as a student-centered institution committed to academic excellence.*
*Goal 2: Develop a new system of advising for NCC that incorporates state-of-the-art practice and technologies.*
*Goal 3: Expand professional development for faculty and staff to ensure the success of NCC's strategic goals.*
*Goal 4: Expand the use of technology to support student success.*
*Goal 5: Strengthen internal systems of accountability to ensure transparency and continuous improvement.*
*Goal 6: Direct planning and resources towards ensuring fiscal stability in order to mitigate the effects of budget reductions and declining enrollments.*
*Goal 7: Cultivate and maintain vibrant community relationships.*

Implementation of NCC's five-year strategic plan is a dynamic process that is integrated into all college procedures. All departments and divisions at NCC engage in an annual cycle of planning and reporting. Templates are provided by the Department of Institutional Effectiveness each spring for the following year. Annual reports are saved to the College's SharePoint site. Additionally, the five-year plan provides a framework for other college processes, including the NCC Foundation's provision of funding for institutional advancement and faculty Additional Responsibilities.

Under item 5 of the Areas for Special Emphasis we will identify concerns related to recent changes to the college's capacity to collect and analyze data. These changes will impact our ability to quickly respond to student retention/persistence trends.

3. Response to NECHE area of special emphasis: FACULTY EVALUATION PROCESS

Since the 2014 self-study we have made every effort to make sure that all of our faculty are reviewed and evaluated in a timely fashion. Ninety-five percent of our full-time faculty have been evaluated since the last self-study. In order to accomplish this department chairs have solicited help from program coordinators and course leaders in completing evaluations of both full and part-time faculty on a regularly scheduled basis. As noted in Standard 8, full-time faculty are evaluated in accordance with the Connecticut Community College's Faculty Development and Review Plan, which was developed by the Labor/Management Committee of the Board of Trustees. Supervisor evaluations for full-time faculty are required on a regular basis per union contract: 1) During each of their first two appointment periods; 2) Once every three years for those on a standard appointment; 3) Once every five years for those holding tenured appointments. For part-time faculty the requirements for evaluations are less specific, just stating that "…there shall be periodic evaluations as provided by the employer." Since the 2014 self-study, supervisors have been required to ensure that all faculty evaluations be completed according to the requirements stated above.

Every department has made a concerted effort to improve its evaluation of part-time faculty, particularly new hires. English and Math – academic departments with courses that serve the larger NCC community – have solicited program coordinators and course leaders to assist department chairs in overseeing, supporting, and evaluating part-time faculty. During the first semester of employment, new adjunct faculty meet with coordinators or course leaders to review teaching resources, norm student work, and review the classroom observation process. Coordinators observe at least one full class period, taking note of how effectively the instructor has organized and presented the lesson, students' interest and participation, the quality of interpersonal relationships between the instructor and students, and what specific ways instruction could be improved. Coordinators and part-time faculty review the reports together and submit them to department chairs for consideration before contracts are offered for the following semester. Data from our Human Resources Department indicate that required evaluations of part-time faculty are being performed on schedule (2019 PTL List Data). In addition to evaluations by supervisors, all faculty are evaluated by their students every semester. From 2010 to 2016, evaluations were managed by the Board of Regents of the CSCU system, and students completed course evaluations online via myCommNet. As reported in NCC's 2014 self-study, using a digital format resulted in an unacceptably low 16% return rate. Despite the College's repeated attempts to communicate to students the importance of participating in the evaluation process and providing clear instructions for completing on-line evaluations, student response rates remained unacceptably low. The low response rates made the data gathered insufficient for any meaningful assessment of faculty and instruction. In 2016, the college contracted with IOTA, a user-friendly online system, to collect student evaluations. From 2016 to 2018, IOTA yielded response rates that fluctuated from 28% to 41%. While these rates were an improvement over the system evaluations, NCC recognized that they fell short of what was needed for meaningful assessment of teaching. Therefore, the College decided to return to paper evaluations during the 2018-2019 academic year. As a result of returning to in-class evaluations, the student participation rate climbed to 77%. We learned that overall these students were satisfied with the quality of instruction provided by NCC faculty.

Despite smaller budgets, shrinking resources, and lean staffing, departments are doing their best to evaluate full-time and part-time faculty, with the ultimate goal of increasing students' success.

See Standard 8, "Assessing Faculty" for additional comments.

4. Response to NECHE area of special emphasis: IMPROVING COMMUNICATION & ADJUNCT FACULTY PARTICIPATION

We are currently revamping our communication structure to expand access that will allow faculty, including adjunct faculty, and staff the ability to access information from off-campus. Right now, the system we use allows access to all of the information in the portal from on-campus only, except for committee minutes. While these can be accessed from off-campus, it is a very complicated process that has not been widely disseminated because it is so complex.

The new system, which is anticipated to be available by the beginning of the fall 2019 semester, is designed to aggregate college information into an easy-to-find index. It will provide a central source for items such as common online links, announcements, training information and documents, calendars, forms and other information and resources that, while not meant to be publicly available, should be accessible to all of our faculty and staff, both on and off-campus.

The current intranet system was initiated a number of years ago and re-vamped over a number of years but is unwieldy and not particularly user-friendly. And, as previously noted, it is only accessible from on-campus. Because of these issues most offices do not update the site on a regular basis. This greatly contributes to the concerns voiced about lack of communication across the college.

In contrast this updated system will be much more user-friendly. It will allow individuals and groups to create their own sites and update them as needed. The ease of use of this new site will allow for increased campus communications. Site pages will be controlled by designated individual(s) in every department with IT providing support as needed. And, importantly, it will be available both on and off-campus. Access will be through our my.CommNet.edu portal through the standard log in process.

As noted in Standard 3, we did have an adjunct member of the NCC senate, however, as of this writing we do not have any adjunct members. We do encourage adjuncts to comment on and participate in our governance process in any way that might work for them. The senate agenda is sent to all faculty and staff before every meeting and everyone is encouraged to ask questions and/or to attend meetings. All attendees, not only senate members, may make comments or ask questions.

As further noted in Standard 3 it is difficult to get adjuncts to become a member of the senate because of the time commitment that is required.

Our monthly All College Staff Meetings are open to everyone, including adjuncts. The meetings are informational and committees and/or departments are encouraged to ask to be on the agenda to explain and/or share various initiatives that are being developed. At the end of each meeting there is an opportunity for comments, questions and answers.

Unfortunately, there is still a perception that the communication line is somewhat opaque in the area of keeping the NCC community as a whole informed about topics as varied as moves, appointments, inter-departmental activities that might affect other areas and intra-departmental activities that are not publicized on a broad basis.

5.  Response to NECHE area of special emphasis: STATE OF CT GOVERNANCE IMPACT ON NCC'S MISSION

Connecticut State Colleges & Universities (CSCU) system continue to implement initiatives connected to the "Students First" process.  These changes have implications for shared governance locally. CSCU system office has formed several committees, including a Shared Governance Workgroup to discuss shared governance.

Members of the workgroup were voted on at each campus. Three meetings have been held to discuss what Shared Governance might look like under the Student's First consolidation.  The first meeting occurred on December 18, 2018. Since then, there have been two more meetings, one on March 22, 2019 and a third on May 10, 2019. So far, these meetings have not resulted in a consensus on what Shared Governance might look like if the consolidation happens.

6.  Response to NECHE area of special emphasis: SUCCESS IN IMPLEMENTING INITIATIVES TO IMPROVE RETENTION AND GRADUATION RATES

Since the 2014 Self-Study and the subsequent progress reports, we have continued to work on retention and graduation improvements through a variety of means.  The Title V grant we received was written to specifically address these issues as noted in Standards 2, 5 and 8.  In addition, the Counseling Center has developed an outreach program to low GPA students that has steadily improved retention of this student population since it was inaugurated.  This initiative is explained in more detail in Standard 5.  Our initiatives and the results of those initiatives in the improvement of retention and graduation rates are more fully detailed in Standard 8.

Standard 1: Mission and Purposes

In 2015 NCC was charged by NEASC to update its mission and vision statements, "to reflect both the changing demographics of the student population and the impact of technology on higher education and the way students learn."  Additionally, NEASC noted that the mission should continue to align with the five goals set by the BOR: "a successful first year, student success, affordability and financial sustainability, innovation and economic growth, and equity."

As noted in the Areas Identified for Special Emphasis of this report, to address this a strategic planning task force was created and met during the fall of 2015 through the spring of 2016.  Members of the task force represented all divisions and departments with added input from the NCC Foundation. One subcommittee was designated to review and update the mission and vision statements.

The review process began with an Appreciative Inquiry exercise at an All-College Meeting.  Then, the Mission and Vision Subcommittee collected data through interviews, roundtables and focus groups. The new vision and mission statements are:

*VISION STATEMENT*

Norwalk Community College aspires to create a culture of inclusion and excellence through intellectual inquiry, open dialogue, multicultural awareness, and lifelong learning. By embracing the diverse needs of our students, faculty, staff, and community, the College strives to provide an environment in which individuals are empowered to achieve their highest potential.

*MISSION STATEMENT*

Norwalk Community College is a leader and partner in the academic, economic, cultural, and social well-being of Southwestern Connecticut. We are an educational community that embraces diversity and inspires excellence among our students, faculty, and staff.

- We provide affordable education leading to degree completion, transfer, professional certifications, employment, and lifelong learning;
- We promote student learning and success through high quality instruction, support services, and co-curricular activities;
- We support workforce development through partnerships with labor, business, industry, government, and our communities;
- We cultivate vibrant community partnerships through the sponsorship of intellectual, cultural, social, and recreational events and activities;
- We prepare our students to be active and responsible contributors to the global society.

These revised statements stress the importance of embracing diversity/multiculturalism and creating a culture of inclusion, particularly in light of our increasingly diverse student body.  The wording of the statements highlights academic success, excellence and affordability. Community partnerships remain an integral component of who we are and what we do, while we acknowledge the need to prepare our students to be responsible citizens in a global society that daily becomes more interconnected through the growth of technology in all aspects of life.

While technology is not specifically mentioned in our Mission statement it is an integral part of how we educate our students and work with our community partners. Appropriate technological resources are used in all aspects of our teaching and support services. Examples of some of these technologies are: Blackboard, a Learning Management System used by the majority of our faculty as a support tool for on-campus learning or as the teaching/learning platform for online classes; Digication, an ePortfolio platform used by a number of programs; DegreeWorks, a real-time advising tool used by advisors as well as students to track students' progress  throughout their careers at NCC; publisher content, such as McGraw Hill Connect and Pearson's MyLab for all disciplines. Student and community outreach tools include the use of social media, text messaging and emails.

The NCC Foundation continues to fund projects that support the school's mission. In 2018-2019, $134,082 was awarded.  When proposing (and evaluating the results) of projects, applicants/project managers describe how the project will "advance the college's strategic goals and objectives."  Toward this end, this past year's projects highlighted initiatives in support of academic excellence, vibrant

community relationships, use of technology, and Diversity and Equity Programs. The annual Academic Festival, The Student Art Show, The Common Read project, support for the Honors Program, Student Teacher Mentoring Program, Phi Theta Kappa Honor Society support, Films via Streaming Technology, events for Hispanic Heritage Month, Black History Month, and Women's History Month along with holistic student support services such as the REAL program, are just a few examples of NCC Foundation funded projects.

The college at large also initiates projects that align with its mission. Most recently, the school implemented the *"NCC Civic Action Plan"* to examine inclusive excellence, civic learning and democratic engagement across the college and the larger community.  New projects in support of this action include the on-campus Meditation Room and a new Center for Multicultural Affairs that is now the location for debates, conversations and talks on multi and inter-cultural matters. These focus on the celebration of diversity and our multi-faceted connections to our community.

In the fall of 2018, NCC applied for and received a grant through the NCC Foundation to support a *"Get Out the Vote"* initiative to make the voter registration process more accessible to our students. We worked closely with the Norwalk chapter of the League of Women Voters who helped man tables on campus, along with NCC faculty and staff, for the two months prior to the 2018 elections. During that time, we succeeded in registering 252 individuals, 98% of whom were students.  By encouraging students to voice their opinions through the ability to vote, NCC is reinforcing our commitment to society as a whole, as well as to the final clause of our mission statement, to "…prepare our students to be active and responsible contributors to the global society."

We also applied for and received a Title V supplemental grant to develop instructional materials on information and financial literacy. This resulted in a new course being developed on financial literacy. A series of learning modules that can be incorporated into courses across the curriculum that focus on how to critically evaluate information and its sources will be available for faculty use starting this fall 2019 semester.

Standard 2: Planning and Evaluation

Work on the 2017-2022 Strategic Plan (which, as noted in the Areas of Emphasis, started out as a 2016-2021 Strategic Plan) began as part of the Self-Study we prepared for our 2014 NEASC visit. The self-study brought together a broad range of constituents to analyze the state of NCC and the progress made over the past decade. We analyzed demographic and enrollment trends, college policies and procedures, and we reviewed the College budget in light of continued declines in state appropriations. We looked at our academic program, along with the library, informational services and technology operations. We reviewed the College mission and vision, assessed our planning and evaluation processes, and examined our governance and organizational structures.

Following the College's submission of the self-study, and the site visit by the NEASC evaluation team, NCC's Planning and Budget Committee set the strategic planning process in motion. A Strategic Planning Taskforce was created, representing all divisions and departments of the College. The Strategic Planning Committee was comprised of three subcommittees: 1) Mission and Vision, 2) Internal Processes, and 3) External Environment. These groups met throughout fall 2015 and spring 2016. They collected data through interviews, roundtables, the Census (www.census.gov), and external

partners. The subcommittees presented the resulting recommendations at a retreat of the Strategic Planning Taskforce, held on March 18, 2016. A final set of goals and objectives emerged from the retreat and subsequent meetings of the subcommittees and were presented to the NCC community at the May 6, 2016 All College Meeting.

As a result of that process, the college's five-year strategic plan for 2017-2022 provides a roadmap for the college's divisions, departments, the College Senate, and all other committees, both standing and ad hoc as we move forward. http://ncc-portal4/irr/Shared%20Documents/Strategic%20Plans/NCC%20Strategic%20Plan%202017-2022.pdf

The strategic plan serves as the source for annual planning and review in all areas of the college. Institutional Research staff request annual reports from all departments and divisions at the end of each fiscal year that outline actual accomplishments and challenges for the year along with outlining goals for the upcoming fiscal year. These annual reports and goals are posted to the portal and are available to all NCC administrators, faculty, and staff. The Institutional Research Department utilizes these reports to identify programs, departments or divisions that may require review to improve efficiency and/or need.  In addition, Program Reviews are conducted every five years to evaluate whether content needs to be refreshed and to ensure that program outcomes are being met.
As noted earlier, we applied for and received a Title V Grant as a Hispanic Serving Institution in 2016. This grant has given us the opportunity to address retention concerns, review and improve the advisement process, review gateway courses, introduce a student orientation model that reaches many more of our new, incoming students, and it will give us the ability to enhance the student experience with the creation of a learning commons.

We find our College to be in an ever-changing environment. We must simultaneously adjust to ongoing reductions in our budget and enrollment fluctuations while continuing to seek ways to maintain services to the students and communities we serve. Our five-year plan reflects these pressures, as we leverage technology, grant opportunities and professional development to simultaneously extend our reach, maintain high academic standards for our students, and increase efficiency.
Our Institutional Research/Effectiveness department has been particularly hard hit by the last few years of budget cuts. The once robust department that consisted of a Dean of Institutional Effectiveness and four professional staff has been reduced to 1.5 staff as individuals have left.
While we have been informed of System Office's intent to hire a Regional Director of IR to cover NCC, Gateway Community College and Housatonic Community College, there exists a current critical need for staffing to support the College's data collection and analysis efforts.

In an effort to re-direct college resources and personnel to meet the demand for data collection and analysis, NCC's Director of Information Technology and staff from human resources and Chief Operating Officer's office with banner experience have been utilized to provide additional support such as running reports and updating student cohort data. The college continue to leverage data collected through Title V grant to ensure we are making data informed decisions at all levels.

## Standard 3: Organization and Governance

Our work at the local level continues to improve our shared governance model. The NCC Senate represents all areas and individuals at our college. All standing committees and some ad hoc committees report to the College Senate. As such the senate is the final governance body to vote on all curricular, academic standards, calendar and many other issues before they are sent to the President for final comment. Examples of recent issues brought to the college senate for review and a vote that have been outside the standard governance concerns of curriculum, academic standards, etc. and have then been acted upon by the administration include the establishment of a search committee creation process, a student suspension procedure, issues regarding security on campus, a traffic committee proposal to help ease parking lot congestion that is pervasive at NCC and the codification of the procedure to select department chairs.

Our internal structure has changed somewhat since our 2014 Self-Study Report. As noted earlier we are under financial constraints and therefore have a number of positions we have not been able to fill in all areas. Therefore, it has been necessary to merge some departments and positions, so some restructuring has occurred.

We hired a new Dean of Students in fall, 2018. Our previous Dean of Students left last spring. This fall our Interim Academic Dean will begin his 4th term as interim.  Since our 2014 Self-Study Report the college has conducted two national searches for a permanent Academic Dean. One search included the assistance of the Registry search firm. Searches for both the Academic Dean and Dean of Students included the review of resumes by search committees with representatives from across the campus, and invitations to finalists to participate in open forums where faculty, staff and students are invited. One challenge continues to be the starting salary range set by system office for the Academic Dean position. Currently there are plans for the system office to revisit the Academic Dean salary scale.

The Chief Executive Officer (CEO) still implements Board and College policies with the aid of his Executive Council, Management Council and the College Senate, along with all of the committees that report to the College Senate. The Executive Council is made up of the Dean of Students, the Academic Dean, and the Chief Operating Officer (COO) who is in charge of HR, Business Office, Public Relations, IT, Maintenance, and Security. The COO is also our Chief Diversity Officer

Management Council is made up of the President of the college, the Dean of Students, Interim Academic Dean, the COO, the Director of PR, the Director of Finance, the Associate Dean of Continuing Education, the NCC Foundation Director, the College Senate President, head of Student Government, the Research Specialist, and the Executive Assistant to the President.

The College Senate has 35 members from every department and area of the college, including 2 student representatives. The standing committees of the senate are Academic Standards, Calendar, Center for Teaching, Curriculum, Gen Ed, Health and Safety, Integrity, NCC CARES, Planning and Budget, Traffic, and Wellness. The sub-committees of the senate are By-Laws and Elections.

Distance education is interwoven into almost all of our programs at NCC and, as such, it falls under the purview of the Academic Dean and is automatically subject to the same governance structure as all other areas of the college.

We continue to pursue ways to improve our governance process through the use of data driven decision making, and institutionalization of strategic planning throughout college activities, among other things. We will continue to evaluate how we can make our governance process more meaningful and more inclusive. Transparency and communication have been a priority for the senate as it grows and evolves.

The NCC College Senate has developed into a governing body that is respected across the campus. It has taken on a role in decision making on internal issues as well as external issues that affect our internal processes. The senate has shown growth over the years. Faculty and staff respect its place at NCC as the main governing body of the College.

We continue to face challenges though. Transparency and communication are still a concern of faculty and staff. In addition, the continued uncertainty around the structure of our system and its effect on our college is an undercurrent in much of what is discussed and voted on in the senate.

While adjuncts are not currently serving as members of the senate, we have had adjunct participation, both formally as senate members and informally as members of the greater NCC community. It is difficult to get adjuncts who can dedicate the time to an extra-curricular activity, even one as important as shared governance. However, when communications are sent out regarding senate agendas, minutes, etc. they are sent to all employees, including adjuncts, and everyone is encouraged to comment and attend meetings. Some do one or the other or both. Adjuncts are also encouraged to attend the monthly All College Staff Meetings.

We are satisfied with the governance structure that has developed and matured here at NCC, with some updating of the by-laws as we see the need. We believe that our governance structure is the most representative in the community college system.


Standard 4: The Academic Program

The College's curriculum, along with the College General Education core, has maintained its overall structure as reported in the 2014 Self-Study report. There are currently 53 licensed and accredited associate degree programs, 6 associate in applied science degree programs and 17 certificate programs at NCC. Since the 2014 Self-Study, the College has eliminated or is phasing out the following programs due to low enrollment: Mental Health Certificate, Computer Security A.S., Networking Certificate will be phased out as of May, 2020 and Group Exercise Certificate and Gerontology Certificate were terminated spring, 2019. The following A.S. degrees have been added: Web Development, Veterinary Technology. The following degrees were re-structured: the A.A.S. degree in Hospitality Management has the following options: Culinary Arts or Hotel or Restaurant/Food Service; the A.S. degrees in Finance, Management and Marketing are now options within the Business Administration A.S. degree. All these additions are consistent with NCC's mission and address local workforce needs.

All programs are subject to a five-year review process to assess viability and ensure outcomes are being met. NCC, at the direction of the System Office, completed program normalization, whereby programs were evaluated to ensure they could be completed at the 60-credit level; programs not in compliance were adjusted, or exempted, due to outside accreditation requirements.

Additionally, 20 Connecticut State Colleges and Universities Transfer Programs (TAP) were introduced in the following areas of study: Art, Biology, Business, Chemistry, Criminology, Communication, Early Childhood Teacher Credential (ECTC), English, Exercise Science, French, History, Math, Physics, Political Science, Psychology, Sociology, and Social Work. As of fall 2018, there are 196 students enrolled in TAP at NCC. TAP completion allows for seamless transfer to any of the four Connecticut State Universities as a junior. The TAP core originated through a committee consisting of representatives from the community colleges and the state universities. A full list of TAP programs can be found in our course catalog at http//catalog.norwalk.edu, as well as on the TAP website maintained by the System Office (http://www.ct.edu/initiatives/tap).

Most TAP programs were approved through our governance process and have been implemented at NCC.

Subject specific advisors have been identified for the TAP areas of study and are charged with ensuring that students who enroll in TAP programs are doing so with the intention of transferring to one of the four CSUs and are aware of any course availability issues.

Since fall 2015 the College has partnered with IBM and the Norwalk School System to offer an early college program called Norwalk Early College Academy (NECA). This is Connecticut's first Pathways in Technology (P-Tech) school. Students enrolled in the program may opt to complete both their high school graduation requirements and Associate's degree requirements in four years. IBM offers internships to students who are enrolled in the program. Students who have not completed the Associate's degree will have earned college credits they can utilize at NCC or a college of their choice (subject to transferability). Tuition is free for these students. And, if they do not complete their Associate's degree by the time they graduate from high school, they can continue to attend NCC with free tuition until they graduate.

Since 2014, MAT 136, MAT 172, CSC 108, and CSC 226 have been taught, at different times, at Norwalk High School. Currently, only two college courses are taught at the high school, ENG 101 and ENG 102. Courses that are approved to be taught at the high school are vetted through the appropriate department at NCC. They are required to be taught utilizing the same syllabi, curriculum, and textbooks as courses taught at NCC. All instructors must have the same credentials as adjunct instructors teaching the same courses at NCC. Any courses not taught at the high school are taught at NCC. Prospective students enter a lottery for admission. Each year 75-115 students are enrolled. In May 2018, the program graduated 12 students from the first cohort.  These students earned both their high school diploma and an Associate's degree in Software Engineering. They transferred to schools such as Lehigh, George Washington, and UCONN. Many other students earned high school diplomas and college credits that they could transfer or utilize at NCC. In its fifth year, the program continues to be highly enrolled. So far 23 students completed their Associate's degree and high school diploma

concurrently while five additional students completed their associate's degree just one year after graduating high school.

Through a collaborative effort, an advisory group that included members from Admissions, the NCC Foundation, the Library, and faculty, NCC reconfigured the Honors Program. This program offers highly motivated students a rigorous academic option to supplement their chosen area of study, as it prepares students for successful transfer to competitive four-year schools. The program has a competitive admission process and detailed sequence of study (both can be found in the college catalog). As defined in the catalog, "This four-semester program will establish, practice, and hone Honors-level coursework as described by the National Collegiate Honors Program Society in addition to the chosen major of the Honors Program student. The completion of this program requires experiential learning opportunities and a Capstone project that focuses on a mentored topic decided on by the students and their advisors." As of fall 2018, 23 students are enrolled in the program.

We consider information literacy an important component of being an informed and responsible citizen in today's world. Between the proliferation of unfiltered internet content and competing bifurcated media outlets, we believe that understanding how to determine the validity of information and understanding fact vs. opinion is an integral part of being a responsible citizen. After doing some preliminary work throughout the 2018-19 academic year, we will introduce a new initiative in the fall of 2019 that will focus on information literacy in today's environment. While we know there are a number of faculty who have integrated lessons that help students understand how to interpret information they get from the internet and elsewhere, we want this to be a more targeted process that will work across disciplines. Therefore, a subcommittee is creating a variety of modules that can be incorporated into courses and then tailored to course content. We will offer workshops on how to use these modules and, they will be available to all faculty. To highlight how important this initiative is, a Stanford University study of middle-school, high school and college students conducted from January, 2015 through June, 2016 states "At present, we worry that democracy is threatened by the ease at which disinformation about civic issues is allowed to spread and flourish."

NCC currently has a 30-credit Gen Ed core that addresses our commitment to prepare our students to be "active and responsible contributors to the global society" as noted in our Mission Statement and as emphasized by the AAC&U statement that "general education initiatives aim to ensure that every undergraduate student experiences a relevant and challenging general education curriculum." Our Advisory Boards consistently inform us that an applicant's knowledge in a specific area may get them in the door, but their communication, leadership and problem-solving skills will determine their success. Employers value the "soft skills" learned in oral communication, writing, and other liberal arts courses. Further, coursework in the social sciences and humanities prepare students to appreciate other cultures and become informed global citizens.

## Standard 5: Students

Our fall 2018 credit enrollment was 5,503 students. Fifty-seven percent of fall students were female. Sixty-four percent of students were under the age of 25 while 22% were between 25 and 34 years old. Black or African-American students made up 17.6% of the fall enrollment, and 37.5% of students identified themselves as Hispanic or Latina/o. Over 66% of NCC student attend the college part-time, a

major factor affecting when, or even if, students complete their degrees. A more complete demographic breakdown of our student population can be found in Standard 8.

Student Services provides the support structure to aid our students' personal and educational growth. An array of services are provided to support students both in and out of the classroom throughout their careers at Norwalk CC.

The Admissions Department provides recruitment, academic and administrative support services for students. Admissions recruitment is multifaceted. Staff members develop relationships with high school guidance counselors and college coordinators in our service area to facilitate enrollment and smooth the transition for students. Admissions representatives attend college fairs during the fall and spring. NCC LIVE is an annual Admissions event that allows students to experience college instruction first-hand. NCC faculty present half-hour, discipline-specific, workshops on a rotating basis to 250 students from surrounding high schools.  This event continues to grow and be a major recruitment activity for the College with 20% of those attending the event eventually matriculating at NCC. The Admissions Department also sponsors campus visits for high school groups from our service area that include a campus tour and an opportunity to complete the placement assessment in either English/Math or ESL. Between mid-March and the end of June, approximately 250 high school seniors and juniors take the Accuplacer placement test. The results of these assessments enable us to advise students into the appropriate English and Math classes.

NCC has made considerable strides in how it onboards new students.  In the summer of 2017, the Admissions Office collaborated with the NCC Foundation, the Office of Institutional Effectiveness, Title V, and the Start2Finish Retention Specialists with the goal of increasing enrollment of students coming directly from high school.  As a result, the College piloted the use of the text messaging software, Signal Vine. Personalized texts were sent to a pilot group of new applicants who had graduated high school in the prior 3 years reminding them of college deadlines for submitting applications, applying for financial aid, registering, etc. A control group did not receive these text messages. Students who received the text messages were 31% more likely to enroll than the control group. As a result, the College continues to expand its use of Signal Vine to communicate with students.
In the summer of 2018, Panther Advising Workshops (PAW) were developed to orient and advise new, first-time students. These workshops allow new students to be advised, ask questions and register all in one workshop. During  the 2 ½ hour workshops, new students are shown how to log on to and navigate the myCommNet portal, they meet with an academic advisor, they learn about special programs such as the summer bridge programs, they register for new student orientation, and they schedule and register for classes.  For fall 2018, 319 students attended 19 workshops. Ninety-four percent of those who attended PAW workshops registered for courses. Three workshops were held for spring 2019. Twenty-four students attended and 75% of those who attended registered for classes.

Our data show that students who take part in orientation are more persistent than students who do not. Recognizing this, orientation was revamped and made mandatory two years ago. The number of sessions offered increased from two to three to add an additional workshop to address the needs of non-traditional students. Much of the thrust of these orientations revolves around making students, the majority of whom are the first in their families to attend college, aware of all the services available to them on campus, success strategies, and other topics that help our students acclimate to post-

secondary academic life. A resource fair is included as part of the orientation to acquaint new students with college resources such as the Counseling Center, Library, Career Services, Tutoring, NCC Foundation (to enquire about scholarships available through the Foundation), the holistic student support program REAL (Reaching Excellence in Academic Levels) and the Student Support Services Program (Trio). In fall 2018, 476 new students attended orientation. Seventy-six percent were new to college, 22% were transfer students, and 2% were re-admit students.  In addition, we have developed an online orientation for students who are unable to attend the on-ground orientations. The video content on this site covers such topics as how to select a major, how to register for classes, how to access student support services, student success strategies, paying for college, and exam preparation.

The Counseling Department developed advisor training manuals that give faculty advisors just-in-time information as they advise students. An online advisor manual, *Advisor Toolbox,* includes links to search tools, DegreeWorks, myCommNet, the catalog, and Symplicity. In addition, it gives faculty advisors quick access to information needed to effectively advise students. *Advisor Cliff Notes*, is another handout summarizing advising information.

Through the Title V grant the College purchased Symplicity, a platform for academic advising and planning, student retention, and case notes. Symplicity kiosks measure traffic flow in key student service offices. The Counseling Department, the Start2Finish Retention Specialists, and a number of faculty advisors record all student contacts in Symplicity.

Increased advisor training, along with the investment in Symplicity has led to improvement in our advising system.  Data from Symplicity has led to increased levels of student responsiveness by the Counseling Department. This data gives us a better idea of what services the students are using. For the AY 2017/2018, the Counseling Center saw 8,074 students for individual counseling appointments. For the AY 2018/2019, through May, the Counseling Center Department has seen 7539 students for individual appointments. Symplicity data summarizes the counseling session and allows the department to use a case management approach in working with students.

The combined efforts of increasing advisor training and the investment in technology have enabled us to roll out several advising redesigns and pilots. Considerable effort has gone into encouraging students to register early.   The Registrar's Office has begun posting the academic course schedule at least three weeks prior to early registration. The Dean of Students and Academic Affairs Offices jointly publicize advising week. Program coordinators are strongly encouraged to reach out to advisees during this time. Streamlining the screening process made it easier for students and advisors. It also identifies students with special advising needs and directs them to the proper advisor/counselor. Students on suspension and probation tend to register at open advising at the last possible dates, which, because it is a busy time, does not give the advisors sufficient time to address all of the needs of these students. Knowing this, the Counseling Center ran a student success initiative contacting students with a below minimum GPA to encourage them to come in for an individual appointment, where they can get the level of attention needed to improve their academic standing. This outreach has led to increased retention of this population along with a drop in the number of at-risk students coming to open advisement sessions. Retention rates for this population have steadily improved: 43% retention from spring 2017 to fall 2017; 46% retention from spring 2018 to fall 2018; 49% retention from fall 17 to spring 18; 51% retention from fall 18 to spring 19.

To foster improvement of student success and student satisfaction NCC has introduced a number of initiatives:

- In the fall of 2017, Student Accessibility Services transitioned to the "Accommodate" platform in Symplicity so that students could register for accommodations and securely upload documentation online. This has allowed the department to respond more quickly to student accommodation requests and it has made it easier to communicate the requests to the appropriate faculty members. And, importantly, it has allowed the department to gather the data necessary to make informed decisions on how best to improve the services we provide to students who request accessibility services.
- College Goal Sunday and FAFSA Fest are two annual events that focus on aiding students in completing their financial aid applications.
- Financial Aid and Counseling collaborate to publicize the *stop before you drop* campaign to educate students on the effects that withdrawals have on their transcripts and on their financial aid.
- Financial Aid does outreach to all freshmen experience courses (FYE) on the financial aid process.
- NCC's Financial Aid web pages now include a Net Price Calculator.
- As noted in Standard 8, NCC has a number of programs, clubs, and services that help our students explore their personal identities and aid them in celebrating their diverse cultural heritage while embracing the opportunity to develop a sense of belonging both on campus and within society in general. The Center for Multicultural Affairs, the Meditation Room, The Veterans and Family Appreciation Dinner, the Sister Circle, intended to provide female students an opportunity to connect with women working at the College who help educate and empower these students, and an immigration support group are some examples.
- Each year the Common Read Committee chooses a book to read during the fall semester. In fall 2018 the book was *Bullets into Bells: Poets & Citizens Respond to Gun Violence*, edited by Brian Clements, Alexander Teague and Dean Rader. After the book is chosen, a week of events is scheduled that include discussions and presentations based on the book's theme. The book and the events around the book engage students in a variety of activities that promote critical thinking from multiple angles.
- The College also paired with the NCC Foundation to continue supporting the REAL student support program, which provides participating students with coaching, tutoring, and professional mentoring.
- FYE faculty are trained in DegreeWorks and Symplicity to strengthen communications students receive from the Counseling Center. This results in a "wrap-around" approach to student support to improve student success and retention within the first year.
- In the summer of 2018 we created a Learning Commons where students can work collaboratively and study together in a shared space that includes access to technology, white boards and other tools.

Student affairs is playing a greater role in supporting students with mental health issues. The College has developed a multi-pronged approach to addressing these needs.  We employ a full-time mental health counselor and we have a part-time social worker, an arrangement with a community partner. In addition, the College partners with the Norwalk Community Health Center to bring their Health on Wheels (HOW) bus to campus weekly. A behavioral health clinician is part of the care team on the bus. The College also developed the Campus Awareness and Resource Team (CART), which is dedicated to promoting and supporting mental health and wellness initiatives as well as encouraging an atmosphere of cultural inclusion through the dissemination of information and the facilitation of campus activities and outreach services.  It was awarded an $11,000 opioid grant for the CT Healthy Campus Initiative to implement an opioid awareness program.

Faculty and staff who are concerned about a student may report it through an online student of concern form to the College's Behavioral Intervention Team (BIT). The concerns may include emotional/behavioral issues, disruptive behaviors, threatening words or actions, academic concerns, personal needs, sexual assault, etc.  The BIT Committee will convene within 24 hours on an emergency basis. Staff filed 90 student reports in 2016, 81 in 2017, 86 in 2018, and 33 thus far in 2019.  Many students have received mental health referrals both on and off campus because of this protocol.

Students have a variety of opportunities to take leadership roles and to participate in campus governance. A Student Government Assembly (SGA) is elected by the students to represent them. The president of the SGA sits on Management Council, and two members of the SGA are voting members on the College Senate.

The Student Government Assembly has its own budget. The SGA allocates funds to the various clubs from their budget.

This year we have 25 active clubs (that number fluctuates between 25 and 32 depending on the year and students' interests). All clubs must elect an individual to participate in student government.

NCC initiated a Student Ambassador program to provide peer-to-peer support for first-time students. Student Ambassadors are selected through applications that include a reference letter from a faculty/staff member and an interview with a Retention Specialist. Their duties include helping facilitate PAW workshops, by helping students build schedules after speaking with an advisor, facilitating small group interactions, and leading campus tours.

The need for the initiatives described above is supported by data we have carefully gathered on our students through the administration of student surveys and the use of other assessment methods that provide insights on student behaviors. Further, our routine follow up assessments on the effects of these initiatives, give us a high level of confidence that we are allocating our institutional resources to services that best address the range of challenges our students face as they work toward personal, academic, and career growth.

## Standard 6: Teaching, Learning and Scholarship

Norwalk Community College is committed to offering high quality instruction delivered by faculty who are knowledgeable in their respective fields. A Master's Degree in the field of study appropriate to the

teaching assignment is a minimum requirement for employment as a full-time faculty member. During the search process candidates are asked to deliver a 30-minute demonstration of their teaching to assess how a candidate might convey their subject knowledge to their students. Our 2014 Self-Study noted that we had 103 full-time faculty. However, with retirements and attrition, as of this writing we have 85 full-time faculty which represents a decline of about 17%. Budgetary concerns have hindered our ability to fill both faculty and staff positions since our 2014 Self-Study.

With the decrease in our full-time faculty numbers, the number of part-time faculty we hire each semester has increased to 296 as of fall 2018. This has increased the ratio of part-time to full-time faculty to approximately 3.5:1.

Over the last several years there has been a concerted effort to diversify faculty representation. The HR department purchased a web-based application, JAZZ that automates, centralizes and streamlines the hiring process giving us more comprehensive recruitment options. However, issues of ethnic and racial diversity remain.

While there has been some improvement of full-time faculty diversity (currently 9%), our efforts remain steadfast.  To improve diversity, the Minority Fellowship Program was re-introduced. The program is an initiative to increase diversity in the teaching ranks. Minority fellows are given the opportunity to teach and assume other roles at the college (i.e. advisement) under the supervision of a full-time faculty mentor. The program, which is funded through NCC's operating fund, has one current position in the Computer Science department. The plan is to continue to fund this program.

In our 2014 Self-Study we noted that we did not have an up-to-date faculty manual. Information that would be found in this manual was posted to two web-based locations, one internet and one intranet, and a faculty orientation notebook, all maintained by Human Resources. However, we realized that this was not an ideal option for disseminating this information. Subsequently, the Academic Standards Committee was tasked with updating information with the goal of creating a new faculty manual. Models from other colleges were reviewed. Work on our new manual continues as of this writing. Our target date for completion of this manual is by the end of the fall 2019 semester.

The Center for Teaching (CFT) at NCC is active in encouraging Professional Development opportunities for faculty along with training in all aspects of pedagogy. In the past four years the CFT grew its programmatic offerings by 160% and the number of participants increased by 110%. The CFT provides on-site and online programs for faculty, staff and administration that includes small group discussions and workshops, instructional skills workshops, online certificate programs, and weekly newsletters. In addition, the CFT helped secure a National Science Foundation (NSF) grant to support recruitment, retention and graduation of women in STEM.

The CFT has also teamed with the Title V Coordinator to introduce *The NCC Faculty and Staff Online Institute*. This is an online professional development program for Higher Education Educators and Professionals. It uses the *Go2Knowledge* online learning platform and is open to all full-time or part-time faculty, staff and administrators. We believe that since this is an online, asynchronous venue for professional development, more individuals will take advantage of these workshops. Feedback that

continually comes out of end-of-year surveys on the various opportunities for professional development is that scheduling conflicts don't allow for participation.

Another way faculty can support teaching and learning is through Additional Responsibility (AR) projects. In lieu of teaching a fifth 3-credit course, faculty hired prior to July 1, 2017 may elect to work on AR tasks. Although there has been concern about the AR process, faculty are held to an equal standard in the value, need and quality of AR submissions. In an effort to improve this process, the Dean of Academics has revisited the priority list for AR submitted by faculty. He has also encouraged faculty to make advising an area of focus for these proposals.  Additionally, respective chairs and directors are now informed of their faculty's AR reports and the Dean of Academics follows up with them for further clarification. There is also greater emphasis on comparing initial proposals with final reports to ensure that the appropriate work has been done.

The challenge remains in quantifying the amount of work done by faculty. To make it easier to assess the amount of time spent on AR projects, last year the Academic Dean proposed that faculty submit AR reports that reference the hours spent on each project instead of citing workload units per semester. As noted in the Areas of Emphasis, full-time faculty are evaluated in accordance with the Connecticut Community College's Faculty Development and Review Plan, which was developed by the Labor/Management Committee of the Board of Trustees.  Since our 2014 Self-Study we have required supervisors to evaluate full-time faculty on a regular basis per union contract: 1) During each of their first two appointment periods; 2) Once every three years for those on a standard appointment; 3) Once every five years for those holding tenured appointments. Since our 2014 Self-Study 78 full-time faculty evaluations have been completed.

In addition to faculty evaluations by supervisors, all full-time and part-time faculty are evaluated by students at the end of each semester.  As noted in the Areas of Emphasis, when the System Office took over the evaluation process and moved it online, our rate of return dropped dramatically to an unacceptable low of 16%. No matter how much we encouraged our students to complete the online evaluations, we could not improve on our return rate. We took back the student evaluation process in 2016 and contracted with IOTA, another online system. Our response rate grew somewhat but it was still not sufficient. In the fall of 2018 we reverted back to paper evaluations. Our rate of return for the fall 2018 rose to over 77%. Please refer to the Areas of Emphasis for more detail on this.

Along with counselors, faculty play a significant role in academic advising.  Faculty are contractually obligated to participate in student advising activities. They advise students during our open advisement/registration times/dates. Additionally, program directors and coordinators and department chairs are given lists of advisees to facilitate outreach to students who have declared majors. In this way we can connect to those students who have not attempted to connect with the faculty who can best assist them in successfully completing their degree requirements. We expect our retention and graduation rates to increase as students receive more individual, directed advising throughout their time at NCC.

Along with Center for Teaching training opportunities, there are also training opportunities in the various technologies available in teaching and advising, including our Learning Management System, Blackboard. Training is offered as requested and is often given on a one-on-one basis.

Sabbatical leaves are another way tenure-track faculty and professional staff have the ability to advance their knowledge in a chosen area through scholarly research or other creative endeavors that benefit the individual as well as the college. Applications are submitted to a Sabbatical Committee for review. The committee then makes recommendations to the President of the college. The final decision is made by the CSCU President or his/her designee. There is no prescribed follow-up documentation required at this time. We are, however, reviewing that and hope to formalize this process within the next year.

## Standard 7: Institutional Resources

I.         Human Resources

Norwalk Community College continues to maintain sufficient human resources to support student learning and services on campus despite continued budget constraints.  Since fiscal year 2015, the general fund appropriation has fallen from $15,075,531 to $12,986,346 in fiscal year 2019. Currently there is a no-lay-off clause in the state union contracts that does not expire until June 30, 2021. The only way to manage personnel costs at the College is via vacancy management. To manage these budget constraints on personnel costs, job duties have been added to existing positions and job responsibilities are shared where possible. Temporary appointments and part-time positions have been used to manage workload during busy times. In fiscal year 2015, there were 124 full-time staff positions and 103 full-time faculty positions. In fiscal year 2019, there are 107 full-time staff positions and 85 full-time faculty positions, which represents an overall decrease of 18%. The ratio of part-time to full-time faculty is 3.5:1 as the College has had to use part-time lecturers to teach more sections during the fall and spring semesters. In fiscal year 2019, the College established a full-time minority fellow faculty position in computer science and four full-time lecturer appointments in English, Science and ESL to help support academic instruction.

The College continues to leverage grants to fill critical college needs. The Title V grant initiatives to improve registration and advising processes have been instrumental in aiding in the redistribution of the workload in the Student Services area.

The College has over 30 active grants in fiscal year 2019. In total, grants support five full-time and 27 part-time positions. Four full-time faculty positions are funded by the Norwalk Community College Foundation in the areas of Nursing, Science, Veterinary Technology and Exercise Science. Norwalk has had a significant number of vacancies in leadership roles in the last several years. The Sibson Consulting Group was hired by the Board of Regents to create salary ranges for management/dean positions in September 2015. Because this study resulted in a reduction in the salary range for these positions, NCC has had difficulty in attracting qualified candidates to fill Dean and other management positions.  NCC has had long-term interim appointments in the Academic Dean position. The interim appointments are internal personnel, which does facilitate continuity but leaves gaps in longer range college planning as well creating an increased strain on the particular department from which the candidate is taken.

Another significant change to college hiring practices occurred in fall 2017. A directive was introduced requiring the College to submit a "request-to-fill" form with supporting evidence to the Board of Regents Chief of Staff before any full or part-time position can be filled or any special appointment positions can be renewed. This change slows down our ability to respond to hiring needs.

II.     Financial Resources

The financial resources at Norwalk Community College are largely driven by external factors. Examples are falling state appropriations, tuition and fees determined at the system level, employee compensation determined by union contracts, fringe benefits determined by the state, and mandatory transfers to the Board of Regents.

As documented earlier, Norwalk Community College has managed significant changes in general fund appropriations over the last five years.  General fund appropriations were cut by 4% in FY2017, 10% in FY2018, and 6% in FY2019.  Operating revenues have risen due to increased tuition and fee restructuring by the Board of Regents.  However, an enrollment decline of 9.6% from fall 2017 to fall 2018 created further budget pressures for fiscal year 2019.  Personnel costs have seen the largest increase, even with a dropping headcount of employees, due to contractual obligations and increases in fringe benefit rates. Lump sum employee payments were part of the fiscal year 2019 budget/union contract. Additionally, the College has a mandatory transfer of operating fund dollars to the Board of Regents each year to support system office operations/costs. In FY2019 Norwalk Community College had a mandatory transfer of $1,394,653 to the System Office. Given the budget pressures for fiscal year 2019 it is expected that the College will draw down some of its reserves. Fiscal year 2019 is an outlier over the last five fiscal years where the College has balanced its expenditures and revenue. In all years since fiscal year 2014, the operating fund has closed with a positive balance and the College has continued to build unrestricted net assets.

To compound our financial concerns, the BOR just approved a $12.5M cut to the collective community college's budgets for FY2020. NCC has been directed to cut just over $1.3M as its share of this reduction. The colleges are each expected to run at a deficit for the year because of this cut. Our ability to use reserves to cover shortfalls has been limited to $8M of the $36.9M currently available for the community colleges. NCC was to submit revised budgets with this reduction by August 1, 2019 for review.  Due to increased revenue, NCC's final budget reduction target was $1,148,670. This target was reached by a variety of cost saving/revenue generating strategies, including, by declining to renew non-critical part-time temporary positions, filling vacant full time positions with part-time employees to save on fringe benefit costs, renegotiating vendor contract rates, and anticipated savings related to recent energy efficiency projects.

The College relies heavily on planning and analysis. Spending plans and midyear projections are in a standardized format across the 12-community college system. Contingency planning is a part of all budget narratives. Once formulated locally, all budgets and projections are now submitted to the Board of Regents for review and approval.

The financial resource areas the College can influence our vacancy replacements, enrollment and operational costs. Operational costs are carefully managed.  Bids for college's services have reduced custodial and snowplow costs. Energy management projects have reduced utility costs in the last five

years. Office supply costs are now the responsibility of the department budget rather than a warehouse stores budget. This has resulted in significant savings in office supply and copier paper costs. Budgets for department expenditures have remained flat the last several years but in fiscal year, 2019 department budgets were cut by 10% midyear to help mitigate the financial impact of the enrollment slip in fall 2018.

NCC has a robust Foundation that supports many areas of the College.  Each year proposals are accepted from around the college for award under the NCC Foundation College Advancement grant. The grant supports projects spanning academic programs such as art, science, veterinary technology and allied health programs as well as special events like the Academic Festival, the Common Read, musical theatre productions and commencement activities.  In fiscal year 2019, the college advancement grant award was $134,082.

Enrollment is a key budget factor for the College. In summer 2018, a significant change to financial aid processing occurred for the 2018-2019 academic year that contributed to the college's enrollment decline. The System Office hired a third-party vendor, Inceptia, to process student financial aid verifications on behalf of all twelve community colleges. At NCC these verifications were handled by the college financial aid department prior to the 2018-19 academic year. Forty-nine percent (49%) of NCC students receive Financial Aid and 88% of those students were selected for verification.  Due to processing problems by the third-party vendor, verification backlogs of up to six weeks delayed financial aid awards for students attempting to enroll for fall 2018 classes. Our Financial Aid staff took over the verification process in an effort to expedite the awards for our students. However, the damage had already been done. Many students could not or simply did not enroll for the fall 2018 semester.

III.      IT/Facilities/Physical Plant

The NCC library staff now report to the Academic division. This has improved the library's working relationship and support of the academic programs. In early 2017, because the old library system would no longer be supported, a new library platform was rolled out across all 17 CSCU institutions called Alama/Primo Exlibris.  The new platform increased access to a broader number of journals and online research databases. This has allowed the library to reduce book purchases and borrowing along with allowing the library staff to refocus on student-centered library functions. This updated system has been critical during a time of reduced library staffing.

Both the Information Technology department and the Maintenance Department have implemented work order systems in the last 5 years. Work is assigned and tracked in both areas and a searchable history is preserved.

Security and ADA issues are reviewed and revised on an ongoing basis. A campus risk assessment was conducted in 2014 and changes were made to address the identified threats. The College limited access points via exterior doors.  Employee and Student Identification Cards must be displayed by everyone on campus. Visitors must sign in at the security desk and are issued a visitor ID. In addition, the College is increasing security camera coverage.

Information Technology resources and infrastructure are part of the administrative consolidation of the CSCU system. In the last year all authority and administration of the enterprise network and the cloud has been moved to our System Office. All information technology purchasing is controlled by the system office CIO. If funds are coming from the operating fund the CIO must approve any purchases over $10,000 made by the NCC IT department. If the funding is from any other source, purchases at any dollar level must be pre-approved by the CIO. This change has created problems in the ability of information technology staff to fix daily technology issues quickly and effectively. The administrative hierarchy gets in the way of responding to the educational and operational needs at the College.

We are in the process of updating and revamping the internet portal that will contain information, agendas, minutes, forms and other documentation for faculty and staff. This new portal will be accessible by all full-time and part-time faculty and staff both on and off campus. It will require a username and password to access. This is further described in the Areas of Emphasis, item number 4.

## Standard 8: Educational Effectiveness

This essay begins with an overview of what we know about our students. We cannot hope to improve the service we provide to our students without doing our best to understand the gifts they bring and the challenges they face. This first section presents detailed information on our student body and discusses how certain background factors can affect our students' academic success, including degree attainment. The second section of the essay goes beyond demographics to present recent studies of student behaviors that impact the achievement of their academic and career goals. This section includes data on student attendance patterns and completion rates, but it also includes more specific measures of student behaviors during a given semester using swipe-card technology and focus group interviews. The third section describes the college's current efforts to address students' needs with special emphasis on support services that address the challenges identified in the first two sections. The final sections examine the college's work to assess the quality of our academic programs and faculty as well as what our students gain from attending our college.

### INTRODUCTION

Since its inception in 1961, Norwalk Community College has been committed to a philosophy of continuous improvement. The feedback we received from NEASC in response to our 2014 self-study has directed our efforts to improve the ways we serve our students over the past five years. NCC's ability to meet the challenge of continuous improvement in the face of challenging times and tenuous resources is founded upon our efforts to gather sufficient, relevant data to inform our decision-making processes. For years, our commitment to data-driven decision-making was clear from the considerable resources the College committed to research and assessment activities. In 2007, the College created a dean's position to lead its Office of Institutional Effectiveness. Staffed by five full-time professionals, this office carried out a range of research and assessment activities to provide comprehensive information to administration, faculty and staff as they made decisions about how best to serve students.

In recent years, however, financial resources to support this office have steadily decreased, and key full-time positions have gone unfilled in the wake of staff departures.  Despite the challenges brought about by recent statewide restrictions on hiring and lack of funding, as well as concerns surrounding our ability to gather and analyze data locally by the consolidation and change in the reporting structure of Institutional Research functions under the Students First plan, NCC remains committed to using data to inform its decision-making processes. The college has become resourceful at finding support for research activities that have proven to be useful in a climate of fiscal shortage.  NCC uses the data we gather and analyze to develop a comprehensive long-term plan to serve students effectively as well as to make incremental improvements as resources allow.

Shortly after receiving feedback from NEASC on NCC's last self-study, the College's Dean of Institutional Effectiveness wrote a Title V grant proposal to help address concerns about student retention and graduation rates as well as NEASC's recommendation to improve advising services. In the summer of 2016, NCC received approval of its Title V grant proposal, which over five years will provide 2.3 million dollars of funding to improve the quality of education and the success of students at the College. The grant allocates considerable resources for identifying and addressing challenges faced by NCC students at various junctures in their educational experience. Using Title V funding, the College has been able to gather critical data to support decision-making concerning key issues related to two of its most important priorities – student success and degree completion.

Throughout 2014 and 2015, the College's Office of Institutional Effectiveness gathered in-depth information on our students and performed a comprehensive analysis using the data we gathered to guide our efforts to improve student retention and completion rates. This information was presented in a letter to NEASC responding to questions and concerns about the three-year graduation rate of NCC students. Data gathered for this response also became the basis for the above-mentioned successful Title V grant proposal, which included a substantial emphasis on gathering comprehensive student data using traditional quantitative measures as well as qualitative approaches. This research supplements information the College had been gathering and has helped us to gain fresh insights to facilitate student success. To inform our efforts to improve student retention and completion rates, we have taken a closer look at our students and the factors that affect their personal and academic lives.

The Students of Our College Community

Norwalk Community College is an open-admission, two-year public community college located in southwestern Fairfield County, Connecticut. The fall 2018 credit enrollment was 5,503 students. Fifty-seven percent of fall students were female. Sixty-four percent of students were under the age of 25 while 22% were between 25 and 34 years old. Black or African-American students made up 17.6% of the fall enrollment, and 37.5% of students identified themselves as Hispanic or Latina/o. NCC's Hispanic student population has  grown from 20% of the student body in Fall 2006 to over 37% in Fall 2018. Nearly 60% of our students were the first generation in their families to attend college. Seventy percent of enrolled students were returning or readmitted students while 17% were first-time college students. Of these first-time students, 40% attended on a full-time basis and 60% attended on a part-time basis. Transfer students made up just over 10% of enrollment. Over 68% of all students attended part-time, which is the highest rate of part-time students over the past five years. Data from the 2018 CCSSE survey indicate that over 80% of our students work for pay while attending school.

<u>Economic Disparities</u>

Wide economic disparities affect student success at NCC. The geographic area served by the college is well known as having one of the highest rates of inequality in the United States. Reported by Sommeiller and Price (2015), Fairfield County is by far the most inequitable of Connecticut's counties and the third most inequitable county nationwide (p. 8). While 9% of all residents in Fairfield County live below the poverty level, 19% of black and Hispanic residents live below the poverty level compared to only 6% of white residents (www.Census.gov).

The high cost of living in southwestern Fairfield County creates barriers for many residents who find they must prioritize working to obtain basic living necessities over the pursuit of an education. Data from our 2018 CCSSE survey indicate that 50% of students say it is *likely* or *very likely* that they will have to leave college for financial reasons. The high cost of living is a major reason that students give for dropping from full-time to part-time status. Family income level also correlates with key performance indicators. For example, according to Smarter Balanced Testing data from 2015, only 31% of area public-school students from low-income families met the expected reading standard while over 67% of students not categorized as low-income met those standards. (https://ctmirror.org/2017/07/14/test-results-stubborn-achievement-gaps-unchanged/)  and (https://www.ctpost.com/local/article/SBAC-test-scores-show-some-progress-but-math-13209501.php)

<u>Academic Achievement Gap</u>

Connecticut's economic disparities result in some of the nation's largest achievement gaps among students in different racial, ethnic, and socioeconomic groups. In 2015, the Connecticut General Assembly published achievement gap data on students' performance on the Smarter Balanced Assessment (SBAC) tests administered in grades three through eight, and in grade eleven. For both Math and English, white students significantly outperformed their African American and Hispanic peers.

In mathematics, 50% of white students "meet" or "exceed" achievement levels compared to just 13.9% of African American and 17.3% of Hispanic students. In English language arts, 67.3% of whites compared to 30.3% of African American and 32.8% of Hispanic students "meet" or "exceed" achievement levels (Beecher p. 2-3). The achievement gap is also documented in research comparing the performance of students in Connecticut's urban areas with the performance of students in wealthier suburban towns. For example, the percentage of high school students meeting academic standards in the cities of Stamford and Norwalk is significantly lower than the percentage of students meeting those standards in the nearby towns of Darien, Westport, Wilton and New Canaan. Nearly 62% of NCC students live in Norwalk and Stamford and an additional 7.1% reside in Bridgeport, which means that more than two-thirds of NCC students reside in urban areas of the state, where the majority of public school students do not perform at grade level.  In 2016-17, just over 48% of public school students in Norwalk and Stamford were reading at grade level compared to over 75% of

students at grade level in the neighboring towns of Wilton (75.6%), Westport (80.7%), New Canaan (87.9%) and Darien (84.7%). The achievement gap in mathematics is similar with Norwalk (39.3%) and Stamford (44.3%) students achieving grade level at a significantly lower rate than the neighboring suburban towns: Wilton (69.1%), Westport (74.7%), New Canaan (85.1%) and Darien (80.9%). As noted above, NCCs student population distribution is an indicator that many of the College's entering students are likely to need remedial coursework and support. As an open-admissions college, NCC welcomes all students, including those who are underprepared for college-level work. Our students' developmental Math and English needs undoubtedly affect retention and graduation rates, and struggles associated with the achievement gap may explain data showing that a significant number of students who begin as full-time students change to part-time status by their third semester.

## Cultural Diversity

An important factor in understanding our student population is its racial and ethnic diversity. NCC is a multicultural campus: our students come from 62 countries and speak 32 different languages. As stated previously, with over 35% of students from Hispanic/Latina/o backgrounds, NCC is categorized as a Hispanic-serving institution. NCC also serves many students who were not born in this country. The majority of our immigrant students come from Central and South America. English is not the first language of 36% of our students (CCSSE 2015). Our English as a Second Language program enrolls over 1,000 English Language Learners in credit and non-credit courses. Because many of our immigrant students are expected to be wage earners for their families and often provide childcare in their homes, there are many practical and cultural implications for their retention and graduation rates.

## Understanding Student Needs and Behaviors

For decades, Norwalk Community College has celebrated the diversity of its student body and has developed support services to address the needs of all our students. However, to continue to improve the effectiveness of existing services and develop new, more effective support for our changing student body, we must know more than who our students are. We must know how and how often they use the services we currently offer as well as what types of support our students think we should be offering.

To obtain critically important information about student opinions and behavior, the College began efforts to supplement existing data with a comprehensive study of specific factors related to student success. This research included an analysis of student achievement patterns in key developmental and gateway courses to determine where interventions were needed most. Student focus groups were held to obtain students' perspectives about where the College was doing a good job of supporting them and where it was falling short. Faculty and staff from throughout the College were recruited to participate in the Title V grant's steering committee as well as subcommittees on advising, orientation and retention. Research supported by Title V builds upon and integrates data gathered by the College on what and how students learn. Initially the focus of this research was to get feedback on the effectiveness of the College's efforts to support student success from the faculty and professional staff who provide services and the students who use the services.

Given the high percentage of first-generation college students that attend NCC, the College has devoted substantial resources to inform new students about how to be successful in college. These resources include counseling and academic advising services, financial aid counseling, free tutoring, new student orientation, career counseling, accessibility services, and a first-year experience course for all new students. The professionals offering these support services keep detailed records of student participation as well as inform students, faculty, and staff of the important benefits that students experience by participating in these services. However, focus groups conducted by Institutional Effectiveness and Title V staff revealed that most students, and even many faculty and staff members, had limited awareness of the full range of services provided by the College and the documented value of student participation in those services. Students told us that they wanted the College to more effectively communicate information on topics that affect their success and that they had difficulty obtaining information on choosing a major, getting academic support, understanding college policies and using resources. Meetings with faculty substantiated much of what students told us.

To supplement the findings of these focus groups, funds from Title V purchased swipe card kiosks to examine students' behaviors relative to accessing the range of support services available at the college. The kiosks supply important data on the services being used and on which student populations are accessing those services. Within one year, kiosks were placed in 12 different offices, and a total of 23,856 student log-ins were captured as well as advising notes for 1,864 students. The use of swipe card kiosks at Open Advising sessions revealed that 35% of new students and 45% of students on academic probation were being advised and registered in the seven weeks prior to the first day of classes. This information helped direct the College in improving its communications and advising outreach to these groups of students.

Research showed that communication also affected potential NCC students. Data from previous years showed that 48% of applicants applied but never enrolled in the College. Given the high percentage of first -generation college students attending NCC, the College looked for ways to improve communication with applicants so that they would have the necessary information and encouragement to complete their applications, apply for financial aid, receive course advising and register for classes. To examine the effects of improved communication on applicants, the College piloted the use of text messaging software (Signal Vine) to support the "onboarding" process for students.  Applicants in the pilot group who received text messages were 31% more likely to complete the enrollment process than the control group, who did not receive text messages.  Consequently, the College will increase its use of this technology to support and communicate with students.

Retention and Completion Findings

The three-year graduation rate of NCC students is based on the cohort of students that enters as first-time, full-time students in a given fall semester. At NCC, these students are mostly traditionally aged, and they constitute a sizeable minority of our entering students. New student enrollment over the past five years has averaged just over 1000 students each fall. Of these first-time college students, 40% have attended full-time and 60% have attended on a part-time basis.

IPEDS data tracking student progress toward completing their educational objectives has provided the college with critically important information for improving student success. Beginning each fall a new

IPEDS cohort is identified and tracked over a three-year period, which represents 150% of the time that a full-time student taking 30 credits per academic year would need to earn the minimum 60 credits required to complete an associate's degree. A significant percentage of NCC students begin full-time but subsequently decide to pursue their studies on a part-time basis. Consequently, we have found that it is necessary to look at data over a six-year period to get the best picture of our students' success, so the progress of our 2012 cohort is particularly meaningful. IPEDS data on 150% completion for the fall 2012 cohort show that 9% of students completed a degree within three years, 21.1% transferred out, and 30.3% remained enrolled by August 2015. Within 200% of normal time (four years) 13% of this cohort graduated, and the six-year graduation rate was 22%. More specifically within the cohort, 5% of Black or African-American students completed a degree within three years, while 24.6% transferred out and 31.9% remained enrolled. Of the Hispanic students in the cohort, 9% completed a degree within three years, 15.6% transferred, and 31.5% remained enrolled. Eleven percent of white students completed a degree within three years, 27.2% transferred, and 26.3% remained enrolled (IPEDS Data Feedback Report for 2016).

More recent IPEDS data on the fall 2015 cohort show significant improvements on completion rates for all students. For the fall 2015 cohort, 13% graduated within 150% of normal time to program completion, and 15% transferred. In this cohort, 14% of Hispanic students, 13% of white students, and 5% of Black or African-American students graduated within three years. While in the 2012 cohort, Hispanic and Black or African-American students were less likely than their white peers to complete a degree within three years, this trend changed for Hispanic students in the 2015 cohort, with Hispanic and Latina/o students surpassing white students in the rate of three-year graduation. NCC continues to collect and analyze information on student cohorts, paying particular attention to student-type (full-time/part-time) and ethnicity because noting trends in students' retention and graduation rates has helped us to develop programs and services to address the needs of students from different backgrounds.

A detailed analysis of NCC's retention and graduation data, along with anecdotal evidence from students, faculty, and staff, indicates that for a significant number of students, loss of momentum towards degree completion occurs during the first semester of college. The following issues almost certainly result in a high percentage of students who do not complete the requirements for earning an associate degree during a three-year period: (1) dropping to part-time after one semester, (2) starting in developmental education, and (3) failing or withdrawing from classes in the first term.

### Dropping to Part-Time After One Semester

For a significant percentage of the students who begin full-time, the impact of lost momentum after one semester is dramatic. For instance, students who begin in the fall as first-time, full-time students and return to NCC in the spring semester as full-time students have a 19% graduation rate over three years compared with just a 4% graduation rate over three years for students who begin full-time but return as part-time students for their second semester. Unfortunately, over a quarter of our first-time, full-time students reduce their schedules to part-time after only one semester at NCC, and GPA appears to be a factor in that decision. Forty percent of the first-time, full-time 2015 cohort finished the fall semester with a GPA of 2.0 or lower. Twenty-six percent of those students returned to college part-time in the spring, and 23% did not return at all. Even 19% of students with GPAs in good standing

between 2.0 – 3.0 dropped to part-time in spring 2016. For our students, academic struggle and dropping from full-time to part-time status is at least partially out of financial necessity. According to NCC's 2018 CCSSE survey, over 80% of our students are employed, and approximately one-third work more than 30 hours per week. The need to work long hours leaves students with less time to focus on school or access resources, such as the library and tutoring services, that can help them bolster their academic performance. Students' loss of momentum so early in the college experience essentially eliminates any chance of graduating within three years.

Nevertheless, data show us that NCC students are tenacious and persevere well beyond 150% of time to graduation, often having positive outcomes within five years of starting at NCC. Analysis of the 2012 cohort finds that while the graduation rate within three years was only 9%, within five years 20% of the cohort had earned an associate's degree. National Student Clearinghouse data tells us as of spring 2019, 35% transferred to four-year colleges and 12% had earned a bachelor's degree.

Using the resources of its Title V grant, NCC has implemented key initiatives to propel students from admission to degree completion, which include addressing lost momentum during the first year of attendance. See the heading "Title V Grant" under "Efforts to Improve Retention, Graduation, and Student Success" later in this report.

## Starting in Developmental Education

The majority of students enter NCC with reading, writing and/or math skills that are below college level. Even if they maintain full-time status, these students require additional time to complete their degree requirements, and our data shows that many full-time students who begin in remedial courses reduce their course load to part-time status by the third semester. In fall 2015, 57% of the incoming cohort required at least one semester of remedial math, 55% required at least one semester of remedial English, and only 28% did not require any remediation. Overall, 72% of students in the fall 2015 cohort required remediation in one or both areas before they could begin earning credits toward a degree or certificate. The table below provides evidence of the relationship between remedial need and three-year outcomes.

Forty percent of the fall 2015 cohort required remediation in both areas. For these students, their momentum has already been slowed by taking classes that do not count toward their degree and by failing and/or withdrawing from classes during their first semester. Unfortunately, as of fall 2018, over one-third of NCC students meet this description. To address our students' remedial needs, the College has redesigned its English and Mathematics curricula, leading to greater student success in these areas. See the section on "Developmental Reform" under "Efforts to Improve Retention, Graduation, and Student Success" later in this report.

## Failing or Withdrawing from Classes in the First Term

NCC students, like community college students across the nation, face many obstacles inside and outside of school that affect their chances for success. Since the College's last comprehensive study, NCC has taken careful measures to collect data on students' first-term progress, including how many students fail and withdraw from some or all of their courses. Data on the fall 2018 first-time, full-time

cohort show that by the end of the first term, 41% of students earned below a 2.0 GPA, and 4% withdrew completely from the college. In gateway courses specifically, 18% of white students, 22% of Hispanic students, and 30% of black students failed or withdrew from college-level English during their first term. In college-level math, 33% of white students, 43% of Hispanic students, and 48% of black students failed or withdrew from the course during their first term.

While NCC students who pass these gateway courses are performing slightly better than students at other Connecticut community colleges, too many are failing or withdrawing, effectively slowing their progress towards graduation. The collection and analysis of data on NCC's most at-risk students have informed the College's current major initiatives to help students maintain momentum towards degree completion. For more information on NCC's efforts to improve retention and students' academic performance, see the section on our "First-Year Experience and Academic Support Programs" under "Efforts to Improve Retention, Graduation, and Student Success" later in this report.

Loss of momentum makes it difficult to reach graduation within three years, but many of these students do eventually earn an associate's degree and transfer, especially when the number of years to completion is increased from three to five (9.3% compared to 24.6%). Using the Voluntary Framework of Accountability (VFA), community colleges are better able to measure their educational effectiveness using appropriate performance measures. These measures include tracking students' developmental education progress, their two-year progress, and six-year outcomes. When we measure NCC students' six-year outcomes by examining our 2011 and 2012 cohorts, we see a better picture of success: more students complete a certificate or associate's degree, more transfer to four-year schools, more have persisted over time, and if they are still enrolled, they have few remaining credits to complete. For the 2012 cohort, after six years 22% earned an associate's degree and five years out 12% had earned a bachelor's degree. VFA's 2018 report examines a main cohort (fall entering first time students) of 2011 students. Six-year outcomes for this cohort show 18.5% had earned an associate's degree.

Summary

Our 2015 Community College Survey of Student Engagement (CCSSE) told us that students face difficulties on multiple fronts, and this was reaffirmed by the 2018 CCSSE results. Many are academically unprepared, financially insecure, and lack the cultural and social capital needed to navigate the higher education system; therefore, offering effective interventions is a complicated undertaking. The identification of obstacles to student achievement provides direction for the College's student success initiatives and projects supported by NCC's Title V grant. Improving three-year graduation rates for our students requires finding ways to maintain or increase student momentum towards degree completion. Doing so will require cultural change for students, faculty, and staff at the College. Moving forward, NCC's programs and services must better educate students about the long-term consequences of failing and withdrawing from courses and the impact of dropping to part-time status. In addition, all new initiatives to improve retention and graduation must focus on providing students with the types of support they need to complete their degrees as efficiently as possible.

## EFFORTS TO IMPROVE RETENTION, GRADUATION, AND STUDENT SUCCESS

The following section describes NCC's on-going, data-driven efforts to increase students' achievement, persistence, and retention.

### Title V Grant: The Student Success Collaborative

As previously noted, NCC was awarded a federal Title V grant in August, 2016. The grant focuses on bringing about college-wide reform by identifying seven core skills for student success: academic planning, career planning, transfer planning, learning strategies, information literacy, financial strategies, and interpersonal abilities.

Our Title V program has three overarching goals that focus on student success for first-time, full-time degree/certificate seeking students:

Goal 1: Increase student achievement 13% (from 62% to 75%) by 2021: college-level course
passage (C or better) in first academic year
Goal 2: Increase fall-to-fall student retention 10% (from 61% to 71%) by 2021
Goal 3: Increase the three-year graduation rate 7% (from 8% to 15%) by 2021

To reach these goals, NCC has outlined the following grant activities for October 2016 through September 2021:

Component 1: SOAR (Student Orientation, Advising, and Registration). A carefully organized and collaborative onsite and online orientation will introduce students to the academic program and support services. NCC will provide educational planning that involves a three-stage academic advising program sustained through an intensive early alert system accompanied by timely interventions delivered in the classroom and online.

Component 2: Success in Gateway Courses. Using supplemental instruction, embedded tutoring, targeted advising, and strong online academic content, students will have timely and easy access to support in the classroom. Student success skills will be infused in 18 gateway courses, and 30 classes will have embedded tutoring.

Component 3: Learning Commons. A Learning Commons will provide a comprehensive student support system and be established on-site and online through the renovation of a central facility. Student Success Skills materials, the development of connections across the spectrum of support services, and the expansion and training of staff and student mentors will be implemented.

NCC is in the process of developing a new comprehensive system of advising that involves a large number of faculty and staff paired with increased levels of accountability for both students and advisors. The new advising system is based on an understanding of student development, in that advising protocols and assessments will differ for students in each of three credit ranges:
0-15 credits earned; 16-45 credits; and 46 or more credits. Advising is being customized to meet the different priorities and knowledge levels of students in each group. We anticipate that these reforms

will lead directly to higher graduation rates, by encouraging students to remain in school full-time, by improving their understanding of financing higher education, and by streamlining their pathway to the degree. For a comprehensive assessment of NCC's advising practices, please see the sections on "Advising and Academic Support" later in this reflective essay and the section on advising in the Areas of Special Emphasis provided earlier in this 5th year report.

NCC's Title V Year One Evaluation Report for 2017 shows that the College has made progress on each of the grant components. The SOAR strategy has included an orientation redesign and an electronic texting application to help students with the onboarding process.

Progress has also been made towards Component 2 as selected gateway courses have been enhanced through assessment of student perceptions, research into best practices, and an infusion of support services. So far, six departments have identified courses to incorporate student success skills: Mathematics, First-Year Experience, Social and Behavioral Sciences, Science, Computer Science, and English as a Second Language. In addition, as part of Component 3, the Learning Commons is being designed with multiple learning resources. The College has expanded student access to learning resources both on-site and online.

Developmental Education Reform

Major reform of the College's developmental education program was implemented in fall 2014, prompted by Connecticut's Public Act on College Readiness (PA 12-40). In response to this legislation, the College's Math and English departments worked to modify developmental courses to meet the requirements of the law as well as our students' needs. For decades, the developmental curriculum at NCC included two levels of developmental math and two levels of developmental writing and reading. In response to PA12-40, content from the two levels of developmental writing and reading courses was streamlined and combined into one six-credit course (ENG088). Additionally, a six-credit co-requisite model of college-level English instruction (ENG101/101W) was implemented for students who place just below the cutoff for direct entry into college-level English (ENG101). This co-requisite model of English instruction enables some students to avoid developmental coursework altogether and accelerates their progress towards degree completion. As a result of these changes, the percentage of students who placed into developmental or co-requisite English and went on to complete college-level English by the end of the first year increased from 35% in 2012 to 59% in fall 2015. This improvement occurred for all students, regardless of socioeconomic status. For example, 56% of Pell recipients compared with 62% of non-Pell students completed English 101 in their first year.

In fall 2013, prior to PA-12-40, 65% of first-time, new students placed below college-level English. After the developmental education reform, more students were able to avoid developmental education altogether by placing into ENG101/101W. For example, in fall 2016, 20% took ENG101/101W; 25% took ENG088 while 55% took the traditional three-credit ENG101. Students' grades from fall 2014 to fall 2016 show that 79.5% of students who enrolled in ENG101/ENG101W passed this course compared to a pass rate of 77% for students enrolled in the three-credit ENG101. From fall 2014 to fall 2016, 88.8% of students who took the co-requisite (ENG101/101W) passed the second semester ENG102 course while 85% of the three-credit ENG101 students passed ENG102. NCC considers it a huge success

that ENG101/101W students (who prior to PA12-40 would have been required to take a semester of developmental English,) complete college-level English in their first semester of college.

Similarly, the NCC math department has made a concerted effort to reform mathematics instruction and increase student success. To reduce the number of students placing into pre-college math, NCC developed a Math Summer Bridge program. The NCC Foundation's involvement in this program makes it free for students. The program launched in 2015 with two desired outcomes: increase the percentage of students who enter college-level mathematics prior to their full matriculation at NCC and build a sense of community, which will improve student retention. Students qualify for the program by placing into developmental mathematics. In 2015, the year we initiated the program, 18% of participants successfully completed a college-level math course in the fall. In 2016, this number more than doubled to 39%. In 2017, 38% of students completed a college-level math course. Additionally, in 2017, 62% of the students had immediate savings in time and money through increasing their math placement. The Summer Bridge Program retention has been approximately 80% across the four years of its existence. Summer Bridge students who attempt college-level math courses after completing the Summer Bridge Program are passing these courses at rates similar to students who placed at the college level. We expect to continue building on this success to see even better results in years to come.

The success of developmental and co-requisite instruction is supported by a multiple-measure placement process that improves the accuracy of placement decisions. The College's multiple measure process is designed so that no single measure places a student into developmental coursework. Prior to 2014, most new students were placed into their initial courses based solely on their performance on College Board's Accuplacer. Today, students have several ways of placing into college-level coursework, including their performance on a locally developed writing assignment. An ongoing concern about our placement process is that first generation college students often do not know how to prepare for college-entrance exams and/or do not realize the importance of getting placement results that accurately reflect their ability levels. In fact, many students report rushing through the tests, not realizing the impact that placement results have on degree completion. To help entering students understand the significance of placement testing and prepare to do their best during assessment, NCC's Testing Center has improved the way the College communicates information about its placement testing process. Informative brochures are distributed to new students through the Admissions Office when they sign up for testing and information on placement testing is available on the NCC website. The goal of NCC's placement testing process is to make sure that entering students are placed into courses that challenge them but are not overwhelming. The effectiveness of efforts to inform and prepare students for placement is supported by student feedback. The CCSSE 2015 Key Findings report indicates that most students believe they were placed at the correct level, and just 16.5% of students felt that their English placement course was below their skill level at the time they began college.

First-Year Experience and Academic Support Programs

In addition to shortening the time students spend in remediation, NCC has developed support services to enhance students' first-year experiences and support them academically so that fewer fail or withdraw from courses. Through our Start2Finish (S2F) program, first-time, full-time students are

enrolled in a three-credit student success course Freshman Seminar (FS101), which engages them in a variety of self and career assessment activities to explore career paths, practice goal setting, and develop plans for achieving their goals.  In addition, students address issues related to their transition into college, develop critical thinking abilities, and review and practice academic success strategies. In Freshman Seminar, students learn about resources that can help them be academically successful and develop study skills (e.g., time management, note-taking and critical reading) that can make the difference between success and failure in college.

Students enrolled in FS 101 also receive academic coaching from Student Success Coaches. Student Success Coaches work with students one-on-one and in group settings throughout the year to provide them with academic advising and help solving college-related challenges.  Coaching is a collaborative process between the student and Student Success Coach, who by working together identify goals and develop action plans that facilitate student success. To address academic pitfalls that students experience in the first semester of attendance, faculty also participate in the S2F program. Over the first six weeks of the fall semester, faculty identify at-risk students who are participating in S2F through an early alert system; coaches then contact students who are most at risk of failing and help them locate student support resources, such as tutoring services, that will retain students and help them make academic progress. Through Start2Finish, students develop a network of peers, a cohort of faculty and staff committed to their academic success and they are provided with a full range of support services and resources through graduation.

Using a comparison group of new first-time, full-time students from three previous cohorts, the College has seen significant improvement in student achievement as a result of the services provided in the Start2Finish program. Groups were demographically similar in terms of age, race, ethnic and gender distributions.  Of those S2F students who began in developmental English, 65.2% completed the course compared to 57.9% of those in the comparison group. Furthermore, 71.9% of college-ready S2F students earned 15 or more credits during their first year, while 69.6% of college-ready students in the comparison group earned that many credits within one year.

In 2016, the Academic Enrichment and First-Year Experience department began surveying all students enrolled in our FYE and Developmental English courses during weeks 4-8 of the fall semester to determine the greatest factors to student success and retention. This information continues to inform departmental policy and practice, and it has helped significantly reduce our D, F, W grades.

Students enrolled in either our TRIO or REAL student support programs demonstrate much higher retention and pass rates than students who are not in these programs. As a result, we have required all sections of developmental English and FYE to include a recruitment presentation from these programs. This has increased participation and course success rates.

Improved Advising Services

Feedback provided by NEASC on NCC's 2014 self-study affirmed the College's  efforts to provide comprehensive support services, such as the Tutoring Center and a Main Street one-stop shop, that aim to improve student success and retention. At the same time, the self-study indicated a need to strengthen the College's advising system. Specifically, the Commission on Institutions of Higher

Education expressed concern "about the lack of clear information available to students to help them navigate the different advising options available" (Letter, April 2, 2015). To ensure that students' advising needs are met, NCC has engaged in extensive planning and has committed considerable resources since our last self-study to improve the College's advising process. Efforts to improve advising include the development of several internet-based tools that provide clear information to students, a robust "Advising Toolbox" on our institution's website, regular advising workshops to train faculty and staff, and the implementation of high-impact advising programs designed to target specific student populations and support them throughout their academic experience.

<u>Internet-Based Advising Tools</u>

Transportation issues can be an obstacle for many NCC students, whether it is the challenge of fighting traffic to get between the College and work or spending hours each day on busses and trains. As a result, transportation issues can create an obstacle for working students to participate in support services such as advising and academic planning. To address this challenge, NCC has begun implementing the use of on-line resources and other technologies specially designed for higher education to better serve our students via the internet. These technologies are clear for students to understand, facilitate active participation in educational planning, can be accessed on cell phones as well as computers, and enable faculty and staff to provide customized information to students. Since 2015, NCC has been engaged in implementing four important new internet-based systems for our students and advisors to make the College's advising process more effective and student centered:

1. *Insight* by Symplicity for advising.  This program makes it possible for advisers to manage their contacts with students. Symplicity is being used throughout the College by those who provide services to students. It is used by advisors to record and document advising sessions, by tutoring and career services to book and manage appointments, and by our Start2Finish Success Coaches and faculty for the early alert system. Additionally, the Counseling Department uses Symplicity to record case notes on the students served in that area. Symplicity provides counselors with monthly reports that include data on the number of students served and information on students' progress.

2. Degree Works.  Degree Works by Ellucian is a web-based advising and degree audit tool, designed to inform students about the courses they need to take to complete the degree they have chosen as well as explore how the courses they have already taken fulfill the requirements of other degrees. This technology allows advisors to spend more time discussing advisees' individual aspirations and concerns. Last year, the college made a major effort to introduce students and staff to this technology and incorporate its use in all advising sessions. Workshops demonstrating the use of Degree Works were provided to anyone involved in advising. Degree Works not only enhances the ability of students to conduct their own degree audits, but also provides them with an easy-to-use tool for academic planning.

3. An electronic catalog.  In 2017, NCC converted from a paper catalog to an electronic catalog.  This digital catalog makes it easier for students to access academic information via the internet using their computers, tablets and smart phones. It significantly enhances the College's ability to maintain and update the catalog so that information about curricular changes can be conveyed to students quickly and accurately.

4. Website redesign. NCC went live with a redesigned web site in spring 2017. The goal of the website redesign was to develop a more student-focused website that ensures consistent and easy access to information for all of our stakeholders. To address the needs of our multi-lingual students, our website content can be translated into eleven different languages.

## Advising Toolbox and Workshops

Currently, advising occurs in many ways and in many areas at the college: chairs and coordinators advise students, faculty advise students in their offices and during open registration sessions, and Success Coaches and counselors work with students from every academic area of the college. With so many educators involved in providing advising, it is essential that NCC has a centralized source for all advising information. The College's newly developed Advising Toolbox link is easy to access, and faculty and staff advisors can sign-up for a number of advising workshops offered by the Counseling Department throughout the year to learn how to incorporate Toolbox content into their advising. The Toolbox itself provides essential advising information, including an advisor directory, an "Advisor Cliff Notes" form for quick reference, a list of common advising errors, information on using placement test scores, courses students are eligible to take if they have placed into developmental English and math, and instructions for performing a degree evaluation with Degree Works. Advisors can also find transfer information for students planning to transfer to a Connecticut university.

## High-Impact Advising Services

Supported by its Title V grant, NCC has begun creating a comprehensive advising system from admission to degree completion, including the design of an on-site and online orientation and advising curriculum. The orientation design team successfully piloted the refined on-site orientation with 476 students in August 2017. The Title V team selected an online orientation platform and drafted content to launch during the 2018-2019 academic year, which includes customized Spanish material for our Hispanic students and families. The team also worked with the Registrar and academic departments to develop semester maps that help students navigate the college core and academic programs in a timely manner.

Another high-impact advising approach NCC has implemented is Panther Advising Workshops (PAW). Students entering college for the first time attend a PAW workshop prior to registering for courses. During this 2 ½ hour session, students meet NCC's Student Retention Specialists who advise and register students, as well as provide important information for new students. As part of a larger college-wide effort to refine how we assist new students in the enrollment process, the PAW model includes:

- A presentation on information new, first-time students need to be prepared for a successful start at NCC
- A meeting with an academic advisor
- Training to log-on to NCC computers and to use the NCC portal, myCommNet
- Registration for the New Student Orientation
- Registration for the Summer Bridge program (if applicable)

- Scheduling and registering for courses

Support Specialists are the main point of contact for all PAW students. Once students leave PAW, they know to reach out to the workshop leaders for any assistance moving forward. Through these efforts, the PAW program is able to support first-time students in ways the College's traditional open advising and registration sessions cannot.

Since our 2014 self-study, NCC has made considerable progress in improving our advising system. Each step we've taken has been supported by data we've gathered on our students and their use of support services. Through several high-impact programs, the College has effectively outlined credit benchmarks for advising and also developed foundation-level advising components (i.e., semester maps, the advisor toolbox, student outreach, and first-year experience workshops) that increase student success and expand the accessibility of advising services.

## NCC Foundation Scholarships

In addition to supporting the financial health of our institution, the Norwalk Community College Foundation provides scholarship support for incoming, current, and graduating students. As indicated earlier, many of our students face financial challenges that negatively impact their chances of earning a degree in a three-year timeframe. The NCC Foundation's generous response to that need enables many eligible students to graduate debt free.  The Foundation awards approximately $1 million in scholarships to over 500 students annually. Awards have more than doubled in the past decade, allowing the Foundation to provide full-year scholarships to students as well as DREAM scholarships to childhood immigrants who graduated from a U.S. high school but who are not yet U.S. citizens. The Foundation also helps to promote the continued success of our students through its LEAP scholarships for students who graduate with a 3.4 GPA and continue to pursue a bachelor's degree. These scholarships, along with other student success programs supported by the Foundation, have a profound impact on students and bolster NCC's efforts to propel students toward degree completion.

## ASSESSMENT OF STUDENT LEARNING: HOW AND WHAT STUDENTS LEARN

In line with our mission and vision, academic programs at NCC aim to "create a culture of inclusion and excellence" by providing an affordable education while promoting student learning and success "through high quality instruction, support services, and co-curricular activities." Additionally, NCC faculty and staff strive to educate the whole student. To support this effort, the College collects and uses data on three domains of student learning: cognitive, behavioral, and affective. The collection of data to assess academic programs and college-wide initiatives is another essential part of our ongoing assessment of what we do.

To serve our students' needs and those of the surrounding community, the College offers 53 career and transfer Associate Degree programs, including an Honors Program, 6 Associate in Applied Science Degree programs and 17 Certificate programs, as well as Extended Studies and Workforce Education non-credit programs. Associate Degree transfer programs provide introductory level coursework in a major. The curricula of Associate Degree career programs emphasize preparing students with the necessary knowledge and skills to enter the job market or advance their careers upon graduation by

offering courses in career-related areas. All A.A. and A.S. degrees include a general education core that gives students a solid foundation in general education.

While the emphasis of most new research projects since NCC's 2014 self-study has been on gathering information related to student success, the College remains firmly committed to thoroughly assessing the quality of our courses, programs and faculty.

General Education Assessment

For the majority of associate degrees offered by the college, students complete a minimum of 30 general education credits. The only exceptions are four recently added A.A.S. degrees in hospitality and computer technology that require just 24 credits in general education. NCC's general education requirements (often referred to as the College Core) are designed to prepare graduates to participate fully in a dynamic, global environment by developing independent learners who are able to think critically across disciplines, interact constructively across cultures, and participate responsibly in society. The College Core consists of courses in a range of academic disciplines including written and oral communication, humanities, social sciences, mathematics, science, and technology as well as courses that cross disciplinary boundaries. The College Core requirements have been incorporated into all programs at NCC. For over 25 years, NCC's General Education (GenEd) committee has taken the lead role in examining the effectiveness of our College Core requirements toward meeting the goals for which they were designed and established. The GenEd Committee is made up of faculty representatives from every department in the college. On a monthly basis during the academic year, this committee meets to address issues related to the College Core. Chief among the responsibilities of the committee is to determine that the College Core continues to effectively prepare students to be independent thinkers who know how to assess and use available information sources to solve real world problems and who are prepared for the lifelong pursuit of learning. Assessment of the College Core is an essential aspect of ensuring that it remains a relevant and effective approach to preparing students for a future of workplace success and civic engagement.

Although the GenEd Committee had been fulfilling its duties to assess the NCC core on an ongoing basis, two recent CSCU system initiatives have made this work more urgent. The Program Normalization initiative was a directive from the BOR that colleges should require no more than 60 credits to complete any associate degree. At the time of the directive, many NCC programs, especially career programs, included more than 61 credits, and some required as many as 70 credits to complete. While the program normalization did not have a major impact on most transfer programs, the directive did force faculty and administration to make significant modifications to many career programs. The challenge was to balance the general education requirements with the courses specific to the degree. To address this challenge, the GenEd Committee revisited the core to discuss whether the College's 30-credit core should be maintained. To ensure widespread faculty involvement in this assessment, GenEd Committee members became actively involved in meeting with program coordinators, department chairs and faculty from all departments throughout the college to reconsider the balance between general education and program-specific requirements. Following the College's principles of shared governance, these deliberations led to a reaffirmation of NCC's commitment to a 30-credit core for all A.A. and A.S. programs.

A second CSCU project that led to further examination of NCC's general education requirements was the system-wide Transfer Articulation Policy (TAP) program, which was designed to create common transfer programs at all twelve community colleges throughout the CSCU system. A key feature of TAP was to help students ensure that all credits taken at a community college would satisfy degree requirements at CSCU universities. An essential part of the development of these common programs was establishing a common set of general education requirements for all programs. TAP general education requirements, known as the Framework 30, would be based on 11 competencies that all graduates would be expected to achieve. Each college was allowed to determine which of its courses developed each of the 11 competencies. This work involved NCC faculty, led by the GenEd Committee, in another major examination of our College Core using the lens of competency-based assessment.

In addition to requiring NCC to identify courses that would meet the criteria for the TAP program's competency-based general education component, the TAP initiative provided an opportunity for NCC's General Education Committee to re-examine courses that fulfilled the College's general education from a perspective that emphasized identifying and assessing specific competencies that students are expected to develop from their participation in our general education curriculum. Since 2014, the General Education Committee has worked with faculty, including program coordinators and department chairs, to identify and vet 112 courses that fulfill general education competency requirements at both NCC and at receiving CSCU institutions.

An equally important part of realizing the goals of TAP involves assessing the extent to which students develop a given competency by taking courses vetted for that competency. The assessment process involves the assessment of student artifacts from vetted courses using rubrics developed in collaboration with system-wide community college colleagues in 2012. In the past two years, the General Education Committee has assessed courses in the following areas: Quantitative Reasoning (MAT172 at NCC), Written Communication (IDS210), Aesthetic Dimensions (ART100), and Social Phenomena (IDS220). In spring 2017, the GenEd Committee used the CSCU "General Education Assessment Rubric of Quantitative Reasoning" to assess a random sample of final exams in our College Algebra (MAT172) course. Based on artifacts obtained from the exam, three of the four learning outcomes were assessed, and the results showed that students were competent in the areas assessed. Assessment using the common rubric was difficult at times because the course's final exam was not designed specifically to be used for assessing the outcomes in the common rubric. During the following spring semester, the committee confronted similar difficulties when it attempted to use student papers written for an Art Appreciation (ART100) course as artifacts to assess the development of competencies in the TAP Aesthetic Dimensions category. Three of four outcomes were assessed, and students were found to be competent in two of the outcomes and minimally competent in the other. Again, the class assignment and the common rubric were found to be disconnected. It appears that existing course assignments simply cannot prompt students to adequately address all aspects of the common rubric outcomes, as well as NCC's own course learning outcomes. These results indicate the need to revise the common rubrics.

Through its application of a TAP rubric-based assessment of student artifacts, NCC's GenEd Committee recognized that there were serious problems with this assessment process. The GenEd Committee's early efforts to assess student artifacts led to the realization that some levels of competency development expected of students were unrealistic for students in 100-level and 200-level courses.

Another limitation of the assessment process was the discovery that current methods used by faculty to grade students did not always produce artifacts that could be assessed through the TAP rubrics. During spring 2018, system-wide conversations began about the need to revisit the rubrics. That spring, the GenEd Committee continued to assess courses, and these assessments indicated that NCC students were developing some of the key competencies identified in the TAP rubrics.

Faculty at NCC remain committed to the important work of assessing the content of our courses and programs as well as our methods of instruction to ensure that students develop the necessary knowledge base and skills to reach their potential as lifelong learners, effective workers and involved citizens. The effect that consolidation would have on the ability of NCC faculty to assess course and program content for our students is a real concern.

Academic Program Review

As noted earlier, NCC currently offers 53 Associate Degree programs, 6 A.A.S. Degree programs and 17 certificate programs. Information about each program's curriculum, program outcomes, College Core requirements, major requirements, and recommended sequence of study is publicly available on NCC's website and digital catalog.

The college's Institutional Effectiveness Office has an established schedule for program reviews. Data collected through this review process help the College measure its progress towards reaching Goal 1 in the 2017-2022 Strategic Plan: "Advance student learning and success as a student-centered institution committed to academic excellence." These academic program reviews are essential for ensuring that our programs have the necessary resources and support to meet the learning needs of students and prepares students effectively.

Faculty in each academic program have autonomy to determine the measures used to evaluate student success and mastery of program-specific requirements. Multiple measures, such as capstone experiences, portfolio assessment, standardized and locally developed tests, performance on national licensure exams, and internships, are used to assess students' learning and overall experience in their majors. During the program review process, faculty and staff associated with the program work with the Institutional Effectiveness staff to examine the adequacy of program resources as well as the extent to which students are meeting the learning goals and objectives to satisfy program requirements. For example, during its 2017-18 program review, NCC's Exercise Science Program effectively used assessment data to inform the program's goals for the next five years. While demonstrating the students' success in many areas, the review revealed that a higher than expected number of students were unsuccessful at passing two essential courses with a grade of "C" or higher. Further investigation revealed that academic performance issues, such as poor written communication, presentation, research, and technology skills affected students' abilities to be successful in these courses. To address these concerns, program faculty developed a plan to improve experiential learning in clinicals, provide a peer leader/tutor to assist students and enhance the existing curriculum so that it places increased emphasis on introducing, reinforcing, and continuously assessing information and technology literacy, scientific writing, and presentation skills. In addition, the 2017-18 English as a Second Language (ESL) program review lead to the implementation of an accelerated option for students who had the ability and desire to complete the program sequence in

just one year. This accelerated sequence is being piloted this spring. Assessment and planning review is undergone by all programs at NCC on a five-year cycle.

E-Series forms document various direct measures of student learning, including both formative and summative assessment instruments, which departments use as part of their regular assessment loop. Of the 42 programs listed in the current E-Series table (appendix), 18 report assessing student learning with a capstone course, 18 rely on a portfolio review, and 31 evaluate students through performance in internships and fieldwork. Additionally, through indirect measures of student learning, identify learning through employer surveys and collect information about students' employment.

By systematically measuring student learning using multiple measures, chairs, faculty, and advisory boards are able to propose program improvements that are rooted in evidence.   Our Advisory Boards consist of internal faculty, faculty from area universities and colleges and working professionals in their respective areas so as to provide germane/update input regarding employment requirements and workforce needs.  For instance, after assessing student work at the course level, Accounting faculty increased emphasis on integrating case studies for real world application throughout the accounting curriculum. As of spring 2019, other programs such as Architectural Engineering Technology now require students to complete internships and fieldwork. These curricular changes enhance students' experiential learning and encourage reflection and active learning.    In total, 36 programs have reported making at least one change as a result of the program review. Changes encompass revision of course and/or program learning outcomes, updates to textbooks, emphasis on experiential learning, incorporation of a new course or new technologies to help students acquire needed industry skills, revision of admission requirements, tutoring support added, and flexibility of course offerings. These changes further ensure students' success in major courses, once they transfer or enter the workforce.

Assessing Faculty

Teaching Evaluations by Students

Every semester full-time and part-time faculty are evaluated by their students. From 2010 to 2016, students completed course evaluations online via myCommNet. As reported in NCC's 2014 self-study, this resulted in an extremely low return rate of 16%. To attempt to increase the return rate, in 2016, the college contracted with IOTA, a user-friendly online system, to collect student evaluations. This increased our response rate to between 28% and 41% in the two years that we used IOTA. While these rates were an improvement, we recognized that we still needed to increase the return rate to get any meaningful data on the teaching and learning experience. Therefore, the College decided to return to paper evaluations during the 2018-2019 academic year. As a result the student participation rate increased to over 77%.

Faculty Evaluations by Their Supervisors

Full-time faculty are evaluated in accordance with the Connecticut Community College's Faculty Development and Review Plan, which was developed by the Labor/Management Committee of the Board of Trustees. The plan provides a positive vehicle for assessing each faculty member's instructional effectiveness, and for developing a professional development plan to ensure continuous

improvement. Supervisory evaluation of full-time and part-time faculty is required on a regular basis per union contract: full-time faculty must be evaluated in each of their first two appointment periods; once every three years thereafter for those in standard appointments; and once every five years thereafter for those in tenured appointments. In addition to a classroom observation by a supervisor, the evaluation process includes a review of teaching evaluations and a self-assessment. The process results in the creation of a professional development plan with clear goals and timetables. HR provides a list of all who are eligible for evaluation in the upcoming year to the president, who publishes the list. Department and division chairs oversee the evaluation process. All forms for evaluation, faculty development, and self-evaluation are located on the Human Resources webpage. NCC's Human Resources Department data indicates that full-time faculty evaluations are up to date.

See also the section on Areas Identified for Special Emphasis (area for emphasis identified in the Commission's 2015 letter).

## WHAT STUDENTS GAIN FROM THEIR EDUCATION AT NCC

NCC inspires excellence among our students, faculty, and staff. By embracing the diverse needs of our students, faculty and staff provide an environment that empowers students to achieve their highest potential.

Graduation surveys are one way to measure what students gain from their education at NCC. Our last graduation survey from 2018, of which 31% of graduates responded, 59.7% transferred to a 4-year college after graduation and 26.9% found a job within their field of study. Fifty percent of graduates reported having a job related to their field of study. When asked to rate their community college education as preparation for their current employment, 92% reported their education was "good" or "excellent," while 6% said "fair" and just 2% said "poor." Additionally, students reported that their NCC education helped them in the following ways: 52% got a new job, 26% got a salary increase, 17.8% got a promotion, and 46.6% were able to maintain a current job. Of those planning to continue their college studies, 96.5% answered "yes" when asked if their NCC education had prepared them for future studies. Finally, 97.7% of survey participants reported "Yes, I would recommend" NCC to a friend or family member."

In addition to job placement and overall high levels of satisfaction, our students successfully pass licensure exams. For example, during FY 2017, 91.3% of students who took the Nursing NCLEX Performance exam passed, and that passage rate remained high during FY 2018 with 85.2% passing. Graduates of NCC's Exercise Science program who take the Certified Personal Trainer Examination (administered by the American College of Sports Medicine) pass this exam at a 99% rate. Over the past five years, graduates of NCC's Medical Assistant: Clinical program have passed the Certified Medical Assistant Examination (American Association of Medical Assistants) at a rate of 75% on the first attempt.

While gaining an affordable education, our students are also able to access a multitude of resources that support and enrich their lives. NCC supports veterans through its NCC Veterans Committee, Veterans Lounge, and academic, career, and counseling services. NCC students with children can access affordable, high quality child-care programs on campus. And, students who face food insecurity

have access to The Pantry at NCC, which provides healthy foods and personal care items and seeks to alleviate barriers that help students remain in school and earn their degrees.

Through many different programs, clubs, and services, NCC helps our students explore and embrace the intersection of their multiple identities, celebrate their cultural heritage, and develop a sense of belonging both within and beyond college. These resources also provide opportunities for students to engage in cross-cultural dialog and support the forming of ally groups. Students have access to service learning, community service programs, AmeriCorps VISTA internships, interfaith community service and a meditation room, the Center for Multicultural Affairs, Office of Diversity and Equity programming, the Student Government Association, Phi Theta Kappa, and an array of student clubs, such as a Sister Circle group to support young minority women. Students of all needs and aspirations can find a home within a home and develop relationships that last well beyond their time at the College.

Since the College's last self-study, administrators, faculty, and staff have been engaged in ways to better understand NCC's institutional effectiveness and have actively participated in data-driven decision making. The College recognizes the need to continue to nurture a culture of assessment that offers insights into our educational effectiveness and students' needs.

NCC is devoted to ensuring that our methods of understanding student learning and success are grounded in best practices and used to advance student services, enhance academic programs, fulfill our mission, and support our steadfast commitment to our local community and global society.

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## Standard 9: Integrity, Transparency and Public Disclosure

Norwalk Community College (NCC) subscribes to, advocates, and strives toward high ethical standards through a wide range of policies and practices. The core values of honesty, transparency, openness in communication, inclusion, impartiality, equality, non-discrimination, fairness, and respect are evident in NCC culture. The College is committed to the practice of integrity in dealing with its diverse population of students, staff, faculty, administration, external agencies and organizations, as well as the general public. The standing Integrity Committee, established in 2005, has created a code of ethics and a brochure on the rationale for academic honesty. It also conducts faculty, staff and student surveys on integrity. Its charge is to be a forum for dialogue on the meaning and pertinence of institutional values and practices.

Appropriate policies are published in the NCC Student Handbook and the supplemental Whys for Academic Honesty, the online College Catalog as well as in the Guidelines for Professional Conduct and will be addressed in the Faculty Manual when complete. Protocols for grievances by staff, faculty, and students are maintained and updated regularly by Human Resources and the appropriate unions. Students' rights and responsibilities are published in the Why of Academic Honesty and the NCC Student Handbook. Also in the Student Handbook, and in the online College Catalog are the College's commitment to equal opportunity, and fairness in grading. Title IX is utilized in service of protecting faculty and student expression.

The need to increase the diversity of the faculty is an ongoing concern. To that end, the Human Resources department purchased the web-based application, JAZZ, as described in Standard 6.  NCC has also expanded the formal search process for most hires. Each vacancy announcement, from Educational Assistants (non-tenure track staff positions) to Dean Positions, is advertised in a number of minority publications. The search committees must include diverse representation of faculty and staff, who will interview a balanced, representative population of candidates. The Human Resources Office and the Affirmative Action Office ensure the search committee's compliance at each step.

Currently, NCC is an independently accredited institution, and as such, our governance structure supports our ability to make independent decisions on what best supports our students, our community and, therefore, our mission. This creates and facilitates an openness in the academic environment, which enhances learning at NCC socially, emotionally, and academically. However, the future is unclear. The Connecticut State Colleges and Universities (CSCU) Board of Regents is committed to the Students First proposal that would consolidate the twelve community colleges into one CT Community College. If this proposal is approved we, along with the eleven other community colleges, would lose our independent accreditation.

The Board of Regents has announced that, in line with the proposed community college consolidation, the 12 Marketing and PR Directors will be replaced by three regional Marketing leads and that advertising and communication functions will be centralized. This merger, anticipated staff attrition, and the current budget constraints that prevent us from filling vacancies, will impact our ability to maintain adequate Public Disclosure standards, among some other concerns noted below:
- The Assistant Director of IT acts as our part-time webmaster. The current Students first proposal does not include position of Assistant Director of IT, nor college webmaster. This is inadequate for a continuously growing site.
- The Assistant Director of IT and the Director of PR & Marketing are responsible for coordinating the update and posting of the College's catalog. Currently CSCU has not proposed or advised colleges to be consolidated, on who will be accountable for public disclosures standards related to the college catalog once these positions are eliminated.
- Adjunct instructors comprise well over half of the teaching staff, however, their names and academic affiliations are not included in the College Catalog. We understand that because of the transiency of many of our adjunct faculty this would be difficult to maintain but this is a sizable portion of our teaching faculty who are not identified in our Catalog.

Norwalk Community College is dedicated to communicating accurate and honest information to its internal and external constituents, including current and prospective students, faculty, staff, the public,

the media, legislators, community/educational partners and donors. Public disclosure supports the major goals and objectives of the college, and extends broader awareness of the institution's capabilities, resources, programs, and culture.

In 2017, Norwalk Community College's Catalog transitioned to a searchable online publication (http://catalog.norwalk.edu/). The Catalog is no longer printed every two years. Content is updated annually and is more accurate. Program Outcomes are now included in 92% of the 53 A.A. and A.S. degrees featured in the catalog. Information about NCC's Vision, Mission, Goals, Core Curriculum, and Policies on Equal Opportunity, Non-Discrimination and Anti-Sexual Harassment, are now featured together in one prominently placed "Purpose and Objectives" webpage. (http://catalog.norwalk.edu/content.php?catoid=6&navoid=370).

In April 2018, NCC hired The Snyder Group, a digital marketing and advertising agency, to launch an Inbound Marketing Program, which collects a database of potential students. The College uses the information gathered in this database to contact these individuals to give them information related to advising, programs, registration dates, etc. In addition, we instituted an online Public Relations Event and Publicity Request Form, enabling departments to submit requests for internal and public communications via social media, campus events calendar, press releases, website postings and all-college emails. These requests are tracked and archived.

NCC's website (www.norwalk.edu) was reconfigured in 2017 to provide more targeted information for four constituent groups:  Future Students, Current Students, Parents and Family, Faculty and Staff. Content managers from each department are still responsible for maintaining their department's content. This change has encouraged more departments to "own" their own content and keep the website more accurate. Unfortunately, while it is more accurate than it was, there are still a number of conflicting concerns about what content should be front and center during any particular period of time. These include the registration process and the steps all students (new, returning, guest/visiting, etc.) need to know to apply, register and pay for their classes, program and class descriptions and other academic information, vs. other, more general, informational content.
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NCC had made progress communicating with students. In 2017, the CSCU system started creating college email addresses for all community college students. In 2016-2018 NCC held eight focus groups to identify a preferred method for communicating with students. The preferred communication method for the majority of students was email. With this knowledge in hand, the Marketing and Public Relations office purchased Constant Contact, an email platform which can send messages to all students, or subsets of students, with a single click. In addition, the Dean of Students, Continuing Education, Financial Aid, Student Activities, the Academic Dean, Admissions and Counseling all use Constant Contact to inform or remind students about deadlines, academics, information, alerts, etc. The Symplicity student management software also provides options for more targeted email communication with students. Along with these email platforms, as noted in Standard 5, we use Signal Vine to text various cohorts of students.

NCC is committed to the free, informed, and open pursuit and dissemination of knowledge and scholarly insight. These are furthered through faculty and staff exhibits such as scholarly publications

and professional art exhibitions. Student musicals and performing arts night, Film and TV exhibitions, and displays, both photographic and painting, are examples of a vibrant arts scene.

The College adheres to the policies and procedures for events as set forth in the college catalog as well as on the NCC Internal Event Reservation forms. Additionally the System has created a work group to review and revise policies related to the use of campus facilities. Their findings will be incorporated into NCC's policies when they become available.


## INSTITUTIONAL PLANS

The most significant initiatives that support improved student learning and therefore, retention and completion, are outlined in our 2017-2022 Strategic Plan. This part of the report will focus and elaborate on what we have already done, and how we will, over the next five years, build upon what we have already done to support our students on the road to success. There is, however, a caveat to these plans that we cannot ignore. The Students First proposal is taking a toll on our financial and human resources that may limit our capacity to realize all of the goals we have set for ourselves. There are two scenarios that could play out in the next four years. The first scenario, and the one we will concentrate on in this space, is that we will retain our accreditation and we will continue to pursue those goals and related projects that will benefit and support our students. The second scenario is that we will lose our accreditation and we will therefore lose our ability to make local decisions.

**Goal 1: Advance Student Learning and Success as a Student Centered Institution Committed to Academic Excellence.** Some examples of *High Impact Practices* that we are employing at NCC are below.
We have integrated student success skills in gateway courses, in particular First Year Experiences courses, to help students understand that to succeed in college they must take increased responsibility for their behavior. Once they enter college students need to adjust to the change in reality they face. There are no longer set study times, class attendance and participation is strictly up to them and they must create a balance between personal and academic obligations. Time management, stress management, study skills and money management are examples of some of the skills taught and discussed in these courses. First Year Experience (FYE) is strongly recommended for all first-time, full-time students. We have also developed a 1-credit FYE course in Financial Literacy that will help students understand the basics of personal finance which will be taught for the first time in the fall 2019 semester.

In addition, we offer a variety of other *High Impact* initiatives that our students can take advantage of throughout their careers at NCC. Many of our programs offer students the opportunity to apply the knowledge they have and are learning through intern/externships of some form. Examples of those programs are: Graphic Design, Veterinary Technology, Accounting, Business Administration, Criminal Justice, Early Childhood, Exercise Science, and Human Services.

Courses as diverse as Human Services, Sociology, Psychology, Foreign Languages, English, Freshman Seminar, Exercise Science, Early Childhood, Marketing, Accounting, Respiratory Therapy, Business, ESL, Criminal Justice, and Environmental Science offer opportunities for students to participate in a Service Learning project that teaches academic content in an applied, experiential, and reflective manner while

contributing to the community in ways that build on community assets and address community needs. As an example, students from the Environmental Science class assist with a variety of activities in support of the work of the Norwalk River Water Association (NRWA). As volunteers, students participate in educational workshops with topics that range from indigenous plants to the varied wildlife species of the area to how to plant a pollinator-friendly garden and trees.

**Goal 2: Develop a new system of advising for NCC that incorporates state-of-the-art practice and technologies.**
Through the Title V grant that NCC received in 2016 we are restructuring our advising to more completely meet the needs of our students. This is an ongoing project that is described in detail in the Standard 8 Reflective Essay.

**Goal 3: Expand professional development for faculty and staff to ensure the success of NCC's strategic goals.**
The Center for Teaching (CFT) at NCC has taken the lead in promoting increased professional development opportunities for faculty and staff. As noted in Standard 6, these include on-ground and online small group discussions and workshops, instructional skills workshops, online certificate programs, and weekly newsletters.
There are also opportunities to enroll in workshops through the NCC Faculty and Staff Online Institute. As noted in Standard 6 this is a joint effort of the Center for Teaching and the Title V grant to provide an online professional development program for all faculty and staff. This program provides personalized and asynchronous training, performance enhancement workshops, and knowledge expansion for faculty, staff and administrators. The intent of this program is to go beyond the area that participants are a part of and increase participants' awareness of the broader areas of higher education to help them more fully support the mission of the College.

**Goal 4: Expand the use of technology to support student success.**
We have expanded our use of technology in the advising area by incorporating Symplicity, a software that helps us track students in a number of ways during their time at NCC. It allows us to determine what services are used by most of our students and how they use them; it has an early-alert component that we have used to track and work with at-risk students earlier and other functions as noted in Standard 5. In addition, we use DegreeWorks, also noted in Standard 5, to help students make informed decisions about the best pathway to degree completion. In the future we will expand the use of these technologies to support student retention and completion.

To facilitate easy retrieval of information on all aspects of NCC, for students, both new, returning, and/or visiting, family members, faculty and staff we reformatted our website as noted in Standard 9.

We continue to add to our online learning course inventory to offer students alternative ways to take classes. We constantly review best practices for online teaching and online course design when we work with faculty to develop new online courses.

**Goal 5: Strengthen internal systems of accountability to ensure transparency and continuous improvement.**

We assess our students learning in a variety of ways throughout their careers at NCC. Program specific assessments vary based on the types of outcomes each program requires. Assessments run from capstone courses, to extern/internships, portfolio assessment, local or standardized tests, and licensure exam performance. We will continue to adjust and improve upon these assessment tools and look at others to ensure that we are incorporating the most up-to-date best practices in these areas.

**Goal 6: Direct planning and resources towards ensuring fiscal stability in order to mitigate the effects of budget reductions and declining enrollments.**
We have and we will continue to adjust our financial outlay, as much as possible, based on the recurring budget constraints that we have been put under for the last five years.

We are in the process of analyzing space allocation problems across the campus through the creation of a Master Plan for construction. This analysis covers renovation of existing space, adding additional space, and reimagining our external space to be more student friendly, while being mindful of our historic issues with parking.

**Goal 7: Cultivate and maintain vibrant community relationships.**
We will continue to strengthen our relationships with area high schools as we expand our early college programs. We have been working with Norwalk High School since fall 2015 and we started working with Stamford High School this past fall, 2018.

All of our career programs and many of our transfer programs have Advisory Boards that meet regularly to discuss how, or if, we need to review and/or modify our programs to keep up with current trends and developments within the context of each of these programs. These Advisory Boards represent programs such as Veterinary Technology, Accounting, Early Childhood Education, Hospitality Management, Liberal Arts and Sciences, Allied Health programs, Exercise Science, and Architectural Engineering to name a few.

## AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

| | |
|---|---|
| URL | https://norwalk.edu/handbook/terminology/ |
| Print Publications | |
| Self-study/Fifth-year report Page Reference | 27-28 |

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

| | |
|---|---|
| URL | https://norwalk.edu/admissions/transfer/ <br> https://norwalk.edu/counseling/transfer-into-ncc/ |
| Print Publications | |
| Self-study/Fifth-year Report Page Reference | 29-30 |

3. **Student Complaints. "**Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

| | |
|---|---|
| URL | https://norwalk.edu/handbook/student-grievances/ |
| Print Publications | |
| Self-study/Fifth-year Report Page Reference | 62,95 |

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. ..... The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

| | |
|---|---|
| Method(s) used for verification | Unique identification numbers are issued to each student at the time of acceptance. Students use this unique number to register for courses and access the online portals for distance education. |
| Self-study/Fifth-year Report Page Reference | 28-29 |

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

| | |
|---|---|
| URL | (internal software- E-portfolio) |
| Print Publications | NA |
| Self-study Page Reference | XI, XVI |

The undersigned affirms that <u>Norwalk Community College </u>(institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____          Date: __8/14/19__

**CSCU** Connecticut Community Colleges

# Financial
# Statements

*including*

Required Supplementary Information
Additional Supplemental Information

## June 30, 2018

## Connecticut State Colleges & Universities

# Connecticut Community Colleges Mission Statement

As part of the Connecticut State Colleges & Universities (CSCU) system, the twelve Connecticut Community Colleges share a mission to make excellent higher education and lifelong learning affordable and accessible. Through unique and comprehensive degree and certificate programs, non-credit life-long learning opportunities and job skills training programs, they advance student aspirations to earn career-oriented degrees and certificates and to pursue their further education. The Colleges nurture student learning and success to transform students and equip them to contribute to the economic, intellectual, civic, cultural and social well-being of their communities. In doing so, the Colleges support the state, its businesses and other enterprises and its citizens with a skilled, well-trained and educated workforce.

**Members of the Board of Regents for Higher Education**
**(Between 7/1/17 – 6/30/18)**

- Thirteen members:  nine appointed by the Governor; four appointed by legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Six non-voting, ex-officio members:
    - Four CT commissioners appointed by the Governor from the Departments of Public Health, Education, Economic and Community Development, and Labor
    - Chair and Vice Chair of the Faculty Advisory Committee

<u>Regents as of 6/30/18</u> *(three vacancies:  two student regents; one legislative)*

Matt Fleury, Chairman **(appt to Chair 7/1/17)**
Yvette Meléndez, Vice Chair
Richard J. Balducci
Aviva D. Budd
Naomi K. Cohen
Lawrence J. DeNardis
Felice Gray-Kemp
Merle W. Harris
Holly Howery **term began 4/19/18**
David R. Jimenez
JoAnn Ryan – **term began 4/19/18**
Elease E. Wright

**Ex-Officio, Non-voting members**
William Lugo – Chair of the Faculty Advisory Committee **term began 1/1/18**
Del Cummings – Vice Chair of the Faculty Advisory Committee **term began 1/1/18**
Raul Pino – Commissioner of the CT Department of Public Health
Dianna R. Wentzell – Commissioner of the State Board of Education
Catherine Smith – Commissioner of the CT Department of Economic and Community Development
Commissioner Kurt Westby – Commissioner of the CT Department of Labor – term began 6/1/18

**Former Board members (who served between 7/1/17 – 6/30/18)**
William J. McGurk; **term ended 4/19/18**
JoAnn H. Price **term ended 4/19/18**
Holly Palmer (COSC student; **term ended 12/31/17)**
Joseph Young (CCC student; **term ended 6/30/17)**
Hector Navarro (CCC student; elected in June 2017; **left Board 5/1/18)**
Juan Carlos Leal (CSU student; elected in December 2017; **left Board 5/1/18)**
Barbara E. Richards – Chair of the Faculty Advisory Committee – **term ended 12/31/17**
Stephen Adair – Vice Chair of the Faculty Advisory Committee – **term ended 12/31/17**
Scott Jackson – Commissioner of the CT Department of Labor – **left the Board 6/1/18**

**Connecticut Community College Presidents 7/1/2017 through 6/30/2018[1]**

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
Dr. James Lombella, President

Naugatuck Valley Community College
750 Chase Parkway
Waterbury, CT 06708
Dr. Daisy Cocco DeFilippis, President

Capital Community College
950 Main Street
Hartford, CT 06103
Dr. Duncan Harris, Interim Campus CEO *eff 7/1/18*
Dr. Wilfredo Nieves, President *retired 6/30/18*

Northwestern Connecticut
Community College
Park Place East, Winsted, CT 06098
Dr. Michael Rooke, President

Gateway Community College
20 Church Street
New Haven, CT 06510
Dr. Paul Broadie II, Interim President

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
Dr. David L. Levinson, President

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Dr. Paul Broadie II, President

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
Dr. Carlee Drummer, President

Manchester Community College
Great Path
Manchester, CT 06045-1046
Dr. Tanya Millner-Harlee, Interim Campus CEO *eff 7/1/18*
Dr. Gena Glickman, President *retired 6/30/18*

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
Dr. Mary Ellen Jukoski, President

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Dr. Steven Minkler, Campus CEO

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
Dr. James Lombella, Interim President

System Office, Connecticut State Colleges & Universities (CSCU)
61 Woodland Street, Hartford, CT 06105

Mark E. Ojakian, CSCU President

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[1] Where 6/30/2018 is last date, successor effective 7/1/2018 is also included.

# Connecticut Community Colleges

CSCU

## Introduction

The Management Discussion and Analysis (MD&A) provides an overview of the financial position and activities of the Connecticut Community Colleges ("CCC" or "System") and its component units for the fiscal year ended June 30, 2018, along with comparative information for the fiscal years ended June 30, 2017. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section.

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, twelve Connecticut Community Colleges and Charter Oak State College, effective July 1, 2011. The new Board of Regents for Higher Education is authorized under the provisions of this public act to "serve as the Board of Trustees for Community-Technical Colleges".

The Connecticut Community Colleges is a state-wide system of twelve regional community colleges. During the fall 2017 semester, 49,377 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 28,593. During calendar year 2017, 29,468 students also took a variety of non-credit skill-building programs. The CCC's offer two-year associate degrees and transfer programs, short-term certificates, and individual coursework in both credit and non-credit programs, often through partnerships with business and industry. In total, CCC employed approximately 1,930 full time employees at June 30, 2018.

The CCC system is composed of twelve primary institutions that make up the primary reporting entity. The primary reporting entity is financially accountable for the organizations that make up its legal entity. The System's twelve primary institutions include the following community colleges:
- Asnuntuck Community College ("Asnuntuck") in Enfield
- Capital Community College ("Capital") in Hartford
- Gateway Community College ("Gateway") in New Haven and North Haven
- Housatonic Community College ("Housatonic") in Bridgeport
- Manchester Community College ("Manchester") in Manchester
- Middlesex Community College ("Middlesex") in Middletown and Meriden
- Naugatuck Valley Community College ("Naugatuck Valley") in Waterbury and Danbury
- Northwestern Connecticut Community College ("Northwestern") in Winsted
- Norwalk Community College ("Norwalk") in Norwalk
- Quinebaug Valley Community College ("Quinebaug") in Danielson and Willimantic
- Three Rivers Community College ("Three Rivers") in Norwich
- Tunxis Community College ("Tunxis") in Farmington and Bristol

The CCCs serve an important role in the State's economy, providing convenient, accessible and flexible access to higher education for many of the State's residents, including "non-traditional" students age 22 or older. Open admission to all individuals who have a high school degree or equivalency, an emphasis on low student tuition and fees, and a policy goal of making financial aid available to meet the direct costs of attendance for students who demonstrate financial need, help to ensure access to all students regardless of income. In addition to the twelve primary locations, several CCCs have satellite locations in city centers affording even easier access to students who may not have transportation to attend the main campus. Satellite locations include downtown Danbury, Meriden, and Willimantic. The financial results of these satellite locations are included in the reports of the main campus, or Naugatuck Valley, Middlesex, and Quinebaug Valley Community College, respectively.

## Using the Financial Statements

CCC's financial report includes the following financial statements: the Statement of Net Position, the Statement of Revenues, Expenses and Changes in Net Position and the Statement of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for

public colleges and universities, and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35 fiscal year 2018 financial statements and footnotes are presented for the CCC *primary institution*, as well as for certain other organizations that have a significant related party relationship with CCC (the "component units").

The component units are the twelve college foundations (the "Foundations") and the Great Path Academy ("GPA"), a magnet high school at Manchester Community College ("MCC"). Magnet high schools which are operating on CCC campuses are legally separate, tax-exempt non-profit organizations. Each magnet school established is evaluated for inclusion within the System financial statements as a component unit. The Great Path Academy (GPA) at MCC meets the criteria for inclusion as a component unit in the financial statements of CCC and is discretely presented and identified in a single column on the face of the CCC financial statements. The Foundations are legally independent, tax-exempt non-profit organizations separate from College control, founded to foster and promote the growth, progress and general welfare of the Colleges and to solicit, receive and administer donations for such purposes. The Foundations manage the majority of the Colleges' endowments. However, the assets of these component units are not available to CCC for use at its discretion. The MD&A discusses CCC's financial statements only and not those of its component units.

**Financial Highlights**

The Connecticut Community Colleges had total assets of $932.1 million, liabilities of $1,722.3 billion, and a total net position balance of ($594.6) million at June 30, 2018. Of this amount, ($1,366.8) billion is classified as unrestricted net position, a $24.6 million decrease from 2017. The large negative balance in unrestricted net position was a result of the adoption of GASB 68 (Pensions) in fiscal year 2015 and GASB 75 (Other Post-Employment Benefits) in fiscal year 2018. Adoption of GASB 68 required the System to recognize a net liability for pension plans, which was previously disclosed only at the State level. The adoption of GASB 75 required the System to recognize the net liability for *other post-employment benefits* (OPEB). The offset to the net pension and OPEB liabilities was a reduction in unrestricted net position as further discussed below. For purposes of comparison, fiscal year 2017 financial statements in the MD&A have been restated as if GASB 75 had been adopted at the beginning of that year.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were $144.1 million, a 3.1% increase over the previous year. Operating expenses were $575.4 million, a decrease of 3.1% from the previous year, resulting in an operating loss of $431.2 million during the year ended June 30, 2018. Net non-operating revenues and other changes were $378.1 million, down 3.8% from the previous year, which was primarily the result of a $7.7 million decrease in state appropriations - bond funds and a $12.2 million decrease in state appropriations - general fund. Overall the CCC's experienced a decrease in net position of $53.1 million during fiscal year 2018.

Cash and cash equivalents were $147.4 million at June 30, 2018, including $16.3 million of cash equivalents in the form of State bond appropriations administered by the CCC's, and $26.3 million of State bond appropriations administered by the Department of Administration Services ("DAS") on behalf of the System. DAS-administered cash equivalents (bond appropriations) decreased from $42.1 million at June 30, 2017 to $26.3 million at June 30, 2018. Total current assets were $202.7 million at June 30, 2018. The current ratio identifies the amount of resources available to meet current obligations. This ratio of unrestricted current assets of $146.0 million to unrestricted current liabilities of $64.5 million is 2.3:1 in 2018, and was 2.5:1 in 2017. The current ratio reflects a financial position sufficient to provide short-term liquidity. However, as the State continues to address budget shortfalls over the next few years, management will continue to carefully monitor liquidity metrics. Non-current liabilities decreased 6.0% from $1,748.3 billion at June 30, 2017 to $1,644.0 billion at June 30, 2018. This significant liability includes $759.4 million for the CCC allocation of the state pension plan obligation, $847.8 million for the CCC allocation of the state's OPEB obligation and $36.6 million for the long-term portion of the accrued value of benefits, other than pension and OPEB, earned by employees which must be paid out when they retire or otherwise terminate service in the future (net of the estimated amounts to be paid out in the upcoming year).

## Statement of Net Position

The Statement of Net Position presents the overall financial position of the System at the end of the fiscal year, and includes all assets and liabilities of the Connecticut Community Colleges, including capital assets net of depreciation. The change in Net Position is one indicator of whether the overall financial condition of CCC has improved or worsened during the year.

**Condensed Statements of Net Position**
**June 30, 2018 and 2017**
**(in thousands)**

|  | 2018 | 2017 Restated* | % Change |
|---|---|---|---|
| **ASSETS** | | | |
| Current assets | $ 202,716 | $ 222,017 | -8.7% |
| Non-current assets | 729,341 | 733,864 | -0.6% |
| Total assets | 932,057 | 955,881 | -2.5% |
| **DEFERRED OUTFLOWS OF RESOURCES** | 267,682 | 335,855 | -20.3% |
| **LIABILITIES** | | | |
| Current liabilities | 78,317 | 72,568 | 7.9% |
| Non-current liabilities | 1,643,949 | 1,748,254 | -6.0% |
| Total liabilities | 1,722,266 | 1,820,822 | -5.4% |
| **DEFERRED INFLOWS OF RESOURCES** | 72,109 | 12,391 | 481.9% |
| **NET POSITION** | | | |
| Invested in capital assets | 729,184 | 733,589 | -0.6% |
| Restricted-nonexpendable | 20 | 20 | 0.0% |
| Restricted-expendable | 42,910 | 67,125 | -36.1% |
| Unrestricted | (1,366,750) | (1,342,211) | -1.8% |
| Total net position | $ (594,636) | $ (541,477) | -9.8% |

*Net position and non-current liabilities were restated to reflect the net OPEB liability at June 30, 2017 of $869.3 million as if the GASB No. 75 liability was recorded in 2017.

*Current assets* consist of cash and cash equivalents and accounts receivable. The $19.3 million decrease in current assets from the previous year is largely attributable to a $25.3 million decrease in the cash equivalents. Cash equivalents fluctuate as sizeable building projects are funded and then expended over a period of two to three years. Investment of cash is handled by the State of Connecticut Treasurer's Office, which invests cash balances in a Short Term Investment Fund ("STIF") on behalf of State agencies. The CCC's do not carry any other separate investments.

THE CCC's FINANCIAL POSITION (in thousands of dollars)

| | | |
|---|---|---|
| | $1,722,267 | $1,820,822 |
| $932,057 | $955,881 | $1,748,254 |
| $729,541 | $733,864 | |
| $202,716 | $222,017 | $78,317 / $72,568 |
| 2018 | 2017 | 2018 / 2017 |
| Assets | | Liabilities |

| 2018 | 2017 |
|---|---|
| -$594,636 | -$541,477 |

Net Position

■ Current   ■ Noncurrent Assets   ■ Noncurrent Liabilities   ■ Net Position

*Non-current assets* decreased 0.6% from $733.9 million at June 30, 2017, to $729.3 million at June 30, 2018. Net capital assets account for all but $157 thousand of non-current assets. The $157 thousand represents student loan receivables. At June 30, 2018, capital assets in service totaled $1.1 billion, offset by $369.7 million in accumulated depreciation; this compared with $1.0 billion and $342.3 million, respectively, at the end of fiscal year 2017. The $23.0 million increase in capital assets included $10.6 million in building improvements. Completed projects included $2.3 million for Asnuntuck's manufacturing center, $1.4 million in renovations to Founders Hall at Northwestern and $1.4 million for HVAC upgrades at Norwalk. Construction-In-Progress increased $14.1 million from $69.5 to $83.5 million. The increase included $17.9 million in additions less $3.3 million in transfers of completed projects.

*Current liabilities* consist primarily of accrued payroll and related benefits of $49.6 million and unearned tuition, fees and grant revenue of $13.4 million, primarily collected in advance for late-summer and fall 2018 academic terms. Additional current liabilities include vendor accounts payable of $3.9 million, $3.3 million for the estimated value of accrued compensated absences that will be paid within the coming year to employees who terminate or retire and $3.7 million of retainage on facility projects.

*Non-current liabilities* consist almost exclusively of $759.4 million in pension liability, $847.8 million in OPEB liability and $36.6 million of long-term accrued compensated absences ("ACA") to be paid out to terminating employees over time in the future beyond one year. *Pension liabilities* represent the System's proportionate share of the State Employee Retirement System's (SERS) and the Teachers Retirement System's (TRS) net pension liability. *Other post-employment benefits* liability represents the System's proportionate share of the State's OPEB liability as a whole.

*Total liabilities* were $1,722.3 billion at the end of fiscal year 2018, a decrease from $1,820.8 billion at the end of fiscal year 2017. This is driven primarily by an $82.7 million dollar decrease in the net pension liability. The total ACA liability of $39.9 million (long-term and current), pension liability of $759.4 million and OPEB liability of $847.8 million, represents approximately eleven times the existing unrestricted current assets that are available to pay for these previously earned employee benefits, and causes the reported unrestricted net position balance to be negative. In practice, however, much of these payouts are funded through current-year revenues rather than through existing net position.

*Deferred inflows and outflows of resources* are related to future periods. In the colleges financial statements this is primarily related to the impact of recognizing net pension and net OPEB liabilities. They reflect differences between projected and actual assumptions and earnings, changes in actuarial assumptions, changes in proportion and differences between contributions and the proportionate share of contributions and employer contributions subsequent to the measurement date.

The *Total net position* balance includes $729,184 million *Invested in capital assets* net of depreciation. The Connecticut Community Colleges do not carry any capital debt, as property acquisitions, facility construction and major renovations are financed by capital appropriations made to one or more of the CCC's. Bonding and debt repayment are the responsibility of the State of Connecticut and are not reflected in the CCC financial statements. The Connecticut Community Colleges continue to implement a long-range capital plan to provide for new and renovated campus facilities necessary to meet academic program needs.

## THE CCC's NET POSITION (in thousands of dollars)

**Invested in Capital Assets**
- $729,184
- $733,589

**Restricted-Nonexpendable**
- $20
- $20

**Restricted-Expendable**
- $42,910
- $67,125

**Unrestricted**
- -$1,366,750
- -$1,374,801

■ 2018  ■ 2017
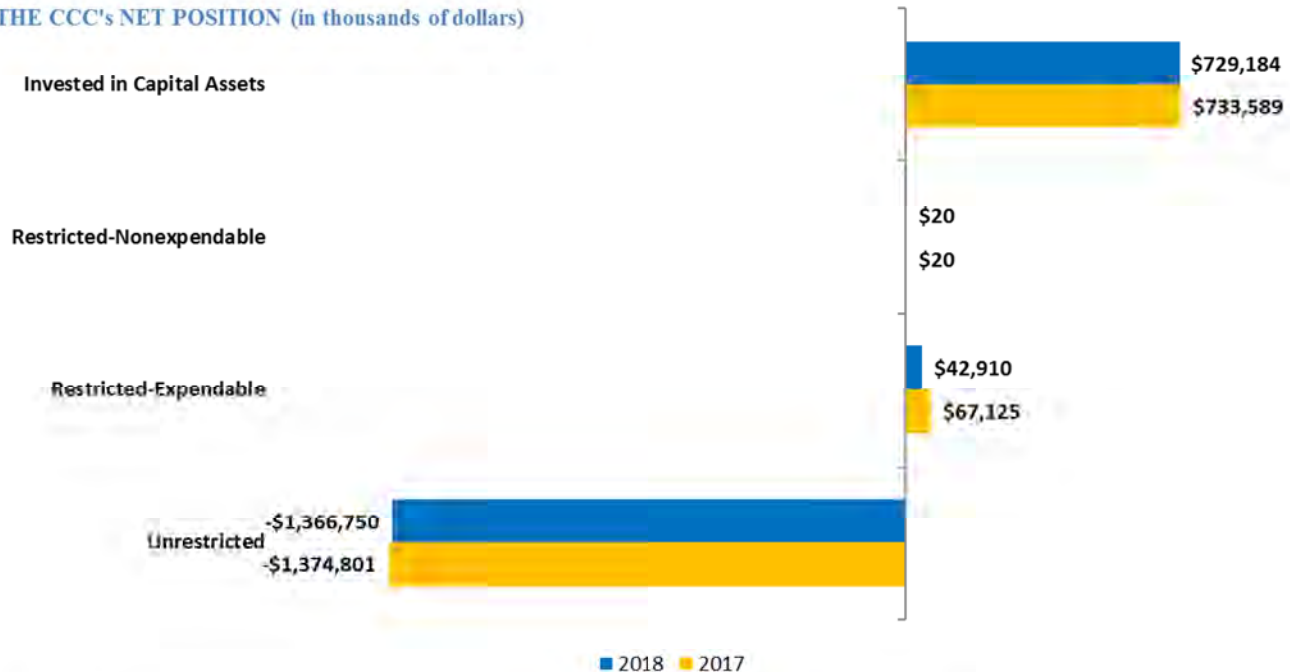
The $27.2 million in new bond fund appropriations in fiscal year 2018 included $22.0 million for System administered projects, repairs, and equipment, and $5.2 million for Department of Administrative Services (DAS)-administered projects. The System-administered dollars funded a variety of small projects and IT initiatives. The $5.2 million included $5.1 million for renovations at Norwalk Community College.

The CCC's have a minimal level of *Restricted-Nonexpendable* net position as the colleges do not generally carry any permanent endowment as a direct activity which is generally held by the supporting foundations. *Restricted-Expendable* net position here represents primarily bond fund appropriation balances at June 30, 2018 ($17.7 million in funds managed by the CCC's and $22.6 million for projects managed by DAS), funds held in restricted accounts pending distribution under the terms of the Board's collective bargaining agreement with its professional unions, as well as private gifts and donations, mostly for scholarships, whose revenues have been recognized but not yet expended. Changes in restricted-expendable net position are related primarily to the change in bond fund appropriation revenues and expenses in connection with various facility projects.

*Unrestricted net position* ("UNP") has shifted to a negative balance with the recognition of the pension and OPEB liabilities. This negative balance improved by $8.0 million during fiscal year 2018. Excluding the activity related to the actuarially determined net pension and OPEB liabilities, UNP decreased by $0.8 million to $44.9 million during fiscal year 2018, following an increase of $8.0 million in 2017. The table below illustrates the fluctuations in aggregate CCC UNP over the past five years adjusted for net pension liability beginning in fiscal year 2014 and net OPEB liability beginning in fiscal year 2017:

|  | FY14 | FY15 | FY16 | FY17 | FY18 |
|---|---|---|---|---|---|
| UNP | $13.3 | $25.7 | $37.7 | $45.7 | $44.9 |
| UNP Adjusted | ($492.0) | ($475.9) | ($466.0) | ($1,374.8) | ($1,366.8) |

## THE CCC's UNRESTRICTED NET POSITION (less NPL & OPEB) - in thousands of dollars



Unrestricted — $44,900 (2018), $45,730 (2017)

■ 2018  ■ 2017

### Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position presents CCC's results of operations, as well as the non-operating revenues and expenses. Total *operating revenues* for fiscal year 2018 were $144.1 million after the reduction for scholarship allowances, an increase of 3.1% from $139.8 million in fiscal year 2017. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis, but are offset by student financial aid and waivers resulting in net tuition and fee revenue of $106.3 million. This differs from budgetary practices, which recognize revenue on a gross basis without offset for scholarship allowances. On a gross basis, fiscal year 2018 tuition revenues increased 4.3% from the previous year, to $183.5 million. These revenues reflect a FTE credit enrollment decrease of 1.5% in fiscal year 2018 but the implementation of new supplemental fees that resulted in $9.0 million in new revenue in fiscal year 2018.

The Connecticut Community Colleges recorded an operating loss of $431.2 million during the year ended June 30, 2018. This results primarily from the fact that the State general fund appropriation and related fringe benefits, as well as State bond fund appropriations are classified as *non-operating revenues*, although the expenditure of these resources on personnel, non-capital equipment and depreciation are considered to be an operating expense. Other non-operating activity includes private gifts and donations, investment income earned on cash balances invested by the State treasurer's office, and non-mandatory transfers between individual colleges and the System Office. The State general fund appropriation for salaries decreased by 6.2% and the associated revenues to cover fringe benefit costs decreased by 1.8%, to $154.5 million and $117.1 million, respectively. Bond fund appropriation revenues decreased from $34.9 million in 2017 to $27.2 million in 2018. When the full value of the general fund appropriation and fringe benefits, capital appropriations, and other non-operating revenue and expense is taken into account, the System recorded a total 2018 net decrease in net position of $53.2 million compared with a $61.3 million decrease in 2017.

## Condensed Statements of Revenues, Expenses and Changes in Net Position
### Years Ended June 30, 2018 and 2017
(in thousands)

|  | 2018 | 2017 Restated* | % Change |
|---|---|---|---|
| **OPERATING REVENUES** | | | |
| Tuition and fees, net | $ 106,259 | $ 97,770 | 8.7% |
| Government grants and contracts | 28,601 | 32,569 | -12.2% |
| Additional operating revenues | 9,282 | 9,418 | -1.4% |
| Total operating revenues | 144,142 | 139,757 | 3.1% |
| **OPERATING EXPENSES** | | | |
| Expenses before depreciation | 543,946 | 563,580 | -3.5% |
| Depreciation | 31,417 | 30,457 | 3.2% |
| Total operating expenses | 575,363 | 594,037 | -3.1% |
| Operating loss | (431,221) | (454,280) | 5.1% |
| **NON-OPERATING REVENUES** | | | |
| State appropriations - general fund | 271,658 | 283,937 | -4.3% |
| State appropriations - bond fund | 27,179 | 34,887 | -22.1% |
| PELL grants | 75,938 | 72,093 | 5.3% |
| Other non-operating revenues (expenses), net | 3,287 | 2,052 | 60.2% |
| Total non-operating revenues | 378,062 | 392,969 | -3.8% |
| **NET POSTION** | | | |
| Change in net position | (53,159) | (61,311) | 13.3% |
| Net position, beginning of year | (541,477) | (480,166) | -12.8% |
| Net position, end of year | $ (594,636) | $ (541,477) | -9.8% |

*Net position was restated to reflect the net OPEB liability at June 30, 2017 of $869.3 million as if the GASB No. 75 liability was recorded in 2017.

*Government grant revenues* are comprised primarily of student financial aid programs including the Supplemental Education Opportunity Grant ("SEOG") programs. Other government grants include funding for various program-related activities. Government grant revenues at June 30, 2018 were $104.5 million; federal dollars were down $1.9 million and state dollars were down $2.1 million from the previous fiscal year. The decrease was primarily related to the close out of the Connecticut Advanced Manufacturing Initiative (CAMI) grant which provided funding for the expansion of advanced manufacturing programs.

Other additional operating and non-operating revenues totaled $12.6 million in 2018, up from $11.5 million in 2017. Other revenues include sales or commission revenues from college- or vendor-operated cafeterias, bookstores, and daycare centers, early childhood education, food services, and private gifts and grants.

## REVENUE SUMMARY (in thousands of dollars)

| Category | 2018 | 2017 |
|---|---|---|
| Tuition & Fees, Net | $106,300 | $97,800 |
| Gov't Grants | $104,500 | $104,600 |
| All Other Revenue | $12,600 | $11,500 |
| General Fund Appropriation | $154,500 | $164,700 |
| General Fund Fringe | $117,100 | $119,200 |
| Bond Fund Appropriation | $27,200 | $34,900 |

■ 2018   ■ 2017
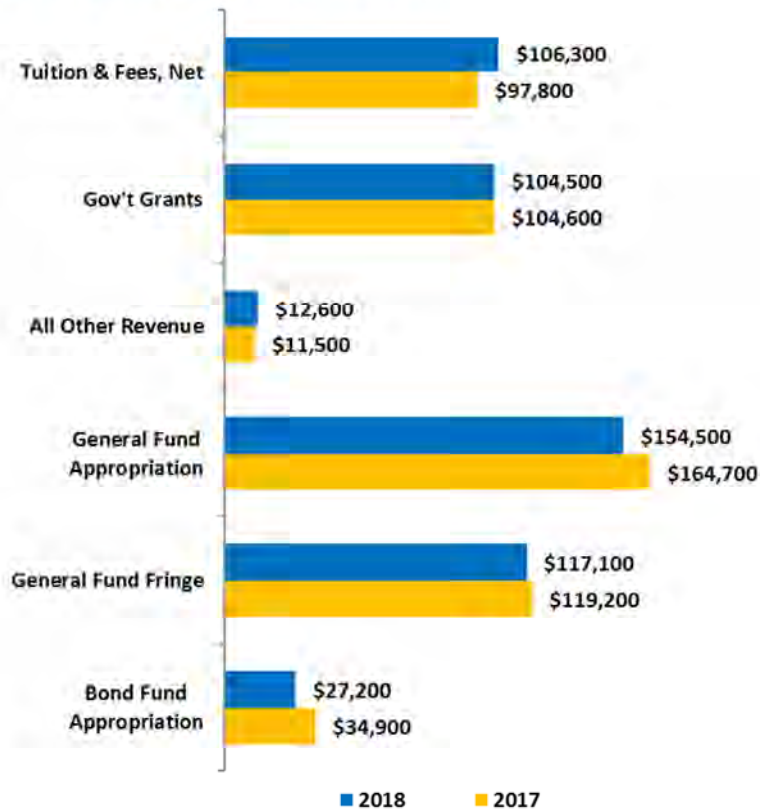
## REVENUE DISTRIBUTION (FY 2018)

Bond Fund Appropriation, 5.2%
Tuition & Fees, Net, 20.4%
General Fund Fringe, 22.4%
Gov't Grants, 20.0%
General Fund Appropriation, 29.6%
All Other Revenue, 2.4%
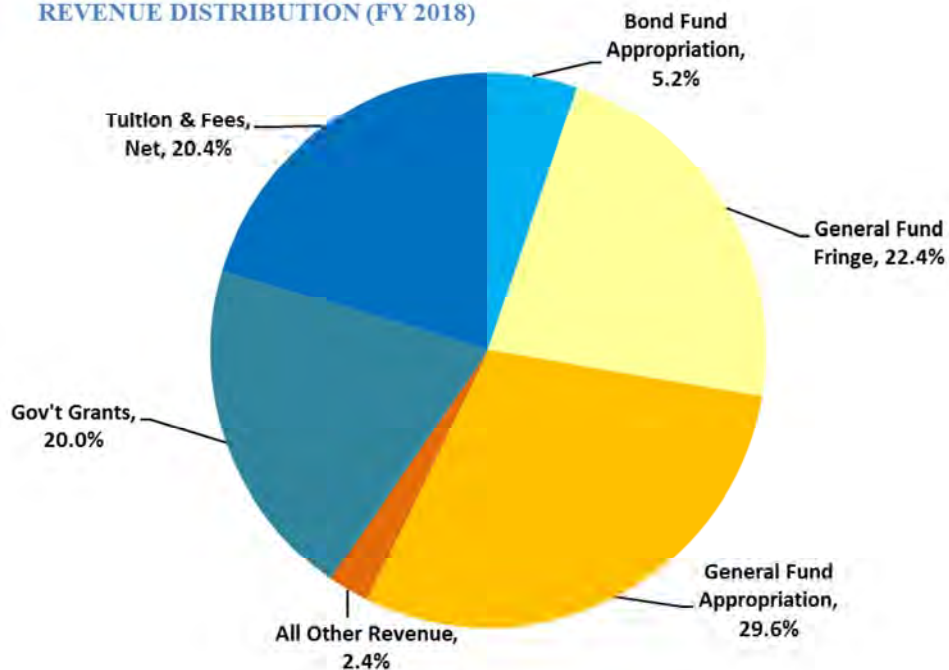
*Total operating expenses* for fiscal year 2018 were $575.4 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees. This reflects an operating expense decrease of 3.1% from $594.0 million in fiscal year 2017. The $18.6 million decrease in fiscal year 2018 is primarily due to the change in pension and OPEB expense, compared with fiscal year 2017, booked in accordance with GASB 68 & 75 requirements. Without reflecting GASB 68 &75 related entries, CCC operating expenses increased to $551.7 million from $546.5 million in fiscal year 2018. This is primarily a result of an increase in fringe costs of $6.7 million. Operating expenses include $432.4 million for salary and wages and related fringe benefits, or 75.2% of total operating expense. In addition, operating expenses include $35.7 million in net scholarship aid expense refunded to students, $31.4 million in depreciation expense and $75.8 million for all other service and supply costs. Supplies and services include non-capital telecommunications and information technology-related services and supplies; premises and property-related expenses including utilities, security, maintenance and repairs, custodial and grounds, and all other non-personnel costs of operating the colleges.

**2018 OPERATING EXPENSES (in thousands of dollars) by Program and Account Type**

| Program | Amount |
|---|---|
| Instruction | $226,941 |
| Academic Support - Other | $96,197 |
| Student Services | $50,756 |
| Scholarship Aid, Net | $35,706 |
| Institutional Support | $76,958 |
| Physical Plant | $56,399 |
| Depreciation | $31,417 |
| Public Service | $989 |

Legend: ■ Salary ■ Fringe ■ Supplies & Services ■ Scholarship Aid, Net ■ Depreciation
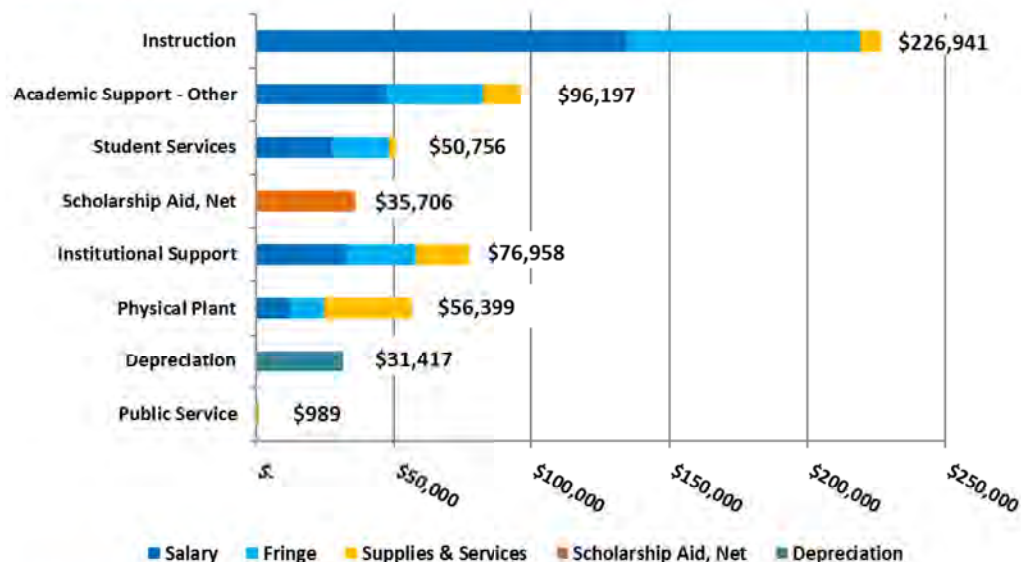
**EXPENSE BY ACCOUNT TYPE (in thousands of dollars)**

| Account Type | 2018 | 2017 |
|---|---|---|
| Salary | $253,411 | $255,100 |
| Fringe | $178,982 | $196,100 |
| Supplies & Services | $75,847 | $81,300 |
| Scholarship Aid, Net | $35,706 | $31,000 |
| Depreciation | $31,417 | $30,500 |

Legend: ■ 2018 ■ 2017
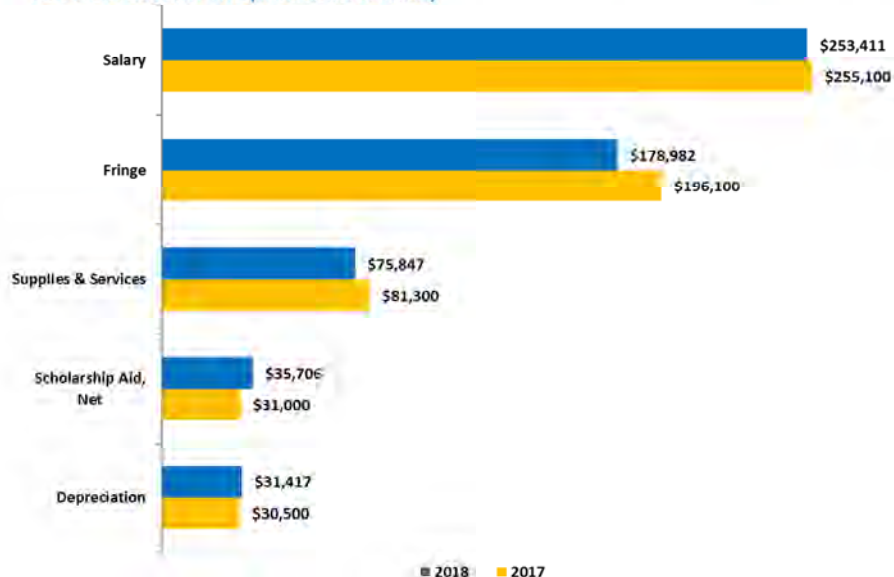
## Statement of Cash Flows

The statement of cash flows presents the significant sources and uses of cash. Major sources of *operating activity* cash inflows include receipts of student tuition and fees of $98.0 million, a $1.4 million increase from 2017 and receipts from government grants and contracts of $29.4 million, down 19.4% from 2017. Cash is also received from private grants and contracts, miscellaneous auxiliary and educational sales, and other activities. The largest operating cash outflows include salaries paid to employees of $244.0 million, down 2.5% from 2017, fringe benefits paid on behalf of employees of $150.5 million, up 2.5% from 2017, vendor payments of $86.8 million, down 0.4% from 2017 and payments to students of $34.9 million, down 2.9% from 2017, including financial aid grants and loans (above the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. Salaries paid declined due to continued position vacancies and budget restraint. Meanwhile, fringe benefits paid increased because the states fringe rates increased in fiscal year 2018 over fiscal year 2017. Net cash used by operating activities decreased 0.2% during fiscal year 2018.

The largest inflow of cash related to *non-capital financing* is State appropriations, which were $278.4 million, including general fund appropriations for salaries and related fringe benefits, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. Other non-capital financing cash inflows include PELL grants of $76.2 million, private gift receipts of $1.8 million and Federal Family Education Loan Program (FFELP) receipts of $9.2 million.

*Capital financing* cash flows result primarily from the receipt or reallocation of capital appropriations and from cash outlays made to purchase capital assets either by the CCC's directly, or by DAS on the System's behalf. During fiscal year 2018, capital financing net cash inflows of $11.0 million reflected the receipt of bond appropriations, $18.3 million was spent on college facility projects administered by DAS, and $10.6 million for repairs and maintenance, capital equipment and system technology initiatives at the colleges and System office. Cash provided by *investing activities* represents interest income earned on operating fund cash balances invested by the State treasurer on behalf of the System, and distributed quarterly. Cash inflows from the Short Term Investment Fund ("STIF") rose from $495 thousand in fiscal year 2017 to $1.2 million in fiscal year 2018.

### Condensed Statements of Cash Flows
**Years Ended June 30, 2018 and 2017**
**(in thousands)**

|  | 2018 | 2017 | % Change |
|---|---|---|---|
| **NET CASH PROVIDED BY (USED IN)** |  |  |  |
| Operating activities | $ (374,638) | $ (375,366) | 0.2% |
| Noncapital financing activities | 365,580 | 380,689 | -4.0% |
| Capital and related financing activities | (17,924) | (70,521) | 74.6% |
| Investing activities | 1,249 | 495 | 152.3% |
| Net change in cash and cash equivalents | (25,733) | (64,703) | 60.2% |
| **CASH AND CASH EQUIVALENTS** |  |  |  |
| Cash and cash equivalents, beginning of year | 173,130 | 237,833 | -27.2% |
| Cash and cash equivalents, end of year | $ 147,397 | $ 173,130 | -14.9% |

## Economic Outlook

Connecticut will have a new governor and new state administration, as well as a number of new legislators and political appointees beginning in January 2019. With such changes will undoubtedly come both new risks and new opportunities for the CCC.

Through FY 2018, the CCC have continued to see declining enrollments. The following table illustrates Fall Headcount and Full Time Equivalent ("FTE") student attendance at the CCCs:

| Fall Headcount Enrollment and Full Time Equivalent | | | | |
|---|---|---|---|---|
| Year Ended 30-Jun | Headcount | % Change | Full Time Equivalent | % Change |
| 2018 | 49,377 | -2.3% | 28,593 | -1.5% |
| 2017 | 50,548 | -4.2% | 29,019 | -4.6% |
| 2016 | 52,761 | -4.3% | 30,430 | -4.6% |
| 2015 | 55,154 | -3.2% | 31,886 | -3.0% |
| 2014 | 56,976 | -2.2% | 32,882 | -1.6% |

In addition, the FY 2019 fall census enrollment indicates further declines of 3.0% in headcount and 3.1% in full time equivalents. Both the continued decline in enrollment and concerns over low completion rates have prompted CSCU to embark on a program called Guided Pathways, at this time primarily focused on CCC.

Guided Pathways is a national model that helps more students' efficiently complete credentials, transfer, and attain jobs in the labor market. The Guided Pathways approach ensures that all students develop an academic plan early in their college experience, have a clear road map of the courses they need, and receive consistent support to help them stay on track. Each pathway is based on a program of study that is aligned with specific employment goals and/or transfer. CSCU is committed to using Guided Pathways to improve student retention and completion. This work is a central part of the CSCU Students First initiative, and it builds on a variety of system efforts, including the Transfer and Articulation Policy (TAP) and Math Pathways.

In addition, CCC is investing in a new enrollment management senior level position and staff to implement a regional enrollment model which will build strategic and supportive relationships with K-12, adult education, employers and community partners to recruit students to the CSCU community colleges.

We expect these structural improvements to favorably impact enrollment for the CCC beginning in the next two years.

In addition to concerns over enrollment, management has recognized that the economic climate in the State of Connecticut may continue to be challenged; regardless of changes that may be made by new state administrators, it may be several years before the fiscal position of the state would be turned around.

CSCU therefore is continuing to implement its strategic plans under Students First and the CCC are on track to consolidate into one community college in FY 2023. After discussing the consolidation with the New England Commission of Higher Education (NECHE) (formerly NEASC), their recommendation was to decelerate the initial proposal to consolidate by FY2020 in order to have in place the infrastructure required for the accreditation of the single institution. To that end, great progress has been made on creating a common curriculum throughout the twelve colleges as well as IT systems and other mandatory enhancements in order to function as one community college with multiple locations.

In order to provide new state administration with an informative view of the CCC and CSCU, management has prepared a white paper detailing the system's economic and social value to the state. This document includes investments which we believe are necessary to further develop programs and degrees which will further the economic recovery of Connecticut. The new state biennium budget will be developed shortly after the new administration is in place, and advocating for CSCU institutions is particularly important at this time. The outcome of the biennium budget will further shape the economic outlook of the CCC.

## Additional Information

This financial report is designed to provide a general overview of CCC's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to the CSCU Chief Financial Officer, Connecticut State Colleges & Universities (860-723-0251). College-specific questions may also be directed to the Dean of Administration at each individual college.

# REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Regents of
**Connecticut State Colleges and Universities**

## Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut Community Colleges, an enterprise fund of the State of Connecticut (collectively, the "System") as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

## Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

## Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component units (the affiliated foundations ("Foundations")), which statements reflect total assets of $63.4 million and total net assets of $62.0 million as of June 30, 2018, and total revenues, capital gains and losses, and other support of $19.7 million for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and aggregate discretely presented component units of the Connecticut Community Colleges as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Emphasis of Matter

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut and do not purport to, and do not present fairly the financial position of the State of Connecticut as June 30, 2018, the changes in its financial position or where applicable, its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

## Other matters

*Required supplementary information*

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 11 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Other Post-Employment Benefits and Related Ratios and Schedule of Contributions on pages 43 through 45 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Supplementary information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Statement of Revenues, Expenses and Changes in Net Position, Combining Statement of Cash Flows, Combining Statement of Net Position by Fund Group, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund group included on pages 49 through 54 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

*Grant Thornton LLP*

Westborough, Massachusetts
February 5, 2019

| | Primary Institution (in thousands) | | Component Unit Magnet High School (in thousands) | |
|---|---|---|---|---|
| | **2018** | | **2018** | |
| **Assets** | | | | |
| Current assets | | | | |
| Cash and cash equivalents | $ | 147,397 | $ | 1,088 |
| Accounts receivable, due from the State | | 36,853 | | 69 |
| Accounts receivable other, net | | 18,166 | | 43 |
| Prepaid expenses | | 300 | | - |
| Total current assets | | 202,716 | | 1,200 |
| Non-current assets | | | | |
| Capital assets, net | | 729,184 | | 24,336 |
| Student loans, net | | 157 | | – |
| Total non-current assets | | 729,341 | | 24,336 |
| Total assets | $ | 932,057 | $ | 25,536 |
| **Deferred outflows of resources** | | | | |
| Deferred pension | | 225,689 | | – |
| Deferred other post employment benefits | | 41,993 | | |
| Total deferred outflows of resources | $ | 267,682 | $ | - |
| **Liabilities** | | | | |
| Current liabilities | | | | |
| Accounts payable | $ | 3,941 | $ | 313 |
| Accrued expenses - salary and fringe benefits | | 49,560 | | 100 |
| Accrued compensated absences - current portion | | 3,250 | | 3 |
| Unearned tuition, fees and grant revenue | | 14,383 | | - |
| Retainage | | 3,680 | | - |
| Agency and loan fund liabilities | | 1,980 | | - |
| Other liabilities | | 1,523 | | – |
| Total current liabilities | | 78,317 | | 416 |
| Non-current liabilities | | | | |
| Pension liability, net | | 759,379 | | |
| Other post employment benefits liability, net | | 847,845 | | |
| Accrued compensated absences - long term portion | | 36,628 | | 38 |
| Other long-term liabilities | | 97 | | – |
| Total non-current liabilities | | 1,643,949 | | 38 |
| Total liabilities | | 1,722,266 | | 454 |
| **Deferred inflows of resources** | | | | |
| Deferred pension | | 25,094 | | – |
| Deferred other post employment benefits | | 47,015 | | |
| Total deferred inflows of resources | $ | 72,109 | $ | - |
| **Net position** | | | | |
| Invested in capital assets, net of related debt | | 729,184 | | 24,336 |
| Restricted | | | | |
| Nonexpendable | | 20 | | – |
| Expendable | | 42,910 | | – |
| Unrestricted | | (1,366,750) | | 746 |
| Total net position | $ | (594,636) | $ | 25,082 |

The accompanying notes are an integral part of these financial statements.

|  | **Component Unit Foundations** (in thousands) **2018** |
|---|---|
| **Assets** | |
| Cash and cash equivalents | $ 4,909 |
| Accounts receivable, net | 16 |
| Contributions receivable, net | 7,484 |
| Grants receivable | 10 |
| Prepaid expenses and other assets | 36 |
| Investments | 50,958 |
|     Total assets | $ 63,413 |
| | |
| **Liabilities** | |
| Accounts payable and accrued expenses | $ 436 |
| Annuities payable | 44 |
| Scholarships payable | 22 |
| Other liabilities | 917 |
|     Total liabilities | 1,419 |
| | |
| **Net Assets** | |
| Unrestricted | 10,455 |
| Temporarily restricted | 20,907 |
| Permanently restricted | 30,632 |
|     Total net assets | 61,994 |
| | |
|     Total liabilities and net assets | $ 63,413 |

The accompanying notes are an integral part of these financial statements.

| | Primary Institution (in thousands) 2018 | Component Unit Magnet High School (in thousands) 2018 |
|---|---|---|
| **Operating revenue** | | |
| Student tuition and fees | $ 183,474 | $ - |
| Less: Scholarship discounts and allowances | (77,215) | - |
| Net tuition and fees | 106,259 | - |
| | | |
| Federal grants and contracts | 16,105 | 2,993 |
| State and local grants and contracts | 12,496 | 125 |
| Private grants and contracts | 4,490 | - |
| Sales and services of educational departments | 692 | - |
| Other operating revenues | 4,100 | 1,224 |
| Total operating revenues | 144,142 | 4,342 |
| | | |
| **Operating expenses** | | |
| Instruction | 226,941 | 2,035 |
| Public service | 989 | - |
| Academic support | 84,667 | 217 |
| Library | 11,530 | - |
| Student services | 50,756 | 642 |
| Scholarship aid, net | 35,706 | - |
| Institutional support | 76,958 | 1,269 |
| Physical plant | 56,399 | 585 |
| Depreciation | 31,417 | 849 |
| Total operating expenses | 575,363 | 5,597 |
| Operating loss | (431,221) | (1,255) |
| | | |
| **Nonoperating revenues** | | |
| State appropriations - general fund | 271,658 | 820 |
| State appropriations - bond funds | 27,179 | - |
| PELL grants | 75,938 | - |
| Private gifts | 1,797 | - |
| Interest income | 1,490 | - |
| Net non-operating revenue | 378,062 | 820 |
| | | |
| Change in net position | (53,159) | (435) |
| | | |
| Net position at beginning of year | (541,477) | 25,517 |
| Net position at end of year | $ (594,636) | $ 25,082 |

The accompanying notes are an integral part of these financial statements.

|  | Component Unit Foundations (in thousands) 2018 |
|---|---|
| **Revenue, capital gains and losses and other support** | |
| Gifts and grants | $ 13,338 |
| Gifts in kind | 9 |
| Events and activities | 780 |
| Dividends and interest income | 1,173 |
| Net realized and unrealized gain/(loss) on investments | 4,446 |
| Total revenue, capital gains and losses and other support | 19,746 |
| | |
| **Expenses** | |
| Fundraising events | 483 |
| Grants | 141 |
| Museum | 76 |
| Program services | 3,138 |
| Scholarships, awards and financial aid | 2,730 |
| Management and general | 1,728 |
| College advancement | 1,221 |
| Total expenses | 9,517 |
| | |
| Net Income (Loss) | 10,229 |
| Change in net assets | 10,229 |
| | |
| **Net assets** | |
| Net assets at beginning of year | 51,765 |
| Net assets at end of year | $ 61,994 |

The accompanying notes are an integral part of these financial statements.

# Connecticut Community Colleges
Statements of Cash Flows
June 30, 2018

CSCU

|  | Primary Institution (in thousands) 2018 |
|---|---|
| **Cash flows from operating activities** | |
| Student tuition and fees | $ 98,024 |
| Government grants and contracts | 29,371 |
| Private grants and contracts | 4,273 |
| Sales and services of educational departments | 679 |
| Payments to employees | (243,979) |
| Payments for fringe benefits | (150,493) |
| Payments to students | (34,867) |
| Payments to vendors | (86,848) |
| Payments by Department of Construction Services | (25) |
| Other receipts, net | 9,227 |
| Net cash used in operating activities | (374,638) |
| **Cash flows from investing activities** | |
| Interest income | 1,249 |
| Net cash provided by investing activities | 1,249 |
| **Cash flows from capital and related financing activities** | |
| State appropriations | 11,028 |
| Payments by Department of Construction Services | (18,345) |
| Purchase of capital assets | (10,607) |
| Net cash provided by (used in) capital and related financing activities | (17,924) |
| **Cash flows from noncapital financing activities** | |
| State appropriations | 278,389 |
| PELL grants | 76,200 |
| Private gifts | 1,794 |
| Federal Family Education Loan program ("FFELP") | 9,197 |
| Net cash provided by noncapital financing activities | 365,580 |
| Net change in cash and cash equivalents | (25,733) |
| Cash and cash equivalents at beginning of year | 173,130 |
| Cash and cash equivalents at end of year | $ 147,397 |
| **Reconciliation of operating loss to net cash used in operating activities:** | |
| Operating loss | (431,221) |
| Adjustments to reconcile operating loss to net cash used in operating activities: | |
| Depreciation expense | 31,417 |
| Loss on disposal of capital assets, net | 275 |
| Operating application of FFELP Receipts | (9,197) |
| Changes in operating assets and liabilities: | |
| Accounts receivable, net | (644) |
| Prepaid expenses and other assets | 533 |
| Accrued compensation and other | 11,614 |
| Pension liability, net | (82,747) |
| Other post employment benefits liability | (21,434) |
| Accounts payable | 1,060 |
| Unearned tuition, fees and grant revenue | (2,185) |
| Changes in deferred outflows and inflows of resources: | |
| Deferred pension outflows | 77,576 |
| Deferred other post employment benefits outflows | (9,403) |
| Deferred pension inflows | 12,703 |
| Deferred other post employment benefits inflows | 47,015 |
| Net cash used in operating activities | $ (374,638) |

The accompanying notes are an integral part of these financial statements.

1.  **Summary of Significant Accounting Policies**

    **Organization**
    The Connecticut State Colleges and Universities System ("CSCU") was established by the State of Connecticut (the "State") in 2011 via Public Act 11-48 as amended by Public Act 11-61. This brought together the governance structure for the Connecticut State University System ("CSU"), the Connecticut Community College System ("CCC" or "the Colleges") and Charter Oak State College ("COSC") under the newly formed Board of Regents for Higher Education. The financial statements presented herein represent only the financial activities of CCC. Separate financial statements are issued for CSU and COSC.

    CSCU consists of seventeen separate institutions including four state universities, twelve community colleges and Charter Oak State College. The CSCU system offers associate degrees, baccalaureate, graduate and certificate programs, applied doctoral degree programs in education as well as short-term certificates and individual coursework in both credit and noncredit programs.

    **Basis of Presentation**
    The financial statements for the CCC institutions have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP), as prescribed by the Government Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. The primary institutions that make up the financial statements include the CCC System Office ("SO") and the following community colleges: Asnuntuck Community College ("Asnuntuck"), Capital Community College ("Capital"), Gateway Community College ("Gateway"), Housatonic Community College ("Housatonic"), Manchester Community College ("Manchester"), Middlesex Community College ("Middlesex"), Naugatuck Valley Community College ("Naugatuck"), Northwestern Connecticut Community College ("Northwestern"), Norwalk Community College ("Norwalk"), Quinebaug Valley Community College ("Quinebaug"), Three Rivers Community College ("Three Rivers"), and Tunxis Community College ("Tunxis"), and their aggregate discretely presented component units.

    CCC's financial statements include three statements: the statements of net position, the statements of revenues, expenses, and changes in net position and the statements of cash flows.

    - The statements of net position present information on all of the system's assets, liabilities, deferred outflows and inflows, and net position.

    - The statements of revenues, expenses and changes in net position present information showing how the incumbent system's net position changed during the fiscal years presented. All changes in net position are reported when the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, certain revenues and expenses are reported in these statements for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).

- The statements of cash flows is presented using the direct method. The direct method of cash flow reporting portrays net cash flow from operations by major class of operating receipts and expenditures (e.g., payments to employees for salaries and benefits).

There are several legally separate, tax-exempt, affiliated organizations (the "Foundations" and, in some cases, the "magnet high school") which must be reported as component units of CCC and are presented discretely in these financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the Colleges in support of their programs. Although the Colleges do not control the timing or amount of receipts from the Foundations, the majority of resources or income thereon that the Foundations hold and invest is restricted to the activities of the Colleges by the donors. Since these restricted resources held by the Foundations can only be used by, or for the benefit of, the Colleges, the Foundations are considered component units of CCC primary institutions.

The Foundations are private nonprofit organizations that report under FASB standards, which include guidelines for *Financial Reporting for Not-for-Profit Organizations.* As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in CCC's financial reporting entity for these differences. The disclosures included in the financial statements address only CCC and the magnet high school and not the related Foundations. Each of the foundations issues a separate audited financial statement which may be obtained by contacting the System's office at 61 Woodland Street, Hartford, CT.

CCC has overall responsibility for Great Path Academy ("GPA") which is an inter-district magnet high school located on the Manchester Community College campus. GPA is discretely presented and identified in a single column as a component unit on the face of CCC's statements of net position and statements of revenues, expenses and changes in net position. CCC does not consider other magnet high schools to be component units of CCC primary institutions, because they are legally separate entities from CCC and they are separately managed and accounted for.

**Net Position**
Resources are classified for reporting purposes into the following four net position categories:

- **Invested in Capital Assets, Net of Related Debt**
  Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Similar net assets are included in unrestricted net assets in the statements of the component units.

- **Restricted Nonexpendable**
  Net position subject to externally imposed stipulations that they be maintained in perpetuity by CCC. Similar net assets are referred to as permanently restricted net assets in the statements of the component units.

- **Restricted Expendable**
  Net position whose use by CCC is subject to externally imposed stipulations that can be fulfilled by actions of CCC pursuant to those stipulations or that expire by the passage of time.

Similar net assets are referred to as temporarily restricted net assets in the statements of the component units.

- **Unrestricted**
Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the Board of Regents ("BOR") or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs.

**Classification of Assets and Liabilities**
CCC presents short-term and long-term assets and liabilities in the statements of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from June 30. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from June 30. Cash and cash equivalents and investments presented as short-term in the statements of net position include balances with a maturity of one year or less from June 30. Long-term cash and cash equivalents and investments include balances with a maturity of greater than one year from June 30 and balances that have externally imposed restrictions as to use.

**Cash and Cash Equivalents**
Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund ("STIF"), state general fund and capital appropriations, and petty cash. The STIF, stated at market value, is held on behalf of CCC by the State Treasurer and has original maturities of three months or less (see Note 2).

The largest inflow of cash related to non-capital financing is State appropriations and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement.

**Fair Value of Financial Instruments**
Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits.

**Investment in Plant**
Capital assets of the primary institutions and magnet school are stated at historical cost or, in the case of donated property, at acquisition value at the date of the gift. Land, capitalized collections, and construction in progress are not depreciated. Depreciation of capital assets is calculated on a straight-line basis over the respective asset's estimated useful life.

Useful lives assigned to assets are as follows:

| Asset Class Description | Useful Life |
| --- | --- |
| Buildings | 40 years |
| Site & Building Improvements | 20 years |
| Technology | 5 years |
| Library Materials | 10 years |
| Vehicles | 10 years |
| Software | 5 years |
| Non-Collectible Artwork | 10 years |
| Other Equipment | 10 years |

CCC does not capitalize works of art or historical treasures that are held for exhibition, education, research and public service. These collections are neither disposed of for financial gain nor encumbered in any means. Accordingly, such collections are not recognized or capitalized for financial statement purposes.

Major construction projects for new physical plant and original equipment financed by the State of Connecticut capital outlay appropriations are managed and controlled by the Division of Construction Services of the State of Connecticut ("DCS").

Title to all assets, whether purchased, constructed or donated, is held physically by the State of Connecticut.

**Accrued Compensated Absences (ACA)**
Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statements of net position reflect the accrual for the amounts earned as of year-end.

**Pension & Other Post Employment Obligations**
The System records pension and other post-employment benefit obligations equal to the net liability for its defined benefit and retiree health plans. These net liabilities are measured as the total pension and health liability, less the amount of the respective plan's fiduciary net position. The total liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available. Because there are other state entities participating in the plans, the net liability recorded by CCC is based on an allocation of the total net liability, as determined by an independent actuary.

Pension and other post-employment benefit expenses are recognized for benefits earned during the period, interest on the unfunded liability and changes in benefit terms. The differences between expected and actual experience and changes in assumptions about future economic or demographic factors are reported as deferred inflows or outflows of resources and are recognized over the average expected remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

In June 2015, GASB released Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency. This Statement replaces the requirements of Statements No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*, for OPEB. CCC adopted this accounting pronouncement in fiscal year 2018 and the impact of adoption was retroactively recorded through an adjustment to beginning of year net position and deferred outflows of resources as follows (in thousands):

Net Position

| | | |
|---|---|---|
| Net position, June 30, 2017 (as reported) | $ | 295,212 |
| Impact of Adoption (net liability) | | (869,279) |
| Impact of Adoption (contributions after the measurement date) | | 32,590 |
| Net position, June 30, 2017 (restated) | $ | (541,477) |

*Refer to Note 9 for additional details related to Other Post-Employment Benefits*

**Deferred Revenue**
Deferred revenue consist primarily of tuition and fees collected as of year-end, for the upcoming summer or fall semesters.

**Tuition and Fees Revenue**
Student tuition and fee revenues are recognized in the period earned. Student tuition and fee revenue is presented net of scholarship aid applied to student accounts, while other financial aid refunded directly to students is presented as scholarship aid expenses. Student tuition, college services fees, student activity fees, extension credit and non-credit program fees, and other miscellaneous student fees, recorded as gross tuition and fee revenues, represent the largest portion of operating revenue, but are offset by student financial aid grants from federal, state, local and private sources as well as by institutional aid in the form of tuition remission and statutory and other tuition and fee waivers, used to pay off student tuition and fee charges, resulting in net tuition and fee revenue after scholarship allowances. The revenue for a summer session is split between the two fiscal years, with appropriate amounts being recognized in the accounting period in which they are earned or incurred and become measurable.

**Operating Activities**
Operating activities as reported on the statements of revenue, expenses and changes in net position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Nearly all of CCC expenses are from

exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, including state appropriations, Pell grants, gifts and investment income.

## Income Taxes
CCC is a component unit of the State of Connecticut and is exempt from federal and state income taxes under the doctrine of intergovernmental tax immunity found in the U.S. Constitution. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements. CCC qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(ii) of the Internal Revenue Code, as amended (the Code).

## Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes at June 30 and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension and other post-employment benefit liabilities, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

## Component Units
The component units represent the twelve college foundations (the "Foundations") and the Great Path Academy ("GPA"), a magnet high school at Manchester Community College ("MCC"). The Great Path Academy (GPA) at MCC is a discretely presented component unit, identified in a single column on the CCC financial statements.

## Correction of an Immaterial Error
During the fiscal year 2018 annual financial close process, management of GPA identified that $175 thousand in revenue from participating school districts was not recorded in fiscal year 2017. Management evaluated the error on both a quantitative and qualitative basis and determined that the error was not material to previously issued financial statements. As such, the beginning net position of GPA was increased by this amount to correct the error.

## GASB Pronouncements Effective for Fiscal Year 2018
In March 2016, GASB released Statement No. 81, *Irrevocable Split-Interest Agreements*. The objective of this Statement is to improve accounting and financial reporting for irrevocable split-interest agreements by providing recognition and measurement guidance for situations in which a government is a beneficiary of the agreement. Split-interest agreements are a type of giving agreement used by donors to provide resources to two or more beneficiaries, including governments and may include charitable lead trusts, charitable remainder trusts, and life-interests in real estate. This Statement requires that a government that receives resources pursuant to an irrevocable split-interest agreement recognize assets, liabilities, and deferred inflows of resources at the inception of the agreement and that a government recognize revenue when the resources become applicable to the reporting period. The requirements of this Statement are effective for financial statements for periods beginning after December 15, 2016, and should be applied retroactively. This standard was adopted in fiscal year 2018 and there was no impact as a result of the adoption for CCC.

In March 2017, GASB released Statement No. 85 *Omnibus 2017*. The objective of this Statement is to address practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics including issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits. The requirements of this Statement are effective for reporting periods beginning after June 15, 2017. This standard was adopted in fiscal year 2018 and there was no impact as a result of the adoption for CCC.

In May 2017, GASB released Statement No. 86, *Certain Debt Extinguishment Issues*. The primary objective of this Statement is to improve consistency in accounting and financial reporting for in-substance defeasance of debt by providing guidance for transactions in which cash and other monetary assets acquired with only existing resources—resources other than the proceeds of refunding debt—are placed in an irrevocable trust for the sole purpose of extinguishing debt. This Statement also improves accounting and financial reporting for prepaid insurance on debt that is extinguished and notes to financial statements for debt that is defeased in substance. The requirements of this Statement are effective for reporting periods beginning after June 15, 2017. This standard was adopted in fiscal year 2018 and there was no impact as a result of the adoption for CCC.

**GASB Pronouncements Effective in Future Fiscal Years**
In November 2016, GASB released Statement No. 83, *Certain Asset Retirement Obligations*. The objective of this statement is to address accounting for legally enforceable liabilities associated with the retirement and future activities of a capital asset. The requirements of this Statement are effective for reporting periods beginning after June 15, 2018 with earlier application encouraged.

In January 2017, GASB released Statement No. 84, *Fiduciary Activities*. This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. This Statement also provides for recognition of a liability to the beneficiaries in a fiduciary fund when an event has occurred that compels the government to disburse fiduciary resources. The requirements of this Statement are effective for reporting periods beginning after December 15, 2018 with earlier application encouraged.

In June 2017, GASB released Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The requirements of this Statement are effective for reporting periods beginning after December 15, 2019 with earlier application encouraged

At various dates in 2018, GASB released Statements 88-90. The requirements of these Statements in addition to Statements 83, 84 and 87, are effective for future reporting periods and management is evaluating the impact these pronouncements will have on the financial statements of CCC.

**Subsequent Events**

In accordance with generally accepted accounting principles, CSCU has evaluated subsequent events for the period after June 30, 2018, through February 5, 2019, the date the financial statements were issued and no items needing to be reported were noted.

2. **Cash, Cash Equivalents and Investments**

Cash and cash equivalents is invested in the State of Connecticut Treasurer's STIF, a combined investment pool of high quality, short-term money market instruments. CCC may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet CCC's daily cash flow requirements.

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed five percent (5%) of the STIF's net assets at the time of execution.

Cash and cash equivalents also include operating funds held by the State of Connecticut in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rate at June 30, 2018 was 1.0%.

Cash, cash equivalents and investments at June 30 are as follows (in thousands):

|  | **2018** |
| --- | --- |
| Cash | $ 104,761 |
| Cash equivalents | 42,636 |
| Cash and cash equivalents total | $ 147,397 |

Investments are pooled by the State and separate accounting is maintained as to the amounts allocable to the various funds and programs.

*Credit Risk* – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CCC is only invested in the State of Connecticut Treasurer's STIF, which is a combined investment pool of high quality, short-term money market instruments. There is low risk to these types of investments.

*Concentration of Credit Risk* – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5% or more of the total value of investments. 100% of CCC total cash, cash equivalents and investments was invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to CCC as of June 30, 2018.

*Interest Rate Risk* – Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. Interest rate risk is managed by establishing targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through target allocations to different asset classes.

3. **Accounts Receivable**
Accounts receivable consist of the following at June 30 (in thousands):

|  | **2018** |
|---|---|
| Tuition | $ 7,871 |
| College services fees | 678 |
| Student activity fees | 50 |
| Extension fees | 1,636 |
| Payment plans and returned checks | 236 |
| Other student fees | 519 |
| Subtotal | 10,990 |
| Less: Allowance for doubtful accounts | (4,088) |
| Subtotal student tuition and fee receivables, net | 6,902 |
| Third party contracts | 800 |
| Government grants and contacts | 4,529 |
| STIF | 503 |
| Other receivables | 6,530 |
| Subtotal | 12,362 |
| Less: Allowance for doubtful accounts | (1,098) |
| Subotal other receivables, net | 11,264 |
| Total accounts receivable, net | $ 18,166 |

Student tuition and fees are due at a date established by each college not earlier than six weeks nor later than three weeks before the first day of classes unless other payment arrangements have been made. Any account not fully paid by the end of the term is entered into collections.

4. **Capital Assets**
Capital assets for the Colleges consist of the following at June 30 (in thousands):

|  | Balance at June 30, 2017 | Additions | Disposals and Adjustments | Transfers | Balance at June 30, 2018 |
|---|---|---|---|---|---|
| Land and land/site improvements | $ 28,322 | $ 14 | $ - | $ - | $ 28,336 |
| Infrastructure | 516 | - | - | - | 516 |
| Building and building improvements | 881,772 | 11,379 | (5,531) | 3,336 | 890,956 |
| Furnishings and equipment | 90,014 | 3,717 | (3,441) | - | 90,290 |
| Library books | 5,567 | 300 | (806) | - | 5,061 |
| Software | 210 | - | - | - | 210 |
|  | 1,006,401 | 15,410 | (9,778) | 3,336 | 1,015,369 |
| Less: Accumulated depreciation | (342,284) | (31,417) | 3,975 | - | (369,726) |
|  | 664,117 | (16,007) | (5,803) | 3,336 | 645,643 |
| Construction-in-progress | 69,472 | 17,940 | (535) | (3,336) | 83,541 |
| Capital assets, net | $ 733,589 | $ 1,933 | $ (6,338) | $ - | $ 729,184 |

5. **Accrued Compensated Absences**

Accrued compensated absences consist of the following at June 30 (in thousands):

|  | **2018** |
|---|---|
| Accrued vacation | $ 15,918 |
| Accrued sick leave | 13,848 |
| Other accrued fringe benefits | 10,112 |
| Total accrued compensated absences | 39,878 |
| Less: current portion | (3,250) |
| Accrued compensated absences - non-current portion | $ 36,628 |

Activity for compensated absences as of June 30 includes (in thousands):

|  |  |
|---|---|
| **Balance as of June 30, 2017** | $ 40,196 |
| Increases in 2018 | 3,133 |
| Payouts in 2018 | (3,451) |
| **Balance as of June 30, 2018** | $ 39,878 |

These accruals represent amounts earned by all eligible employees through the end of the fiscal year. These accrued compensated absences ("ACA") will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of ACA is estimated based on recent past history.

6. **Related Parties**

Periodically, public acts may be signed into law by the Governor stating that the Secretary of the Office of Policy and Management may approve monies to be transferred from CSCU's operating reserves to the State of Connecticut's General Fund. The CCC made no transfers to the State of Connecticut during fiscal year 2018.

The System Office administers certain activities centrally for the provision of management information systems and services to the Colleges. Primary among these activities are administration of certain system-wide information systems, telecommunications, capital projects planning and budgeting and technical support. Costs of such activities, including the allocation of funds to the Colleges from bond proceeds, are included in the activity of the System Office and supported by revenues from State appropriations and Colleges' tuition and fee revenues which are allocated to the System Office through the budget allocation process. Such activities are eliminated in the statement of revenues, expenses and changes in net position.

Accrued salaries and related fringe benefit costs for CSCU employees within CCC, whose salaries will be charged to the State of Connecticut General Fund represent a related party balance. CCC has also recorded a receivable from the State of Connecticut related to allocated bond financing for capital projects when allotted by the Governor.

Amounts due from the State of Connecticut for the years ended June 30 are as follows (in thousands):

|  | **2018** |
|---|---|
| Receivable for accrued salaries, interest and fringe benefits to be paid by the State of Connecticut General fund | $36,853 |
|  | $36,853 |

The accompanying statements of net position includes balances among related parties. Significant balances for the years ended June 30 are as follows (in thousands):

|  | **2018** |
|---|---|
| Cash balances held with the State of Connecticut on behalf of the CCC's | $104,761 |
|  | $104,761 |

7.  **Commitments, Contingencies and Leases**

CCC makes expenditures in connection with restricted government grants and contracts which are subject to final audit by government agencies. CCC is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position of CCC.

CSCU is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that eventual liability, if any, will not have a material effect on CCC's financial position.

CCC had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30. These commitments are not recorded as liabilities until materials or services are received. The commitments of total net position balances at June 30 were as follows (in thousands):

|  | **2018** |
|---|---|
| Asnuntuck Community College | $ 2,383 |
| Capital Community College | 438 |
| Gateway Community College | 1,157 |
| Housatonic Community College | 1,812 |
| Manchester Community College | 571 |
| Middlesex Community College | 1,264 |
| Naugatuck Valley Community College | 750 |
| Northwestern Connecticut Community College | 238 |
| Norwalk Community College | 1,254 |
| Quinebaug Valley Community College | 304 |
| System Office | 7,821 |
| Three Rivers Community College | 668 |
| Tunxis Community College | 1,285 |
|  | $ 19,945 |

CCC is party to one non-cancellable operating lease contract entered into on July 1, 2012 by Gateway Community College with the City of New Haven for parking in the Temple Street Parking Garage for $970,200 per year for 20 years.

Future minimum lease payments, all due over the next five fiscal years and thereafter under all existing operating lease contracts (cancellable and non-cancellable), are as follows (in thousands):

| | | |
|---|---|---|
| 2019 | $ | 1,353 |
| 2020 | $ | 1,340 |
| 2021 | $ | 1,327 |
| 2022 to 2025 | $ | 1,327 per year |
| 2026 to 2032 | $ | 970 per year |

Rental and lease expense was $3.7 million for the years ended June 30, 2018.

8.    **Pension Plans**

*Plan Description*
All regular full-time employees participate in one of two retirement plans. The State of Connecticut is statutorily responsible for the pension benefits of CSCU employees who participate in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined benefit public employee retirement system ("PERS"). SERS provides retirement, disability, death benefits and annual cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in the General Statutes. SERS does not issue standalone financial reports. Information on the plan is currently publicly available in the State of Connecticut's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller.

Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, or TRS depending on several factors.

Employees hired after July 1, 2011 but before July 31, 2017 were eligible to participate in Tier III or the Hybrid Plan, the 2 primary SERS plan options available (some employees are eligible to elect the Teachers Retirement System - "TRS"). The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and the State Employee Bargaining Agent Coalition ("SEBAC"), provides a retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a 5% employer match and 4% interest in lieu of a defined benefit.

Employees hired after July 1, 2017 are eligible to participate in Tier IV as a result of the 2017 SEBAC agreement. The SERS Tier IV plan is comprised of both a traditional Defined Benefit component and a new Defined Contribution component. The Tier IV Defined Benefit component provides a pre-defined monthly retirement income for life, with the amount being affected by years

of service, retirement age, and the member's final average earnings for members that satisfy the Tier IV minimum age and service eligibility requirements. The Tier IV Defined Contribution component establishes an account consisting of an accumulation of employee and employer contributions both set equal to 1%, as well as investment gains or losses. Each Tier IV member will have an account with the third party administrator of the State of Connecticut Alternate Retirement Program (ARP). CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut.

Alternatively, employees may choose to participate in the Alternate Retirement Plan which is managed by Prudential. Under this arrangement, plan participants contribute 6.5% of their pay or they can opt out and contribute 5% and the State contributes 6.5% to individual participants' investment accounts managed by Prudential. CSCU pays a fringe benefit charge to the State which includes the 7.5% employer contribution, employee health benefits and an administrative charge. The aforementioned 2011 SEBAC agreement provides CSCU employees who were both hired before July 1, 2011 and participating in ARP with a one-time irrevocable option through December 31, 2018 of electing to transfer their membership from ARP to the Hybrid Plan and purchasing credit in the Hybrid Plan for their prior services at full actuarial cost.

*Funding Policy*
The contribution requirements of plan members and the State are established and may be amended by the State legislature subject to the contractual rights established by collective bargaining.

Tier I Plan B regular and Plan B Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base, respectively, plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively. Tier IV employees contribute 5% of their salary (8% for hybrid and hazardous duty members) plus 1% into the defined contribution component.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The rate was 56.58% for SERS and 27.41% for TRS for the fiscal years ended June 30, 2018. The State contributed $54.7 million and $0.6 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2018, equal to 98.3% and 100.0% of the required contributions that year.

*Net Pension Liability*
The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2018 was measured and valued as of June 30, 2017 and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, the CCC System's proportion was 0.09% as of June 30, 2018. For the SERS plan, the CCC System's proportion was 3.55% as of June 30, 2018.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CCC System is calculated separately. The net

pension liability for the CCC System as of June 30, 2018 for SERS and TRS was $747.2 million and $12.1 million, respectively.

*Actuarial Assumptions for SERS:*
The total pension liability was determined using the following actuarial assumptions, applied to all periods:

| Measurement Year | 2017 |
|---|---|
| Inflation | 3.75% |
| Salary increases including inflation | 4.00% to 20.00% |
| Investment rate of return net of pension plan investment expense, including inflation | 8.00% |

Mortality rates were based on the RP-2014 White Collar Mortality Table projected to 2020 by scale BB at 100% for males and 95% for females.

The actuarial assumptions used in the June 30, 2017 valuation (which was the basis for recording the June 30, 2018 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2017.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The best estimates of geometric rates of return for each major asset class as of the 2017 measurement date are summarized in the following table:

| Asset Class | Target Allocation | Long-Term Expected Real Rate of Return |
|---|---|---|
| Large Cap U.S. Equities | 21% | 5.8% |
| Developed Non-U.S. Equities | 18% | 6.6% |
| Emerging Market (Non-U.S.) | 9% | 8.3% |
| Real Estate | 7% | 5.1% |
| Private Equity | 11% | 7.6% |
| Alternative Investments | 8% | 4.1% |
| Fixed Income | 8% | 1.3% |
| High Yield Bonds | 5% | 3.9% |
| Emerging Market Bond | 4% | 3.7% |
| TIPS | 5% | 1.0% |
| Cash | 4% | 0.4% |
| | 100% | |

*Actuarial Assumptions for TRS:*

The total pension liability was determined using the following actuarial assumptions, applied to all periods:

| Measurement Year | 2017 |
|---|---|
| Inflation | 3.00% |
| Salary increases including inflation | 3.75% to 7.00% |
| Investment rate of return net of pension plan investment expense, including inflation | 8.50% |

Mortality rates were based on the RPH-2014 White Collar table with employee and annuitant rates blended from ages 50 to 80, projected to the year 2020 using the BB improvement scale and further adjusted to grade in increases (5% for females and 8% for males) to rates over age 80 for the period after service retirement and for dependent beneficiaries as well as for active members.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

| Asset Class | Target Allocation | Long-Term Expected Real Rate of Return |
|---|---|---|
| Large Cap U.S. Equities | 21% | 5.8% |
| Developed Non-U.S. Equities | 18% | 6.6% |
| Emerging Market (Non-U.S.) | 9% | 8.3% |
| Real Estate | 7% | 5.1% |
| Private Equity | 11% | 7.6% |
| Alternative Investments | 8% | 4.1% |
| Fixed Income | 7% | 1.3% |
| High Yield Bonds | 5% | 3.9% |
| Emerging Market Bond | 5% | 3.7% |
| Inflation Linked Bonds | 3% | 1.0% |
| Cash | 6% | 0.4% |
| | 100% | |

*Discount Rate for SERS:*

The discount rate used to measure the total pension liability was 6.9% in the 2017 measurement year. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the State's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

*Discount Rate for TRS:*
The discount rate used to measure the total pension liability was 8.0% in the 2017 measurement year. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

*Sensitivity of Net Pension Liability to Changes in Discount Rate*
The following table presents the current-period net pension liability of the CCC System calculated using the current-period discount rate assumption of 6.9% for SERS and 8.0% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate (in thousands):

| | 1% Decrease (SERS-5.9%) (TRS-7.0%) | Current Discount (SERS-6.9%) (TRS-8.0%) | 1% Increase (SERS-7.9%) (TRS-9.0%) |
|---|---|---|---|
| SERS | $ 864,179 | $ 747,249 | $ 601,585 |
| TRS | 15,184 | 12,130 | 9,549 |

*Pension Expense, Deferred Outflows and Deferred Inflows of Resources Related to Defined Benefit Pension Plan*
For the year ended June 30, 2018, the CCC System recognized pension expense of $58.7 million for SERS and $1.4 million for TRS. A schedule of deferred outflows and inflows of resources as of June 30, 2018 is presented in Note 13. The net amount of deferred outflows and deferred inflows of resources related to the pensions attributed to the CCC System that will be recognized in pension expense during the next five years is as follows (in thousands):

| | SERS | TRS | Total |
|---|---|---|---|
| 2019 | $ 43,402 | $ 279 | $ 43,681 |
| 2020 | 47,430 | 472 | 47,902 |
| 2021 | 39,028 | 285 | 39,313 |
| 2022 | 18,564 | (91) | 18,473 |
| 2023 | (1,296) | (28) | (1,324) |
| Thereafter | - | (17) | (17) |
| **Total** | **$ 147,128** | **$ 900** | **$ 148,028** |

CSCU

9.    **Other Post-Employment Benefits**

The State of Connecticut provides post-retirement health care and life insurance benefits to eligible CSCU employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post-retirement health care and life insurance benefits

There is a single State sponsored defined benefit OPEB plan open to CSCU employees, the State Employee OPEB Plan (SEOPEBP). The State Comptroller's Healthcare Policy and Benefits Division under the direction of the Connecticut State Employees Retirement Commission administers the State Employee OPEB Plan. The membership of the commission is composed of the State Treasurer or designee, who is a nonvoting ex-officio member; fifteen trustees, including six trustees representing state employees; six trustees representing state management; two trustees who are professional actuaries and one neutral trustee who serves as chairman. Also, the State Comptroller, ex officio, serves as the nonvoting secretary. The Governor makes all appointments except the employee trustees who are selected by employee bargaining agents. Management and employee trustees make the appointments of the chairman and the actuarial trustee positions.

*Plan Description*
SEOPEBP is a single-employer defined benefit OPEB plan that covers retired employees of CSCU who are receiving benefits from any State-sponsored retirement system. The plan provides healthcare and life insurance benefits to eligible retirees and their spouses. Plan benefits, required contributions of plan participants and the State, and other plan provisions are described in Sections 5-257 and 5-259 of the General Statutes.

*Funding Policy*
The contribution requirements of the plan members and the State are established and may be amended by the State legislature, or by agreement between the State and employees' unions, upon approval by the State legislature. The cost of providing plan benefits is financed approximately 100% by the State on a pay-as-you-go basis through an annual appropriation in the General fund outside of the CSCU entities. CSCU contributes and helps fund the annual appropriation based upon a designated fringe rate established by the State.

*Investments*
The State Treasurer employs several outside consulting firms as external money and investment managers, to assist the State's Chief Investment Officer, as they manage the investment programs of the State Employee OPEB Plan. Plan assets are managed primarily through assets allocation decisions with the main objective being to maximize investment returns over the long term at an acceptable level of risk. There is no concentration of investments in any one organization that

represents 5.0% or more of plan net position available for benefits. The following is the asset allocation policy as of June 30, 2017:

| Asset Class | Target Allocation | Long-Term Expected Real Rate of Return |
|---|---|---|
| Large Cap U.S. Equities | 21% | 5.8% |
| Developed Non-U.S. Equities | 18% | 6.6% |
| Emerging Market (Non-U.S.) | 9% | 8.3% |
| Real Estate | 7% | 5.1% |
| Private Equity | 11% | 7.6% |
| Alternative Investments | 8% | 4.1% |
| Fixed Income | 8% | 1.3% |
| High Yield Bonds | 5% | 3.9% |
| Emerging Market Bond | 4% | 3.7% |
| Inflation Linked Bonds | 5% | 1.0% |
| Cash | 4% | 0.4% |
| | 100% | |

*Net OPEB Liability*

The Systems' net OPEB liability is valued one year in arrears. The net OPEB liability recorded in the financial statements as of June 30, 2018 of $842.0 million was measured and valued as of June 30, 2017 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net OPEB liability was based on a projection of the System's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating entities and the State, actuarially determined.

For the SEOPEBP plan, at June 30, 2018 the System's proportion was 3.90%. All plan assets are available to pay any participants benefits. However, the portion of each plan's net liability attributable to CSCU is calculated separately. The net liability for the CCC System as of June 30, 2018 for SEOPEBP was $842.0 million.

*Actuarial Assumptions:*

The total OPEB liability was determined by actuarial valuations as of June 30, 2017, using the following actuarial assumptions:

| Measurement Year | 2017 |
|---|---|
| Payroll growth rate | 3.50% |
| Salary increases | 3.25% to 19.50% varying by years of service and retirement system |
| Discount rate | 3.68% as of June 30, 2017 and 2.96% as of June 30, 2016 |
| Healthcare cost trend rates: | |
|    Medical | 6.5% graded to 4.5% over 4 years |
|    Prescription drug | 8.0% graded to 4.5% over 7 years |
|    Dental and Part B | 4.50% |
|    Administrative expense | 3.00% |

Mortality rates for the State Employees OPEB Plan were based on the RP-2000 Healthy Annuitant Mortality Table for male rates projected 15 years (set back 2 years) and female rates projected 25 years (set back one year) under Scale AA.

The discount rate used to measure the total OPEB liability for SEOPEBP was 3.68%. The projection of cash flows used to determine the discount was performed in accordance with GASB pronouncements.

The following presents the current period net OPEB liability, as well as what the net OPEB liability would be if it were calculated using a discount rate and healthcare cost trend rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate utilized (amounts in thousands):

| Discount rate comparison: | 1% Decrease (2.68%) | | Current Discount (3.68%) | | 1% Increase (4.68%) | |
|---|---|---|---|---|---|---|
| Net OPEB Liability | $ | 984,094 | $ | 847,845 | $ | 737,454 |
| Health care trend rate comparision: | 1% Decrease | | Current Discount | | 1% Increase | |
| Net OPEB Liability | $ | 998,890 | $ | 847,845 | $ | 728,618 |

*OPEB Expense, Deferred Outflows and Deferred Inflows of Resources Related to OPEB*
For the year ended June 30, 2018, the CCC System recognized OPEB expense of $54.7 million. A schedule of deferred outflows and inflows of resources as of June 30, 2018 is presented in note 13. The net amount of deferred outflows and deferred inflows of resources related to OPEB attributed to the CCC System that will be recognized in pension expense during the next five years is as follows (in thousands):

| | | OPEB | | Total |
|---|---|---|---|---|
| 2019 | $ | (9,879) | $ | (9,879) |
| 2020 | | (9,879) | | (9,879) |
| 2021 | | (9,879) | | (9,879) |
| 2022 | | (9,879) | | (9,879) |
| 2023 | | (4,048) | | (4,048) |
| Thereafter | $ | - | | - |

10. **Unearned Tuition, Fees and Grant Revenue**

Unearned tuition and fees and grants and contracts revenue for the year ended June 30 are as follows (in thousands):

| | | **2018** |
|---|---|---|
| Unearned tuition and fees | $ | 8,381 |
| Grants and contracts | | 4,880 |
| Unapplied payments | | 1,122 |
| Totals | $ | 14,383 |

11. **Natural Classification with Functional Classification**

The operating expenses by functional classification for the year ended June 30, 2018 are summarized as follows (in thousands):

| | Salaries and Wages | Fringe Benefits | Supplies and Services | Scholarship Aid | Depreciation | Total |
|---|---|---|---|---|---|---|
| Instruction | $134,629 | $ 84,624 | $ 7,688 | $ - | $ - | $ 226,941 |
| Public service | 235 | 172 | 582 | - | - | 989 |
| Academic support-other | 40,896 | 31,122 | 12,649 | - | - | 84,667 |
| Academic support-library | 6,045 | 4,241 | 1,244 | - | - | 11,530 |
| Student services | 27,066 | 20,890 | 2,800 | - | - | 50,756 |
| Scholarship aid | - | - | - | 35,706 | - | 35,706 |
| Institutional support | 32,233 | 25,544 | 19,181 | - | - | 76,958 |
| Physical plant | 12,307 | 12,389 | 31,703 | - | - | 56,399 |
| Depreciation | - | - | - | - | 31,417 | 31,417 |
| Total operating expenses | $253,411 | $ 178,982 | $75,847 | $35,706 | $31,417 | $ 575,363 |

12. **Bonds Payable**

The State of Connecticut, through acts of its legislature, provides funding for certain major plant facilities of the System. The State obtains its funds for these construction projects from general obligation bonds which it issues from time to time. The State is responsible for all repayments of the bonds in accordance with bond indentures.

Debt service on bonds issued by the State to finance educational and general facilities is funded by the general fund of the State, which is in the custody of the State Treasurer. These bonds do not require repayment by CCC and, accordingly, the State's debt obligation attributable to CCC educational and general facilities is not reported as CCC debt in the accompanying financial statements.

13. **Deferred Outflows and Inflows of Resources**

Deferred outflows and deferred inflows of resources consisted of the following as of June 30, 2018:

| As of June 30, 2018 | | SERS | | TRS | | OPEB | | Total |
|---|---|---|---|---|---|---|---|---|
| **DEFERRED OUTFLOWS OF RESOURCES** | | | | | | | | |
| Difference between expected and actual experience | $ | 17,840 | $ | - | $ | - | $ | 17,840 |
| Changes of assumptions or other inputs | | 114,496 | | 1,404 | | - | | 115,900 |
| Net difference between projected and actual earnings on pension plan investements | | - | | 165 | | - | | 165 |
| Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions | | 37,260 | | 1,958 | | 3,451 | | 42,669 |
| Employer contributions after measurement date | | 51,270 | | 1,296 | | 38,542 | | 91,108 |
| **Total** | $ | **220,866** | $ | **4,823** | $ | **41,993** | $ | **267,682** |
| | | | | | | | | |
| **DEFERRED INFLOWS OF RESOURCES** | | | | | | | | |
| Difference between expected and actual experience | $ | - | $ | 238 | $ | - | $ | 238 |
| Changes of assumptions or other inputs | | - | | - | | 20,340 | | 20,340 |
| Net difference between projected and actual earnings on pension plan investments | | 1,427 | | - | | 960 | | 2,387 |
| Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions | | 21,040 | | 2,389 | | 25,715 | | 49,144 |
| **Total** | $ | **22,467** | $ | **2,627** | $ | **47,015** | $ | **72,109** |

**REQUIRED SUPPLEMENTARY INFORMATION**

**Connecticut Community Colleges**
Schedule of Net Pension Liability
And Related Ratios (Unaudited)
Years Ended June 30, 2018, 2017, 2016, 2015 and 2014

◆ CSCU

**Schedule of Net Pension Liability and Related Ratios**
**State Employee Retirement System Plan**
Last 10 Fiscal Years [1]
(in thousands)

| | 2018 | 2017 | 2016 | 2015 | 2014 |
|---|---|---|---|---|---|
| CCC System's proportion of the net pension liability | 3.55% | 3.61% | 3.60% | 3.38% | 3.24% |
| CCC System's proportionate share of the net pension liability | $ 747,249 | $ 829,328 | $ 594,978 | $ 540,627 | $ 537,772 |
| CCC System's covered-employee payroll | $ 136,569 | $ 134,378 | $ 130,285 | $ 117,737 | $ 108,775 |
| CCC System's proportionate share of the net pension liability as a percentage of its covered-employee payroll | 547% | 617% | 457% | 459% | 494% |
| Plan Fiduciary net position as a percentage of the total pension liability | 36.25% | 31.69% | 39.23% | 39.54% | N/A [1] |

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available

**Teachers Retirement System Plan**
Last 10 Fiscal Years [1]
(in thousands)

| | 2018 | 2017 | 2016 | 2015 | 2014 |
|---|---|---|---|---|---|
| CCC System's proportion of the net pension liability | 0.09% | 0.09% | 0.11% | 0.11% | 0.11% |
| CCC System's proportionate share of the net pension liability | $ 12,130 | $ 12,798 | $ 12,018 | $ 11,109 | $ 12,253 |
| State's proportionate share of the net pension liability associated with the System | $ 12,130 | $ 12,798 | $ 12,018 | $ 11,094 | N/A [1] |
| Total | $ 24,260 | $ 25,596 | $ 24,036 | $ 22,203 | $ 12,253 |
| CCC System's covered-employee payroll | $ 3,549 | $ 3,549 | $ 4,327 | $ 4,197 | $ 4,001 |
| CCC System's proportionate share of the net pension liability as a percentage of its covered-employee payroll | 342% | 361% | 278% | 265% | 306% |
| Plan Fiduciary net position as a percentage of the total pension liability | 55.93% | 52.26% | 59.50% | 61.56% | N/A [1] |

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available

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**Connecticut Community Colleges**
Schedule of Net Pension Liability
And Related Ratios (Unaudited)
Years Ended June 30, 2018, 2017, 2016, 2015 and 2014

CSCU

**Schedule of Net Other Post Employment Benefits Liability and Related Ratios**

Last 10 Fiscal Years [1]

|  | 2018 | 2017 |
|---|---|---|
| System's proportion of the net OPEB liability | 3.90% | 4.03% |
| System's proportionate share of the net OPEB liability | $ 841,977,711 | $ 869,278,680 |
| System's covered-employee payroll | $ 200,795,770 | $ 206,023,378 |
| System's proportionate share of the net OPEB liability as a percentage of its covered-employee payroll | 419% | N/A |
| Plan Fiduciary net position as a percentage of the total OPEB liability | 3.03% | 1.94% |

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

**Connecticut Community Colleges**
Schedule of Contributions (Unaudited)
Years Ended June 30, 2018, 2017, 2016, 2015 and 2014

◀▮▶ CSCU

**Schedule of Contributions**
**State Employee Retirement System Plan**
Last 10 Fiscal Years [1]

|  | 2018 | 2017 | 2016 | 2015 | 2014 |
|---|---|---|---|---|---|
| Contractually required contribution | $ 55,136 | $ 54,676 | $ 49,636 | $ 42,837 | $ 34,343 |
| Contributions in relation to the contractually required contribution | (54,695) | (54,239) | (49,388) | (42,837) | (34,309) |
| Contribution deficiency (excess) | $ 441 | $ 437 | $ 248 | $ - | $ 34 |
| CCC System's covered-employee payroll | $ 136,569 | $ 134,378 | $ 130,285 | $ 117,737 | $ 108,775 |
| Contributions as a percentage of covered employee payroll | 40.05% | 40.36% | 37.91% | 36.38% | 31.54% |

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

**Teachers Retirement System Plan**
Last 10 Fiscal Years [1]

|  | 2018 | 2017 | 2016 | 2015 |
|---|---|---|---|---|
| Contractually required contribution | $ 909 | $ 876 | $ 1,078 | $ 1,039 |
| Contributions in relation to the contractually required contribution | (551) | (1,613) | (1,970) | (1,927) |
| Contribution deficiency (excess) | $ 358 | $ (737) | $ (892) | $ (888) |
| CCC System's covered-employee payroll | $ 3,549 | $ 3,549 | $ 4,327 | $ 4,197 |
| Contributions as a percentage of covered employee payroll | 15.53% | 45.45% | 45.53% | 45.91% |

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

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**Connecticut Community Colleges**
Schedule of Contributions (Unaudited)
Years Ended June 30, 2018, 2017, 2016, 2015 and 2014

◀▌▶ CSCU

**Schedule  Contributions**
**Other Post Employment Benefits**
Last 10 Fiscal Years [1]

| | 2018 | 2017 |
|---|---|---|
| Contractually required contribution | 32,590,354 | 30,682,270 |
| Contributions in relation to the contractually required contribution | (32,590,354) | (30,682,270) |
| Contribution deficiency (excess) | $          - | $          - |
| | | |
| System's covered-employee payroll | $ 200,795,770 | $ 206,023,378 |
| Contributions as a percentage of covered employee payroll | 16.23% | 14.89% |

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

1.  **Changes in Benefit Terms**

    Pension Plans

    For the June 30, 2017 valuation, the following changes in benefit terms were included:
    *   A 3-year freeze on all salary increases for fiscal years ending 2017, 2018 and 2019.
    *   The annual COLA for those retiring on or after July 1, 2022 is based on the annual rate of increase in CPI-W from 0.0% to 2.0%, plus 60% of the annual rate of increase in CPI-W from 3.33% to 6.0%, plus 75% of the annual rate of increase in CPI-W above 6.0% and with a cap on the COLA rate of 7.5%.
    *   A COLA moratorium for those retiring on or after July 1, 2022 for the first 30 months of retirement benefits. If rate of increase in CPI-W exceeds an annualized rate of 5.5% during the initial 18 month period of receiving retirement benefits, the COLA provided beginning with the 31st monthly benefit includes an additional adjustment based on the annual COLA rate as determined above using the annualized rate over the 18 month period. The COLA rate applied is reduced by 2.5% and then multiplied by 1.5 to reflect the 18 month period.
    *   Increase to all non-Tier IV members' contribution rates by 1.5% of compensation effective July 1, 2017 and an additional 0.5% of compensation effective July 1, 2019.
    *   In years where employer contribution increase due to poor asset returns, half the increase is applied to Tier IV member contribution rate of up to 2% in total.
    *   Tier IV Hybrid Plan Structure for All New Hires (Non-Hazardous and Hazardous) after July 1, 2017:
        i.   Non-Hazardous has same retirement eligibility as Tier III
        ii.  Non-hazardous benefit multiplier is 1.30% with no breakpoint
        iii. Hazardous duty requires 25 years of service to retire
        iv.  Employees contribute 3% more than Tier III employees into the DB Plan.
        v.   Employers contribute 1% and employees must contribute at least 1% to DC portion of Hybrid Plan.

**SUPPLEMENTARY SCHEDULES**

# Connecticut Community Colleges

Combining Statement of Net Position

June 30, 2018

(in thousands)

<div style="text-align:right">CSCU</div>

| | Asnuntuck Community College | Capital Community College | Gateway Community College | Housatonic Community College | Manchester Community College | Middlesex Community College | Naugatuck Valley Community College | Northwestern Connecticut Community College | Norwalk Community College | Quinebaug Valley Community College | Three Rivers Community College | Tunxis Community College | System Office | Combined Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Assets** | | | | | | | | | | | | | | |
| Current assets | | | | | | | | | | | | | | |
| Cash and cash equivalents | $ 4,362 | $ 6,217 | $ 4,134 | $ 23,261 | $ 11,981 | $ 4,972 | $ 14,656 | $ 4,227 | $ 15,328 | $ 9,485 | $ 12,476 | $ 5,582 | $ 30,716 | $ 147,397 |
| Accounts receivable, due from the State | 1,306 | 2,975 | 4,380 | 3,331 | 4,736 | 1,883 | 4,895 | 1,588 | 3,712 | 1,495 | 2,544 | 2,832 | 1,176 | 36,853 |
| Accounts receivable other, net | 1,167 | 2,033 | 1,096 | 1,265 | 1,474 | 599 | 2,438 | 162 | 1,086 | 354 | 901 | 844 | 4,147 | 18,166 |
| Prepaid expenses | 8 | 1 | 4 | 13 | 26 | – | 36 | 7 | 5 | 1 | 5 | 1 | 193 | 300 |
| Total current assets | 6,843 | 11,226 | 10,214 | 27,870 | 18,217 | 7,454 | 22,025 | 5,984 | 20,131 | 11,335 | 15,926 | 9,259 | 36,232 | 202,716 |
| | | | | | | | | | | | | | | |
| Non-current assets | | | | | | | | | | | | | | |
| Capital assets, net | 35,428 | 40,544 | 161,410 | 112,365 | 56,596 | 7,448 | 86,521 | 46,689 | 43,828 | 19,301 | 69,932 | 43,741 | 5,381 | 729,184 |
| Student loans, net | 24 | 3 | – | (1) | – | (3) | – | – | 15 | – | (2) | 121 | – | 157 |
| Total non-current assets | 35,452 | 40,547 | 161,410 | 112,364 | 56,596 | 7,445 | 86,521 | 46,689 | 43,843 | 19,301 | 69,930 | 43,862 | 5,381 | 729,341 |
| | | | | | | | | | | | | | | |
| Total assets | 42,295 | 51,773 | 171,624 | 140,234 | 74,813 | 14,899 | 108,546 | 52,673 | 63,974 | 30,636 | 85,856 | 53,121 | 41,613 | 932,057 |
| **Deferred outflows of resources** | | | | | | | | | | | | | | |
| Deferred pension contributions | | | | | | | | | | | | | 225,690 | 225,690 |
| Deferred other post employment benefits | – | – | – | – | – | – | – | – | – | – | – | – | 41,993 | 41,993 |
| Total deferred outflows of resources | – | – | – | – | – | – | – | – | – | – | – | – | 267,683 | 267,683 |
| **Liabilities** | | | | | | | | | | | | | | |
| Current liabilities | | | | | | | | | | | | | | |
| Accounts payable | 159 | 277 | 165 | 443 | 132 | 86 | 114 | 90 | 264 | 146 | 269 | 166 | 1,642 | 3,941 |
| Accrued expenses-salary and fringe benefits | 1,997 | 3,769 | 6,260 | 4,592 | 6,039 | 2,576 | 6,486 | 1,863 | 5,183 | 1,742 | 3,585 | 3,972 | 1,496 | 49,560 |
| Accrued compensated absences-current portion | 131 | 236 | 348 | 257 | 326 | 173 | 399 | 115 | 329 | 124 | 252 | 227 | 333 | 3,250 |
| Unearned tuition, fees and grant revenue | 413 | 956 | 1,082 | 808 | 2,033 | 914 | 1,852 | 249 | 1,434 | 183 | 416 | 1,092 | 2,951 | 14,383 |
| Retainage | – | – | – | 1,715 | – | – | – | 1,965 | – | – | – | – | – | 3,680 |
| Agency and loan fund liabilities | 60 | 111 | 229 | 82 | 208 | 212 | 307 | 46 | 260 | 49 | 263 | 153 | – | 1,980 |
| Other liabilities | 33 | 32 | 227 | 136 | 234 | 84 | 100 | 7 | 125 | 13 | 52 | 87 | 393 | 1,523 |
| Total current liabilities | 2,793 | 5,381 | 8,311 | 8,033 | 8,972 | 4,039 | 9,258 | 4,335 | 7,595 | 2,251 | 4,837 | 5,697 | 6,815 | 78,317 |
| | | | | | | | | | | | | | | |
| Non-current liabilities | | | | | | | | | | | | | | |
| Pension liability, net | – | – | – | – | – | – | – | – | – | – | – | – | 759,379 | 759,379 |
| Other post employment benefits liability, net | | | | | | | | | | | | | 847,845 | 847,845 |
| Accrued compensated absences-long term portion | 1,475 | 2,650 | 3,929 | 2,901 | 3,683 | 1,951 | 4,492 | 1,294 | 3,710 | 1,391 | 2,838 | 2,558 | 3,756 | 36,628 |
| Other long-term liabilities | – | – | – | – | – | – | – | – | – | – | – | 97 | – | 97 |
| Total non-current liabilities | 1,475 | 2,650 | 3,929 | 2,901 | 3,683 | 1,951 | 4,492 | 1,294 | 3,710 | 1,391 | 2,838 | 2,655 | 1,610,980 | 1,643,949 |
| | | | | | | | | | | | | | | |
| Total liabilities | 4,268 | 8,031 | 12,240 | 10,934 | 12,655 | 5,990 | 13,750 | 5,629 | 11,305 | 3,642 | 7,675 | 8,352 | 1,617,795 | 1,722,266 |
| **Deferred inflows of resources** | | | | | | | | | | | | | | |
| Deferred pension asset gains | | | | | | | | | | | | | 25,095 | 25,095 |
| Deferred other post employment benefits | – | – | – | – | – | – | – | – | – | – | – | – | 47,015 | 47,015 |
| Total deferred inflows of resources | – | – | – | – | – | – | – | – | – | – | – | – | 72,110 | 72,110 |
| **Net position** | | | | | | | | | | | | | | |
| Invested in capital assets, net of related debt | 35,428 | 40,544 | 161,410 | 112,365 | 56,596 | 7,448 | 86,521 | 46,689 | 43,828 | 19,301 | 69,932 | 43,741 | 5,381 | 729,184 |
| Restricted | | | | | | | | | | | | | | |
| Nonexpendable | – | – | – | 20 | – | – | – | – | – | – | – | – | – | 20 |
| Expendable | 1,788 | 5,585 | 575 | 4,838 | 435 | 419 | 2,992 | 587 | 6,834 | 1,027 | 395 | 2,303 | 15,132 | 42,910 |
| Unrestricted | 811 | (2,387) | (2,601) | 12,077 | 5,127 | 1,042 | 5,283 | (232) | 2,007 | 6,666 | 7,854 | (1,275) | (1,401,122) | (1,366,750) |
| Total net position | $ 38,027 | $ 43,742 | $ 159,384 | $ 129,300 | $ 62,158 | $ 8,909 | $ 94,796 | $ 47,044 | $ 52,669 | $ 26,994 | $ 78,181 | $ 44,769 | $ (1,380,609) | $ (594,636) |

**Connecticut Community Colleges**
Combining Statement of Revenues, Expenses and Changes in Net Position
Year Ended June 30, 2018
(in thousands)

CSCU

| | Asnuntuck Community College | Capital Community College | Gateway Community College | Housatonic Community College | Manchester Community College | Middlesex Community College | Naugatuck Valley Community College | Northwestern Connecticut Community College | Norwalk Community College | Quinebaug Valley Community College | Three Rivers Community College | Tunxis Community College | System Office | Combined Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Operating revenues** | | | | | | | | | | | | | | |
| Student tuition and fees | $ 8,447 | $ 12,604 | $ 25,601 | $ 17,406 | $ 23,294 | $ 9,991 | $ 24,045 | $ 4,180 | $ 23,057 | $ 5,432 | $ 14,923 | $ 14,468 | $ 26 | $ 183,474 |
| Less: Scholarship discounts and allowances | (132) | (7,502) | (11,989) | (9,852) | (9,410) | (4,013) | (10,106) | (1,914) | (9,171) | (50) | (7,086) | (5,990) | - | (77,215) |
| Net tuition and fees | 8,315 | 5,102 | 13,612 | 7,554 | 13,884 | 5,978 | 13,939 | 2,266 | 13,886 | 5,382 | 7,837 | 8,478 | 26 | 106,259 |
| | | | | | | | | | | | | | | |
| Federal grants and contracts | 624 | 1,399 | 1,095 | 930 | 4,672 | 200 | 5,371 | 696 | 1,231 | 231 | 444 | 1,009 | 145 | 18,103 |
| State and local grants and contracts | 450 | 918 | 1,905 | 1,502 | 1,358 | 632 | 1,855 | 313 | 1,274 | 436 | 926 | 897 | 30 | 12,496 |
| Private grants and contracts | 134 | 543 | 139 | 759 | 326 | 80 | 493 | 149 | 1,104 | 162 | 315 | 146 | 140 | 4,490 |
| Sales and services of educational departments | 23 | 29 | 40 | 129 | 10 | 5 | 132 | - | 200 | - | - | 124 | - | 692 |
| Other operating revenues | 250 | 254 | 868 | 303 | 505 | 150 | 408 | 50 | 257 | 208 | 554 | 251 | 42 | 4,100 |
| Total operating revenues | 9,796 | 8,245 | 17,659 | 11,177 | 20,755 | 7,105 | 20,198 | 3,474 | 17,952 | 6,419 | 10,076 | 10,905 | 381 | 144,142 |
| | | | | | | | | | | | | | | |
| **Operating expenses** | | | | | | | | | | | | | | |
| Instruction | 11,351 | 16,862 | 29,990 | 18,107 | 25,650 | 11,526 | 28,736 | 6,908 | 24,668 | 7,015 | 17,637 | 16,657 | 11,834 | 226,941 |
| Public service | - | 22 | 143 | - | 2 | 20 | 534 | 206 | - | 40 | - | 2 | 20 | 989 |
| Academic support | 4,086 | 5,606 | 8,699 | 8,418 | 7,860 | 4,301 | 14,002 | 3,079 | 6,843 | 3,010 | 5,047 | 6,235 | 7,481 | 84,667 |
| Library | 333 | 934 | 1,525 | 1,133 | 1,378 | 719 | 950 | 643 | 865 | 824 | 711 | 959 | 556 | 11,530 |
| Student services | 2,412 | 3,852 | 5,885 | 4,976 | 5,773 | 1,960 | 4,814 | 2,306 | 5,848 | 1,844 | 4,129 | 3,945 | 3,012 | 50,756 |
| Scholarship aid, net | 4,702 | 2,530 | 3,637 | 3,667 | 3,355 | 1,206 | 4,116 | 419 | 3,836 | 3,565 | 2,272 | 2,288 | 113 | 35,706 |
| Institutional support | 2,984 | 4,744 | 4,627 | 6,540 | 6,907 | 3,786 | 5,971 | 2,947 | 5,676 | 2,183 | 3,502 | 3,077 | 24,014 | 76,958 |
| Physical plant | 2,252 | 3,930 | 7,832 | 6,627 | 6,727 | 1,944 | 8,210 | 1,756 | 4,829 | 1,912 | 3,415 | 2,814 | 4,151 | 56,399 |
| Depreciation | 1,892 | 2,075 | 5,347 | 2,858 | 3,174 | 862 | 3,795 | 1,685 | 1,984 | 1,079 | 2,852 | 1,534 | 2,280 | 31,417 |
| Total operating expenses | 30,012 | 40,555 | 67,685 | 52,326 | 60,826 | 26,324 | 71,128 | 19,949 | 54,549 | 21,472 | 39,565 | 37,511 | 53,461 | 575,363 |
| | | | | | | | | | | | | | | |
| Operating loss | (20,216) | (32,310) | (50,026) | (41,149) | (40,071) | (19,219) | (50,930) | (16,475) | (36,597) | (15,053) | (29,489) | (26,606) | (53,080) | (431,221) |
| | | | | | | | | | | | | | | |
| **Nonoperating revenues (expenses)** | | | | | | | | | | | | | | |
| State appropriations - general fund | 11,859 | 19,544 | 33,112 | 23,863 | 29,137 | 13,617 | 33,225 | 10,995 | 24,460 | 10,976 | 19,139 | 19,054 | 22,677 | 271,658 |
| State appropriations - bond funds | 2,080 | 797 | 905 | 678 | 832 | 925 | 1,291 | 172 | 5,692 | 309 | - | 19 | 13,479 | 27,179 |
| PELL grants | 3,303 | 6,810 | 10,789 | 9,797 | 8,467 | 3,390 | 9,441 | 1,395 | 8,282 | 2,337 | 6,122 | 5,805 | - | 75,938 |
| Private gifts | 154 | 49 | - | - | 1 | 50 | 90 | 163 | 1,034 | 190 | 64 | 2 | - | 1,797 |
| Mandatory transfer to State | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest income | 24 | 24 | 44 | 229 | 167 | 56 | 165 | 31 | 124 | 115 | 172 | 41 | 298 | 1,490 |
| Other non-operating revenues (expenses), net | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net non-operating revenues | 17,420 | 27,224 | 44,850 | 34,567 | 38,604 | 18,038 | 44,212 | 12,756 | 39,592 | 13,927 | 25,497 | 24,921 | 36,454 | 378,062 |
| | | | | | | | | | | | | | | |
| Net income (loss) before other changes | (2,796) | (5,086) | (5,176) | (6,582) | (1,467) | (1,181) | (6,718) | (3,719) | 2,995 | (1,126) | (3,992) | (1,685) | (16,626) | (53,159) |
| | | | | | | | | | | | | | | |
| **Other changes** | | | | | | | | | | | | | | |
| Capital and other additions (deductions) | 3,050 | - | - | 808 | 179 | 111 | 1,278 | 1,135 | 303 | 58 | 198 | 84 | (7,204) | - |
| Interagency transfers | (804) | 137 | 75 | 952 | (2,133) | 546 | 956 | 279 | 174 | 683 | 286 | 286 | (1,437) | - |
| Total other changes | 2,246 | 137 | 75 | 1,760 | (1,954) | 657 | 2,234 | 1,414 | 477 | 741 | 484 | 370 | (8,641) | - |
| | | | | | | | | | | | | | | |
| Change in net position | (550) | (4,949) | (5,101) | (4,822) | (3,421) | (524) | (4,484) | (2,305) | 3,472 | (385) | (3,508) | (1,315) | (25,267) | (53,159) |
| | | | | | | | | | | | | | | |
| Net position at July 1, 2017 | 38,577 | 48,691 | 164,485 | 134,122 | 65,579 | 9,433 | 99,280 | 49,349 | 49,197 | 27,379 | 81,689 | 46,084 | (1,355,342) | (541,477) |
| | | | | | | | | | | | | | | |
| Net position at end of year | $ 38,027 | $ 43,742 | $ 159,384 | $ 129,300 | $ 62,158 | $ 8,909 | $ 94,796 | $ 47,044 | $ 52,669 | $ 26,994 | $ 78,181 | $ 44,769 | $(1,380,609) | $ (594,636) |

**Connecticut Community Colleges**
Combining Statement of Cash Flows
Year Ended June 30, 2018
(in thousands)

CSCU

| | Asnuntuck Community College | Capital Community College | Gateway Community College | Housatonic Community College | Manchester Community College | Middlesex Community College | Naugatuck Valley Community College | Northwestern Connecticut Community College | Norwalk Community College | Quinebaug Valley Community College | Three Rivers Community College | Tunxis Community College | System Office | Combined Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Cash flows from operating activities** | | | | | | | | | | | | | | |
| Student tuition and fees | $ 3,965 | $ 4,913 | $ 13,215 | $ 7,367 | $ 13,770 | $ 6,141 | $ 13,978 | $ 2,149 | $ 13,779 | $ 2,753 | $ 7,684 | $ 8,009 | $ 301 | $ 98,024 |
| Government grants and contracts | 923 | 2,328 | 2,850 | 2,593 | 5,690 | 1,048 | 5,406 | 1,017 | 2,440 | 812 | 1,594 | 1,856 | 814 | 29,371 |
| Private grants and contracts | 403 | 269 | 91 | 1,012 | 258 | 89 | 525 | 140 | 939 | 113 | 357 | 57 | 20 | 4,273 |
| Sales and services of educational departments | 23 | 20 | 40 | 128 | 10 | 5 | 132 | - | 202 | - | - | 119 | - | 679 |
| Payments to employees | (11,275) | (18,489) | (30,325) | (21,145) | (27,788) | (12,005) | (31,652) | (9,146) | (26,605) | (8,611) | (18,170) | (18,427) | (10,341) | (243,979) |
| Payments for fringe benefits | (6,738) | (11,790) | (18,338) | (13,195) | (17,948) | (7,168) | (20,741) | (5,932) | (14,626) | (5,332) | (11,173) | (11,477) | (6,035) | (150,493) |
| Payments to students | (2,259) | (2,854) | (4,324) | (4,110) | (3,468) | (1,874) | (4,403) | (655) | (4,491) | (753) | (2,744) | (2,796) | (136) | (34,867) |
| Payments to vendors | (5,816) | (5,515) | (9,992) | (10,803) | (7,632) | (4,427) | (8,888) | (2,786) | (7,454) | (2,790) | (4,794) | (4,560) | (11,391) | (86,848) |
| Payments by Department of Public Works | - | - | (4) | - | - | - | (7) | - | - | - | - | - | (14) | (25) |
| Other receipts (payments), net | 414 | 435 | 1,668 | 360 | 1,322 | 260 | 311 | 151 | 773 | 249 | 725 | 628 | 1,931 | 9,227 |
| Net cash used in operating activities | (20,360) | (30,683) | (45,119) | (37,793) | (35,786) | (17,931) | (45,339) | (15,062) | (35,043) | (13,559) | (26,521) | (26,591) | (24,851) | (374,638) |
| **Cash flows from investing activities** | | | | | | | | | | | | | | |
| Interest income | 21 | 31 | 37 | 189 | 133 | 44 | 144 | 30 | 103 | 95 | 144 | 36 | 242 | 1,249 |
| Net cash provided by investing activities | 21 | 31 | 37 | 189 | 133 | 44 | 144 | 30 | 103 | 95 | 144 | 36 | 242 | 1,249 |
| **Cash flows from capital and related financing activities** | | | | | | | | | | | | | | |
| State appropriations | 781 | 76 | 184 | 203 | 54 | 72 | 185 | 29 | 5,143 | 15 | - | 5 | 4,281 | 11,028 |
| Payments by Department of Public Works | (1,537) | (9) | (387) | (7,689) | (13) | - | (4,193) | (4,164) | (161) | (88) | (75) | - | (29) | (18,345) |
| Purchase of capital assets | (1,148) | (197) | (320) | (920) | (114) | (149) | (413) | (261) | (89) | (246) | (354) | (180) | (6,216) | (10,607) |
| Interagency transfers | (1,750) | - | - | (763) | - | - | - | - | - | - | - | - | 2,513 | - |
| Net cash (used in) provided by capital and related financing activities | (3,654) | (130) | (523) | (9,169) | (73) | (77) | (4,421) | (4,396) | 4,893 | (319) | (429) | (175) | 549 | (17,924) |
| **Cash flows from noncapital financing activities** | | | | | | | | | | | | | | |
| State appropriations | 13,506 | 19,767 | 33,145 | 24,305 | 28,657 | 14,094 | 33,569 | 10,855 | 24,673 | 10,998 | 18,902 | 18,751 | 27,167 | 278,389 |
| PELL grants | 3,265 | 6,763 | 10,874 | 9,920 | 8,443 | 3,529 | 9,472 | 1,394 | 8,249 | 2,347 | 6,129 | 5,815 | - | 76,200 |
| Private gifts | 187 | 45 | - | - | - | 98 | 36 | 150 | 1,034 | 188 | 55 | 1 | - | 1,794 |
| Federal Family Education Loan Program (FFELP) | 1,984 | 804 | 870 | 853 | 543 | 495 | 811 | 140 | 640 | - | 879 | 1,178 | - | 9,197 |
| Interagency transfers | 468 | 145 | 76 | 966 | (2,123) | 546 | 722 | 280 | 283 | 655 | 286 | 286 | (2,590) | - |
| Net cash provided by noncapital financing activities | 19,410 | 27,524 | 44,965 | 36,044 | 35,520 | 18,762 | 44,610 | 12,819 | 34,879 | 14,188 | 26,251 | 26,031 | 24,577 | 365,580 |
| Net increase (decrease) in cash and cash equivalents | (4,583) | (3,258) | (640) | (10,729) | (206) | 798 | (5,006) | (6,609) | 4,832 | 405 | (555) | (699) | 517 | (25,733) |
| Cash and cash equivalents at beginning of year | 8,945 | 9,475 | 4,774 | 33,990 | 12,187 | 4,174 | 19,662 | 10,836 | 10,496 | 9,080 | 13,031 | 6,281 | 30,199 | 173,130 |
| Cash and cash equivalents at end of year | $ 4,362 | $ 6,217 | $ 4,134 | $ 23,261 | $ 11,981 | $ 4,972 | $ 14,656 | $ 4,227 | $ 15,328 | $ 9,485 | $ 12,476 | $ 5,582 | $ 30,716 | $ 147,397 |

# Connecticut Community Colleges
## Combining Statement of Net Position by Fund Group
### As of June 30, 2018
### (in thousands)

**CSCU**

| | Operating and General Funds | Endowment, Loan, and Agency Funds | Agency Administered Bond Funds | DCS Administered Bond Funds | Invested in Capital Assets | Total |
|---|---|---|---|---|---|---|
| **Assets** | | | | | | |
| Current assets | | | | | | |
| Cash & cash equivalents | $ 103,169 | $ 1,919 | $ 15,991 | $ 26,318 | $ - | $ 147,397 |
| Accounts receivable-general fund | 36,853 | - | - | - | - | 36,853 |
| Accounts receivable-other | 14,643 | 53 | 3,470 | - | - | 18,166 |
| Prepaid expense | 109 | - | 191 | - | - | 300 |
| Total current assets | 154,774 | 1,972 | 19,652 | 26,318 | - | 202,716 |
| Non-current assets | | | | | | |
| Land and land/site improvements | - | - | - | - | 28,336 | 28,336 |
| Infrastructure | - | - | - | - | 516 | 516 |
| Buildings and building improvements | - | - | - | - | 890,956 | 890,956 |
| Furnishings and equipment | - | - | - | - | 90,290 | 90,290 |
| Library books | - | - | - | - | 5,061 | 5,061 |
| Software | - | - | - | - | 210 | 210 |
| | - | - | - | - | 1,015,369 | 1,015,369 |
| Less: Accumulated depreciation | - | - | - | - | (369,726) | (369,726) |
| | - | - | - | - | 645,643 | 645,643 |
| Construction in progress | - | - | - | - | 83,541 | 83,541 |
| Capital assets, net | - | - | - | - | 729,184 | 729,184 |
| Student loans | | | | | | |
| Student loans receivable | - | 157 | - | - | - | 157 |
| Total non-current assets | - | 157 | - | - | 729,184 | 729,341 |
| Total assets | $ 154,774 | $ 2,129 | $ 19,652 | $ 26,318 | $ 729,184 | $ 932,057 |
| **Deferred outflows of resources** | | | | | | |
| Deferred pension contributions | 225,689 | - | - | - | - | 225,689 |
| Deferred other post employment benefits | 41,993 | - | - | - | - | 41,993 |
| Total deferred outflows of resources | 267,682 | - | - | - | - | 267,682 |
| **Liabilities** | | | | | | |
| Current liabilities | | | | | | |
| Accounts payable | $ 1,987 | $ - | $ 1,954 | $ - | $ - | $ 3,941 |
| Accrued expense - salary and fringe benefits | 49,560 | - | - | - | - | 49,560 |
| Accrued compensated absences-current portion | 3,250 | - | - | - | - | 3,250 |
| Unearned tuition, fees and grant revenue | 14,383 | - | - | - | - | 14,383 |
| Retainage | - | - | - | 3,680 | - | 3,680 |
| Other liabilities | 1,523 | 1,980 | - | - | - | 3,503 |
| Total current liabilities | 70,703 | 1,980 | 1,954 | 3,680 | - | 78,317 |
| Non-current liabilities | | | | | | |
| Pension liability, net | 759,379 | - | - | - | - | 759,379 |
| Other post employment benefits liability, net | 847,845 | - | - | - | - | 847,845 |
| Accrued compensated absences-long term portio | 36,628 | - | - | - | - | 36,628 |
| Student loans | - | 97 | - | - | - | 97 |
| Total non-current liabilities | 1,643,852 | 97 | - | - | - | 1,643,949 |
| Total liabilities | 1,714,555 | 2,077 | 1,954 | 3,680 | - | 1,722,266 |
| **Deferred inflows of resources** | | | | | | |
| Deferred pension asset gainss | 25,094 | - | - | - | - | 25,094 |
| Deferred other post employment benefit asset gain | 47,015 | - | - | - | - | 47,015 |
| Total deferred inflows of resources | 72,109 | - | - | - | - | 72,109 |
| **Net position** | | | | | | |
| Invested in capital assets, net of related debt | - | - | - | - | 729,184 | 729,184 |
| Restricted | | | | | | |
| Non-expendable | - | 20 | - | - | - | 20 |
| Expendable | 2,542 | 32 | 17,698 | 22,638 | | 42,910 |
| Unrestricted | (1,366,750) | - | - | - | - | (1,366,750) |
| Total net position | $ (1,364,208) | $ 52 | $ 17,698 | $ 22,638 | $ 729,184 | $ (594,636) |

# Connecticut Community Colleges
## Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group
### Year Ended June 30, 2018
### (in thousands)

| | Operating and General Funds | Endowment, Loan, and Agency Funds | Agency Administered Bond Funds | DCS Administered Bond Funds | Invested in Capital Assets | Total |
|---|---|---|---|---|---|---|
| **Operating revenues** | | | | | | |
| Tuition and Fees | $ 183,474 | $ - | $ - | $ - | $ - | $ 183,474 |
| Less: Scholarship discounts and allowances | (77,215) | - | - | - | - | (77,215) |
| Net tuition and fees | 106,259 | - | - | - | - | 106,259 |
| | | | | | | |
| Federal grants and contracts | 16,105 | - | - | - | - | 16,105 |
| State and local grants and contracts | 12,496 | - | - | - | - | 12,496 |
| Private grants and contracts | 4,490 | - | - | - | - | 4,490 |
| Sales and services of educational departments | 692 | - | - | - | - | 692 |
| Other operating revenues | 4,168 | - | - | - | (68) | 4,100 |
| Total operating revenues | 144,210 | - | - | - | (68) | 144,142 |
| | | | | | | |
| **Operating expenses** | | | | | | |
| Salaries and wages | 253,411 | - | - | - | - | 253,411 |
| Fringe benefits | 178,982 | - | - | - | - | 178,982 |
| Supplies and services | 53,637 | - | 20,911 | 1,112 | 187 | 75,847 |
| Scholarship aid, net | 35,700 | 6 | - | - | - | 35,706 |
| Depreciation | - | - | - | - | 31,417 | 31,417 |
| Total operating expenses | 521,730 | 6 | 20,911 | 1,112 | 31,604 | 575,363 |
| | | | | | | |
| Operating loss | (377,520) | (6) | (20,911) | (1,112) | (31,672) | (431,221) |
| | | | | | | |
| **Nonoperating revenues (expenses)** | | | | | | |
| State appropriations - general fund | 271,658 | - | - | - | - | 271,658 |
| State appropriations - bond funds | - | - | 22,010 | 5,169 | - | 27,179 |
| PELL grants | 75,938 | - | - | - | - | 75,938 |
| Private gifts | 1,735 | - | - | - | 62 | 1,797 |
| Interest income | 1,490 | - | - | - | - | 1,490 |
| Mandatory transfer to State | - | - | - | - | - | - |
| Other non-operating revenues (expenses), net | - | - | - | - | - | - |
| Net non-operating revenues | 350,821 | - | 22,010 | 5,169 | 62 | 378,062 |
| | | | | | | |
| Net income (loss) before other changes | (26,699) | (6) | 1,099 | 4,057 | (31,610) | (53,159) |
| | | | | | | |
| **Other changes** | | | | | | |
| Capital and other additions (deductions) | (809) | - | (10,134) | (16,264) | 27,207 | - |
| Interagency transfers | - | - | 2,404 | (2,404) | - | - |
| Total other changes | (809) | - | (7,730) | (18,668) | 27,207 | - |
| | | | | | | |
| Change in net position | (27,508) | (6) | (6,631) | (14,611) | (4,403) | (53,159) |
| | | | | | | |
| Net position as restated at July 1, 2017 | (1,336,700) | 58 | 24,329 | 37,249 | 733,587 | (541,477) |
| | | | | | | |
| Net position at end of year | $ (1,364,208) | $ 52 | $ 17,698 | $ 22,638 | $ 729,184 | $ (594,636) |

1.    **Basis of Presentation of Supplemental Information**

The supplementary schedules are presented to provide information from the stand-alone books and records of the colleges and system office.  The supplementary schedules exclude certain eliminating entries necessary to prepare the consolidated financial statements of CCC.  The supplementary schedules also do not include the impact of the adoption of GASB 68, *Pensions*, or GASB 75, *other post-employment benefits*, on the individual colleges as reported in the financial statements of CCC because the liability has not been allocated to the colleges but rather is reflected only at the CCC system level in the basic financial statements.

**INTERIM REPORT FORMS**
**Revised April 2016; Effective July 1, 2016**

<u>General instructions:</u>
Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 34 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "**Current Year**" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Year" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Year" column.

Cells shaded **green** indicate where data should be entered. Cells with a dash ("-") or a zero ($0) indicate where figures will be calculated automatically based on data entered in other cells.

**Interim Report forms are protected** to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. However, you are encouraged to add rows to insert additional information as needed or adjust column widths. To do so, unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. The required password is "ark" (lower case, no quotation marks).

**Instructions and definitions are embedded in each form**. To see the instructions, move the mouse on top of red boxes with a **?**. This version of the Interim Report forms has been formatted to print the forms only. If you with to print the forms with their accompanying instructions, you can find a specially formatted version of Interim Report forms on the Commission website: https://cihe.neasc.org.

Additional guidance about completing the forms for Standard 8, *Educational Effectiveness*, can be found in the Statement on Student Achievement and Success Data Forms, available on the CIHE website.

If you have questions about completing the Interim Report forms, please call a member of the Commission staff for assistance.

# INTERIM REPORT FORMS
# GENERAL INFORMATION

Institution Name:      Norwalk Community College

OPE ID:      **?** 130004

|  | | **Annual Audit** | |
|---|---|---|---|
| | **?** | Certified: | Qualified |
| Financial Results for Year Ending: | **?** 06/30 | Yes/No | Unqualified |
| Most Recent Year | **?** 2018 | | |
| 1 Year Prior | 2017 | | |
| 2 Years Prior | 2016 | | |

Fiscal Year Ends on:      June 30th    (month/day)

Budget / Plans
     Current Year      2019
     Next Year      2020

Contact Person:      **?** Rachael DiPietro
     Title:      Research Specialist
     Telephone No:      203-857-7162
     E-mail address      RDiPietro@norwalk.edu

## Standard 1:  Mission and Purposes

**Attach a copy of the current mission statement.**

| Document | | Website Location | | Date Approved by the Governing Board |
|---|---|---|---|---|
| Institutional Mission Statement | ? | norwalk.edu/about/history | ? | May 2005 |

## Standard 2:  Planning and Evaluation

| PLANNING | Year approved by governing board | Effective Dates | | Website location |
|---|---|---|---|---|
| **Strategic Plans** | | | | |
| Immediately prior Strategic Plan | | 2011-2016 | | http://ncc-portal4/irr/default.aspx |
| Current Strategic Plan | | 2017-2022 | | https://norwalk.edu/about/strategic-plan/ |
| Next Strategic Plan | | | | |

| | Year completed | Effective Dates | | Website location |
|---|---|---|---|---|
| **Other institution-wide plans*** | | | | |
| Master plan | | | | |
| Academic plan | | | | http://ncc-portal4/irr/Shared%20Documents/Program%20Review.aspx |
| Financial plan | | FY 2016/17 | | http://www.ct.edu/finance#documents |
| Technology plan | | | | http://www.ct.edu/it/policy |
| Enrollment plan | | FY 2018/19 | | https://norwalk.edu/admissions/ |
| Development plan | | | | https://norwalk.edu/pr/ |
| **Plans for major units (e.g., departments, library)*** | | | | https://norwalk.edu/developing-hispanic-serving-institutions-program-title-v/ |
| ? | | | | https://norwalk.edu/finaid/ |
| | | | | https://ncc-foundation.org/apply-for-scholarships/ |
| | | | | |
| | | | | https://ncc-foundation.org |
| | | | | http://nccfdn.wpengine.com/wp-content/uploads/2017/11/2016-2017-Annual-Report.pdf |

| EVALUATION | | Website location |
|---|---|---|
| **Academic program review** | | |
| Program review system (colleges and departments). System last updated: | ? | 2018 |
| Program review schedule  (e.g., every 5 years) | | every 5 years |

*Insert additional rows, as appropriate.

## Standard 3:  Organization and Governance
### (Board and Internal Governance)

**Please attach to this form:**

**1)  A copy of the institution's organization chart(s).**

**If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.**

| | |
|---|---|
| Name of the sponsoring entity | |
| Website location of documentation of relationship | |

| **Governing Board** | **Website location** |
|---|---|
| By-laws | www.ct.edu/regents/bylaws |
| Board members' names and affiliations | www.ct/edu/regents/members |

Please enter any explanatory notes in the box below

# Standard 3:  Organization and Governance
## (Locations and Modalities)

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

*(Insert additional rows as appropriate.)*

|  | Location (City, State/Country) | Date Initiated | Enrollment* | | |
|---|---|---|---|---|---|
|  |  |  | **2 years prior (FY 2017)** | **1 year prior (FY 2018)** | **Current year (FY 2019)** |
| Main campus | Norwalk, CT | 4/18/1961 | 8,221 | 8,070 | 7,820 |
| Other principal campuses | N/A |  |  |  |  |
| Branch campuses (US) | N/A |  |  |  |  |
| Other instructional locations (US) | N/A |  |  |  |  |
| Branch campuses (overseas) | N/A |  |  |  |  |
| Other instructional locations (overseas) | N/A |  |  |  |  |

**Educational modalities**

|  | Number of programs | Date First Initiated | Enrollment* | | |
|---|---|---|---|---|---|
|  |  |  | **2 years prior (FY 2017)** | **1 year prior (FY 2018)** | **Current year (FY 2019)** |
| Distance Learning Programs |  |  |  |  |  |
| Programs 50-99% on-line | N/A |  |  |  |  |
| Programs 100% on-line | N/A |  |  |  |  |
| Correspondence Education | N/A |  |  |  |  |
| Low-Residency Programs | N/A |  |  |  |  |
| Competency-based Programs | N/A |  |  |  |  |
| Dual Enrollment Programs | 1 | 2014 | 80 | 83 | 94 |
| Contractual Arrangements involving the award of credit |  |  |  |  |  |

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program**
**(Summary - Degree-Seeking Enrollment and Degrees)**

**Fall Enrollment\* by location and modality, as of Census Date**

| Degree Level/ Location & Modality | Associate's | Bachelor's | Master's | Clinical doctorates (e.g., Pharm.D., DPT, DNP) | Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.) | M.D., J.D., DDS | Ph.D. | Total Degree-Seeking |
|---|---|---|---|---|---|---|---|---|
| **Main Campus FT** | 1,582 | N/A | N/A | N/A | N/A | N/A | N/A | 1,582 |
| **Main Campus PT** | 2,692 | N/A | N/A | N/A | N/A | N/A | N/A | 2,692 |
| **Other Principal Campus FT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Other Principal Campus PT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Branch campuses FT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Branch campuses PT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Other Locations FT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Other Locations PT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Overseas Locations FT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Overseas Locations FT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Distance education FT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Distance education PT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Correspondence FT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Correspondence PT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Low-Residency FT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Low-Residency PT** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| **Unduplicated Headcount Total** | 4,274 | 0 | 0 | 0 | 0 | 0 | 0 | 4,274 |
| **Total FTE** | 284.93 | N/A | N/A | N/A | N/A | N/A | N/A | 284.93 |
| **Enter FTE definition:** | Full-time equivalent enrollment is calculated in this worksheet as 15 undergraduate credit hours = 1 FTE. | N/A | N/A | N/A | N/A | N/A | N/A | |
| **Degrees Awarded, Most Recent Year** | 624 | N/A | N/A | N/A | N/A | N/A | N/A | 624 |

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program**
**(Summary - Non-degree seeking Enrollment and Awards)**

**Fall Enrollment\* by location and modality, as of Census Date**

| Degree Level/ Location & Modality | Title IV-Eligible Certificates: Students Seeking Certificates | Non-Matriculated Students | Visiting Students | Total Non-degree-Seeking | Total degree-seeking (from previous page) | Grand total |
|---|---|---|---|---|---|---|
| **Main Campus FT** | 40 | 124 | | 164 | | 164 |
| **Main Campus PT** | 111 | 912 | | 1,023 | | 1,023 |
| **Other Principal Campus FT** | | | | 0 | | 0 |
| **Other Principal Campus PT** | | | | 0 | | 0 |
| **Branch campuses FT** | | | | 0 | | 0 |
| **Branch campuses PT** | | | | 0 | | 0 |
| **Other Locations FT** | | | | 0 | | 0 |
| **Other Locations PT** | | | | 0 | | 0 |
| **Overseas Locations FT** | | | | 0 | | 0 |
| **Overseas Locations FT** | | | | 0 | | 0 |
| **Distance education FT** | | | | 0 | | 0 |
| **Distance education PT** | | | | 0 | | 0 |
| **Correspondence FT** | | | | 0 | | 0 |
| **Correspondence PT** | | | | 0 | | 0 |
| **Low-Residency FT** | | | | 0 | | 0 |
| **Low-Residency PT** | | | | 0 | | 0 |
| **Unduplicated Headcount Total** | 151 | 1,036 | 0 | 1,187 | | 1,187 |
| **Total FTE** | 10.07 | 69.07 | | 79 | | 79.13 |
| **Enter FTE definition:** | Full-time equivalent enrollment is calculated in this worksheet as 15 undergraduate credit hours = | | | | | |
| **Certificates Awarded, Most Recent Year** | 103 | | | | | |

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

## Standard 4: The Academic Program
### (Headcount by UNDERGRADUATE Program Type)

| For Fall Term, as of Census Date | 3 Years Prior (Fall 2015) | 2 Years Prior (Fall 2016) | 1 Year Prior (Fall 2017) | Current Year (Fall 2018) | Next Year Forward (goal) (Fall 2019) |
|---|---|---|---|---|---|
| **Certificate** | 158 | 138 | 151 | 131 | 135 |
| **Associate** | 4557 | 4468 | 4573 | 4274 | 4275 |
| **Baccalaureate** | N/A | N/A | N/A | N/A | N/A |
| **Total Undergraduate** | 4,715 | 4,606 | 4,724 | 4,405 | 4,410 |

## Standard 4: The Academic Program
### (Headcount by GRADUATE Program Type)

| For Fall Term, as of Census Date | 3 Years Prior (Fall 2015) | 2 Years Prior (Fall 2016) | 1 Year Prior (Fall 2017) | Current Year (Fall 2018) | Next Year Forward (goal) (Fall 2019) |
|---|---|---|---|---|---|
| **Master's** | | | | | |
| **Doctorate** | | | | | |
| **First Professional** | | | | | |
| **Other** | | | | | |
| **Total Graduate** | 0 | 0 | 0 | 0 | 0 |

## Standard 4: The Academic Program
### (Credit Hours Generated at the Undergraduate and Graduate Levels)

| | 3 Years Prior (Fall 2015) | 2 Years Prior (Fall 2016) | 1 Year Prior (Fall 2017) | Current Year (Fall 2018) | Next Year Forward (goal) (Fall 2019) |
|---|---|---|---|---|---|
| **Undergraduate** | 54857 | 52224 | 53013 | 47943 | 47945 |
| **Graduate** | N/A | N/A | N/A | N/A | N/A |
| **Total** | 54,857 | 52,224 | 53,013 | 47,943 | 47,945 |

## Standard 4: The Academic Program
### (Information Literacy sessions)

| | | | | | |
|---|---|---|---|---|---|
| **Main campus** | | | | | |
| Sessions embedded in a class | 2 | 0 | 5 | 2 | 2 |
| Free-standing sessions | 129 | 129 | 112 | 95 | 100 |
| **Branch/other locations** | | | | | |
| Sessions embedded in a class | N/A | N/A | N/A | N/A | N/A |
| Free-standing sessions | N/A | N/A | N/A | N/A | N/A |
| Online sessions | 17,798 | 20,417 | 21,486 | 12,803 | 13,000 |
| **URL of Information Literacy Reports** | | | | | |

Please enter any explanatory notes in the box below

Free standing information based on statistics gathered on librarian scheduled sessions and new information literacy intiatives through the college's Director of Information Technology. Nearly all history sections, BBG 114, CSA 105 sections, and many ENG 101 sections have Information Literacy embedded into their curriculuum. As Information Literacy is a student ssuccess skill through the Title V grant, more coursses will be incorporating this into their syllabi going forward.

## Standard 5:  Students

## (Admissions, Fall Term)

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

| ? |

Credit Seeking Students Only  -  Including Continuing Education

| | 3 Years Prior (FY 2016) | 2 Years Prior (FY 2017) | 1 Year Prior (FY 2018) | Current Year (FY 2019) | Goal (specify year) (FY 2020) |
|---|---|---|---|---|---|
| **Freshmen - Undergraduate** ? | | | | | |
| Completed Applications ? | 2,599 | 2,497 | 2,754 | 2,592 | 2,600 |
| Applications Accepted ? | 2,576 | 2,432 | 2,666 | 2,513 | 2,525 |
| Applicants Enrolled ? | 1,339 | 1,294 | 1,422 | 1,235 | 1,300 |
| % Accepted of Applied | 99.1% | 97.4% | 96.8% | 97.0% | 97.1% |
| % Enrolled of Accepted | 52.0% | 53.2% | 53.3% | 49.1% | 51.5% |
| Percent Change Year over Year | | | | | |
| Completed Applications | na | -3.9% | 10.3% | -5.9% | 0.3% |
| Applications Accepted | na | -5.6% | 9.6% | -5.7% | 0.5% |
| Applicants Enrolled | na | -3.4% | 9.9% | -13.2% | 5.3% |
| Average of statistical indicator of aptitude of enrollees: (define below) ? | | | | | |
| | | | | | |
| **Transfers - Undergraduate** ? | | | | | |
| Completed Applications | 1,069 | 1,120 | 1,064 | 981 | 975 |
| Applications Accepted | 1,053 | 1,072 | 1,034 | 973 | 970 |
| Applications Enrolled | 558 | 557 | 500 | 419 | 450 |
| % Accepted of Applied | 98.5% | 95.7% | 97.2% | 99.2% | 99.5% |
| % Enrolled of Accepted | 53.0% | 52.0% | 48.4% | 43.1% | 46.4% |
| **Master's Degree** ? | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |
| **First Professional Degree** ? | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |
| **Doctoral Degree** ? | | | | | |
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applications Enrolled | | | | | |
| % Accepted of Applied | - | - | - | - | - |
| % Enrolled of Accepted | - | - | - | - | - |

Please enter any explanatory notes in the box below

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

<span style="background-color:red; color:white">?</span>

Credit-Seeking Students Only - Including Continuing Education

| | 3 Years Prior (FY 2016) | 2 Years Prior (FY 2017) | 1 Year Prior (FY 2018) | Current Year (FY 2019) | Goal (specify year) (FY 2020) |
|---|---|---|---|---|---|
| **UNDERGRADUATE** ? | | | | | |
| First Year  Full-Time Headcount ? | 1,517 | 1,429 | 1,476 | 1,167 | 1,200 |
| Part-Time Headcount ? | 2,336 | 2,356 | 2,395 | 2,330 | 2,350 |
| Total Headcount | 3,853 | 3,785 | 3,871 | 3,497 | 3,550 |
| Total FTE ? | 257 | 252 | 258 | 233 | 237 |
| Second Year  Full-Time Headcount | 616 | 550 | 578 | 570 | 575 |
| Part-Time Headcount | 1,597 | 1,545 | 1,489 | 1,436 | 1,460 |
| Total Headcount | 2,213 | 2,095 | 2,067 | 2,006 | 2,035 |
| Total FTE | 148 | 140 | 138 | 134 | 136 |
| Third Year  Full-Time Headcount | | | | | |
| Part-Time Headcount | | | | | |
| Total Headcount | 0 | 0 | 0 | 0 | 0 |
| Total FTE | | | | | |
| Fourth Year  Full-Time Headcount | | | | | |
| Part-Time Headcount | | | | | |
| Total Headcount | 0 | 0 | 0 | 0 | 0 |
| Total FTE | | | | | |
| Unclassified  Full-Time Headcount ? | | | | | |
| Part-Time Headcount | | | | | |
| Total Headcount | 0 | 0 | 0 | 0 | 0 |
| Total FTE | | | | | |
| Total Undergraduate Students | | | | | |
| Full-Time Headcount | 2,133 | 1,979 | 2,054 | 1,737 | 1,775 |
| Part-Time Headcount | 3,933 | 3,901 | 3,884 | 3,766 | 3,810 |
| Total Headcount | 6,066 | 5,880 | 5,938 | 5,503 | 5,585 |
| Total FTE | 405 | 392 | 396 | 367 | 372 |
| % Change FTE Undergraduate | na | -3.2% | 1.0% | -7.3% | 1.5% |
| **GRADUATE** ? | | | | | |
| Full-Time Headcount ? | | | | | |
| Part-Time Headcount ? | | | | | |
| Total Headcount | 0 | 0 | 0 | 0 | 0 |
| Total FTE ? | | | | | |
| % Change FTE Graduate | na | - | - | - | - |
| **GRAND TOTAL** | | | | | |
| Grand Total Headcount | 6,066 | 5,880 | 5,938 | 5,503 | 5,585 |
| Grand Total FTE | 405 | 392 | 396 | 367 | 372 |
| % Change Grand Total FTE | na | -3.2% | 1.0% | -7.3% | 1.5% |

Please enter any explanatory notes in the box below

First year students is defined as those with 30 or less credits and second year is defined as those with 31 or more credits for the purposes of capturing the community college student experience.

# Standard 5:  Students
## (Financial Aid, Debt, Developmental Courses)

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

? Where does the institution describe the students it seeks to serve?

www.norwalk.edu/about

|  | (FY 2013) | (FY 2014) | (FY 2015) |
|---|---|---|---|
| ? **Three-year Cohort Default Rate** | 10.5 | 8.5 | 7.3 |
| ? **Three-year Loan repayment rate** | 38% | 35% | 49% |
| **(from College Scorecard)** | | | |

| | 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Goal (specify year) |
|---|---|---|---|---|---|
| | (FY 2016) | (FY 2017) | (FY 2018) | (FY 2019 ) | (FY 2020    ) |
| ? **Student Financial Aid** | | | | | |
| Total Federal Aid | $8,237,417 | $8,298,102 | $9,344,837 | $8,700,665 | $9,268,277 |
| Grants | $7,758,640 | $7,686,617 | $8,568,090 | $7,861,013 | $8,416,394 |
| Loans | $357,686 | $468,641 | $658,341 | $687,997 | $700,000 |
| Work Study | $121,090 | $142,844 | $118,406 | $151,655 | $151,883 |
| Total State Aid | $583,612 | $1,174,192 | $1,132,804 | $1,082,510 | $1,046,686 |
| Total Institutional Aid | $1,881,165 | $1,922,806 | $1,968,168 | $1,886,949 | $1,999,000 |
| Grants | $1,881,165 | $1,922,806 | $1,968,168 | $1,886,949 | $1,999,000 |
| Loans | $0 | $0 | $0 | $0 | |
| Total Private Aid | $692,650 | $745,031 | $1,069,862 | $982,372 | $1,000,000 |
| Grants | $692,650 | $745,031 | $1,069,862 | $982,372 | $1,000,000 |
| Loans | $0 | $0 | $0 | $0 | |

**Student Debt**

Percent of students graduating with debt (include all students who graduated in this calculation)

| | | | | | |
|---|---|---|---|---|---|
| Undergraduates | | | | | |
| Graduates | | | | | |
| First professional students | | | | | |

For students with debt:

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

| | | | | | |
|---|---|---|---|---|---|
| Undergraduates | | | | | |
| Graduates | | | | | |
| First professional students | | | | | |

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

| | | | | | |
|---|---|---|---|---|---|
| Undergraduates | | | | | |
| Graduate Students | | | | | |
| First professional students | | | | | |

**Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**

| | | | | | |
|---|---|---|---|---|---|
| English as a Second/Other Language | 12% | 13% | 11% | 13% | 13% |
| English (reading, writing, communication skills) | 25% | 22% | 27% | 28% | 27% |
| Math | 36% | 32% | 29% | 29% | 29% |
| Other | | | | | |

Please enter any explanatory notes in the box below

Percent of first-year students in Developmental Coures represents our credit level, while not credit towards a degree, course taking behavior during the Fall semester of each fiscal year for first-time degree/certificate seeking full time and part time students. However, depending on ESOL level and degree being pursued, some courses may count as a general elective towards degree.  As less than 1% of student receive federal loans we haven't tracked data on students graduating with debt as the N is so small and therefore the students are highly identifiable.

# Standard 6: Teaching, Learning, and Scholarship
## (Faculty by Category and Rank; Academic Staff by Category, Fall Term)

| | 3 Years Prior (FY 2016) | 2 Years Prior (FY 2017) | 1 Year Prior (FY 2018) | Current Year (FY 2019) |
|---|---|---|---|---|
| **?  Number of Faculty by category** | | | | |
| Full-time | 104 | 95 | 91 | 92 |
| Part-time | | | | |
| Adjunct | 240 | 242 | 264 | 280 |
| Clinical | | | | |
| Research | | | | |
| Visiting | | | | |
| Other; specify below: | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total | 344 | 337 | 355 | 372 |
| **Percentage of Courses taught by full-time faculty** | | | | |
| | 49% | 49% | 46% | 48% |
| **?  Number of Faculty by rank, if applicable** | | | | |
| | | | | |
| Professor | 68 | 66 | 64 | 65 |
| Associate | 11 | 9 | 10 | 10 |
| Assistant | 11 | 13 | 11 | 11 |
| Instructor | 7 | 5 | 4 | 5 |
| Other; specify below: | | | | |
| Lecturer (Full-Time) | 7 | 2 | 2 | 1 |
| | | | | |
| | | | | |
| | | | | |
| Total | 104 | 95 | 91 | 92 |
| **?  Number of Academic Staff by category** | | | | |
| Librarians | 5 | 6 | 5 | 5 |
| Advisors | | | | |
| Instructional Designers | | | | |
| Other; specify below: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total | 5 | 6 | 5 | 5 |

Please enter any explanatory notes in the box below

# Standard 6: Teaching, Learning, and Scholarship
## (Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

| | 3 Years Prior (FY 2016 ) | | 2 Years Prior (FY 2017) | | 1 Year Prior (FY 2018) | | Current Year (FY 2019) | |
|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT |
| **? Number of Faculty Appointed** | | | | | | | | |
| Professor | | | | | | | | |
| Associate | | | | | | | | |
| Assistant | | | | | | | | |
| Instructor | | | | | | | | |
| No rank | | | | | | | | |
| Other          FT Lecturer | | | | | 1 | | | |
| Total | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **? Number of Faculty in Tenured Positions** | | | | | | | | |
| Professor | 68 | | 65 | | 64 | | | |
| Associate | 4 | | 3 | | 3 | | | |
| Assistant | 0 | | 0 | | 0 | | | |
| Instructor | 0 | | 0 | | 0 | | | |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 72 | 0 | 68 | 0 | 67 | 0 | 0 | 0 |
| **? Number of Faculty Departing** | | | | | | | | |
| Professor | 2 | | 1 | | | | | |
| Associate | | | | | | | 1 | |
| Assistant | | | 1 | | 1 | | | |
| Instructor | | | | | | | | |
| No rank | | | | | | | | |
| Other          FT Lecturer | 3 | | 1 | | 1 | | | |
| Total | 5 | 0 | 3 | 0 | 2 | 0 | 1 | 0 |
| **? Number of Faculty Retiring** | | | | | | | | |
| Professor | 2 | | 2 | | 6 | | | |
| Associate | | | 1 | | | | | |
| Assistant | | | | | | | | |
| Instructor | | | | | | | | |
| No rank | | | | | | | | |
| Other | | | | | 1 | | | |
| Total | 2 | 0 | 3 | 0 | 7 | 0 | 0 | 0 |

Please enter any explanatory notes in the box below

# Standard 7: Institutional Resources
## (Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

| | 3 Years Prior (FY 2016) | | | 2 Years Prior (FY 2017) | | | 1 Year Prior (FY 2018) | | | Current Year (FY 2019) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | FT | PT | Total |
| Instructional Staff | 95 | 306 | 401 | 91 | 326 | 417 | 92 | 280 | 372 | 88 | 341 | 429 |
| Research Staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Public Service Staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Librarians | 6 | | 6 | 5 | | 5 | | | 0 | 5 | 0 | 5 |
| Library Technicians | | | 0 | | | 0 | | | 0 | | | 0 |
| Archivists, Curators, Museum staff | | | 0 | | | 0 | | | 0 | | | 0 |
| Student and Academic Affairs | 66 | 4 | 70 | 54 | 2 | 56 | 54 | 2 | 56 | 53 | 3 | 56 |
| Management Occupations | 7 | 0 | 7 | 7 | 0 | 7 | 7 | 0 | 7 | 4 | | 4 |
| Business and Financial Operations | 8 | 0 | 8 | 8 | 0 | 8 | 8 | 0 | 8 | 8 | | 8 |
| Computer, Engineering and Science | 10 | 0 | 10 | 9 | 0 | 9 | 9 | 0 | 9 | 8 | | 8 |
| Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media | 12 | 0 | 12 | 9 | 0 | 9 | 9 | 0 | 9 | 9 | | 9 |
| Healthcare Practitioners and Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | 0 |
| Service Occupations | 4 | 0 | 4 | 3 | 0 | 3 | 3 | 0 | 3 | 5 | | 5 |
| Sales and Related Occupations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | 0 |
| Office and Administrative Support | 28 | 4 | 32 | 30 | 4 | 34 | 30 | 4 | 34 | 33 | 4 | 37 |
| Natural Resources, Construction, Maintenance | 1 | 0 | 1 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | | 2 |
| Production, Transportation, Material Moving | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | | 1 |
| Total | 238 | 314 | 552 | 219 | 332 | 551 | 215 | 286 | 501 | 216 | 348 | 564 |

Please enter any explanatory notes in the box below

## Standard 7: Institutional Resources
### (Statement of Financial Position/Statement of Net Assets)

| | 2 Years Prior (FY 2016) | 1 Year Prior (FY 2017) | Most Recent Year (FY 2018) | Percent Change 2 yrs-1 yr prior | 1 yr-most recent |
|---|---|---|---|---|---|
| **Fiscal Year ends - month & day: ( 6 /30 )** | | | | | |
| **ASSETS (in 000s)** | | | | | |
| ? Cash and Short Term Investments | $5 | $5 | $5 | 0.0% | 0.0% |
| ? Cash held by State Treasurer | $10,673 | $10,491 | $15,323 | -1.7% | 46.1% |
| ? Deposits held by State Treasurer | | | | - | - |
| ? Accounts Receivable, Net | $3,945 | $4,160 | $4,798 | 5.4% | 15.3% |
| ? Contributions Receivable, Net | | | | - | - |
| ? Inventory and Prepaid Expenses | $0 | $0 | $0 | - | - |
| ? Long-Term Investments | | | | - | - |
| ? Loans to Students | ($3) | $9 | $15 | -400.0% | 66.7% |
| ? Funds held under bond agreement | | | | - | - |
| ? Property, plants, and equipment, net | $44,373 | $45,429 | $43,833 | 2.4% | -3.5% |
| ? Other Assets | | | | - | - |
| **Total Assets** | **$58,993** | **$60,094** | **$63,974** | 1.9% | 6.5% |
| **LIABILITIES (in 000s)** | | | | | |
| ? Accounts payable and accrued liabilities | $5,564 | $5,047 | $5,776 | -9.3% | 14.4% |
| ? Deferred revenue & refundable advances | $1,960 | $1,799 | $1,576 | -8.2% | -12.4% |
| ? Due to state | | | | - | - |
| ? Due to affiliates | | | | - | - |
| ? Annuity and life income obligations | | | | - | - |
| ? Amounts held on behalf of others | $255 | $241 | $243 | -5.5% | 0.8% |
| ? Long-term investments | | | | - | - |
| ? Refundable government advances | | | | - | - |
| ? Other long-term liabilities | $3,911 | $3,810 | $3,710 | -2.6% | -2.6% |
| **Total Liabilities** | **$11,690** | **$10,897** | **$11,305** | -6.8% | 3.7% |
| **NET ASSETS (in 000s)** | | | | | |
| Unrestricted net assets | | | | | |
| Institutional | **$748** | **$1,543** | **$2,008** | 106.3% | 30.1% |
| ? Foundation | | | | - | - |
| **Total** | **$748** | **$1,543** | **$2,008** | 106.3% | 30.1% |
| Temporarily restricted net assets | | | | | |
| Institutional | | | | - | - |
| ? Foundation | | | | - | - |
| **Total** | **$0** | **$0** | **$0** | - | - |
| Permanently restricted net assets | | | | | |
| Institutional | **$46,555** | **$47,654** | **$50,661** | 2.4% | 6.3% |
| ? Foundation | | | | - | - |
| **Total** | **$46,555** | **$47,654** | **$50,661** | 2.4% | 6.3% |
| **Total Net Assets** | **$47,303** | **$49,197** | **$52,669** | 4.0% | 7.1% |
| **TOTAL LIABILITIES and NET ASSETS** | **$58,993** | **$60,094** | **$63,974** | 1.9% | 6.5% |

Please enter any explanatory notes in the box below

# Standard 7: Institutional Resources
## (Statement of Revenues and Expenses)

| | Fiscal Year ends - month& day: ( 6 / 30 ) | 3 Years Prior (FY2016) | 2 Years Prior (FY2017 ) | Most Recently Completed Year (FY 2018) | Current Year (FY 2019) | Next Year Forward (FY 2020) |
|---|---|---|---|---|---|---|
| | **OPERATING REVENUES (in 000s)** | | | | | |
| ? | Tuition and fees | $22,223 | $22,208 | $23,056 | $22,015 | |
| ? | Room and board | | | | | |
| ? | Less: Financial aid | -$7,641 | -$8,031 | -$9,171 | -$7,963 | |
| | Net student fees | $14,582 | $14,177 | $13,885 | $14,052 | $0 |
| ? | Government grants and contracts | $5,314 | $2,396 | $2,505 | $2,320 | |
| ? | Private gifts, grants and contracts | $1,159 | $1,167 | $1,104 | $1,100 | |
| ? | Other auxiliary enterprises | | | | | |
| | Endowment income used in operations | | | | | |
| ? | Other revenue (specify): | $490 | $448 | $458 | $484 | |
| | Other revenue (specify): | | | | | |
| | Net assets released from restrictions | | | | | |
| | **Total Operating Revenues** | **$21,545** | **$18,188** | **$17,952** | **$17,956** | **$0** |
| | **OPERATING EXPENSES (in 000s)** | | | | | |
| ? | Instruction | $23,389 | $23,389 | $24,668 | $24,400 | |
| ? | Research | | | | | |
| ? | Public Service | | | | | |
| ? | Academic Support | $8,902 | $8,902 | $7,708 | $7,500 | |
| ? | Student Services | $5,778 | $5,778 | $5,848 | $5,500 | |
| ? | Institutional Support | $5,626 | $5,626 | $5,676 | $5,200 | |
| | Fundraising and alumni relations | | | | | |
| ? | Operation, maintenance of plant (if not allocated) | $4,878 | $4,878 | $4,829 | $4,829 | |
| ? | Scholarships and fellowships (cash refunded by public institution) | $3,876 | $3,876 | $3,836 | $3,836 | |
| ? | Auxiliary enterprises | | | | | |
| ? | Depreciation (if not allocated) | $2,000 | $2,000 | $1,984 | $1,975 | |
| ? | Other expenses (specify): | | | | | |
| | Other expenses (specify): | | | | | |
| | **Total operating expenditures** | **$54,449** | **$54,449** | **$54,549** | **$53,240** | **$0** |
| | **Change in net assets from operations** | **-$32,904** | **-$36,261** | **-$36,597** | **-$35,284** | **$0** |
| | **NON OPERATING REVENUES (in 000s)** | | | | | |
| ? | State appropriations (net) | **$25,448** | **$25,932** | **$24,461** | **$24,565** | |
| ? | Investment return | **$11** | **$52** | **$122** | **$128** | |
| ? | Interest expense (public institutions) | | | | | |
| | Gifts, bequests and contributions not used in operations | **$523** | **$669** | **$1,034** | **$1,036** | |
| ? | Other (specify): PELL | **$8,152** | **$7,587** | **$8,282** | **$7,963** | |
| | Other (specify): | **$5** | **$2** | **$2** | **$3** | |
| | Other (specify): | | | | | |
| | **Net non-operating revenues** | **$34,139** | **$34,242** | **$33,901** | **$33,695** | **$0** |
| | **Income before other revenues, expenses, gains, or losses** | **$1,235** | **-$2,019** | **-$2,696** | **-$1,589** | **$0** |
| ? | Capital appropriations (public institutions) | **$1,656** | **$1,682** | **$5,583** | **$1,200** | |
| ? | Other (specify): | **-$453** | **$2,231** | **$586** | **$300** | |
| | **TOTAL INCREASE/DECREASE IN NET ASSETS** | **$2,438** | **$1,894** | **$3,473** | **-$89** | **$0** |

## Standard 7: Institutional Resources
## (Statement of Debt)

| FISCAL YEAR ENDS month & day ( / ) | | | 3 Years Prior (FY 2016) | 2 Years Prior (FY 2017) | Most Recently Completed Year (FY 2018 ) | Current Year (FY 2019) | Next Year Forward (FY 2020) |
|---|---|---|---|---|---|---|---|
| | | **Debt** | | | | | |
| | | Beginning balance | | | | | |
| | | Additions | | | | | |
| | ? | Reductions | | | | | |
| | | Ending balance | $0 | $0 | $0 | $0 | $0 |
| | | Interest paid during fiscal year | | | | | |
| | | Current Portion | | | | | |
| | | **Bond Rating** | | | | | |

**Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.**

**Line(s) of Credit: List the institutions line(s) of credit and their uses.**

**Future borrowing plans (please describe)**

**Please enter any explanatory notes in the box below**

## Standard 7:  Institutional Resources
### (Supplemental Data)

| FISCAL YEAR ENDS month & day ( 6 / 30 ) | 3 Years Prior (FY 2016) | 2 Years Prior (FY 2017) | Most Recently Completed Year (FY 2018 ) | Current Year (FY 2019) | Next Year Forward (FY 2020) |
|---|---|---|---|---|---|
| | | | | | |
| **NET ASSETS** | | | | | |
| Net assets beginning of year | $47,303 | $49,197 | $52,669 | $56,142 | |
| Total increase/decrease in net assets | ($1,816) | $1,894 | $3,473 | ($89) | |
| Net assets end of year | **$45,487** | **$51,091** | **$56,142** | **$56,053** | **$0** |
| | | | | | |
| **FINANCIAL AID** | | | | | |
| Source of funds | | | | | |
| Unrestricted institutional | $2,384 | $2,317 | $2,499 | $1,998 | |
| Federal, state and private grants | **$9,523** | **$8,995** | **$10,508** | **$10,008** | |
| Restricted funds | | | | | |
| Total | **$11,907** | **$11,312** | **$13,007** | **$12,006** | **$0** |
| % Discount of tuition and fees | -34.3% | -36.2% | | | |
| **?** % Unrestricted discount | 10.4% | 10.7% | | | |
| | | | | | |
| **?** **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE** | | | | | |

**Please indicate your institution's endowment spending policy:**

**Please enter any explanatory notes in the box below**

## Standard 8: Educational Effectiveness
## (Undergraduate Retention and Graduation Rates)

| Student Success Measures/ Prior Performance and Goals | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |
| **IPEDS Retention Data** | | | | | |
| Associate degree students | 62% | 67% | 66% | 63% | 65% |
| Bachelors degree students | N/A | N/A | N/A | N/A | N/A |
| **? IPEDS Graduation Data (150% of time)** | | | | | |
| Associate degree students | 9% | 12% | 10% | 10% | 12% |
| Bachelors degree students | N/A | N/A | N/A | N/A | N/A |
| **? IPEDS Outcomes Measures Data** | | | | | |
| **First-time, full time students** | | | | | |
| Awarded a degree within six years | 18% | 20% | 21% | 19% | 22% |
| Awarded a degree within eight years | 21% | 23% | 24% | 20% | 25% |
| Not awarded within eight years but still enrolled | 20% | 10% | 37% | 33% | 35% |
| **First-time, part-time students** | | | | | |
| Awarded a degree within six years | 11% | 10% | 11% | 12% | 12% |
| Awarded a degree within eight years | 12% | 13% | 14% | 15% | 15% |
| Not awarded within eight years but still enrolled | 22% | 9% | 32% | 35% | 35% |
| **Non-first-time, full-time students** | | | | | |
| Awarded a degree within six years | 25% | 21% | 20% | 26% | 21% |
| Awarded a degree within eight years | 27% | 24% | 21% | 27% | 22% |
| Not awarded within eight years but still enrolled | 33% | 6% | 48% | 40% | 40% |
| **Non-first-time, part-time students** | | | | | |
| Awarded a degree within six years | 22% | 23% | 21% | 19% | 22% |
| Awarded a degree within eight years | 24% | 23% | 22% | 20% | 23% |
| Not awarded within eight years but still enrolled | 24% | 16% | 43% | 40% | 40% |
| **? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)** | | | | | |
| 1 All Degree Seeking Students | N/A | 52% | 54% | 52% | 54% |
| 2 Part-time, First-Time Degree Seeking Students | N/A | 50% | 50% | 55% | 57% |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| **? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)** | | | | | |
| 1 Minority, Degree/Certificate Seeking Students | 9% | 11% | 7% | 10% | 10% |
| 2 Non-Minority Degree/Certificate Seeking Students | 11% | 14% | 18% | 12% | 15% |
| 3 Female, Degree/Certificate Seeking Students | 10% | 12% | 11% | 11% | 12% |
| 4 Male, Degree/Certificate Seeking Students | 8% | 12% | 9% | 10% | 12% |
| 5 PELL recipients, Degree/Certificate Seeking Students | N/A | 9% | 8% | 8% | 10% |
| **Definition and Methodology Explanations** | | | | | |
| 1 | | | | | |
| 2 Data derived from IPEDS Graduation (150%) Survey for students within the first-time, full-time, degree/certificate seeking cohort. | | | | | |

**Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)**

## Standard 8:  Educational Effectiveness
### (Student Success and Progress Rates and Other Measures of Student Success)

| ? Category of Student/Outcome Measure | Bachelor Cohort Entering | | Associate Cohort Entering | |
|---|---|---|---|---|
| | 6 years ago | 4 years ago | 6 years ago | 3 years ago |
| **? First-time, Full-time Students** | | | **Cohort F 2012** | **Cohort F 2014** |
| Degree from original institution | N/A | N/A | 24% | |
| Not graduated, still enrolled at original institution | N/A | N/A | 10% | |
| Degree from a different institution | N/A | N/A | % | |
| Transferred to a different institution | N/A | N/A | 35% | |
| Not graduated, never transferred, no longer enrolled | N/A | N/A | 31% | |
| **? First-time, Part-time Students** | | | | |
| Degree from original institution | N/A | N/A | 19% | |
| Not graduated, still enrolled at original institution | N/A | N/A | 9% | |
| Degree from a different institution | N/A | N/A | | |
| Transferred to a different institution | N/A | N/A | 29% | |
| Not graduated, never transferred, no longer enrolled | N/A | N/A | 43% | |
| **? Non-first-time, Full-time Students** | | | | |
| Degree from original institution | N/A | N/A | % | |
| Not graduated, still enrolled at original institution | N/A | N/A | | |
| Degree from a different institution | N/A | N/A | | |
| Transferred to a different institution | N/A | N/A | | |
| Not graduated, never transferred, no longer enrolled | N/A | N/A | | |
| **? Non-first-time, Part-time Students** | | | | |
| Degree from original institution | N/A | N/A | | |
| Not graduated, still enrolled at original institution | N/A | N/A | | |
| Degree from a different institution | N/A | N/A | | |
| Transferred to a different institution | N/A | N/A | | |
| Not graduated, never transferred, no longer enrolled | N/A | N/A | | |

| Measures of Student Achievement and Success/Institutional Performance and Goals | | | | | |
|---|---|---|---|---|---|
| | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
| | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 |

**Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)**

| | | | | | |
|---|---|---|---|---|---|
| 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

**Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)**

| | | | | | |
|---|---|---|---|---|---|
| 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

**Definition and Methodology Explanations**

| | |
|---|---|
| 1 | |
| 2 | |

# Standard 8:  Educational Effectiveness
## (Licensure Passage and Job Placement Rates and
## Completion and Placement Rates for Short-Term Vocational Training Programs)

| | 3-Years Prior (FY 2015) | | 2 Years Prior (FY 2016) | | 1 Year Prior (FY 2017) | | Most Recent Year (FY 2018) | |
|---|---|---|---|---|---|---|---|---|
| **? State Licensure Examination Passage Rates** | | | | | | | | |
| Name of exam | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed |
| 1 Nursing NCLEX Performance | 78 | 64 | 58 | 47 | 58 | 53 | 68 | 58 |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| **? National Licensure Passage Rates** | | | | | | | | |
| Name of exam | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |

| **? Job Placement Rates** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Major/time period | * | # of grads | # with jobs | # of grads | # with jobs | # of grads | # with jobs | # of grads | # with jobs |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |

\* Check this box if the program reported is subject to "gainful employment" requirements.

**Web location of gainful employment report (if applicable)**

---

**Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid**

| | 3 Years Prior (FY 2   ) | 2 Years Prior (FY2   ) | 1 Year Prior (FY 2   ) | Current Year (FY 2   ) | Next Year Forward (goal) (FY 2   ) |
|---|---|---|---|---|---|
| **? Completion Rates** | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| **? Placement Rates** | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

Please enter any explanatory notes in the box below

## Standard 8:  Educational Effectiveness
## (Graduate Programs, Distance Education, Off-Campus Locations)

| Student Success Measures/ Prior Performance and Goals | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | **FY 2016** | **FY 2017** | **FY 2018** | **FY 2019** | **FY 2020** |
| **?** **Master's Programs (Add definitions/methodology in #1 below)** | | | | | |
| Retention rates first-to-second year | | | | | |
| Graduation rates @ 150% time | | | | | |
| Average time to degree | | | | | |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| **?** **Doctoral Programs (Add definitions/methodology in #2 below)** | | | | | |
| Retention rates first-to-second year | | | | | |
| Graduation rates @ 150% time | | | | | |
| Average time to degree | | | | | |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| **?** **First Professional Programs (Add definitions/methodology in #3 below)** | | | | | |
| Retention rates first-to-second year | | | | | |
| Graduation rates @ 150% time | | | | | |
| Average time to degree | | | | | |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
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| **Distance Education  (Add definitions/methodology in #4 below)** | | | | | |
| Course completion rates | 66% | 63% | 65% | 67% | 68% |
| Retention rates | | | | | |
| Graduation rates | | | | | |
| Other measures, specify: | | | | | |
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| **Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)** | | | | | |
| Course completion rates | | | | | |
| Retention rates | | | | | |
| Graduation rates | | | | | |
| Other measures, specify: | | | | | |
| | | | | | |
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| | | | | | |
| **Definition and Methodology Explanations** | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 Looked at overall Fall semester course completion rates of on-line courses offered. | | | | | |
| 5 | | | | | |

| ? Policies | Last Updated | ? Website location where policy is posted | | Responsible Office or Committee |
|---|---|---|---|---|
| Academic honesty | | https://norwalk.edu/handbook/academic-dishonesty/ | | Dean of Students & Dean of Academic Affairs |
| Intellectual property rights | | http://norwalkcc.libguides.com/c.php?g=2538 | | Library; Dean of Academic |
| **Conflict of interest** | 9/19/13 | https://norwalk.edu/wp-content/uploads/2017/01/hr-policy-ethics.pdf | | Board of Regents; Human Resources |
| **Privacy rights** | 01/25/07 | https://norwalk.edu/ferpa/ | | Records Office; Dean of Academic Affairs (?) |
| Fairness for students | | | | |
| Fairness for faculty | | | | |
| Fairness for staff | | | | |
| **Academic freedom** | 10/19/17 | http://www.ct.edu/files/policies/4.10%20Code | | Connecticut State College |
| **Research** | 11/9/16 | https://norwalk.edu/wp-content/uploads/2017/01/Faculty-Consulting-and-Research-Procedures.pdf | | Connecticut State College and University Systems (CSCU); Human Resources |
| **Title IX** | | https://norwalk.edu/office-of-special-advisor/title-ix/ | | Human Resources; Title IX Coordinator |
| Other; specify | | | | |
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**Non-discrimination policies**

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|---|---|---|---|---|
| **Recruitment and admissions** | | https://norwalk.edu/about/notice-of-non-discrimination; https://norwalk.edu/about/diversity | | Human Resources; Title IX Coordinator |
| **Employment** | | https://norwalk.edu/hr/employment/ | | Human Resources; Title IX Coordinator |
| **Evaluation** | 10/19/17 | http://www.ct.edu/files/policies/4.10%20Code | | Connecticut State College |
| **Disciplinary action** | 6/16/16 | https://norwalk.edu/wp- | | Board of Regents; CSCU; |
| Advancement | | | | |
| Other; specify | | | | |
| | | | | |
| | | | | |

**Resolution of grievances**

| | | | | |
|---|---|---|---|---|
| **Students** | 10/1/11 | https://norwalk.edu/handbook/student-grievances/ | http://www.ct.edu/files/pdfs/ccc-policy-manual.pdf | Dean of Academic Affairs; Dean of Students; Title IX |
| **Faculty** | 10/1/11 | https://norwalk.edu/wp- | http://www.ct.edu/files/pdfs/ccc-policy-manual.pdf | Human Resources; Title IX |
| **Staff** | 10/1/11 | https://norwalk.edu/wp- | http://www.ct.edu/files/pdfs/ccc-policy-manual.pdf | Human Resources; Title IX |
| Other; specify | | | | |
| **Affirmative Action Plan** | 10/1/11 | https://norwalk.edu/wp- | http://www.ct.edu/files/pdfs/ccc-policy-manual.pdf | Human Resources; Title IX |
| | | | | |

| ? Other | Last Updated | Website location or Publication | | Responsible Office or Committee |
|---|---|---|---|---|
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Please enter any explanatory notes in the box below

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| Information | Website location and/or Relevant Publication(s) |
|---|---|
| How can inquiries be made about the institution? Where can questions be addressed? | https://norwalk.edu/about/contact/ |
| ~~Notice of availability of publications and of audited financial~~ statement or fair summary | https://norwalk.edu/wp-content/uploads/2017/09/2016-2017-Annual-Report.pdf |
| Processes for admissions | https://norwalk.edu/admissions/ |
| Processes for employment | https://norwalk.edu/hr/employment/ |
| Processes for grading | http://catalog.norwalk.edu/content.php?catoid=7&navoid=505#grading-system |
| Processes for assessment: | http://www.ct.edu/files/policies/1.7%20Assessment%20of%20Student%20Learning%20Policy.pdf |
| Processes for student discipline | https://norwalk.edu/wp-content/uploads/2016/12/Student-Code-of-Conduct.pdf |
| Processes for consideration of complaints and appeals | https://norwalk.edu/wp-content/uploads/2017/01/BOR-AAP-Grievance.pdf |

| List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found. | |
|---|---|
| Statement/Promise | Website location and/or publication where valid documentation can be found |
| Message from the President | https://norwalk.edu/about/presidents-welcome/ |
| Institutional history and mission | https://norwalk.edu/about/history/ |
| Student Placement Services | https://norwalk.edu/career-development/ |
| Articulation Agreements | https://norwalk.edu/counseling/transferagreements/ |
| Purpose and Objectives | http://catalog.norwalk.edu/content.php?catoid=7&navoid=511 |
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| Date of last review of: | |
|---|---|
| Print publications | |
| Digital publications | |

Please enter any explanatory notes in the box below

Standard 9:  Integrity, Transparency, and Public Disclosure
(Public Disclosure)

| Information | Website location | Website location |
|---|---|---|
| Institutional catalog | http://catalog.norwalk.edu/ | |
| Obligations and responsibilities of students and the institution | https://norwalk.edu/wp-content/uploads/2016/12/Student-Code-of-Conduct.pdf | https://norwalk.edu/wp-content/uploads/2017/01/hr-policy-ethics.pdf |
| Information on admission and attendance | http://catalog.norwalk.edu/content.php?catoid=6&navoid=372 | http://catalog.norwalk.edu/index.php?catoid=7 |
| Institutional mission and objectives | https://norwalk.edu/about/history/ | http://catalog.norwalk.edu/content.php?catoid=7&navoid=511 |
| Expected educational outcomes | http://catalog.norwalk.edu/content.php?catoid=7&navoid=543 | |
| Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation | https://norwalk.edu/about/# | |
| Requirements, procedures and policies re: admissions | https://norwalk.edu/admissions/ | |
| Requirements, procedures and policies re: transfer credit | https://norwalk.edu/admissions/transfer/ | |
| A list of institutions with which the institution has an articulation agreement | https://norwalk.edu/counseling/transferagreements/ | |
| Student fees, charges and refund policies | https://norwalk.edu/business/tuition-and-fees/ | |
| Rules and regulations for student conduct | https://norwalk.edu/wp-content/uploads/2016/12/Student-Code-of-Conduct.pdf | https://norwalk.edu/business/tuition-and-fees/ |
| Procedures for student appeals and complaints | https://norwalk.edu/handbook/student-grievances/ | |
| Other information re: attending or withdrawing from the institution | https://norwalk.edu/wp-content/uploads/2018/04/Registration-Guide-for-PDF.pdf | https://norwalk.edu/counseling/transfer-academy/ |
| Academic programs | http://catalog.norwalk.edu/index.php | |
| Courses currently offered | http://catalog.norwalk.edu/content.php?catoid=7&navoid=507 | https://norwalk.edu/academics/course-search/ |
| Other available educational opportunities | https://norwalk.edu/extended-studies/ | |
| Other academic policies and procedures | http://catalog.norwalk.edu/index.php | |
| Requirements for degrees and other forms of academic recognition | http://catalog.norwalk.edu/content.php?catoid=7&navoid=505#requirements-for-all-associate-degrees | |
| List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them | http://catalog.norwalk.edu/content.php?catoid=7&navoid=537&hl=person&returnto=search | |
| Names and positions of administrative officers | http://catalog.norwalk.edu/content.php?catoid=7&navoid=537&hl=person&returnto=search | |
| Names, principal affiliations of governing board members | http://catalog.norwalk.edu/content.php?catoid=7&navoid=537&hl=person&returnto=search | https://ncc-foundation.org/about-us/ |
| Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location | n/a | |
| Programs, courses, services, and personnel not available in any given academic year. | | |
| Size and characteristics of the student body | https://norwalk.edu/wp-content/uploads/2017/03/NCC-2017-Fact-Sheet.pdf | |
| Description of the campus setting | https://norwalk.edu/facilities/ | |
| Availability of academic and other support services | https://norwalk.edu/ae-fye/trio/trio-services-offered/ | https://norwalk.edu/counseling/personal-counseling/ |
| Range of co-curricular and non-academic opportunities available to students | https://norwalk.edu/student-activities/ | https://norwalk.edu/service-learning/ |
| Institutional learning and physical resources from which a student can reasonably be expected to benefit | https://norwalk.edu/makerspace/ | https://norwalk.edu/tutoring/ |
| Institutional goals for students' education | https://norwalk.edu/about/strategic-plan/#Goals | |
| Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission.  Passage rates for licensure exams, as appropriate | https://norwalk.edu/about/consumer-information/ | |
| Total cost of education and net price, including availability of financial aid and typical length of study | https://norwalk.edu/finaid/#netpricecalc | https://norwalk.edu/business/tuition-and-fees/# |
| Expected amount of student debt upon graduation and loan payment rates | https://norwalk.edu/finaid/direct-loans/ | |
| Statement about accreditation | https://norwalk.edu/about/ | |

# E-Series Forms: Making Assessment More Explicit
## Option E1: Part a. Inventory of Educational Effectiveness Indicators

| CATEGORY | (1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate. | (2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | (4) What changes have been made as a result of using the data/evidence? | (5) Date of most recent program review (for general education and each degree program) |
|---|---|---|---|---|---|
| At the institutional level: | | | | | |
| General education: | http://catalog.norwalk.edu/content.php?catoid=7&navoid=505#requirements-for-all-associate-degrees | Rubrics have been developed systemwide to examine student mastery of competencies for the General Education Framework 30 TAP.<br><br>Common final exams in Math courses.<br><br>Portfolio review of student work in English Composition | Each year, the General Education Committee uses rubrics to assess competency acquisition in select Framework 30 courses.<br><br>Math Faculty reviews results on common final exams for each math course.<br><br>English faculty participate in portfolio review of student work. | Rubrics have been reviewed for modification.<br><br>Reorganization of topics in gateway math courses. | Ongoing |
| Accounting Transfer | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=773&returnto=521 | Capstone Course Portfolio Review Internship/Co-op Employment | The faculty, program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions Department chair and faculty review student evaluations. | Accounting instruction has increased emphasis on global accounting standards in response to the expectations of industry. | Spring 2019 |
| Accounting Career | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=774&returnto=521 | Capstone Course Portfolio Review Internship/Co-op Employment | See previous (see Accounting Transfer program) | Accounting instruction has increased emphasis on global accounting standards in response to the expectations of industry. | Spring 2019 |
| Architectural Technology | http://catalog.norwalk.edu/preview_program.php? | Capstone Course Portfolio Review Internship/Co-op | The faculty, program coordinator and department chair meet to review evidence that includes | Program curriculum modified to include option to General Physics requirement. | Spring 2019 |

| | | | student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions. Department chair and faculty review student evaluations. | | |
|---|---|---|---|---|---|
| Business Administration (all Options) | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=784&returnto=521 | Portfolio Internship/ Co-op Employer Feedback Employment Data | The faculty, program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Chair and faculty review student evaluations. | Program was modified to include three options in Marketing, Management and Finance to replace separate programs for each area. | Spring 2014 |
| Communication Arts: Journalism | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=787&returnto=526 | Capstone Course Portfolio Review Internship/Co-op | The faculty, program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions Department chair reviews student evaluations. | Course modifications made to meet changing industry standards (digital format). | Spring 2019 |
| Communication Arts: Media Studies | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=788&returnto=526 | Capstone Course Portfolio Review Internship/Co-op | The faculty, program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions Department chair and faculty review student evaluations. | No significant changes | Spring 2019 |
| Communication Arts: Film & TV Production | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=789&returnto=526 | Capstone Course Portfolio Review Internship/Co-op | The faculty, program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions Department chair and faculty review student evaluations. | Equipment upgrade needs have been identified. Funding sources and community partners to address equipment issues are being sought. Course modifications made to meet changing industry standards. | Spring 2019 |
| Computer Science | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=793&returnto=522 | Capstone Course | The faculty, program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student | No major recent changes | Spring 2019 |

| | | | feedback from advising sessions. Chair and faculty review student evaluations. | | |
|---|---|---|---|---|---|
| Computer Security | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=792&returnto=522 | Capstone Course Licensure Exam | Program coordinator and department chair met regularly to review evidence including enrollment & completion rates. | Program has been discontinued. | Discontinued 2018 |
| Construction Technology | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=799&returnto=520 | Portfolio Review Final Project Presentation | Program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions Department chair and faculty review student evaluations. Industry experts review students' final projects. | Instructional methods revised to include additional opportunities for students to receive individualized attention from faculty. Internship opportunity added to curriculum. | Spring 2019 |
| Criminal Justice | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=800&returnto=530 | Internship/Practicum | Program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, practicum performance, and student feedback from advising sessions. Department chair and faculty review student evaluations. | Three options in program were eliminated, and the credit requirement reduced to 60.<br><br>Part-time Advisor position added to improve student access to advising. | Spring 2015 |
| Design for the Web | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=782&returnto=520 | Capstone Course Portfolio Review Internship/Co-op | Program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions Department chair and faculty review student evaluations | Curriculum modifications have been made to meet industry standards/expectations as identified by program's external advisory board. | Spring 2016 |
| Early Childhood Education: Transfer | http://www.ct.edu/files/tap/ECTC.NCC.pdf | Capstone Course Portfolio Review Internship/Co-op Licensure Exam | Program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions Department chair and faculty review student evaluations. | Approved for Accreditation | Spring 2019 NAEYC External Accreditation |

| | | | NAEYC accrediting agency perform site visit and reviews results with faculty and administration. | | |
|---|---|---|---|---|---|
| Early Childhood Education: Career | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=801&returnto=530 | Capstone Course Portfolio Review Internship/Co-op Licensure Exam | See previous (Early Childhood Education Transfer) | Approved for Accreditation | Spring 2019 NAEYC External Accreditation |
| Engineering Science | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=805&returnto=527 | Transfer to 4-year Engineering Programs | Program coordinator reviews evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions, including transfer to 4-year engineering programs. | Program coordinator has written and is implementing an NSF grant designed to increase the participation of women in STEM programs. | |
| Exercise Science | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=857&returnto=530 | Capstone Course Internship/Co-op Licensure Exam Employer Survey | Program coordinator and faculty review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions Department chair and faculty review student evaluations. | Support for students to develop key program competencies has been added as a result of assessment of student completion rates of key program courses. | Spring 2018 |
| Fine Arts | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=778&returnto=520 | Portfolio Review | Program coordinator and faculty review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions Department chair and faculty review student evaluations. | No recent changes | Spring 2017 |
| General Studies | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=811&returnto=532 | Optional Co-op | Program coordinator reviews evidence that includes student grades in gateway courses, and student feedback from advising sessions. | Improved advising services for students | Spring 2017 |
| Graphic Design | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=780&returnto=520 | Capstone Course Portfolio Review Internship/Co-op | The faculty, program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions. | Curriculum modifications have been made to meet industry standards/expectations as identified by program's advisory board. | Spring 2016 |

| | | | Department chair and faculty review student evaluations. | | |
|---|---|---|---|---|---|
| Hospitality Management: Culinary Arts | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=815&returnto=521 | Co-op/Internship Option | Faculty, program coordinator and department chair review evidence that includes student grades in key courses, degree completion rates, advisory board feedback, and student feedback from advising sessions. Faculty assess student performance in practicums | To meet the demands of the marketplace and improve completion rates, the program has been redesigned as an A.A.S. degree option in Hospitality Management. | New Program 2017 Option |
| Hospitality Management: Hotel Option | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=814&returnto=521 | Co-op/Internship Option | Same as previous (Culinary Option) | Program has been redesigned as an A.A.S. degree option in Hospitality Management. | New Program 2017 Option |
| Hospitality Management: Restaurant Option | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=858&returnto=521 | Co-op/Internship Option | Same as previous (Culinary and Hotel options) | Program has been redesigned as an A.A.S. degree option in Hospitality Management. | New Program 2017 Option |
| Human Services: Career | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=817&returnto=530 | Internship/Fieldwork | Program coordinator and department chair review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Program coordinator reviews site supervisor feedback on student performance in fieldwork. | No recent changes | Spring 2014 |
| Human Services: Transfer | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=818&returnto=530 | Internship/Fieldwork | Same as previous (Human Services Transfer) | No recent Changes | Spring 2014 |
| Interior Design | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=821&returnto=520 | Capstone Course Portfolio Review Internship/Co-op | Program coordinator and department chair meet to review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions Department chair and faculty review student evaluations. | Optional internship course added to program offerings. | Spring 2019 |
| Legal Assistant | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=822&returnto=521 | Capstone Course Portfolio Review Internship/Co-op Licensure Exam | Program coordinator reviews evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. | Program was accredited by the American Bar Association. | August 2017 External American Bar Association |

| | | | Program coordinator reviews site supervisor feedback on student performance in fieldwork. External accreditor assesses program resources and curriculum. | | |
|---|---|---|---|---|---|
| Liberal Arts & Sciences: Honors | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=813&returnto=525 | Capstone Project Portfolio Review | Internal advisory committee and program coordinator review student progress and assess honors courses. Program coordinator assesses student feedback from advising sessions. | Program redesigned and offered after five-year hiatus | New Program |
| Liberal Arts & Sciences: Math & Science | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=827&returnto=527 | | Program coordinator reviews evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. | No recent changes | Spring 2015 |
| Liberal Arts & Sciences: Transfer | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=824&returnto=526 | | Program coordinator reviews evidence that includes student grades in gateway courses, student completion rates, and student feedback from advising sessions. | Improvements made to advising resources for students to enhance transfer opportunities to area colleges | Spring 2018 |
| Management: Career | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=825&returnto=532 | Optional Co-op Experience | No longer an active program. Program is in phase out stage. It has been replaced with an option in the Business degree | Phasing Out Program Replaced by an option in Business | Discontinued |
| Management: Marketing | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=826&returnto=532 | Portfolio Review Internship/Co-op | No longer active. Program is in phase out stage. It has been replaced with an option in the Business degree | Phasing Out Program Replaced by an option in Business | Discontinued |
| Medical Office Mgt.: Administrative | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=829&returnto=528 | Internship/Fieldwork | Program coordinator and faculty review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Program coordinator reviews site supervisor feedback on student performance in fieldwork. | No recent changes | 2012 |
| Medical Office Management: Clinical | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=856&returnto=528 | Internship/Fieldwork | Same as Medical Office Mgt, Administrative. | No recent changes | 2012 |

| Mobile Programming | https://nhs.norwalkps.org/neca/n_e_c_a___n_c_c_pathways | Internship | Program coordinator, faculty and P-Tech staff review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Program coordinator reviews site supervisor (IBM) feedback on student internship performance. | New Program | New Program 2015 |
|---|---|---|---|---|---|
| Nursing | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=831&returnto=528 | Internship/ Fieldwork Licensure Exam Employer Survey Employment Data | Program coordinator and department chair review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Program coordinator reviews clinical supervisor feedback on student performance in fieldwork | Implementing a new concept-based curriculum beginning this fall (2019) | Fall 2014 External Accreditation |
| Physical Therapist Assistant | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=832&returnto=528 | Capstone Course Internship/Co-op Licensure Exam Employer Surveys | Program director and coordinator review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Program coordinator reviews site supervisor feedback on student performance in fieldwork. | Program approved for accreditation. No recent changes. | September 2015 External Accreditation |
| Respiratory Care | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=834&returnto=528 | Internship/Co-op Licensure Exam Employer Survey | Program coordinator and faculty review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Program coordinator reviews site supervisor feedback on student performance in fieldwork and feedback from COARC annual report. | No recent significant changes  Annual review of program report approved in 2018.  Self-study for program accreditation has been sent to COARC. | July 2011 External Accreditation |
| Software Engineering | https://nhs.norwalkps.org/neca/n_e_c_a___n_c_c_pathways | Internship | Program coordinator, faculty and P-Tech staff review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Program coordinator reviews site supervisor (IBM) feedback on student internship performance. | New Program | New Program 2015 |

| Program | Catalog Link | Assessment Method | Evidence Reviewed | Recent Changes | Notes |
|---|---|---|---|---|---|
| Studio Art | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=779&returnto=520 | Capstone Course Portfolio Review Internship/Co-op | Program coordinator and faculty review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. | Optional internship added to curriculum. | Spring 2017 |
| Technology Studies | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=806&returnto=527 | | Program coordinator and faculty review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. | No recent changes | |
| Veterinary Technology | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=839&returnto=529 | Externship | Program coordinator and faculty review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Program coordinator reviews site supervisor feedback on student performance in fieldwork and regularly meets with advisory board. | Program was approved for accreditation. New lab for clinical instruction and practice has been established. Curriculum and program development Institutionalized programmatic VTNE board preparation | Spring 2014 External Accreditation 2017 |
| Web Development | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=880&returnto=522 | Optional Internship (P-Tech) Capstone course | The program coordinator/department chair and P-Tech staff meet to review evidence that includes student grades in key courses, degree completion rates, internship feedback, and student feedback from advising sessions Coordinator and faculty review student evaluations. | New program | New Program 2018 |
| Accounting Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=775&returnto=521 | Capstone Internship/Co-op | See Accounting Career and Transfer program above. | See Accounting Career and Transfer program above. | Spring 2019 |
| Archaeology as a Vocation Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=776&returnto=530 | Capstone Course | Coordinator, chair and dean have met to discuss enrollment and completion rate concerns. | Program coordinator will be working with faculty advisors to promote enrollment. | |
| Child Development Credential | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=804&returnto=530 | | Same as Early Childhood Education Transfer and Career programs above. | See Early Childhood Education | Spring 2019 NAEYC External Accreditation |

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| Culinary Arts Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=816&returnto=521 | Capstone Course Licensure Exam Internship/Co-op | See Hospitality Management: Culinary Option above. | See Hospitality Management: Culinary Option above. | |
| Digital Journalism Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=790&returnto=526 | | See Communication Arts: Journalism Option above. | Courses modifications to meet industry expectations (digital). | Spring 2019 |
| Early Childhood Administration Cert. | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=803&returnto=530 | | See Early Childhood Education Transfer and Career programs above. | External Approval NAEYC | Spring 2019 NAEYC External Accreditation |
| Early Childhood Education Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=802&returnto=530 | | See Early Childhood Education Transfer and Career programs above. | External Approval NAEYC | Spring 2019 NAEYC External Accreditation |
| English as a Second Language Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=807&returnto=524 | Portfolio Review | Chair and faculty review evidence that includes student grades in key courses, degree completion rates, and student feedback from advising sessions. Chair and faculty review student evaluation feedback. | An accelerated option has been developed to improve retention and completion rates for students who are ready for this pace of instruction. | Spring 2018 |
| Film & Television Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=791&returnto=526 | | See Communication Arts: Film & TV Option above. | See Communication Arts: Film & TV Option above. | Spring 2019 |
| Graphic Design Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=781&returnto=520 | Capstone Course Portfolio Review Internship | See Graphic Design program above. | See Graphic Design program above. | Spring 2016 |
| Legal Assistant Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=823&returnto=521 | Capstone Course | See Legal Assistant program above. | Accreditation approved by American Bar Association | 2018 |
| Medical Assistant Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=828&returnto=528 | Fieldwork | See Medical Office Management programs above. | No recent changes | 2012 |
| Medical Office Specialist Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=830&returnto=528 | Fieldwork | See Medical Office Management programs above. | No recent changes | 2012 |

| Networking Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=798&returnto=522 | Capstone Licensure Exam | See Computer Security program above. | Discontinued along with Computer Security program. | Discontinued 2108 |
| Relational Database Certificate | https://norwalk.edu/academics/cs/relational-database-development-certificate-program/ | Capstone Course | See Computer Science program above. | No recent changes | Spring 2019 |
| Smartphone App. Certificate | http://catalog.norwalk.edu/preview_program.php?catoid=7&poid=797&returnto=532 | Capstone Course | See Computer Science program above. | No recent changes | Spring 2019 |
| Web Developer Certificate | https://norwalk.edu/academics/cs/web-developer-certificate-program/ | Capstone Course | See Computer Science program above. | No recent changes | Spring 2019 |

Institutions selecting E1a should also include E1b.


**Note:** Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: https://cihe.neasc.org) for more information about completing these forms.

# E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
## OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

| (1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). | (2) Date of most recent accreditation action by each listed agency. | (3) List key issues for continuing accreditation identified in accreditation action letter or report. | (4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). * | (6) Date and nature of next scheduled review. |
|---|---|---|---|---|
| Early Childhood Education | NAEYC (National Association for the Education of Young Children) 2019 | No key concerns identified. Program approved for accreditation. | Curriculum Completion rates | 2024 |

| Legal Assistant | American Bar Association 2017 | Program approved for accreditation | Licensure Exam Performance Faculty Qualifications Student Completion Rates Student Employment Library Resources | 2022 |
|---|---|---|---|---|
| Medical Assistant | CAAHEP (Commission on Accreditation of Allied Health Education Programs) 2012 | Financial resources to sustain and develop the program on a continuing basis. Hiring of staff with appropriate credentials for administrative and clinical courses. Obtaining clinical and administrator offices for rotation and externships. A medical director. Adhere to admission guidelines for the program. | Completing all competencies with passing grade. Passing the CMA by the AAMA exam, job placement. | Spring 2020 |
| Nursing | ACEN (Accreditation Commission for Education in Nursing) Spring 2017 | The board of commissioners in 2017 state the " the program is in compliance with all Accreditations Standards and Criteria reviewed." Recommendations from 2015 site visit: - Evidence supporting all six standards. - Ensure communities of interest have ongoing input into program. - Orientation and mentor of nurse administrator - Ensure program length is consistent with national guidelines and best practices - Review and revise program documents to ensure that information to inform the public is accurate, clear, consistent, and accessible, including ACEN information. | Graduates demonstrated mastery of nursing principles as evidence by an average passing rate at 80% of students taking the licensing examination, upon their first attempt after graduation, reported May1 to April 30th. Mastery of nursing practice as evidence by an evaluation of graduate achievement of the educational outcomes (ie. Job placement, completion rates) | Fall 2022 |
| Physical Therapist Assistant | CAPTE (Commission on Accreditation in Physical Therapy Education) Fall 2015 | Summary of Action (2016-06-03) indicates the PTA program "is meeting its mission as evidenced by preparing well qualified graduates and serving the needs within their community." | Graduation rates, employment rates, ultimate licensure pass rates. | 2025: self-study report and CAPTE site visit |

| Respiratory Care | COARC (Committee on Accreditation for Respiratory Care) Spring 2011 | - Faculty professional development supported.<br>- Financial resources to develop and sustain the program on a continuing basis.<br>- Medical Director for medical guidance.<br>- Sufficient clinical instructors that are appropriately credentialed.<br>- Sufficient administrative and clerical support.<br>- Appropriate admission criteria limited by facility capacity etc.<br>- Academic support services available to the program faculty and students. | - National credential exam pass high cut score pass (TMC) , Job placement, RRT credential earned | Self study was just submitted, site visitor review should be early 2020 |
| --- | --- | --- | --- | --- |
| Veterinary Technology | AVMA-CVTEA feedback report Fall 2018 | Outcomes be assessed using performance of graduates on the Veterinary Technician National Examination (VTNE), Program-specific surveys of graduates and their employers, and feedback from the advisory committee, and an analysis of the results of those assessments be used for continued Program improvement." (ongoing)<br>"Increasing numbers of Program students be accompanied by an appropriate increase in fiscal, human, and clinical resources available to the Program." (ongoing)<br>Relevant library holdings, including texts, periodicals, and databases, continue to be expanded. (ongoing)<br>"The Program comply with VTNE reporting requirements as soon as three years of data is collected." (will have 3 yrs of data summer 2020) | Program completion rate<br>Employment rate<br>VTNE pass rate | Accreditation site visit fall 2021 |

*Record results of key performance indicators in form 8.3 of the Data First Forms.

Institutions selecting E1b should also include E1a.