

Fifth Year Interim Report

Capital Community College

950 Main Street

Hartford, CT 06103

Submitted to the

New England Commission of Higher Education

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INTRODUCTION

Capital Community College (CCC) presents this Fifth-Year Interim Report to the New England Commission of Higher Education as a reflection of CCC's progress since the comprehensive review in 2016. This report also includes an update related to the two areas of special emphasis noted in the Commission's January 24, 2019 letter: 1) implantation of a new Strategic Plan including development of an enrollment strategy and progress towards achieving its retention and graduation goals; 2) evaluating the impact of the anticipated regional consolidation with an emphasis on financial and human resource planning, program development and sustainability, and student success. This report summarizes, as determined by campus-wide input and institutional assessment, current strengths and challenges for CCC, including the impact of COVID-19 pandemic, and outlined actions that CCC will prioritize for the next five years.

In September of 2020, at our campus-wide Convocation event, full-time faculty, adjunct faculty, and staff were presented with an overview of the interim report's purpose and format, a review of the NECHE standards, and a year-long outline of the process with the details of key events, a list of participation opportunities, and staff and leadership contacts needed to support the process.

The NECHE Working Group, comprised of representative staff and faculty from all areas of the college, assembled in the fall of 2020. The working group consisted of two co-chairs and included 14 participants representing all CCC's departments. In July 2020, the two co-chairs, college CEO and Academic Dean attended a NECHE presentation about the Commission's expectations and the process of the interim report. The working groups were charged to review NECHE standards, research and gather data for assigned standards, and perform self-studies throughout the fall semester.

Following the timeline, working groups submitted materials in the Spring to the co-chairs. Reports were submitted to the co-chairs who then compiled the initial draft of the interim report. Modifications and edits were then made by the content editors, so it was in one voice, accurately addressed the standards, and represented the entire campus community. This final version is the culmination of a year of community engagement, reflection, and self-assessment.

The Fifth-Year Interim Report Steering Committee consisted of:

G. Duncan Harris (Chief Executive Officer), Miah LaPierre-Dreger (Dean of Academic and Student Affairs)

Working Group Co-chairs:

Michael Proulx (Department Chair, Science & Mathematics, Associate Professor of Mathematics) and Lilliam Martinez (Department Chair Social & Behavioral Sciences, Professor of Psychology).

Working Group:

Jenny Wang (Director of Institutional Research), Jeffrey Partridge (Department Chair, Humanities; Professor of English) Editor; Eddie Miranda (Associate Dean of Operations); Gregg Gorneault (Director of Enrollment Management), Argelio Marrero (Registrar), Andre Freeman (Professor of Mathematics), Jason Scappaticci (Associate Dean of Student Affairs/Title IX Coordinator), Gerald Murphy (Assistant Professor, Program Coordinator, Accounting), Ted Hale (C.P.A., Director, Finance and Administrative Services), Tara Ferrauolo (Assistant Professor of Nursing), and Marilee R. Roussat (Instructor, Business).

INSTITUTIONAL OVERVIEW

Capital traces its roots to the Connecticut Engineering Institute which enrolled 22 students in mechanical and electrical engineering in its first year. In the years following World War II, the technical school educated a generation of engineering technicians for the region's manufacturing, industrial and public works sectors. It graduated its first class of 23 students in June 1948. In 1960, the institute left its Washington Street facility and moved to a new campus at Flatbush Avenue.

In 1967, Greater Hartford Community College opened with a freshman class of 388 students. First located at two-story brick building on Sequassen Street on the east edge of historic Colt Park, the college grew at the "temporary" campus for seven years. In September of 1974, Greater Hartford Community College moved into a six-story building at 61 Woodland Street. This former home of Phoenix Insurance Company enabled the College to grow to 2,446 students by the fall of 1974. For a brief time at the end of the 1980s, Greater Hartford Community College became part of the Capital Region Community College District, in affiliation with Asnuntuck Community College in Enfield and Tunxis Community College in Farmington.

Located only four miles apart, Hartford State and Greater Hartford finally merged their missions and resources in 1992 in a state mandated consolidation. The unified institution was named Capital Community-Technical College. In 2000, the college was re-named Capital Community College.

At the end of 1999, the former G. Fox Department Store on Main Street was selected as the site for a new campus. The new campus, a key to downtown Hartford's revitalization, included a \$70 million top-to-bottom renovation of 300,000 square feet of space in the former retail building, a downtown landmark where generations of residents shopped and worked. The College occupies the original section of the 1918 building. High tech classrooms and labs, new instructional equipment and a state-of-the-art telecommunications system are incorporated into the former department store where care has been taken to preserve some of the building's historic features.

Downtown Hartford is now an extended campus for thousands of students of all ages. Capital, centrally located and more accessible to residents, continues to educate a multicultural community of learners in an urban center of business, culture, and government.

In its 54-year history as a community college, Capital has steadily expanded its educational offerings and professional programs amid rapid technological and workplace changes. From core liberal arts and business administration disciplines in the early years, the College's programs of study now encompass more than 28 associate degrees, 16 certificate programs, and 25 CSCU Transfer Programs that allow Connecticut Community College students to transfer to Connecticut State Universities and Charter Oak without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline. The College is one of New England's most ethnically diverse campuses. The student body consists of 36% African Americans, 29% Hispanic, 23% Caucasian, 5% Asian and 7% other (Fall, 2020).

In Fall 2019-Spring 2020 the college embarked on creating a new [Master Plan](#), to be implemented over 10 years. The purpose of this endeavor was to assess all aspects of the college (structure, functionality, ability to meet student and instructor needs, college identity etc.) and identify areas of need and improvement.

Campus leadership has changed since our Self-Study in 2016. On February 21, 2019, the CSCU Board of Regents (BOR) approved the revised Students First (SF) plan, which will consolidate the 12 Connecticut Community Colleges into the "Connecticut State Community College". During these past transition years, CCC has begun to align our organizational structure, policies, and academic programs according to the plan. A new position, Campus CEO, was created to oversee our campus, and a regional president was hired to manage five campuses within our region, the Capital-East Region. Eventually, CCC's organizational structure and academic programs will become a merged Connecticut State Community College with a target date of 2023. The CSCU has provided regular updates on the progress of this reorganization to NECHE, and a team presented the [Connecticut State Community College NECHE Report June 2021](#) during the NECHE Spring Commissioner Meeting on June 24, 2021.

RESPONSES TO AREAS OF SPECIAL EMPHASIS

1. Implementation of new strategic plan, including development of an enrollment strategy plan and progress towards achieving its retention and graduation goals.

Capital Community College (CCC) performs planning and evaluation activities consistent with guidelines set out by the Connecticut State Colleges and Universities (CSCU) and the New England Commission of Higher Education (NECHE). Planning and evaluation activities occur within all four divisions (Academic Affairs, Administration, the School of Workforce and Continuing Education, and Student Services), involving a wide variety of clerical, professional and managerial personnel. These activities are used to determine the progress of each division in achieving the College mission and completing strategic goals.

CCC's current strategic plan encompasses the period 2019-2022 and was built on the successful 2015-2018 strategic plan that was in effect during the college's NECHE 2016 self-study. As with the previous plan, the current strategic plan focuses on the three goals "Promote Student

Success,” “Engage the Community” and “Increase Institutional Effectiveness.” These three goals align with the system-wide strategic plan created by the CSCU Board of Regents and include 11 objectives and 34 measurable outcomes.

The current plan was developed during the 2018-2019 school year with input from over 3,000 stakeholders throughout the college, solicited from an all-college meeting on October 1, 2018, a campus-wide survey and suggestions from the various departments, to collect proposed strategies/actions and assessment measures. These inputs were then formulated into a draft of a strategic plan by the College Senate’s Planning & Review Committee, a committee that included representation from academic departments (three faculty members), student services (one staff and one student member), extended & continuing education, institutional research, and college administration. The committee then met with CCC’s CEO and Dean of Academic & Student Affairs to review and revise this draft.

The revised draft was then shared at a second all-college meeting on February 4, 2019, where attendees broke into work groups to review segments of the draft plan and suggest improvements. A further version was distributed for review by the various departments (both academic and non-academic) and members of the College Senate, and the committee continued to refine the draft plan through various iterations as feedback was contributed. A conscious attempt was made to solicit feedback from two areas which had been under-represented in previous strategic plans, Student Services and Extended & Continuing Education, resulting in the inclusion of strategies to establish a Center for Equity, Diversity and Inclusion, a new Career Services Center, a Second-Chance Center and expanded outreach to community partners to design college-readiness programs. The finalized version, Version 9, was presented to the College Senate during its meeting on May 21, 2019, and was approved/adopted by the College Senate as Version 9a.

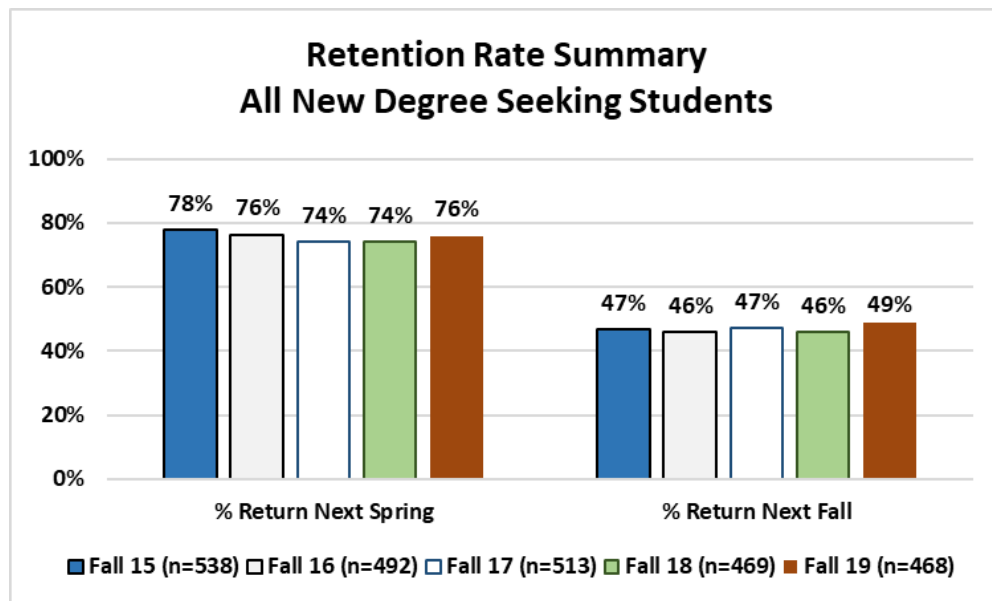
The 2019-2022 strategic plan has been posted on the home page of CCC’s website and has been implemented throughout the college. Dr. Harris, the college CEO, refers to the plan at regularly scheduled executive and governance meetings, while the college-wide Student Success Working Group (SSWG) refers to the plan’s goals and objectives in preparing its own documents. The strategic plan is also referred to and used as a working guide by CCC’s Curriculum and Academic Policy (CAP) Committee, the Capital Technology Committee, the Equity, Diversity and Inclusion Committee, the College Affairs Committee, and integrated into division and department level planning.

CCC College Senate’s Planning & Review Committee reviews the current Strategic Plan regularly and systematically collects and uses data necessary to support its planning efforts to enhance institutional effectiveness. CCC’s Director of Institutional Research is a standing member of the committee, and her office provides data sufficient to support planning and evaluation. With data collected regularly since the beginning of the current Strategic Plan, faculty and staff has received robust data to inform, update and amend the Strategic Plan to guide CCC to 2023 when the Connecticut State Community College (CSCC) is established.

The College Senate’s Planning & Review Committee continues to meet four times a semester to monitor the implementation of the strategic plan with follow-on reporting at all College Senate

meetings. A formal mid-plan dashboard report titled “Report on Year 2 Implementation of 2019 – 2022 Strategic Plan” was prepared and delivered to the College Senate at its May 20, 2021, meeting. This report categorizes the 34 Strategic Plan strategies/outcomes based on the degree to which implementation progress was achieved during Year 1 and Year 2, using the three criteria “Extensive Progress” “Progress” and “No Progress,” considering the disruption to college operations caused by the COVID-19 pandemic.

While graduation rate has remained at 12%, the three-year student success rate is 54% - Graduation rate is 12%, within 3-year transfer out rate is 20%, and still enrolled rate after 3-year is 22%. Capital has been making progress with regard to spring-to-fall and fall-to-fall retention rates.



2. Evaluating the impact of the anticipated regional consolidation, with an emphasis on financial and human resource planning, program development and sustainability, and student success.

The Connecticut State College and University (CSCU) system is in year three of its plan to merge the 12 community colleges to form the Connecticut State Community College (CSCC). CSCU informed the Commission of this intention in the Spring of 2018. NECHE was provided with a written update on progress toward the goal of launching the college by the fall 2023 semester and a team met with the Commission at its June 24, 2021 meeting. In its July 21, 2021 letter to CSCU President Terrence Cheng, the Commission confirmed that it “accepted” the report and outlined details that should be included in the substantive change request demonstrating how the Standards for Accreditation will be met in the merged institution.

There have been significant components of the merger that have been implemented at Capital Community College that integrate the college into a one college structure when it is scheduled to

open in Fall, 2023. These changes have positively impacted the College's financial and human resource planning, program development and sustainability and contributed to student success.

Capital was one of the first three colleges to implement the new administrative structure which moved from college president to campus CEOs. Dr. G. Duncan Harris was appointed interim CEO in July 2018 and was appointed permanent CEO in May, 2020 after a national search. CEO Harris reports to the Capital East Regional President, Dr. Robert Steinmetz. The Capital East Region is comprised of five colleges – Capital Community College, Manchester Community College, Middlesex Community College, Three Rivers Community College and Quinnebaug Valley Community College. Permanent appointments were made at MCC, QVCC, and MxCC and the CEOs and President of TRCC (Dr. Mary Ellen Jukowski was a sitting President at the time of replacement and has retained the title) work as a team to support the programmatic and student success goals of the system. The Capital East administrative structure also includes, a Chief Fiscal Officer, Executive Director of Workforce and Non-Credit Programs, and Director of Human Resources.

The College's current administrative structure reflects key positions of the structure that will be in place once the merged college is in effect. The campus management team now includes a CEO, Dean of Academic and Student Affairs, an Associate Dean of Student Affairs, and an Associate Dean of Campus Operations. These positions replaced the President, Dean of Academic Affairs, Dean of Student Affairs, and Dean of Finance and Administration.

Capital was the first college of the 12 to leverage support from system IT to realize savings and streamline operations. When CCC's director of Information Technology retired in 2018, the position was eliminated reducing personnel costs. Capital became the pilot to adopt a new enterprise model that relies on system IT administrators for select tasks with a team of IT professionals housed on campus. The arrangement, now in year three, has worked well with no identifiable reduction in the quality of campus IT services or access to technical support.

The Human Resources Unit has moved to a shared services model as well. The College now has a human resources generalist responsible for coordinating the human resources needs of all college employees. She reports to a regional director of human resources who in turn reports to the system vice president for human relations, overseeing activity of all 12 colleges. Capital's human resource generalist coordinates with the various "Centers of Excellence (COE) that provide support and respond to employees across the 12 campuses. The statewide COEs include: Equal Employment Opportunity; Labor Relations; Recruitment and Talent; Compensation, Benefits, and HR Administration; and HR Strategy. [The Human Resources Shared Services Model Overview is viewable via the system website.](#)

Components of the Enrollment Management and Student Affairs (EMSA) structure have been consolidated at the statewide level and a shared services agreement is in place for the provision of these services with staffing located on campus and supervision coordinated by four Associate Vice Presidents who report to the system Vice President of Enrollment Management, Dr. Alison Buckley. EMSA units include: student success management/advising, financial aid and Title IV compliance, enrollment and retention services/registrar, and admissions and outreach. The statewide coordination of these functions has resulted in the sharing of and implementation of

best practices that comply and adhere to board policy across campuses. Capital staff from these four areas have a matrixed reporting structure with a hard reporting line to the EMSA associate vice presidents and dotted line arrangement to the campus associate dean of student affairs. [A PDF of the EMSA organizational chart is viewable via the system website, slides 21 - 29.](#)

The College has exhausted its reserves in the face of declining enrollment and reduced tuition revenue. Reductions in state appropriations and higher personnel costs of collective bargaining have also contributed to a negative fund position for the past two budget cycles. Consequently, Capital has relied on system reserves to cover a budgeted shortfall. Capital is not the only college in this precarious budget situation. These fiscal pressures support movement to a regionalized, shared services model. Transformation from an independently accredited institution to one of the 12 campuses that make up the Connecticut State Community College can ensure residents of the region will continue to have access, with the necessary support, to complete Capital's degrees and certificates and advance transfer to baccalaureate programs or enter the world of work.

RESPONSES TO COVID-19

One week from its semester break, Capital Community College closed campus on March 12, 2020 at the direction of the system office amid the spike in COVID cases in Connecticut. College faculty and staff engaged in a "herculean" effort to ensure students were able to continue their courses in a fully remote modality after the break, March 23, 2020. For many faculty, this meant immediate up-training on the use of BlackBoard, the creation of video lectures, and the conversion of existing exams and assessments into an online format. To adapt classroom pedagogy, a host of other modifications were made to facilitate remote instruction and learning. For student support and college administrative support areas, this meant the development of remote work processes and procedures that met system and federal regulations and requirements, ensuring students had access to academic and holistic supports, and that departments were able to continue to work together in accordance with public health measures and social distancing.

Safety was placed at the forefront across the state and the system chief of staff, Dr. Alice Pritchard, was assigned to oversee campus compliance and adherence to the directives of the Department of Public Health, based on recommendations from the Center for Disease Control (CDC). Dr. Pritchard formed a statewide group comprised of the CSCU President, CEOs of all 12 colleges, the CSCU Provost, the interim President of the Connecticut State Community College, the interim Provost of the CT State Community College, the CSCU Chief Fiscal Officer, the Vice President of Facilities, the Chief IT Officer, and system legal counsel. This group met every Tuesday to ensure campuses were complying with DPH requirements and providing a safe environment for students to continue their academic pursuits. Campuses were tasked with identifying a COVID Coordinator, to serve on another group led by Dr. Pritchard, that met each Friday. This group was tasked with oversight of campus-based activity and the development of three campus opening reports – Phase I, II, and III, that documented the steps campuses were implementing to ensure compliance with DPH requirements necessary for continued operation.

The three phase plans had to be submitted to the Department of Public Health as a condition of opening. Components of each plan outlined how campus response plans, including cleaning

protocols and social distancing measures, ensured meeting safety requirements outlined by the DPH.

The College, housed in a 300,000 square foot, 11 floor vertical campus, has only two entry points, enabling public safety and essential personnel to control and limit access in what is normally an open public building. All faculty, staff, students and guests enter via the first floor. The first floor has a front and rear entrance, and the front entrance was closed to ensure all accessing campus could be screened to ensure they were complying with the building mask requirement and that they scanned in on a new student identification system procured to support contact tracing. From March 2020 and throughout the year long campus shutdown, the names of individuals reporting positive COVID results were provided to the Department of Public Health and contact tracing procedures were followed.

The campus community has been kept informed during the pandemic with regular updates via email and social media. A new dedicated COVID webpage was created that contains the latest administrative updates; a COVID frequently asked questions (FAQ); and links to the CDC, DPH, and other sites. The college homepage had a prominent banner at the top of the page directing visitors to the COVID website. The college CEO sent regular all points emails to the college community and developed several videos that detailed college safety protocols. He conducted a student virtual forum at the onset and had several all college sessions for faculty and staff to receive updates and to air concerns. The CEO contracted the virus toward the later part of March 2020 and shared his experience with the college community via a detailed email. In addition, to well wishes, he received several emails from colleagues who had not yet encountered anyone with the virus sharing that his message prompted them to be more diligent in masking and sanitation protocols. The CEO has shared his experience with other community groups and in public forums and has been recognized as a leader in the community in promoting COVID safety protocols, testing, and most recently, vaccination.

Capital has been very active in support of mitigating the spread of the virus in the Hartford community and supporting area hospitals and health care organizations in various ways. At the onset of the pandemic, there was a shortage of PPE materials in local hospitals. The College gathered PPE materials it had on campus and donated to area hospitals in need. Our nursing faculty and students have volunteered at recent vaccination events. The College is a designated Hispanic Serving Institution (HSI) and one of our Spanish-speaking biology faculty members worked with a local Spanish television show to create a video series detailing facts about COVID 19. Early in the outbreak, the College secured approval for campus access to students in our paramedic program to complete their training. Capital has the only paramedic program in the system and one of the largest programs in the state. It is responsible for producing many of the region's paramedics whose first responder duties during the pandemic have saved lives. Similarly, we were able to modify our certified nursing assistant program to safely continue training students in another area of high demand during the pandemic.

The College secured a Hartford Foundation for Public Giving grant to provide hardship microgrants and to acquire additional computers and interconnectivity for low-income students. We received laptop donations from an area business and developed a desktop computer loan program using computers from labs that were shut down. The College's Foundation increased

funding allocated in the emergency fund, a fund used to provide micro grants to students for one-time expenses. More recently, Higher Education Emergency Relief Funding (HEERF) has been used to provide direct monetary support to enrolled students, to remove account balances of students with outstanding balances from the past three semesters, and to provide financial relief for lost tuition revenue.

In the student services area, new mental health initiatives were deployed online which have included motivational videos, tips on coping skills and stress, as well as some fun recreation activities that can be done at home. Additionally, a formal memorandum of understanding was developed with a local mental and behavioral health provider (CHR) to provide telehealth services to students. The College was able to continue operating its food pantry throughout the semester with students needing to access the service able to come to the college to pick up items.

STANDARD 1: MISSION AND PURPOSES

The Mission of Capital Community College is to provide access to higher education to the diverse residents of the greater Hartford region. It is an integral part of Hartford’s cultural and economic district.

The College fulfills its mission by:

- Preparing individuals for transfer education and careers through associate and certificate programs in academic and technical disciplines and workforce training.
- Maintaining programs and support services that enable students to develop academic and professional skills that equip them for ongoing challenges and opportunities.
- Fostering a student-centered environment committed to learning and teaching, the collegial process, cultural enrichment, and the respectful and vigorous dialogue which nourishes active participation and service to the community.

Capital Community College’s mission statement was formally adopted in March 2006. It is found on the College website at <https://www.capitalcc.edu/mission/>. Framed displays of the mission statement appear on each floor of the campus. To fulfill its mission, the College participates in various national initiatives to support open access to education and high academic achievement. Capital is recognized as an Achieving the Dream “Leader College” for its outstanding efforts to support under-represented populations in their successful completion of developmental instruction and advancement to credit-bearing courses. For the fourth time, the Achieving the Dream National Reform Network earned the “Leader College” distinction. Also, for the fourth year in a row, CCC is among a select number of colleges and universities nationwide to receive the Higher Education Excellence in Diversity (HEED) award from *INSIGHT into Diversity* magazine — a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

Additionally, Victory Media’s national resources for military personnel transitioning into civilian life has named CCC to its *Military Friendly Schools*® list. The list honors the top 15 percent of schools in the country that embrace America’s military service members and ensure their success

on campus. An active Veterans Club on campus provides supports and the College expanded efforts of its Veterans Oasis Center.

The community engages with CCC through various art, music, and theatre programs and exhibitions. The Concerts@Capital music concert series presents music performances of various genres each year. These events stimulate direct engagement with musicians, composers, and artists. Monthly art exhibitions that are displayed in Capital's first floor Conrad L. Mallett art gallery provide the College community with an opportunity to view local and international artistic talent. The Hartford Heritage Project (HHP) and the Liberal Arts Action Lab have created strong community partnerships that have extended the campus into city neighborhoods and cultural and arts institutions.

HHP is a place-based education (PBE) project with a National Endowment of the Humanities (NEH) grant. PBE incorporates a location's history, culture and economy into the curriculum. Thus, museums, historical societies, parks, community centers, care facilities, local businesses, government agencies, and other valuable community resources become an extension of the classroom. This gives students a practical and local context for knowledge learned in their courses, and it makes the school a vital part of the life of the community. HHP faculty members have formed course partnerships with area institutions to develop place-based methods in their courses that included the Amistad Center for Arts & Culture, The Bushnell Performing Arts Center, Connecticut Historical Museum & Library, Connecticut Landmarks, Connecticut Science Center, Heartbeat Ensemble, Hartford History Center, and Hartford Stage. To date, Capital has partnered with 27 Hartford sites with 2,417 Capital Community College individual visits to sites on 34 subjects. During 2019-2020 academic year there were 1,905 visits to museums and theaters that were made possible by the HHP but due to COVID-19 many visits/events had to be cancelled. While HHP is based in the Humanities, two-thirds of the student body had participated in the academic year prior to the pandemic.

The Liberal Arts Action Lab is a collaborative undergraduate program where community partners define problems facing the city of Hartford and work with teams of Capital and Trinity College students and faculty to research and propose solutions. Each semester, students apply to join Action Lab project teams and enroll in two courses to learn research skills and digital tools while collaborating with their partner organizations. During 2019-2021, 19 projects were created in partnership with area agencies to help strengthen the city and its role in the region, spark social innovation, and support civic engagement and sustainability. One project, for example, involved a student team working with Intercommunity Health Care to devise a research design to identify effective programs for preventing and treating addictions. Another project involved Lilly Sin Barreras where students investigated sources of aid and resources for families who are homeless, displaced, and experiencing financial hardships and strategies to provide access to services.

CCC's 2019-2022 strategic plan focuses on promoting student success, engaging the community, and increasing institutional effectiveness. Outcome-based data collection regarding retention and completion goals will inform faculty and staff on what reforms and initiatives are working and effective in improving those outcomes.

As the Board of Regents (BOR) continues to work toward consolidation of the 12-community colleges, the BOR's goals coincide with the college's strategic planning goals that focus on improving enrollment, retention, and graduation rates. Attaining Capital's strategic goals and objectives will sustain an education environment that cultivates innovation and prepares students for successful careers in a fast-changing world and eliminates socio economic disparities experienced by individuals that the College serves.

STANDARD 2: PLANNING AND EVALUATION

At Capital Community College (CCC), planning and evaluation are comprehensive and systematic with a purpose of accomplishing the mission of the College. The 2019-2022 Strategic Plan process benefits from Capital's early involvement in the Achieving the Dream (ATD) movement that in previous years provided pilot funding and sent data coaches to improve outcome-based evaluations. The College Senate's Planning & Review Committee, in partnership with key stakeholders, collects and uses data necessary to support its planning efforts to enhance institutional effectiveness. Institutional research remains sufficient to support planning and evaluation.

Planning

The College's current strategic plan encompasses the 2019-2022 period and was built on the successful 2015-2018 strategic plan that was in effect during the college's NECHE 2016 self-study. The current plan continues to focus on three goals to "Promote Student Success," "Engage the Community" and "Increase Institutional Effectiveness" with 11 objectives and 34 measurable outcomes.

The current plan was developed during the 2018-2019 school year with input from stakeholders throughout the college. Two all-college meetings, a campus-wide survey, and suggestions from various departments helped clarify goals and objectives. These inputs were then formulated into a plan by the College Senate's Planning & Review Committee composed of representatives from academic departments, student services, extended & continuing education, and college administration. The plan was refined through numerous drafts and approved/adopted by the College Senate during its May 2019 meeting.

The 2019-2022 strategic plan is currently being implemented throughout the college. Dr. Harris, the college' CEO, refers to the plan regularly, while the college-wide Student Success Working Group (SSWG) in conjunction with the Achieving the Dream (ATD/SSWG) refers to the plan's goals and objectives in preparing its own documents.

The College Senate's Planning & Review Committee continues to meet four times a semester to monitor the implementation of the strategic plan with follow-on reporting at all College Senate meetings. A formal "mid-plan" report is currently being prepared and will be delivered to the College Senate at its May 2021 meeting.

In May 2019, the College began working with G3 Architecture Interiors and Planning to develop a new master plan. The firm has extensive experience in higher education master planning and enlisted the following specialist to work on the plan: Scott Blackwell Page (academic space programming), OakPark Architects (code and accessibility), AFK Group (MEPO/FP consultant), and Toscano Clement Taylor (cost consultants). The College formed a College Masterplan Advisory Committee comprised of 21 members, representing all areas of the college. A series of campus wide surveys and all college meetings were used to solicit input into the plan. [The final report was completed June 2020](#). The plan identified a number of improvements that would make Capital a more efficient and attractive space for students including:

- Exterior improvements - signage, banners, lighting all of which are either in planning or completed; outside signage now included two large signs mounted to the exterior of the building giving the College visibility in downtown Hartford's skyline.
- Exterior lighting has been added that complements the historic façade of the 1918 historic building giving more prominence to the college. New LED outside lighting for better security has also been added under the marquee on our main entrance sidewalks.
- Installation of new front doors will reduce the energy wasted as well as increasing the temperatures in the lobby, thus improving students and faculty/staff comfort.
- Energy-saving by utilizing new LED lighting throughout the campus and planned Bluetooth lighting controls that would bring more savings.
- Fire alarm replacement as well as Security upgrades to enhance life safety.
- Fix atrium acoustics and enhance the student experience. This will include a cafeteria and dining area renovation and acoustic work in the dining area to stop sound from traveling up the atrium to faculty offices and student study areas.
- Improve large lecture spaces to be better suited for large lectures and improved student outcomes (e.g., Nursing).
- Expand and improve areas for Nursing and Allied Health careers.
- Restack classroom layouts lower floors to ease elevator traffic.
- Install escalators/stairs to improve student access to classes without the need to take elevators to the lower floors 2,3 and 4.
- Upgrade lobby security and upgrade elevators using elevator dispatch system.
- Activate and repurpose underused space with no expansion.

All constituencies of the College are involved in the budgetary process to best reflect the mission and objectives of the College within the financial framework of available funds. The College budget process falls under the control of the Associate Dean of Campus Operations, who, along with budgetary staff, analyzes budget authority requests for annual funding of operations. This information is compiled and presented to management for review and to the CEO for final approval.

Academic planning at Capital Community College is guided by a variety of factors, including enrollment trends, industry needs, and CSU system office initiatives. Each semester, course offerings are recommended by the five Academic Department Chairs and one Director of Nursing and reviewed by the Dean of Academic and Student Affairs. Finalization of the Academic schedule is conducted by a cross-divisional Schedule Review Committee that includes

representatives from Student Services, Finance, and Academic Affairs. This committee ensures transparency in the academic planning process, a process that has far-reaching implications outside of Academic Affairs. Adjunct faculty member hiring is made at the departmental level based on enrollment and course offerings.

Departmental resource decisions are completed with the overall goals of the College in mind. Each budget authority is asked to align all budgeted expenditures with the strategic goals of the college. For the past several years, each department completed the budget process using zero based budgeting to ensure that expenditures are justified, and not simply carried forward into the new fiscal year.

The Capital Technology Committee (CTC) is a standing governance committee that serves as a forum for discussion of technology needs and issues at the college. Part of the responsibility of this group is to review policies and procedures for hardware/software purchases for classroom use, based on academic needs of programs. Considering the COVID-19 pandemic, classroom technology is being further enhanced with the installation of microphones and cameras to pilot Hyflex course offerings, allowing students the option of attending class in-person or remote via live-stream.

Evaluation

In 2005, Capital Community College was one of first community colleges in CT to join Achieving the Dream (ATD), a relationship that continues now at a statewide level as all 12 Connecticut community colleges work with ATD. This affiliation aided CCC in adapting outcome-based strategies and improved data collection, analyzation, and dissemination.

CCC currently administers a variety of surveys targeting current students, graduated students, and faculty/staff including:

- Community College Survey of Student Engagement (CCSSE) – every three years in spring semester.
- Survey of Entering Student Engagement (SENSE) – every three years in fall semester.
- Graduate survey – every year.
- New Student survey – every year or as needed.
- Needs Assessment survey – every year or as needed.

Additionally, the college's Equity, Diversity and Inclusion Center and the Institutional Research Office designed and administered a 25-question survey collecting information on how our students have been impacted during the COVID-19 pandemic. The survey results are helping us to understand how the college may: improve supports for student success, assist the college in both short- and long-term planning, and more effectively address student needs in and outside the classroom.

On-line surveys have been used by the management team, Deans, Divisions, Chairs and Program Coordinators for the Strategic Planning, Self-Study, grant applications, program reviews an ATD activities,

STANDARD 3: ORGANIZATION AND GOVERNANCE

Capital Community College (CCC) is one of 12 community colleges in the state of Connecticut, and one of the 17 institutions of higher education that comprise the Connecticut State Colleges and Universities (CSCU). CSCU is governed by the Board of Regents (BOR) for Higher Education in Connecticut. There are 12 community colleges, four state universities, and one online college in the CSCU system.

The BOR currently consists of 11 voting members. The board has faculty (non-voting) and student representatives. Voting members are not employed by or serve as members of a board of trustees for any independent institution of higher education in Connecticut or the Board of Trustees for the University of Connecticut. Voting board members may not be employed by, or be elected officials of, any public agency during their term of membership on the Board of Regents for Higher Education. Nine members of the board are appointed by the governor. Four members of the board are appointed by the majority and minority leaders of both house of the Connecticut General Assembly. The chairperson and vice-chairperson of the student advisory committee serve as members of the board. The chairperson and vice-chairperson of the faculty advisory committee serve as ex-officio, non-voting members of the board. The commissioners of Education, Economic and Community Development, Public Health, and Labor shall serve as ex-officio, nonvoting members of the board.

The BOR established Standing Committees that include the Academic and Student Affairs Committee, Audit Committee, Finance and Infrastructure Committee, and Human Resources and Administration and any additional Special Committees authorized by the Board Chair to address issues as needed. As part of the governance process all 17 CSCU institution provide information and proposal to these committees.

A president of the Connecticut State Colleges & Universities system serves as the chief executive officer to administer, coordinate, and supervise the activities of the board in accordance with the policies established by the board. The CSCU president has responsibilities for:

1. Implementing the policies and directives of the board and any additional responsibilities as the board may prescribe,
2. Implementing the goals identified and recommendations made by the Planning Commission for Higher Education,
3. Building interdependent support among the Connecticut State University System, the regional community-technical college system, and Charter Oak State College,
4. Balancing central authority with institutional differentiation, autonomy, and creativity, and
5. Facilitating cooperation and synergy among the Connecticut State University System, the regional community-technical college system, and Charter Oak State College.

Under the direction of the president is an executive staff responsible for the operation of the CSCU system. The board establishes terms and conditions of employment of its staff, prescribes

their duties, and fixes the compensation of its professional and technical personnel. In September 2015, the BOR appointed Mark E. Ojakian as President of the CSCU system, who retired in December 2020, and Dr. Jane Gates was assigned as the interim President, January 2021. In July 2021, Dr. Terrence Cheng was appointed as the new President of the CSCU system.

Since the Board of Regents assumed governance of the CSCU institutions, various policies and procedures have been adopted and executed for the consideration and approval of academic program; campus budgets; centers and institutes; faculty tenure, honors, and awards; system-wide academic policies; personnel policies; reports from independent, state, and internal auditors; student conduct policies; and various other routine matters of business. All policies of prior boards remain in effect until rescinded or modified by the current BOR, and an effort is ongoing to consolidate all policies into a single policy manual, with review from campus, faculty, and student stakeholders as appropriate. Separate policies for various sectors will be maintained as needed, but a single authoritative source for policies will be placed online.

The BOR maintains a regular and consistent schedule for actions related to academic programs for the CSCU's 17 institutions and, under their Academic Program Review policy, has a schedule for comprehensive review of all academic programs for each institution.

In large scale initiatives, such as the redirection of consolidation savings to campuses, adoption and implementation of a system-wide Transfer and Articulation Policy (TAP), which enables seamless transfer for all CSCU students across all its institutions and implementation of Public Act 12-40 to redesign the delivery of developmental education, the BOR has sought and integrated input from campus, faculty, and student stakeholders.

The BOR approved the Student First plan (SF) and passed a resolution to consolidate the 12 community colleges into one singly accredited institution to sustain and enhance education quality, affordability, and accessibility. Under the resolution, the colleges are maintaining their individual accredited status until 2023, when all integrated academic and student support services will be in place to achieve a single accreditation as the Connecticut State Community College (CSCC). At Capital, the management staff reports directly to the college's CEO, including the Dean of Academic and Student Affairs, Associate Dean of Student Affairs/Title IX Coordinator, Associate Dean of Campus Operations, Dean of the School Workforce and Continuing Education, and an executive assistant. CCC's governance design has three components: Board of Regents, the College's own administrative organization, and the internal participatory governance system. Through interaction of the three governance components, all members of the College community can contribute to the College's mission and operations.

CCC's Senate is representative of faculty, Community College Professionals (CCP), and other staff at the College. In addition to his/her normal duties, the senate chair serves a vital role in communicating with the chair of the BOR Faculty Advisory Committee (FAC). The local senate has subcommittees which include the College Affairs Committee; the Faculty, Staff, Student Development Committee (FSSD); the Curriculum and Academic Policy Committee (CAP); the Planning and Review Committee; the Committee for Diversity and Inclusion; and the Capital Technology Committee, formerly known as the Information Resources Committee (IRMC).

Students are integrated into the governance process at Capital through their own student government, namely, the Student Senate. Opportunities for cross collaboration between the Student Senate, college leaders, and various faculty and staff have increased in recent years. Administrators meet with Student Senate members to solicit feedback on issues affecting students. The Student Advisory Committee (SAC) to the BOR is comprised of one student representative (each college elects both a primary and alternate representative) from each of the 17 CSCU institutions; the chair and vice chair of the SAC serve as voting members on the BOR.

The CEO values the need for positive and ongoing communication between the College Senate and Administration to ensure stable college operations that lead to sustainable innovation, growth, and student success. He regularly attends Senate meetings to directly understand the issues under discussion. When appropriate, he participates to provide information and support or to express concerns. In the event the CEO is unable to attend a Senate meeting, he reviews the minutes and meets with the chair. When formal resolutions are made by the Senate for the CEO's review, he normally responds within two weeks.

As part of the communication process for the entire College community, the CEO schedules at least one college meeting during each academic semester. His primary goals for these meetings are to inform the College of items of importance associated with the College's programs and operations and solicit feedback to inform him of issues which may require his attention.

The membership of the Diversity Committee reflects the diversity of the College. The committee has created several events which emphasize and value the diversity of the institution. The committee created a web page on the college's web site which highlights its membership and events. It has yet to publish a calendar due to the current web site redesign project.

The Senate's IRMC has been reconstituted with broad, cross-functional college membership and has changed its name to the Capital Technology Committee (CTC). CTC addresses technology deployment in support of teaching and student learning needs. The committee recommended that the college redesign its web site and a project team was formed with the responsibility to plan that redesign. In addition, the CTC participated in the CSCU's "technology prototype classroom" project which resulted in the installation of several smart classrooms at the college.

The Senate's Planning and Review Committee has worked in tandem with the CEO to create a process that engages the entire College community in the strategic planning process. The 2019 - 2022 Strategic Plan was completed during the 2018-2019 academic year.

The change in leadership and direction at the BOR has posed numerous challenges to the College which, in part, may explain the degree of understanding the College community reports regarding roles and activities of each component of the shared governance system. Since initiation of the Students First plan, universal agreement about the plan has not occurred among the CSCU employees, but constructive participation in the implementation process has been encouraged. Faculty and staff have been given opportunities to participate in shared governance in the College and more broadly in the Students First consolidation.

CCC has provided, and will continue to offer, multiple avenues and opportunities to hear and respond to the faculty and staff voice in the spirit of the tenets of shared governance and academic freedom as the Student First plan is implemented.

There are BOR standing committees. The primary medium the BOR uses to communicate its activities is through posting their meeting agenda and minutes on the BOR website. The Student Advisory Committee (SAC) and the Faculty Advisory Committee (FAC) are advisory committees to the BOR. The members of these committees are elected faculty and staff from across the system. The FAC has connected the colleges through their individual governance structures and unions and has actively scheduled events during the academic year to inform and/or seek feedback from faculty, staff, administrators, and legislators of key policies and issues, where appropriate.

Under the leadership of CCC's CEO, the College will work within the system's governing structure, implement the system's plan, and monitor the effectiveness and impact of the plan on CCC's campus community.

STANDARD 4: THE ACADEMIC PROGRAM

Assuring Academic Quality

Capital Community College currently offers 28 associate degree programs, 16 certificate programs, and 25 CSCU Transfer Ticket associate degree programs. These programs prepare students for success in the workforce or to continue their education at a baccalaureate-granting institution. These programs span six academic departments (Humanities, Business and Technology, Health Careers and Public Safety, Nursing, Science and Mathematics, and Social and Behavioral Sciences) and are designed to meet industry and workforce needs and to provide students meaningful, relevant, and robust educational opportunities to promote individual growth and career advancement.

Each academic program undergoes a comprehensive formal review process. In accordance with BOR policy, most programs are reviewed every seven years, except for specialized programs that are accredited by external entities and undergo review according to specified timelines (Early Childhood Education, Nursing, Paramedic Studies, and Radiological Technology). The formal review process of all programs includes evaluation and assessment of program goals, student learning outcomes, courses, and required activities. Program reviews provide faculty the necessary information and data to make significant program improvements.

Recently, the college's standard program review template was modified to ensure that critical success indicators and measures align with updated NECHE Standards and CSCU BOR priority areas (e.g., assessment of low completer threshold, effective online and hybrid delivery, and essential employability qualities). Each program review must now involve an external program review committee. The external committee must comprise of 2-3 individuals from outside the college and is tasked with reviewing highlights of the program review and providing feedback and recommendations for program improvement.

The “low completer” analysis that is now required in the program review process is to determine whether an associate degree program has produced at least 24 graduates in the three-year period prior to the review (an average of 8 per year) and whether a certificate program has produced at least 12 graduates in the three-year period prior to the review (an average of 4 per year). If a program is deemed to be a “low completer,” a determination must be made as to whether the program should be recommended for termination, suspension, consolidation with another program, or continuation with a documented improvement plan.

Each degree program and certificate is managed by a program coordinator who is a faculty expert in their academic area. Program coordinators are responsible for researching market trends and industry needs related to their program goals, updating program curricula, leading, and supporting other faculty to effectively teach program courses, analyzing student outcome data, and assessing and improving student learning experiences. Program coordinators are also responsible for completing program reviews.

Undergraduate Degree Programs

The College offers three types of associate degrees: Associate in Arts, Associate in Science, and Associate in Applied Sciences. Degree programs range from 60-68 credits and certificate programs range from 9-34 credits. Programs are designed to introduce students to a broad spectrum of subject areas, diverse modes of inquiry and exploration, and are often delivered in online or hybrid format as well as in-person instruction.

Program descriptions, requirements, goals, courses, and student learning outcomes for each certificate and degree are published in the College’s website and catalog. Each degree program contains major requirements, general education requirements, and appropriate electives consistent with each subject area and in alignment with the mission of the institution. Prior to Fall 2020, the college catalog was only available in PDF or printed format; however, it is now available in an interactive digital format through the college’s website. Catalog pages and content can be printed from the college website, if desired.

Since the last NECHE report Capital added the following new degree programs: College of Technology: Data Science Option A.S., Health Science A.S., Social Services: Family Studies Option A.S., Theatre Arts A.A., and 25 CSCU Transfer Ticket A.A. degree programs. The program additions are intended to provide students educational opportunities in emerging fields and increase opportunities for students to acquire employment and transfer into baccalaureate degrees in high-demand fields. All program changes or additions undergo the college’s formal governance procedure for academic oversight, including approval by the academic department, the committee for Curriculum and Academic Policies (CAP), college Senate, the Dean of Academic and Student Affairs, and when necessary, the CSCU Academic Council, CSCU Academic and Student Affairs Committee, and the BOR.

The CSCU Transfer Ticket programs were developed in support of the BOR’s Transfer and Articulation Policy (TAP) in support of a seamless transfer of associate degree programs to the four CT State Universities (CSUs) and enabling students to enter the CSUs at junior status. The 25 CSCU Transfer Ticket A.A. programs that are currently offered by Capital include:

Accounting, Art, Biochemistry, Biology, Business Administration, Chemistry, Communication, Computer Science, Criminology, Early Childhood Teacher Credential, Economics, English, Finance, Geography, History, Management, Marketing, Mathematics, Physics, Political Science, Psychology, Social Work, Sociology, Spanish, and Theatre. Faculty and staff are assigned to advise students in specific TAP degrees, support students to understand program requirements, and assist students to complete the process of transferring to a Connecticut state university.

Since the last NECHE report Capital also discontinued the following degree programs due to low enrollment or consolidation with other programs: CIS: Mobile Application Developer, CIS: Web Publisher, Computer Support Services, Health Information Management, Social Service: Community Change Studies, Social Service: Gerontology, and Social Service: Library Technical Assistant. For all discontinued programs, phase out/teach out strategies were implemented to provide remaining students the opportunity to complete remaining required courses in an independent study format or, where appropriate, substitute different courses to graduate.

General Education

Capital's degree programs include a 24-26 credit General Education Core curriculum which consists of courses in English, Mathematics, Science, Fine Arts, Social Sciences, and the Humanities. The General Education core provides students a broad exposure to a range of academic disciplines and ensures that all students meet the college's four General Education learning outcomes: communicate effectively; reason scientifically and quantitatively; think critically; and employ a global perspective.

Degree programs that are designated as CSCU Transfer Ticket programs have a slightly different general education core than the one used for other native programs of the college. According to the Transfer and Articulation Policy (TAP), the framework for all Transfer Ticket degrees stipulates a 30-31 credit general education core that includes the following designated and embedded competencies: Oral and Written Communication, Quantitative Reasoning, Historical Knowledge / Understanding, Scientific Knowledge / Understanding, Scientific Reasoning, Social Phenomena Knowledge/Understanding, and Critical Analysis and Logical Thinking, Continuing Learning / Information Literacy, Aesthetic Dimensions, and Ethical Dimensions.

The College has a standing Assessment Team, comprised of representatives from each academic division, that conducts periodic college-wide assessment on student acquisition of the college's general education learning goals. To increase faculty engagement in the assessment process and ensure faculty-driven actionable recommendations are generated as a result, the assessment process includes activities such as instructor scoring of artifacts, instructor feedback forms, and faculty focus groups. In addition, rubrics for each general education outcome have been developed and a robust data analysis process is used to analyze qualitative data. Upon completion of the assessment of each goal, results and detailed findings are compiled into summary reports that are presented to academic and college leadership and shared with the college community during all-college meetings and via the college's Assessment Team webpage.

The Major or Concentration

Certificate and degree programs are detailed in the College's website and online catalog. Programs contain major course requirements – specialty courses in the academic discipline designed to provide students a specific expertise. Programs also contain specific general education courses that underpin content knowledge needed for the academic discipline. Each program is detailed via a suggested sequence of courses that enable program completion in a two-year period. Some programs also include practicum, internship, externship, service-learning, or supervised field placement opportunities or requirements.

The college was recently awarded a \$3 million, five-year, federally funded Title V grant project called *Cultivating All-Inclusive Student Achievement* (CASA Pathways). Through this project, the college aims to (a) increase student persistence and achievement through implementation of guided pathways and enhanced teaching and learning, (b) increase student retention through implementation of unified student support systems, and (c) increase progress to degree completion and the three-year graduation rate.

As part of this project, the college is in the process of enhancing many academic programs and courses with career contextualization to align with guided pathways areas of interest and support career decision making as students select and progress through an academic program. Using a guided pathways framework will enable the college to clarify two-year curriculum maps and program outcomes to keep students on track, enhance milestone courses, and ensure timely completions of courses and credentials.

Many of the college's academic programs also have articulation agreements that have been developed either for transfer out of the associate program into a related baccalaureate program or for entry into the program from area high schools or institutions where prior learning occurred. Transfer evaluations are assessed by the Registrar in partnership with the Dean of Academic and Student Affairs and the appropriate academic department chair or program coordinator. Transfer students must complete at least 25% of their program coursework at Capital to receive the degree or certificate.

Integrity in the Award of Academic Credit

The Dean of Academic Affairs and Student Affairs is responsible for the oversight and integrity of all credit courses, programs and certificates and assures the quality of all academic programs. The Dean is supported by the Academic Leadership Team which consists of the six academic department chairs; directors of the Library, Academic Success Center, Academic Media Technology, Early Child Development Center, Career Services, and Institutional Research; and the recently hired Title V Grant Coordinator.

The course development, approval, revision, and assessment processes are under the purview of the faculty. Faculty submit proposals to develop and revise courses to the local governance process which consists of department-level and college-level review and approval. When necessary, approval is also obtained from system-level entities. All courses are defined by a set of learning outcomes, learning objectives, and assessment methods. Course prerequisites are established by faculty to ensure that students have the requisite content knowledge and understanding to achieve success.

All courses taught online have the same student learning outcomes and goals as the in-person format counterpart courses. Likewise, all college resources and services are available to students in either in-person or online delivery methods. Students also have sufficient opportunity to interact with faculty regarding course material and related academic matters in both online and in-person courses.

STANDARD 5: STUDENTS

Admissions

In 2018, the College separated the functions of the Welcome and Advising Center to provide more support to the admissions and academic advising areas. The admissions department continued to provide leadership for the college's Welcome Center activities. A new Director of Advising was selected and the advising staff were moved to join forces with existing counselors to form a new Counseling and Advising Center. Under this new structure, the advising staff were charged with onboarding new first time college students in their first and second semesters, while the counselors focused on new transfer students and continuing students.

The Admissions Office was moved to the former office suite occupied by the Welcome Center. Admissions is now staffed with 4 full time positions: Interim Associate Director of Admissions; 2 Interim Enrollment Services Coordinators; and 1 Interim Enrollment Services Associate. The office reports directly to the Interim Director of Enrollment Management. Also, in 2018 the Strategic Enrollment Management Committee (SEMC) was founded. This Committee, run by the Associate Dean of Student Affairs, meets biweekly and has representation from key stakeholders across all divisions of the college. Meetings are used to analyze college and system-wide enrollment data; discuss new trends in recruitment and registration; assess effectiveness of current efforts; and adjust recruitment, registration, and retention operations as needed.

The Associate Dean of Student Affairs and other management representatives from the college also participate in a monthly meeting with the Capital-East Enrollment Leadership Team (CEELT) to report on campus enrollment progress and initiatives, learn about enrollment trends across the system, and develop regional responses and strategies to enrollment challenges.

New recruitment approaches are being implemented on an ongoing basis. In May 2020, the CSCU system launched the use of Ellucian's CRM Recruit software. This platform allows student applicants convenient access to their application, easy upload of files, and the ability to track their progress through the application process. The admissions staff has been trained in CRM Recruit and continues to learn about its capabilities. The college looks forward to using Recruit to individualize communication efforts for groups of applicants.

The admissions staff also hosts information sessions for prospective students. Some sessions are general and designed for any students, other sessions have been designed for specific audiences, such as our popular health care degrees: Nursing, Paramedic Studies and Health Science. The staff has also created an information session that is given in the Spanish language. Since COVID most of these sessions have been offered virtually and have been well attended.

In 2018, the Admissions Office also implemented college visit days for our local high schools. During this program, students usually spend an entire day on campus to experience college firsthand. They participate in mock classes, have lunch in the cafeteria, and participate in an academic major fair. Prior to COVID, the college was hosting this event monthly with attendance capped at 80 per event; however, since COVID, these events have been moved online with limited participation by area high school students. To help improve the admissions and enrollment process, the college also uses communications plans for new and continuing students. These plans incorporate just-in-time nudges via text and email and phone calls to encourage students to complete FAFSA, receive advising, and register for courses.

Student Services and Co-Curricular Experiences

As stated above, as of 2018, the college's Advising staff are now responsible for advising new first-time college students in their first and second semesters. Under the leadership of the Advising Director, the college has implemented a variety of reforms to enhance the new student onboarding process and ensure that students are properly admitted to programs and courses that align with their academic and career interests, as well as their academic capabilities.

After being admitted, completing financial aid, and placed into English and mathematics, new students are assigned to participate in a New Student Registration (NSR) session. The goals of NSR are to help identify student needs, and help students to understand college culture, develop an academic plan, register for classes, and use support services. In the NSR, students learn about majors, transfer options (private colleges and CSCU Transfer Tickets), basic college success tips, how to access college support services, and how to use the features of the college's online myCommNet portal (e.g., college email, registration, financial aid, DegreeWorks, and Blackboard). Returning students are assigned to college counselors or faculty advisors for ongoing support to assess academic progress and adjust academic plans for future semesters.

Following the NSR sessions, new students are booked for a "Focus 2" career assessment and a New Student Orientation (NSO) session. Focus 2 helps students to understand the connection between their major and careers and the NSO is intended to inform students about college policies, procedures, and programs. Prior to 2018, NSO sessions were half day events and were only offered once per semester one week before the start of each semester. The current NSOs are smaller sessions (25-35 students) that are offered regularly throughout the registration cycle. NSOs are co-hosted by student activities and academic affairs.

The college is currently working on contextualizing NSO sessions according to six "areas of study" to better align them to student interests. The six areas of study (i.e., meta majors) are: Social/Behavioral Sciences, Education, and Public Service; Health Careers; Humanities and Creative Arts; Manufacturing, Industry, and Technical Careers; STEM; and Business and Hospitality.

In the NSO sessions, students learn about the culture of Capital Community College, basic financial aid information, the Student Code of Conduct, campus safety, important pages on the college website, and Title IX. They also meet a member of the student senate, meet faculty in their preferred program area, and learn about co-curricular opportunities on and off campus.

After COVID the NSR and NSO sessions were transitioned to a WebEx format to facilitate remote sessions with new students.

Another key step in the process of onboarding new students occurs mid-way through their first semester while classes are underway. During their first semester, new students are contacted by the advisors via email to join a First Year Registration (FYR) session to prepare for their second semester at the college. The purpose of FYR is to successfully bridge students into their second semester and to increase retention of first-year students. Advisors email students recommended courses and a link to their session. Each FYR session begins with a wellness check to determine if the new student needs any non-academic support to help them through the semester. They also review first semester grades, DegreeWorks, their academic plan, and register for second semester courses. After COVID, FYR sessions were transitioned to via Microsoft Teams rather than WebEx since by this point in the semester, all students would be fully set up with college email accounts that are needed to utilize MS Teams.

As part of the Title V grant project, the college is also in the process of hiring and implementing Guided Pathways Advisors (GPAs) who will serve as “coaches” for students using a high-touch, intrusive, holistic case management advising model. The college is also designing a comprehensive first year experience (FYE) for new students that will include enhanced NSR/NSO sessions, robust academic and career coaching, and co-curricular activities that are contextualized using Guided Pathways principles according to the six “areas of study” to link learning with regional workforce opportunities.

The college recently acquired and launched the “Grad Guru” app for students, which has more than 1000 students signed up, and has significantly improved communications with students related to important enrollment, financial aid, registration, and academic events. The college also acquired site licenses for two technology platforms (“College and Career Network” and “Focus 2”) that support career coaching and career readiness co-curricular activities and plans to use grant funding to acquire and launch the Ellucian product called “CRM Advise” to facilitate and support the new coaching model for advising.

Recently, as part of ongoing CSCU organizational restructuring in preparation for the 2023 community college merger, the Admissions department, Financial Aid, and the college Registrar now report directly to system-level CSCU Associate Vice Presidents, who in turn, report to the CSCU Vice President of Enrollment Management and Student Affairs (EMSA), rather than the college’s campus Dean of Academic and Student Affairs and the Associate Dean of Student Affairs. Under this new “shared services” model, the campus directors of these areas now have “dotted line” reporting links to campus leadership to maintain campus communications in addition to new system-level communications and guidance. Campus leadership is still responsible for day-to-day functioning and operation of campus offices in these areas.

Recently, the college also launched several bridge programs to help students transition into college-level classes. In summer 2020, a program called “Summer Bridge to Success” was launched for new incoming students. In Summer 2021, another bridge program was launched specifically for ESL/ELL students with English language barriers.

The Office of Student Activities student clubs and organizations each semester including the Student Government Association (SGA), Latin American Student Association, PRIDE, and Black Student Union. Student Activities, in cooperation with the SGA, have also created webpages for the various clubs and a club interest form that is on the college website. Since COVID, Student Activities has successfully transitioned online with dozens of events hosted in a virtual format. Events include Awards Night, yoga, Zumba, poetry writing, caricature artists, game shows, cooking demonstrations, history lectures, and guest speakers for Latino and Native American Heritage Month events. Student Activities also runs the Capital Cares Food Pantry which averaged 146 visits a month and distributed 20,363 pounds of food in 2019 and contributed more than 4,953 pounds of food in 2020. The Food Pantry was also able to hire a full-time employee through the AmeriCorps VISTA Program.

Capital has also entered into an agreement with Community Health Resources (CHR) to provide free mental health services to students, both virtually and in-person. Capital is also in the process of launching a new partnership with the CT Department of Housing (DOH) to provide support for students who struggle with housing. Under this new agreement, CCC students will be able to access the DOH Rapid Re-Housing program for stable and affordable housing as needs arise. The college is confident that this new support will assist in higher retention and completion rates among these students. In addition, Capital Community College continues to provide robust services to students with disabilities. A new software, Accommodate, has been fully implemented by the office and is now used by employees and students to support students.

In Fall of 2017, the college received a grant from the CT Department of Higher Education to begin a program (called “RISE”) with students on academic probation. This program serves 75 students a semester with workshops on success skills, confidence building, and goal setting. In Fall 2020, a section of the IDS 105 “College Success” course was created for RISE students who never completed the course. This grant was renewed in the 2020-21 and 2021-22 academic years and all services were successfully transitioned online throughout the COVID crisis.

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

Faculty and Academic Staff

In support of the College’s mission and vision, a variety of full-time faculty and professionally qualified adjunct faculty teach in degree, certificate, and non-credit program areas throughout the College. As of fall 2020, the College employed 64 full-time and 155 adjunct faculty members which dropped from 66 full-time and 195 adjuncts in fall 2015; however, the percentage of full-time versus part-time faculty increased from 25% in fall 2015 to 29% in fall 2020. The percentage of courses taught by full-time faculty remained nearly the same with 55% in fall 2020, compared to 56% in fall 2015.

Faculty backgrounds are consistent with their areas of instruction and represent a range of disciplines. These include Business and Technology, Health Careers, Humanities, Nursing, Science and Mathematics, and Social and Behavioral Sciences.

The college continues its commitment to replace full-time faculty vacancies with new full-time faculty when possible. In Fall 2020, the BOR instituted new “shared services” human resources policies and procedures across the CSCU system to streamline the various functions of HR. Under this new system, requests to fill (RTF) new faculty positions are reviewed and approved by college and system leadership to ensure they align with the needs of the institution and system. After approval is attained, a search is conducted and a diverse committee of faculty and staff representatives review applicants, interview candidates, and make recommendations to HR regarding who should be advanced for second interviews with college leadership. The campus CEO makes the final decision regarding selection of successful candidates. When hiring faculty (both full-time and part-time), HR vets the applicant pool to ensure sufficient diversity among candidates and compliance with equal opportunity guidelines. Additionally, for full-time faculty searches, the search committee will request that finalists conduct a mock class presentation to ensure that the final hires will be well-qualified, skilled instructors.

Teaching and Learning

In 2018, the college underwent a reorganization of Academic and Student Affairs, and the former Academic Dean and Dean of Student Affairs were replaced by a dual Dean of Academic and Student Affairs and an Associate Dean of Student Affairs. During the 2018-2020 period, other areas of the college were also reorganized to streamline campus operations, enhance the teaching and experience for students, and consolidate college functions in preparation for the single community college merger scheduled in 2023. With these changes came new reporting lines and budgetary adjustments for several areas of Student Affairs; however, all faculty and academic departments remained unchanged. Additionally, to more fully integrate career readiness competencies into credit programming, the Career Services department and staff were moved from Continuing Education to report directly to the Dean of Academic and Student Affairs.

The Academic Success Center (ASC) continues to provide extensive academic supports to all registered students free of charge. The ASC has traditionally provided tutoring, proctoring, and academic services both in-person and online; however, in response to the COVID crisis, many online supports were developed for students that included recorded tutorials, remote live tutoring via appointment or drop-in sessions, and numerous workshops on essential skills for college success. In addition, many developmental and college-level courses English and Math course have “dedicated” tutors assigned to them for enhanced support to help increase student success.

In response to COVID, the college Library worked with the Associate Dean of Student Affairs to coordinate and provide a computer loan program for students who needed technology support to continue their classes online. Laptop computers, wi-fi hotspots, webcams, and even desktop computers taken from unused college classrooms were loaned out needy students throughout the college’s COVID response. An extensive amount of PPE supplies and equipment were also provided to students and community organizations in need as the pandemic crisis significantly impacted students, faculty, and community partners of the college.

Faculty are assigned to teach courses based on their interest and expertise in the content area and are evaluated on a regular basis. Faculty are encouraged to strengthen and expand their content knowledge and pedagogical knowledge through professional development opportunities. Faculty

continue to engage in professional learning opportunities via participation in national and international conferences and completion of additional coursework in their academic domains.

Faculty incorporate a variety of traditional and non-traditional methods of instruction into their courses. Examples include lectures, labs, discussions, learning communities, linked courses, team projects, active learning, internships, small groups, embedded tutoring, field trips, special projects, virtual learning, computer-based instruction, and independent study.

Although most courses are normally taught in-person, because of the COVID crisis, in Fall 2020, 99% of all credit courses offered at the college were taught either fully online or as a hybrid combination of online and in-person instruction using Blackboard or some other third party LMS as the delivery platform. In Spring 2021, 85% of credit courses were taught either fully online or hybrid (online/in-person); however, all the "traditional" fully in-person classes were still supported by an online Blackboard or third-party LMS presence of some kind. Though we now have a majority of faculty using Blackboard to deliver or support their courses, many of those faculty have not yet completed formal training related to Blackboard since the pivot to online learning happened very suddenly in response to the COVID crisis.

College faculty are required to maintain contact with their academic discipline and stay abreast of best practices in their field. College faculty achieve this through participation in professional activities, service on boards of professional and community organizations, and scholarly or creative work. As part of our institutional and system-wide COVID-response, and in accordance with new NECHE standards related to distance learning, the college and CSCU have been providing a wide range of resources and extensive training opportunities to help faculty deliver quality online instruction. A program called "*iTeach Essentials*" has been developed by a team of CSCU educational technology directors, faculty, and staff to meet proficiency standards that are essential for teaching in a distance learning environment. The *iTeach Essentials Certificate* requires the completion of a 6-week facilitated "Best Practices of Online Pedagogy" (BPOP) course along with five technical badges that must be demonstrated one-on-one with an iTeach facilitator.

Currently, these training opportunities are voluntary, but strongly recommended to faculty. To require all faculty to complete the iTeach certificate, the CSCU system will need to enact a policy change that is currently under development. Approval of the policy is expected during the 2021-22 academic year. Currently, the college has 17 faculty that completed the iTeach certificate, and likely many more faculty completed the BPOP course and other self-paced training opportunities throughout our ongoing COVID response. We anticipate nearly all full and part-time faculty will complete the iTeach certificate over the next two years.

Effectiveness of faculty and academic staff is measured by periodic instructional evaluations, student evaluations, scholarly recognition, grant awards, student focus groups, and other institutional assessments such as the Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), and graduate surveys. Results are used to guide professional development activities and spur improvements in academic programs.

Faculty and academic staff are required to conduct themselves according to the College's ethics policies and procedures which are outlined in the Faculty Handbook as well as documentation provided to all employees by the HR department. Policies related to academic freedom of faculty are outlined in the faculty contracts, as are procedures for academic appeals, disciplinary issues, and grievances. The faculty handbook serves as a consolidated reference for faculty-related policies and is available on the college website.

Faculty and academic staff service on governance committees such as Senate, Curriculum and Academic Policy Committee (CAP), and the Strategic Planning Committee, helps ensure that institutional priorities are consistent with academic program development and with the core mission of the College. College and system policies, the collegial governance system, and the College administration together assure the maintenance of academic integrity. The collegial governance system provides a structure for communication among faculty, staff, students, and administration to foster participatory decision-making.

STANDARD 7: INSTITUTIONAL RESOURCES

Human Resources

Over the past five years, budget constraints and hiring freezes have created some staffing challenges; however, Capital has been able to address this since July 2018 through a reorganization in Student Services and Continuing Education and sharing resources with other CSCU colleges. Sharing positions has allowed several colleges to maximize tight budget dollars and achieve administrative efficiencies. Best practices were utilized and shared among colleges.

In July 2020, CSCU implemented a Human Resources Shared Services Model to drive a shared services model in the delivery of high-quality services across the 12 community colleges, Charter Oak, and the System Office. The model involves new strategies to promote a culture of continuous growth and development and enable employees to access and leverage the HR Shared services through a Center of Excellence (COE) model. Throughout the next two years, CSCU shared services will be fully implemented. This change will result in the shifting of several campus administrative positions to the one college model. Terms of employment have remained consistent, and funds available to employees of bargaining units for professional development have increased or remained at the same levels.

Financial Resources

Since the College's last accreditation report, Capital's annual tuition and fees revenue has remained relatively flat, from FY 16's \$11.8 million to FY 19's \$12.7 million, despite BOR approved tuition rate increases of 7% and fee increases of 14% over the same period. Decreased enrollment from 3,567 FTE in FY 16 to 3,152 FTE in FY 20 has attributed to flat tuition and fee revenue during this period.

Over the past five years, state appropriations have remained relatively flat having received \$21.8 million in FY 16 and \$21.3 million in FY 19. State appropriations are used to fund the college's

wages and fringe benefits. As a result of collective bargaining, salaries have increased 5.5% during this period, which represents three years of wage freezes and one year of a 3.5% gross wage increase as well as a 2.0% step increase. This has resulted in the college funding more positions in the operating fund.

Capital Community College students who have experienced financial hardship due to the COVID-19 pandemic and disruption of college operations have received federal CARES Act funding during the 2020-2021. Capital has received \$6,592,676 in cumulative Coronavirus financial aid for students. The college has also received \$460,337 in additional federal support as a Hispanic Serving Institution in pandemic relief funds. These funds supplement CARES Act funding that began in March 2020 for institutional costs incurred because of the pandemic to be used for various on-line class expenses and additional institutional cleaning and sanitizing. In December 2020, Capital was awarded an additional Covid related award for \$5.014 million to provide additional student and institutional support including subsidizing lost revenue. Funding has been used to fund summer bridge programs for ESL students and students enrolling in our new data science program, to launch a new introduction to manufacturing program, to launch a pilot housing security program with the CT Department of Housing, eliminating student accounts receivable for courses taken spring 2020, fall 2020, and spring 2021.

Budget Process

All College constituencies are involved in the budgetary process to best reflect institutional mission and objectives within the financial framework of available funds. The college budget process falls under the control of the Associate Dean of Campus Operations, who along with budgetary staff, analyzes budget authority requests for annual funding of operations. Information is compiled and presented to management for review and to the CEO for final approval.

Audit

The College is audited annually by an external auditing firm in accord with the generally accepted auditing standards for colleges as adopted by the American Institute of Certified Public Accountants. The BOR retained Grant Thornton to audit all 12 of the Connecticut State Community Colleges, the four Connecticut State Universities, and the System Office's fiscal records for compliance with the Governmental Accounting Standards Board. The College is also audited by the state Auditors of Public Accounts, ensuring that state accounting practices are adhered to properly. All audit and compliance findings are discussed with senior management. Senior management ensures that corrective actions are established and implemented.

Shared Services

Shared CSCU services began operating in FY21 and provides all CSCU community colleges support in the areas of payroll, purchasing, accounts payable, accounts receivable, grants, travel, and general accounting services. These services allow for streamlining of functions by having the same staff complete work for 12 separate institutions.

Physical Plant Upgrades

The college has completed or will soon complete the following projects.

1. Playscape removal and repair of substructure roof decking and reinstallation of the playscape with new safety matting at the Early Childhood Center. The Dept. of Administrative Services (DAS) approved selection of Friar Architecture for the project estimated to cost the architectural firm selected is Friar Architecture. estimated to cost \$900,000+.
2. Cafeteria renovation and replacement of all kitchen hardware, serving area with all flooring and grease traps and plumbing modified or replace as needed. DAS/CDS Approved architectural firm selected is AE Design Group, LLC. estimated to cost \$2,800,000.
3. Elevator programming to create more efficiency in vertical passenger traffic estimated to increase efficiency up to 60% using the OTIS compass dispatch system estimated cost to be \$1,200,000.
4. Physical plant installation of Boilers and Chillers on campus, removing campus from city loop and reducing utilities operating cost, estimated to cost \$8,000,000.
5. Building exterior masonry repointing and exterior window painting/recaulking to stop water infiltration and damage to the building facade and interior at a cost of \$1,800,000.
6. 7th-floor student area renovation to meet master plan design recommendation to enclose atrium with glass peak and new seating arrangement in cafeteria; renovation of student activities area (game room, exercise/dance/Yoga/Zumba room, food pantry, student governance offices, student locker room showers/laundry room). Project will include the relocation of the bookstore to create more student activity space at a cost of \$1,000,000+.

Academic Program Upgrades

Capital has used grant money, including laboratory acquisitions made possible by the CT Higher Education Finance Authority (CHEFA), to significantly upgrade simulation experiences for students in several programs over the last three academic years, particularly programs within the Nursing and Health Careers / Public Safety Departments. In FY18, Nursing implemented SIMPad PLUS (\$11,000), an operating device used to control Laerdal manikins and simulators, in addition to a new Nursing Anne simulator (\$22,000) purchased in FY19. Also in FY19, the Radiologic Technology Lab was upgraded with over \$75,000 worth of modern equipment and re-located from the 3rd to the 8th floor. In FY20, a state-of-the-art projection system for display of specialized radiologic software used to operate lab equipment was also installed in the new lab (\$11,244). The Paramedic program acquired a Patient Simulator (\$40,000) in FY18 along with a Advanced Patient Condition Simulator (\$15,000) to deliver realistic simulation-based healthcare training. In FY20, the Paramedic program purchased an ambulance simulator (\$41,000) that mimics the specifications of an actual ambulance.

The Computer Networking and Cybersecurity programs have been working to keep up with rapidly changing technologies. In FY18, the program purchased NETLAB+ to provide remote access to the Networking Cybersecurity lab over the Internet (\$25,000). To host the NETLAB solution, the college has purchased five Dell PowerEdge Rack Servers over the past three years (\$14,000+ per server). In FY19, all the hardware in the Networking Lab was upgraded to Dell Precision 3430 Small Form Factor (\$32,000).

Library Upgrades

In 2018, the Arthur C. Banks, Jr. Library partnered with the Academic Media Technology department and the Academic Success Center to purchase a Book Scan Center Scannx system (\$5,000 upfront, with \$700/year in license and warranty fees per year). The Book Scan Center is comprised of an All-In-One 15” or 23” touchscreen PC preloaded with Scannx software and connected to an 11” x 17” book-edge scanner. It has large buttons to guide the user through the scan process from choosing file formats to scan quality, color depth, file naming, and destination. The home screen also provides contrast and magnifying tools for the visually impaired. The unit converts scanned images to PDF, searchable PDF, Word, JPEG, TIFF, PNG, and MP3 file formats. It also sends scanned files to email, USB drive, mobile devices, Google Drive, Dropbox, Box, Office 365, OneDrive, network folders, printer, or fax. Prior to this purchase, the students at Capital only had access to scanning via the copy machine, which was not intuitive, and did not have the ability to scan to multiple destinations, only to a USB drive. The Scannx has provided a more intuitive and advanced scanning system to the patrons at the college.

In 2019, the Library purchased a new set of security gates (\$13,000) using state bond funding. The previous gates were more than 10 years old and were on the verge of becoming defunct. The new gates were installed in 2019 and feature Tattle-Tape™ technology which distinguishes between common metal items and EM strips, reducing false alarms. The new gates also include a visible integrated digital display to monitor alarm counts, ingoing and outgoing patron traffic, and diagnostics and software provides reporting of people counts and triggered alarm patterns. The new gates also utilize a software package called Library Connect, which allows library staff to check the data from any internet connection. The new gates have allowed library staff to in gather gate count data more efficiently that is used for the ACRL (Association of College and Research Libraries) survey as well as IPEDS.

In 2020, the Library partnered with Asnuntuck Community College and Northwestern Community College to request CARES funding for an instance of a virtual chat service called LibAnswers. LibAnswers is a platform that includes online chat reference (LibChat); question management (tickets) through multiple channels, including an online question form, dedicated email address, SMS, Facebook, and Twitter; and a searchable knowledge base of FAQs by group and topic. It also includes reference analytics to track in-person or phone transactions, social media management for Facebook, Twitter, and Pinterest accounts and systems status management to let patrons know the status of the libraries’ core systems and services. The COVID pandemic required that libraries offer more robust virtual services for students because the libraries were physically closed. The chat service is used frequently by students and their feedback has been positive.

STANDARD 9: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Capital Community College’s mission and values, policies, procedures, and practices embrace an atmosphere of responsibility, integrity, and respect for people of diverse characteristics and backgrounds. The College, with the assistance of the CSU Board of Regents, monitors,

supports, and recognizes the highest standards of integrity and ethics in its conduct and relationship with internal and external constituents.

Within a larger state system, CCC's mission and governing authority are established in state law. Thus, a firm and legal foundation provides a clear and broad framework from which the College can establish, communicate, monitor, and assess its institutional ethics and practices.

Existing and updated policies, practices, and performance data are disseminated through a variety of communication channels. The channels include the college's publications; digital and print advertising; and website with its improved student portal, social media, and text messaging; all of which ensure the college community, prospective students, other stakeholders, and the public are receiving clear, accurate, appropriate information.

Integrity

CCC has made a commitment that *"The college will not compromise on quality in the classroom nor will it be so bound to traditions of a hallowed past that it will not dare to innovate where the student can benefit."* This is an excerpt from the 1974 Catalog, Greater Hartford Community College. This commitment has continued and extends beyond the classroom. CCC has built a community for its students, faculty, administration, and staff that fosters dialogue and creativity in an environment of inclusivity and acceptance.

The college has verification tools to ensure a current student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit. This is done using a college issued student ID and student password, and most recently, the institution of a multi-factor authentication process.

Transparency

CCC publications describe the College's programs, courses, resources, and activities and serve as recruiting and informational tools for prospective and current students, staff, faculty, and the public in the College's service area. The college catalog, published in print format prior to Fall 2020, is now converted to digital format using the "Acalog" platform. The digital catalog contains comprehensive information related to credit hours, credit transfer policies, costs, and student rights and responsibilities including grievance procedures in compliance with federal regulations relating to Title IV.

The Office of Institutional Research, now within the Office of Research and System Effectiveness at the BOR level, provides demographic and performance measurement data through the college website and reports to external entities/agencies. Online formats include data visualization tools, such as Tableau reports, and a variety of Scorecards and data snapshots that allow viewers to interact with the data provided.

The college's Emergency Management Team has updated its policies and procedures related to its Emergency Alert text system to determine a consistent generator of texts and to provide up to date information. To keep all members of the CCC community informed, the Associate Dean of

Campus Operations sends regular email updates. His role in coordinating responses to the pandemic has kept the campus community informed about any COVID cases, social distancing protocols, and public health advisories.

Since the COVID-19 pandemic, student customer service has been enhanced further with virtual tutoring, orientation, tours, and other student correspondence using Microsoft Teams, WebEx, and Blackboard Collaborate. A webpage has also been set-up that is dedicated to updates about the COVID-19 for students and faculty/staff.

Public Disclosure

Current and prospective students go to the online myCommNet portal for accurate, up-to-date information on courses for the upcoming semester, as suggested by the Registrar and the Admissions Office. Items that were previously promoted in an Enrollment Guide are displayed in multiple locations around the College for students to see.

The Advising Center, customarily the first stop all new students make at the College after being admitted, provides information about the College, and connects students with academic support services and programs through faculty and staff who assist them with admissions and information about financial aid, placement testing, registration, and academic program selection.

Information on the College is available through the college catalog and on the website. Every effort is made to ensure ADA compliance on all materials and messages made available to the CCC community. The mission statement is in the college catalog and the “About” section of the website. Information for students is available through the Student Handbook and Conduct Policy section of the website and in the college catalog. Additional information on student headcount, gender, race, ethnicity, transfer rate, retention rate and enrollment by service region is available in the “Fact Book” section of the website. The Institutional Assessment Portfolio on the College website includes documents and data related to strategic planning, academic program review, assessment of student learning, and institutional accreditation. Academic calendars are posted on the website and in the College Catalog. Academic calendars are uniform across all 12 community colleges to support students’ ability to take courses at multiple institutions. Programs offered for study are described in the Courses and Programs section of the website and in the college catalog. Information on services for students is available in the Student Services section of the website and the college catalog.

The catalog features the institution’s statements about its current accredited status as well as national accreditation and licensure information for the Nursing, Paramedic Studies, Radiologic Technology, Medical Assisting, Early Childhood Education, and Early Childhood Education Laboratory School Programs. Numerous institutional, divisional, and departmental memberships in higher education professional organizations are listed here as well as the College website.

Student Government, activities and club information is available in the Student Activities section of the website. Transfer information is available in the Transfer Services section of the website and in the college catalog. Tuition, Fees, Refund, and Payment policies posted on website and in

the catalog. The Financial Aid Services webpage links to FAFSA on the web, a listing of financial aid programs, student eligibility criteria, and scholarship search engines, as well as a schedule of in-house financial aid workshops and a student guide to applying for financial aid in both English and Spanish.

In addition to the College website, the CSCU website provides most recent information regarding the Students First plan and organizational changes. The meeting schedule of all governance committees along with agendas and minutes are posted in a timely manner. Copies of updates provided to NECHE are also posted so faculty, staff, students, and others are informed about the consolidation plan for Connecticut State Community College.

At the time of this report, the College is in the midst of a website overhaul anticipating the new version being launched in August. Limitations of the current site were noted during the pandemic which will be addressed in the new site. The new site will have improved multi-device platform loading features, end user updating capability for designated users, and a layout that better supports multimedia.

REFLECTIVE ESSAY ON EDUCATIONAL EFFECTIVENESS

Evidence of Student Success

In recent years, Capital has been consistently ranked as one of the top community colleges in the Connecticut and the U.S. by various sources. In 2019, data from *Harvard Opportunity Insights* (original research from Chetty et al., 2017), indicated that out of all two-year colleges in the country, Capital has students from some of the most disadvantaged backgrounds, yet was in the top 5% of two-year colleges nationwide in terms of the upward mobility of its students (ranked 33rd out of 690 colleges). In 2018 and 2019 Capital ranked in the top 25 two-year colleges in the nation for programs and services serving older students (25 and up) in a *Washington Monthly* survey. Likewise, in 2021, Capital was awarded “top ranking status for Best Colleges in Connecticut” by *Intelligent.com* and listed as the “Best Online Community College in Connecticut” by *PremiumSchools.org*.

Key Performance Indicators (KPIs)

In 2020, the CSCU published its third annual Key Performance Indicators (KPI) report containing leading indicators of student success for “first time ever in college (FTEIC) students” for colleges throughout the state. Unlike traditional long-term indicators, such as three-year completion rates, which are not helpful to determine near-term effectiveness of educational innovations, this report focuses on short-term KPIs that have been demonstrated nationally to correlate with completion.

Evidence in the KPI report indicates that Capital is making positive strides in several of the targeted student success indicators. For example, the percentage of students who earned 24 or more college-level credits after year one (fall, winter, spring, summer) increased to 9% in 2019 from 6% three years prior. Also, the percentage of students who have passed (C or better) both

college-level math and college-level English in year one increased to 24%, an all-time high during the reporting period from 2013-2019 and 11% higher than 3 years prior. Likewise, there were several KPIs where the college remained relatively stable (flat) over the three-year period prior: average number of credits attempted in the first year (16.7% in 2019 from 15% in 2016); average number of credits earned in the first year (11.7% in 2019 from 10.7% in 2016), and percentage of students who earned zero credits of any kind in the first term (15% in both 2019 and 2016).

On the other hand, the percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall) dipped in 2019 to 4% from 8% in 2016; however, this drop may have been impacted by the increase in students who earned 24 credits in year one as detailed above. This KPI data is encouraging and reinforces the college's plans to continue and expand the supports and services that have been established in recent years.

Student Engagement Surveys

Every three years the college administers a national survey called the Community College Survey of Student Engagement (CCSSE) to assess teaching, learning, and retention of students. In 2018, CCC scored above peer groups in CT and nationally in "Student Effort", "Academic Challenge", and "Support for Learners"; however, scored lower than its peers in "Active and Collaborative Learning" and "Student-Faculty Interaction".

These specific items were indicated as areas where special emphasis should be focused in coming years: (a) working with classmates outside of class to prepare class assignments; (b) using email to communicate with an instructor; (c) talking about career plans with an instructor or advisor; (d) making judgments about the value or soundness of information, arguments, or methods; and (d) increasing frequency of academic advising/planning.

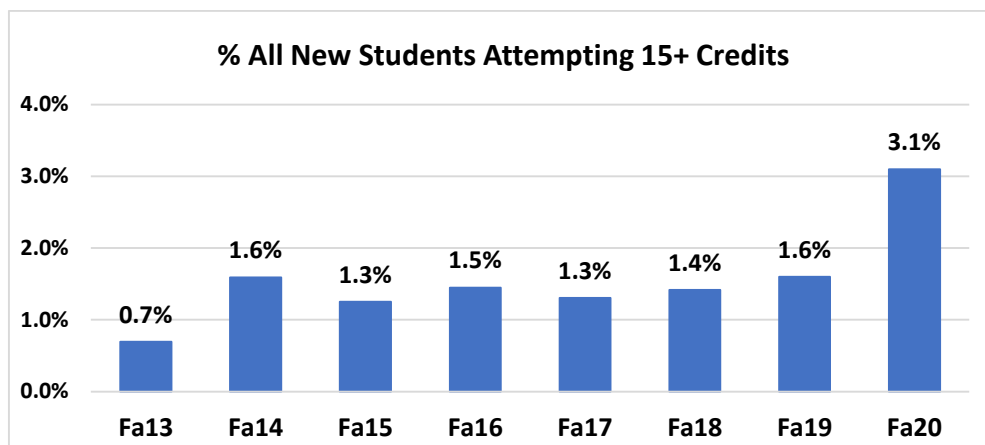
In addition, every 3-4 years the college also administers the CCC Survey of Entering Students Engagement (SENSE), which focuses on the "front door" of community college experience and is administered in courses which entering students are more likely to enroll. When comparing CCC against other three-year SENSE cohorts of CT Community Colleges and Achieving the Dream (ATD) peer-group colleges nationally, in 2019, Capital scored: (a) above the CT colleges yet below ATD colleges in the "Early Connections" benchmark; (b) above the CT colleges and all but the top 10% of ATD colleges in the "Effective Track to College Readiness" benchmark; (c) above both CT and ATD colleges in the "High Expectations and Aspirations", "Engaged Learning", and "Academic and Social Support Network" benchmarks; yet, (d) below both the CT and ATD colleges in the "Clear Academic Plan and Pathway" benchmark.

This data suggests that a top priority for the college should be an increased focus on improving academic planning and advising for students – activities that are a key component of the Title V CASA project with its emphasis on coaching and a revamped First Year Experience as well as implementation of Guided Pathways across the curriculum. Through these strategies and new funding to support them the college expects to move the needle regarding academic and career advising and help increase student persistence and success by improving the level of student engagement with the college.

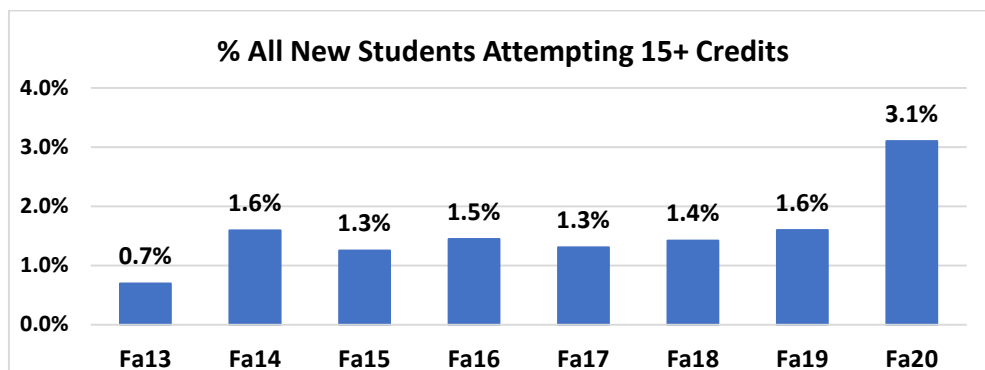
Graduate Success

Evidence also exists that suggests that the combination of academic, financial and student service supports are having an impact. Among the 2017-2018 cohort, the college's 150% IPEDS graduation rate for "first time, full-time, degree seeking" students was 12%, the "within 3-year transfer out" rate was 20%, and the "still enrolled rate after 3-years" rate was 22%. Also:

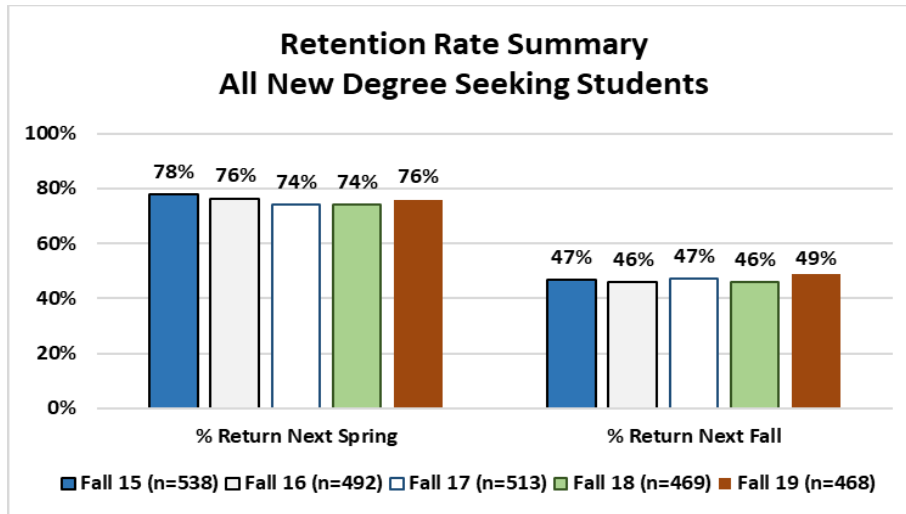
- All students on the Dean's List at end of the fall semester increased from 9% to 11% in Fall 2020.
- All students successfully completing gateway Math 137 increased over the prior five fall semesters.



- All new students attempting 15+ credits increased to 3.1% in the Fall 2020 semester



- The fall-to-spring persistence was 76% and the fall-to-fall (1st year to 2nd year) retention was 49%.



According to the 2019 CCC Graduate Survey, 70% of respondents indicated they were currently holding a full-time job, which was a 17% increase from the year prior and 30% from 2017. Also, 71.1% of respondents indicated that their current job related to their community college major which was a 15% increase since 2017. Among the students who indicated that their current job was not related to their college major, the largest reported response (33.3%) indicated that the reason was due to not being able to find a job in their field of preparation. In addition, 92% of respondents rated their community college education at Capital as either “Good” or “Excellent” in preparing them for employment, which was a 6% increase from 2017. Moreover, 70% of respondents indicated their CCC education helped them “Get a New Job”. This is almost an 8% improvement from the prior year and represents an all-time high for CCC Graduate Surveys between 2010-2019. In addition, 92% of respondents felt that their community college education prepared them for future college studies and 98% indicated they would recommend Capital to a friend or family member.

On the other hand, the areas where respondents indicated they were “not at all satisfied” were career counseling services (13%) and academic advising services (8%). To address these critical areas, the college has been developing and deploying numerous strategies that are focused on improving academic and career advising for students using high-touch, intrusive, coaching models. In particular, the college recently hired two new full-time Guided Pathway Advisors through the Title V grant and developed a campus-wide holistic support team comprised of the existing academic advisors, counselors, career counselors, and ESL support staff to develop new strategies for improving advising and counseling services for new and continuing students.

Programs with Outside, National Accreditation

The Nursing Program has a newly revised CT-CCNP curriculum that has been approved by the BOR and the Connecticut State Board of Examiners for Nursing, with the consent of the Commissioner of the Connecticut Department of Public Health and the Accreditation Commission for Education in Nursing (ACEN) through Fall, 2027. The program has a three-year pass rate on the NCLEX-RN® Licensure Exam of 84.6%, a three-year job placement rate of 95%, and a 71% three-year program completion rate. In 2020, the program underwent an 8-year ACEM accreditation visit. Findings included the following areas of strength: (a) access to

plentiful physical resources and (b) plentiful and high-quality on-campus and off-campus learning and technology resources, allowing the program to optimize end-of-program student learning outcomes. The report also identified the following area needing development: continued improvement of the program completion rate when the expected level of achievement is not met.

The Paramedic Studies Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The program has a three-year retention rate of 72.6%, a three-year job placement rate of 99%, and has 98% three-year average of student completion on the Cognitive Exam and a 99% average on the Psychomotor Exam.

The Radiologic Technology Program is accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT). The program has a five-year pass rate on the American Registry of Radiologic Technologists (ARRT) certification Exam of 80%, a five-year job placement rate of 92%, and a 73% annual program completion rate.

The Medical Assisting Program is accredited by the Medical Assisting Education Review Board (MAERB). The program has a retention rate of 93%, a graduate satisfaction rate of 100% among the 2019 graduates, and a 100% employer satisfaction rate between 2015-2019. Also, in 2021, the Medical Assistant program was ranked 2nd among the top Medical Assisting Programs in Connecticut and ranked 3rd among the Top Accredited Online Medical Assistant Programs and Schools in the U.S. by FindMedicalAssistants.com. In both cases, rankings were determined by analyzing tuition fee affordability, number of courses, student-faculty ratio, last cohort's retention rates, financial aid, placement services, counseling services, and satisfied students.

The Early Childhood Education Program is accredited by the National Association for the Education of Young Children (NAEYC). The program has a 93% three-year program completion rate among full-time students, a 58% three-year retention rate among full-time students, and a three-year average GPA of 3.07 among students who earned the A.S. degree.

Addressing Student Needs

In 2019, Capital administered a "Student Needs Assessment" survey to better understand the holistic needs of students. Students indicated "Academic Advising" (75%), "Financial Aid" (68%), "Self-Improvement/Life Coaching" (48%), "Financial Literacy" (44%), "Women's Health" (59%) and "Counseling" as the academic, personal/social, and health services that were most important to their success at Capital with a total of 75% of respondents indicating that the quality of services provided by the college were either "good" or "very good." Among the respondents, 34% also indicated they were employed full time, 48% have either child or adult dependents, 23% needed childcare assistance, and 84% prefer to be contacted by email verses text (31%), though, the college has often struggled to get students to use college email accounts.

As part of the college's response to the COVID crisis, in Spring 2020, the COVID-19 Student Survey was administered to better understand how students were being impacted by the pandemic. Though most respondents indicated that they were "doing well" (21%) or "OK,

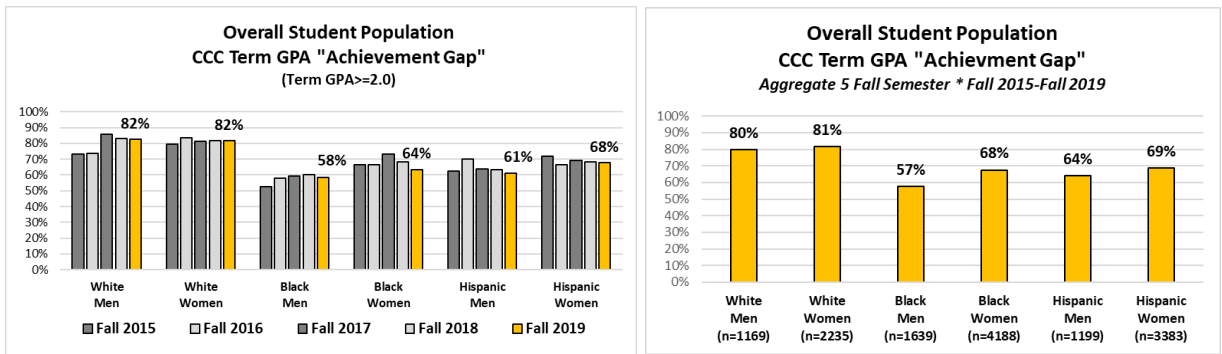
managing, doing the best I can” (65%) and most did not have to drop any classes due to the pandemic (89%), numerous areas of need were identified. The top non-academic needs included assistance paying for electricity/housing bills (30%), rent (24%), food (19%), counseling/mental health (18%), and childcare (13%). The top academic needs included financial aid/emergency assistance (39%), scholarship/merit aid (25%), computers/printers (23%) and academic advising (23%). Many students also indicated they prefer classes that included a combination of in-person and online components (52%) rather than fully in-person (38%) or fully online (10%).

Results of these surveys helped inform the college’s efforts to better support student success, assist in short-term and long-term planning and decision making, and better provide for students’ needs. For example, the college recently launched its Equity, Diversity, and Inclusion (EDI) Center which partners with community agencies to provide expanded student access to holistic services and resources; initiated a \$750 microgrant program to provide quick response emergency aid, launched the Grad Guru app to help address ongoing communication challenges with students; and increased the number of “hybrid” and “LRON” courses offered in the schedule to accommodate diverse learning format preferences. In addition, the Title V grant will continue to provide funding for numerous strategies to help address students’ academic and non-academic needs over the next five years.

Disaggregation of Data

In recent years the college has increased efforts to disaggregate institutional effectiveness data. According to the college’s 2020 Minority Student Report, the overall enrollment of Black/African American students and Hispanic/Latino students dipped in 2019; however, the percentages of these groups in the overall college population remained relatively consistent. Likewise, the percentage of Black/African American students dropped from 38% in Fall 2018 to 36% in Fall 2019, matching enrollment percentages from 2015 & 2016. On the other hand, the percentage of Hispanic/Latino students increased steadily in the prior four years to 31%, with a 1% rise between 2018 and 2019. Also, the number of new Black/African American women registering at the college in Fall 2019 reached a 5-year high, while the numbers for their male counterparts remained relatively the same as Fall 2018. During the same period, enrollment for new Hispanic/Latino and White students, declined for both men and women when compared to the prior year.

The fall-to-spring and fall-to-fall retention rates of “all CCC credit students” over the past five years has remained rather stable with a relatively small gap when comparing gender, race and ethnicity. Notably, retention rates for both Black/African American and Hispanic/Latino students remains higher than their White counterparts. Fall 2018 to Spring 2019 retention rates were White 61%; Black 65%; and Hispanic 67% and Fall 2018 to Fall 2019 retention rates were: White 39%; Black 41%; and Hispanic 42%. However, a five-year minority comparison of Fall Term GPAs indicates a measurable achievement gap when compared to their White counterparts (approximately 20% difference from highest to lowest).



CCC Minority Student Report, 2020

Assessment

The College systematically assesses all academic programs and general education. Each academic program undergoes a comprehensive formal review process in accordance with BOR policy and program-specific accreditation guidelines. Regarding general education assessment, in 2013-2014 the college's Assessment Team designed and began using a new assessment process that combines both quantitative and qualitative research methods to better illuminate how well our students are performing on the skills addressed by the core competencies. It also helps illuminate obstacles to achievement and recommended solutions that can be enacted on a large scale across the College.

In Fall 2012, the College adopted the Transfer and Articulation Policy (TAP) Framework from the Board of Regents (BOR), and the Assessment Team began focusing on the TAP Core Competencies as a measure of General Education. First, the Assessment Team worked with faculty members to remap the standardized course outlines to ensure that the various learning objectives align with the new core competencies. Given the large number of courses at Capital that may be used to satisfy requirements toward a TAP Pathway (known as CSCU Transfer Tickets), over a hundred courses have been mapped to explicitly address the TAP core competencies.

The TAP general education core, known as "Framework30", contains 30-31 credits and was developed for any CSCU Transfer Ticket degree. In subsequent years, these Framework30 competencies were mapped widely to courses across the college's curriculum and have been the focus of General Education Assessment from their creation through the present. These are the Framework30 Core Competencies and their abbreviations.

- Written Communication in English (WC, 6 credits across 2 courses, one of which must be ENG 101)
- Historical Knowledge / Understanding (HK, 3 credits in 1 course)
- Quantitative Reasoning (QR, 3 credits in 1 course that has Intermediate Algebra as a prerequisite)
- Scientific Knowledge / Understanding (SK, 3-4 credits in 1 course)
- Scientific Reasoning (SR, 3-4 credits in 1 course)
- Social Phenomena Knowledge Understanding (SP, 6 credits across 2 courses), one course must also address Critical Analysis and Logical Thinking (CA, 0 credits)

- Appreciation of the Aesthetic Dimensions of Humankind (AD, 6 credits across 2 courses), one course must also address Oral Communication in English (OC, 0 credits)
- Appreciation of the Ethical Dimensions of Humankind (ED, 0 credits; must be embedded within other Framework30 courses)
- Continuing Learning / Information Literacy (CL, 0 credits; learning outcomes are addressed in WC and HK courses)

In spring 2020, statewide efforts to revise the TAP Framework30 Core Competencies began, and as of Spring 2021, were still being revised. During the revision process, the Framework30 Core Competencies came to be known as “Student Learning Outcomes” (SLOs).

Capital Community College’s Assessment Team has been very active in monitoring and weighing in on the development of the new SLOs, particularly because the first set of original Framework30 Core Competencies were so extensive that they were hard to assess. For example, there were so many learning objectives associated with each core competency that it was often impossible to use a single student artifact to collect the data needed for assessment. Another problem with the original Core Competencies was they were often set at a level that was beyond skills that would be taught in the first two years of a college curriculum.

Following formal adoption of the revised SLOs by the BOR in AY 2021-2022, Capital will subsequently remap the new SLOs to relevant courses and will resume General Education assessment with the multimethod assessment process that uses both quantitative and qualitative data collection that it has successfully cultivated in recent years.

CSCC General Education Core

During the 2017-2018 academic year the Connecticut State Colleges and University system announced plans for Students First and the consolidation of 12 community colleges into one Connecticut State Community College (CSCC). As part of the Students First plan, the system began work to create a common General Education Core (GEC) for the new CSCC. This GEC is different from the 30-31 credit general education core for TAP degrees in the CSCU Transfer Ticket program. Capital has a faculty member who represents the college in the System-wide GEC committee.

Over the past few years, several iterations of the GEC were proposed; however, a final resolution was passed by the CSCU Board of Regents on May 14, 2020, to adopt the official GEC for the future CSCC. The Resolution states:

“a common general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses in the arts and humanities, social and behavioral sciences, physical and natural sciences, and mathematics; cultivates student success by helping students acquire skills and knowledge - such as oral/written communication, information literacy, and critical thinking skills - to further their education and thrive in a complex, diverse, and changing world”

The approved 21-25 credit GEC is for the singly accredited Connecticut State Community College (CSCC). The General Education Program Outcomes specified that “upon completion of the General Education Core Curriculum, students will be able to demonstrate beginning competency in communication, critical thinking, and the foundational knowledge and methods of inquiry in multiple disciplines.” The General Education Core (GEC) curriculum permits students to change majors with minimal loss of credit or disruption in progress to degree completion and aids in seamless transfer.

This GEC is being used for all program and curriculum development work that is happening system-wide in preparation for the launch of the new CSCC in 2023. In the meantime, the college’s traditional general education core will remain in place for all non-TAP academic degree programs offered by the college through spring 2023.

Cultivating an Institutional Culture of Assessment

With an already established Assessment Team of faculty and staff devoted to facilitating General Education assessment, two faculty positions were created with explicit duties toward assessment listed in their job titles, and these roles were filled in January 2011. These two faculty members each receive a course release to lead the Assessment Team and its efforts to establish and continuously cultivate a culture of assessment across the college.

A key milestone in that work was the development of a new assessment process that uses quantitative research methods to determine students’ levels of skills and knowledge through artifact collection and assessment using standard rubrics. This process emphasizes qualitative data collection to better illuminate circumstances surrounding scores, methodically soliciting observations from instructors and tutors about student needs, attitudes, and behaviors, to identify obstacles that get in the way of student success. These qualitative data collection instruments are also used to identify best practices to aid students in a variety of ways, such as by identifying prerequisite skills, ways to promote attendance and coming to class prepared, and accessing and utilizing services such tutoring.

In this new assessment process, the Assessment Team first designs a rubric to assess a given competency. Rubrics are set with a benchmark level of “competent” performance (the 3rd out of 4 levels) defined as the level of performance expected for a rising junior in a bachelor’s degree program. All CSU institutions are expected to anchor their rubrics to the benchmark of a typical rising junior in this manner.

The Assessment Team then helps faculty members select or design an appropriate assignment or exam to generate artifacts that will be assessed using the standard rubric. These interactions are important for establishing and maintaining a culture of assessment because they help faculty to understand the purposes of assessment and its relevance to the curriculum of their courses. The faculty member quantifies student performance by applying the rubric to student work and recording the student scores in an assessment worksheet. The instructor then reflects on student performance as measured by the rubric by answering open-ended questions designed to elicit information about student needs, teaching strategies that work in his or her classroom, and issues that need addressing at the institutional level.

Adding the qualitative component of relevant, open-ended questions to accompany instructor use of the rubric has increased faculty understanding of the purpose of assessment and has given faculty confidence that the time spent using the rubric and reflecting on student knowledge and skills is a worthwhile investment in the collective efforts of faculty to understand students and their needs in order to continually improve educational experiences in a way that ultimately advances learning outcomes. The Assessment Team similarly presents tutors with a custom designed qualitative survey where the tutor is asked to reflect on student knowledge and skills exemplified in the rubric to gather an initial set of data not only about student performance; but student attitudes, behaviors, and the wider context that affects student performance.

Another important way in which the new assessment process cultivates a culture of assessment among faculty and tutors is achieved in the second step of data collection: focus group sessions. Data gathered from the Instructor Feedback Forms and Tutor Surveys are analyzed using a grounded theory approach in an iterative process of surfacing themes to investigate further. The written responses of participants are coded, and analytic questions are generated to guide the development of analytic memos, which surface themes to generate relevant questions to ask in the focus group sessions.

Full time faculty are required to participate in both phases of data collection for General Education assessment. Part-time faculty and tutors are offered stipends for each stage of data collection to encourage participation. Because focus group sessions are shaped by observations made by participants in the first stage of data collection, participants readily see the importance and relevance of the questions asked and have regularly commented that, while they had not been looking forward to engaging in the two-hour session beforehand, they found it to be an interesting and enjoyable experience. Word of mouth recommendations from math faculty engaged in the QR Focus Groups was harnessed a few years later to elicit willing participation of science faculty in the SR Focus Groups.

Another component of cultivating an institutional culture of assessment is sharing findings with the wider college community. In Spring 2017, the Assessment Team compiled and shared the Quantitative Reasoning Instructor Findings. Data on Quantitative Reasoning had been collected from instructors during the Fall 2014 and Spring 2015 semesters. Open-ended questions on the instructor feedback forms were analyzed using well established qualitative methods for educational research: etic and emic coding of the data, and themes were surfaced through the development of analytic memos. These themes were used to develop focus group interview questions to conduct member checks to verify themes, probe deeper into the topics brought up by faculty and to see how prevalent some of the instructor observations were among the faculty.

In keeping with the last stage of the new assessment process, closing the loop to allow assessment findings to inform future iterations of learning and teaching, the Assessment Team created documents geared for different audiences to communicate not only the state of student learning, but to identify student needs and offer suggestions on how to better meet these needs, based on a rigorous research design that harnessed an iterative process of data collection and refinement of data collection instruments, such as the creation of focus group questions based on earlier survey responses.

An executive summary of the QR Assessment was created as an overview for administrators and staff. A report with detailed findings of the QR Assessment was developed to inform faculty across the college and the NECHE Self-Study. In addition, a detailed summary of focus group interviews which included best practices and other relevant QR data was compiled and distributed to faculty in the Science and Mathematics department. The findings were also formatted in a PowerPoint that was presented at a meeting of the Academic Leadership Team with accompanying discussion of the suggestions for improvement contained within the findings.

The findings were also made public through presentation at an all-college meeting and through posting on the Assessment Team website, which has posted the activities and findings on a yearly basis since 2009 (<https://www.capitalcc.edu/capital-community-college-assessment-team-website/>). Multiple avenues of communication have been used in similar ways to share the findings of each subsequent study.

An important way in which the General Education assessment of Writing Comprehension has directly led to improvements in writing instruction is through the reduction of class size for sections of ENG 101(Written Composition). Some faculty reported class size as a barrier to student achievement in the survey administered during the first phase of data collection, so the following question was asked of all focus group participants: “How does class size affect student success? Please give examples.” Faculty uniformly identified obstacles that came with large enrollment numbers in their writing classes. The findings bolstered faculty efforts to reduce the enrollment in sections of writing intensive courses, and the cap for ENG 101 was reduced to 22 students per section, which is in keeping with established best practices.

While faculty and staff have shown interest in the findings, an important measure of how the new assessment process has helped to reinforce a culture of assessment is in the increased willingness of faculty to participate in assessment, as well as high rates of participation among the tutors in completing surveys and engaging in focus groups. For example, when assessing Written Communication, participation in focus group sessions was high among faculty and tutors alike, including: 100% of full-time faculty, 55% of part-time faculty, and 83% of tutors.

An important and wide-ranging change at the College since the new assessment process was undertaken is the establishment of the Center for Equity, Diversity, and Inclusion (EDI Center). Assessment findings regarding student needs have consistently found that non-academic barriers are the most prevalent and impactful barriers to student success. These non-academic barriers often stem from long-standing structural barriers faced by many of our students, based on systemic racism and generational poverty. These findings reinforced and expanded upon feedback received directly from students via institutional assessments like CCSSE. Specifically, instructors emphasized that lack of attendance and students coming to class unprepared greatly affected academic achievement. Faculty and tutors further identified specific barriers, such as job commitments, childcare issues, housing and food insecurity, and lack of adequate medical care as obstacles to student success. The EDI Center will provide students referrals to appropriate holistic services in the community to help students overcome obstacles to engage more fully in their classes.

Data Driven Improvement Efforts

Many examples of data-driven improvement efforts have been documented throughout this report; however, recent efforts have been the focus of the college's Achieving the Dream/Student Success Workgroup (ATD/SSWG). This workgroup is comprised of faculty, staff and administrators across the institution and is charged with ongoing ATD work. This workgroup monitors the progress we are making on student success measures and recommends changes accordingly. Recent efforts include: NSR/NSO student onboarding changes; the launch of the new Grad Guru App; the new DHE grant-funded RISE program for students on probation; the federally funded Title V Hispanic Serving Institution grant; new mentoring programs; a new partnership with Community Health Resources (CHR) to expand mental health services to students and help address one of the most significant contributors to students stopping/dropping out; the Capital Cares Food Pantry that provides curb side pick-up, home delivery, and on-campus services to meet the needs of food-insecure students who are often dependent on public transportation; and \$750 microgrants that are used to assist students who are struggling financially and need help paying for things like rent and utility bills.

Employee Satisfaction

Evidence also suggests that most employees of the college are satisfied with their job at the college. According to the 2019 CCC Employee satisfaction survey, 75.8% reported they had the appropriate information to do their job, 79% reported they work in a comfortable and open work environment, 83% indicated that their manager and colleagues treat them with respect, 78% indicated that they worked well as team with their colleagues, and 72% indicated they would recommend employment at the college to others. Among the respondents, 70% had worked at the college for 5 years or more. While these results are very encouraging, the college recognizes that there is room for improvement and continues to focus efforts on strengthening employee relations, encouraging teamwork and collaboration, and leading by example with positivity, passion, dedication, humility, and service to the college faculty, staff, and students.

COVID Impact on Institutional Effectiveness

As with other colleges across the United States, Capital has changed because of the COVID pandemic. Though much progress has been made on increasing institutional effectiveness and student success in recent years, the unprecedented impact of COVID and subsequent disruption to campus operations in 2020 and 2021, have certainly impacted the institution and the students we serve. In some cases, activities were either accelerated, delayed, or put on hold due to COVID. Nonetheless, the college has started to reflect on the changes that are working better for students, and we would like to keep and scale up what works in the future. The list of items that have been identified includes:

- Provide virtual appointments as an option for students.
- Maintain a bank of fillable online forms that can be emailed as needed.
- Provide drop-in opportunities for students to ask questions with different campus offices.
- Expand the use of the Grad Guru App.
- Provide informational video clips on the college's website, YouTube channel, and emailed to students.

- Expand the Loaner Laptop program.
- Incorporate deeper technology instruction in NSR sessions.

The College is continuing to reflect on the helpful changes that the pandemic brought to us and will continue adding to the list. We also have a list of which populations have been disproportionately impacted by the pandemic and are working on strategies to support those populations. As we work toward returning to full on-campus operations and in-person class schedules, we are hopeful that the initiatives and strategies that have been deployed in recent months will help the college return to pre-COVID enrollment levels and continue to improve persistence, retention, achievement, and degree completion of our students.

Institutional Plans

While there are certainly a number of areas that the College will need to address over the next five years, this section will focus upon three and provide summary insight into our current thinking and planning. The areas include: the merger of Connecticut's community colleges, our commitment to equity, and our Title V grant.

The Merger of Connecticut's Community Colleges

The current plan suggests that Connecticut State Community College will open its doors to its first incoming class in fall 2023. The system is currently in year four of the implementation of this plan. Much of the infrastructure of the new organization has already been established. The regional structure, Capital-East (comprised of Capital Community College, Manchester Community College, Quinnebaug Valley Community College, Three Rivers Community College, and Middlesex Community College), Shoreline West (comprised of Gateway Community College, Norwalk Community College and Housatonic Community College), and North West (comprised of Tunxis Community College, Naugatuk Valley Community College, Northwestern Community College, and Asnuntuck Community College), are entering year three of their existence. Each region has staff members coordinating regional efforts that support the statewide structure, a means that helps facilitate statewide or "one college" operations alignment. Human resources, information technology, finance, institutional research, and enrollment management and student affairs, units have all been organized into the statewide model with matrixed lines of reporting that ensure the continuity of campus based support and influence.

Statewide groups of faculty, arranged by discipline, are currently aligning the curriculum with plans to have this work completed by the spring 2022. Work is being done to build the statewide catalog of courses and programs in the Banner student record system and the team meets regularly with the vendor, Ellucian, to ensure necessary components are in place to migrate student records to the new institution when the time comes.

A comprehensive academic advising model has been the "Achilles Heel" of our colleges with student to advisor ratios hovering at 750:1 on average. The Guided Pathways model invests in full time advisors who will bring each campus to an advisor-to-student ratio of 250:1. Improved training for student retention/advising is part of the plan. The BOR has acquired advising

software with CRM capabilities for all campuses. The lower advisor-to-student ratio has been attained at three campuses, Middlesex, Northwestern, and Housatonic. The timeline for the deployment of advisors to the remaining nine community colleges will occur this year. The colleges that have hired advisors already experienced improvements in their ability to engage fall semester new students and their availability to provide sound advising to their continuing student population based on the increase in staff.

Change is difficult and a reorganization of this scale has caused significant anxiety amongst many in the College and our system. These individuals have “built” the existing colleges and committed their careers to the teaching and learning that occurs in our classrooms. This will be a pivotal year in the merger and it is essential that concrete and visible opportunities for members of the faculty and staff to be heard, inform, and “build” the new college are available. The CSCU system has a new president, Terrence Chang, a longtime faculty member and successful administrator, that will hopefully be able to bring more unity to the system.

Title V Grant Project

The college is in the first year of a 5-year, \$3 million, U.S. Department of Education funded, Hispanic-Serving Institution (HSI) Title V grant called “*Cultivating All-Inclusive Student Achievement (CASA) Pathways.*” The project aims to (a) increase student persistence and achievement through implementation of guided pathways and enhanced teaching and learning, (b) increase student retention through implementation of unified student support systems, and (c) increase progress to degree completion and the three-year graduation rate.

During the first six months, progress has been made toward the three planned year-one objectives and all are on track to be completed as scheduled: (Objective 1.1) increase the number of guided pathways that are validated and mapped from 0 to 6, (Objective 1.2) increase new student participation in a First Year Experience (FYE) from 0% to 50%, and (Objective 1.3) increase use of enhanced technology by faculty, staff and students from 0% to 20%.

Numerous activities are underway in support of each year-one objective. For objective 1.1, we formed six guided pathways mapping teams and have begun development of program maps for six “area of study” pathways (i.e., meta majors). For objective 1.2, we are designing a comprehensive FYE for new students that will include new student orientation sessions, robust academic and career coaching, and co-curricular activities that are contextualized according to the six “areas of study” to link learning with regional workforce opportunities. By the end of year one of the grant period, we plan to have at least 10 sections of contextualized FYE activities scheduled with at least 50% of new students enrolled. For objective 1.3, we acquired site licenses for two technology platforms that support career coaching and career readiness co-curricular activities (“College and Career Network” and “Focus 2”) and conducted meetings with college stakeholders and a prospective vendor to begin developing a new Virtual Pathways Common that will be used as an online portal to support academic and career coaching. In addition to the portal, we are also developing policies and procedures to ensure that faculty are trained and certified to use Blackboard, our online Learning Management System.

In preparation for year-two outcomes for the grant, professional development activities have been underway for college faculty and staff, including a recent event on “Curriculum enhancement using high-impact teaching and learning practices (HIPs)” and an upcoming event on “Cultural responsiveness and racial healing”. We are also identifying faculty to work on curriculum enhancement and course contextualization activities during year two. Though much progress has been made on the year-one objectives, project personnel hiring, and project spending have not progressed as quickly as we planned based on two factors. The first was the unprecedented impact of the COVID-19 pandemic and subsequent disruption to campus operations in 2020 and 2021. The second was an unanticipated CT state hiring freeze in tandem with an organizational change in the Human Resources structure for all CT community colleges, which transferred all HR functions and hiring decisions from local campuses to a state-wide shared-services HR structure in Fall 2020.

These HR challenges led to delays in getting approval for job descriptions, titles, salaries, and other factors related to the five project-funded positions that were scheduled to begin in October 2020, resulting in a sizable under-usage of funds budgeted for wages and fringe since October. In July 2021, the college hired four of the five positions and we are optimistic that once all the new project personnel are fully onboarded, spending will increase, and we will commence full-scale delivery of all planned grant activities and co-curricular student supports.

Focus on Equity

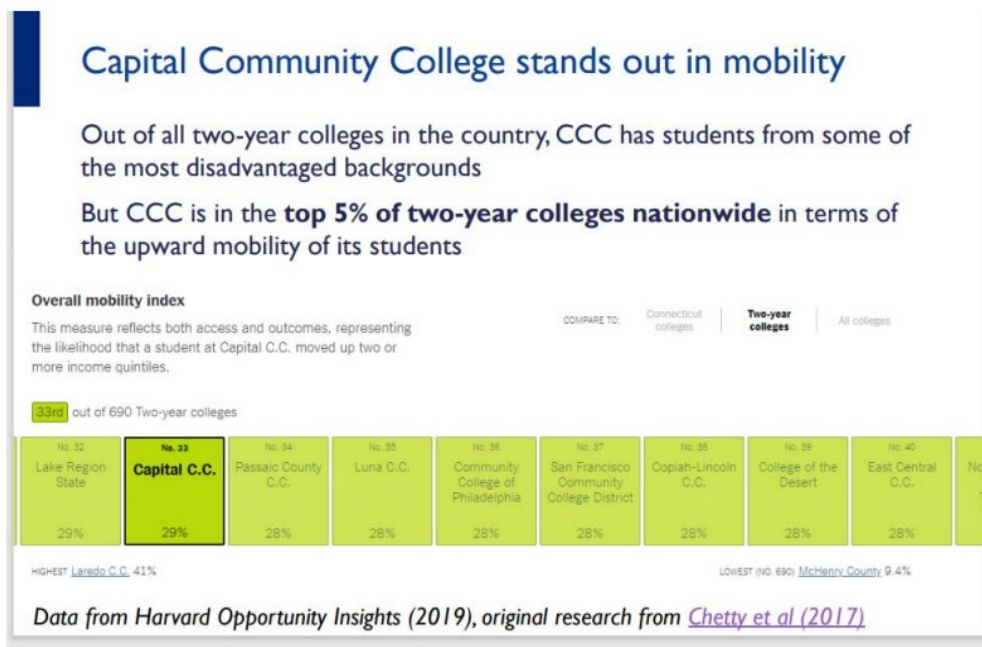
The College has committed to a focus on equity. An Equity, Diversity and Inclusion Center (EDI Center) was created on the third floor of the college to serve as a central location for the work. A faculty member with a passion and experience in equity-based advocacy, Carl Guerriere, has been given release time each semester to serve in the role of director of the EDI Center. In addition to the director, the Center has provided office space to community-based partners that share our commitment to equity mindedness. Current partners in the space include the YWCA, which has a program designed to provide wrap around support to female students enrolled in the College in their Career Ladders Program and the Sunshine Scholars Program, a program that provides coaching and holistic support to foster care youth enrolled at the college.

A planning grant was received from the Hartford Foundation for Public Giving (HFPG) to work with a consultant to develop an equity plan. The work with the consultant included a survey of national best practices, surveys of faculty, staff and students, and professional development activities. Work on the plan spanned an eight-month period and is now complete. The College has been meeting with representatives from the HFPG regarding the funding of the implementation of the plan’s recommendations which include the hiring of a full-time director and two part-time navigators that will connect students with internal and external holistic supports based on individual needs.

Hartford has been identified as one of the poorest cities in the nation based on household income. The College has embraced its role as an antipoverty institution and has redoubled efforts to partner with area employers to provide career opportunities that lead to family supporting wages and the middle class. The College has a track record of success in this area, hosting the state’s largest nursing program and apprentice and intern programs with Travelers, Aetna/CVS,

Eversource, and The Hartford. In 2002, when the College moved to its current location it had to eliminate its manufacturing program due to limitations of the new building. Capital was the only urban community college in the state that did not have a manufacturing program and one of a few colleges in the system without credit or non-credit access to careers in manufacturing. The College launched an introduction to manufacturing program in the summer of 2021, teaching the theory components on campus and the hands-on portion at Prince Technical High School. Training costs for the first cohort of 10 students is funded by Capital Workforce Partners, the local workforce investment board. The College met with representatives from the Hartford legislative delegation and city government regarding the creation of a dedicated location for future training and a team is currently vetting viable locations.

The College has conducted two Equity Summits. The first featured Dr. Anna Stansbury, economist and assistant professor at MIT. The second featured Rachel Lipson, Project Director, Harvard Kennedy School, Malcolm Wiener Center for Social Policy, and Robert Schwartz, Professor Emeritus, Harvard Graduate School of Education, Co-Founder, Pathways to Prosperity Network. The summits illuminated the positive economic impact the College has on the students we serve. The chart below developed by Anna Stansbury highlights this fact.



The College’s focus on equity is aligned with a system-wide commitment. All 12 community colleges completed an equity assessment instrument during the spring 2021 semester. Data from the completed assessment will be used to inform a statewide plan being developed. CSCU is also in the process of hiring a director of Equity Diversity and Inclusion.

Appendices

- A. Affirmation of Compliance
- B. Connecticut Community Colleges 2020 Financial Statements
- C. The auditor's management letter: no management letter was provided
- D. Interim Report Forms
- E. Making Assessment More Explicit (The E Series) Forms

APPENDIX A

Affirmation of Compliance



**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 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://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.pdf
Print Publications	College Catalog
Self-study/Fifth-year Report Page Reference	Standard 9, p. 35

- 2. 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://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.pdf
Print Publications	Student Handbook
Self-study/Fifth-year Report Page Reference	Standard 9, p. 33

- 3. 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	Single sign-on portal with unique student username and password
Self-study/Fifth-year Report Page Reference	Standard 4, p. 23

- 4. 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	
Print Publications	
Self-study Page Reference	

The undersigned affirms that _____ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: J. Duncan Harris

Date: 08/13/2021

APPENDIX B
Financial Statements



**Connecticut
Community Colleges**

2020

**Financial
Statements**

INCLUDING

Required Supplementary Information
Additional Supplemental Information

June 30, 2020

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 7/1/19 – 6/30/20)**

- 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

REGENTS AS OF 6/30/20

(Two vacancies: both legislative appointees.)

Matt Fleury, Chair
Merle W. Harris, Vice Chair
Richard J. Balducci
Aviva D. Budd
Naomi K. Cohen
Felice Gray-Kemp
Holly Howery
David R. Jimenez
JoAnn Ryan
Elease E. Wright
Monica Maldonado, SAC, Chair
Elena Ruiz, Vice Chair of Student Advisory Committee

EX-OFFICIO, NON-VOTING MEMBERS

David Blitz –Chair of the Faculty Advisory Committee
Colena Sesanker – Vice Chair of the Faculty Advisory Committee
Kurt Westby – Commissioner of the CT Department of Labor
Dr. Miguel A. Cardona – Commissioner of the State Department of Education
David Lehman – Commissioner of Department of Economic and Community Development (joined March 2019)
Dr. Deidre Gifford - Acting Commissioner CT Dept. of Public Health

Former Board members (who served between 7/1/19 – 6/30/20)

Pete Rosa

Renée D. Coleman-Mitchell, Former Commissioner, Department of Public Health

Connecticut Community College Presidents/CEOs 7/1/2019 through 6/30/2020¹

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
Dr. Michelle Coach, Interim Campus CEO

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, Campus CEO

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. William (Terry) Brown, Campus CEO

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
Cheryl De Vonish, J.D., Campus CEO

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Dr. Dwyane Smith, Campus CEO

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
Dr. Rose Ellis, Campus CEO

Manchester Community College
Great Path
Manchester, CT 06045-1046
Dr. Nicole Esposito, Campus CEO

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. Darryl Reome, Campus CEO

System Office, Connecticut State Colleges & Universities (CSCU)
61 Woodland Street, Hartford, CT 06105
Mark E. Ojakian, CSCU President

¹ Where 6/30/2020 is last date, successor effective 7/1/2020 is also included.

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Introduction

Management's Discussion and Analysis (MD&A) provides an overview of the financial position and activities of the Connecticut Community Colleges ("CCC" or "The System") and its component units for the fiscal year ended June 30, 2020. 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 2019 semester, 45,905 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 26,418. During calendar year 2020, approximately 19,500 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 1,200 full time employees at June 30, 2020.

The CCC system is composed of twelve 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 Valley") in Danielson and Willimantic
- Three Rivers Community College ("Three Rivers") in Norwich
- Tunxis Community College ("Tunxis") in Farmington and Bristol

The CCC's 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 CCC's 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, 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 2020 and 2019 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 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 \$883.4 million, liabilities of \$2.2 billion, and a total net position balance of (\$824.9) million at June 30, 2020. Of the total net position balance, (\$1.5) billion is classified as unrestricted net position, a \$141.7 million decrease from 2019. The large negative balance in unrestricted net position is 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.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were \$125.1 million, a 6.6% decrease from the previous year. Operating expenses were \$691.5 million, an increase of 16.2% from the previous year, resulting in an operating loss of \$566.3 million during the year ended June 30, 2020. The increase in operating expenses is mainly due to increase in the pension and OPEB expenses recorded for fiscal year 2020. Without reflecting that expense, CCC operating expenses increased to \$556.9 million from \$541.3 million from in fiscal year 2019, just 2.9%. Net non-operating revenues and other changes were \$408.8 million, up 5.2% from the previous year, which was primarily the result of \$9.2M in Federal emergency grant revenue, which the System received from the Coronavirus Aid, Relief, and Economic Security Act ("CARES"): Higher Education Emergency Relief Fund, and an increase in appropriations of \$11.7 million. Overall the CCC's experienced a decrease in net position of \$157.5 million during fiscal year 2020.

Cash and cash equivalents were \$125.0 million at June 30, 2020, including \$13.7 million of cash equivalents in the form of unspent State bond appropriations administered by the CCC's, and \$21.7 million of unspent State bond appropriations administered by the Department of Administration Services ("DAS") on behalf of the System. Total current assets were \$176.1 million at June 30, 2020, a decrease of \$10.5 million. The current ratio identifies the amount of resources available to meet current obligations. This ratio of unrestricted current assets of \$139.0 million to unrestricted current liabilities of \$66.7 million is 2.1:1 in 2020, and was 2.2:1 in 2019. 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 increased \$25.6 million from \$1.7 billion at June 30, 2019 to \$2.1 billion at June 30, 2020. This significant

liability includes \$920.9 million for the CCC allocation of the state pension plan obligation, \$1.1 billion for the CCC allocation of the state's OPEB obligation and \$37.1 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 accumulated 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, 2020 and 2019
(in thousands)

	2020	2019	% Change
ASSETS			
Current assets	\$ 176,139	\$ 186,611	-5.6%
Non-current assets	707,232	718,296	-1.5%
Total assets	<u>883,371</u>	<u>904,907</u>	<u>-2.4%</u>
DEFERRED OUTFLOWS OF RESOURCES	558,096	262,286	112.8%
LIABILITIES			
Current liabilities	71,098	71,058	0.1%
Non-current liabilities	2,086,073	1,661,154	25.6%
Total liabilities	<u>2,157,171</u>	<u>1,732,212</u>	<u>24.5%</u>
DEFERRED INFLOWS OF RESOURCES	109,161	102,360	6.6%
NET POSITION			
Invested in capital assets - net of related debt	706,804	718,061	-1.6%
Restricted nonexpendable	20	20	0.0%
Restricted expendable	35,724	40,209	-11.2%
Unrestricted	(1,567,414)	(1,425,669)	-9.9%
Total net position	<u>\$ (824,866)</u>	<u>\$ (667,379)</u>	<u>-23.6%</u>

Current assets consist of cash and cash equivalents and accounts receivable. The \$10.5 million decrease in current assets from the previous year is largely attributable to a \$12.0 million decrease in the cash and 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.

Non-current assets decreased 1.5% from \$718.3 million at June 30, 2019, to \$707.2 million at June 30, 2020. Net capital assets account for all but \$0.4 million of non-current assets, which represents student loan receivables. At June 30, 2020, capital assets in service totaled \$1.1 billion, offset by \$423.0 million in accumulated depreciation. Additions include \$5.1 million in various site and building improvements across the campuses and \$1.2 million in

technology across the campuses. There were \$13.4 million in additions to Construction in Progress, including \$6.2 million in Naugatuck Valley renovations to physical plant, \$2.8 million in site improvements at Naugatuck Valley, \$1.5 million in Housatonic structure improvements, and \$1.3 million in ventilation work at Asnuntuck. Completed projects included \$1.1 million in total for HVAC work, lab renovations, façade repairs, and other various projects. In total, capital asset additions of \$23.1 million were offset by current year depreciation of \$30.1 million.

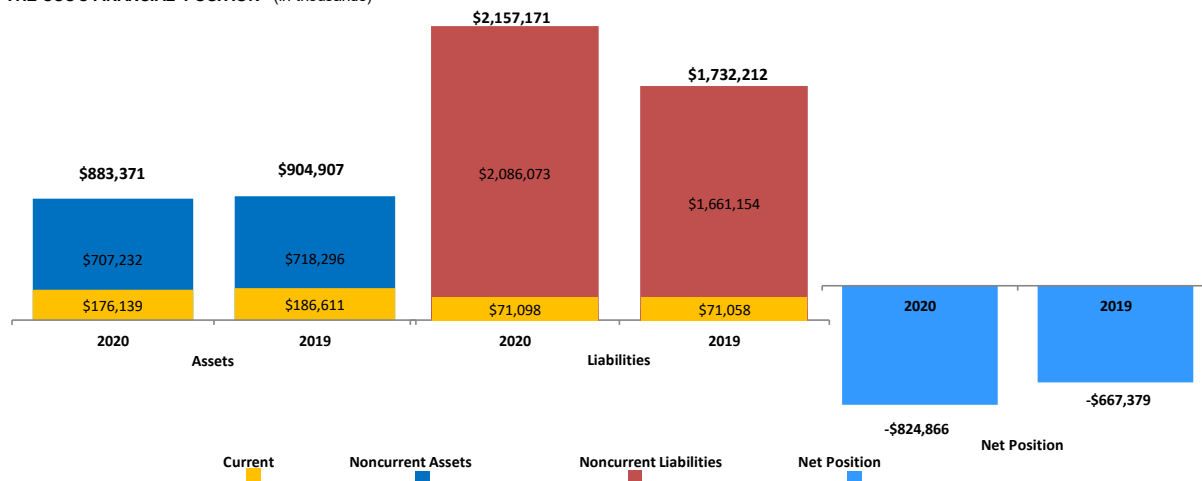
Current liabilities consist primarily of accrued payroll and related benefits of \$43.7 million and unearned tuition, fees and grant revenue of \$15.0 million, primarily collected in advance for late-summer and fall 2020 academic terms. Additional current liabilities include vendor accounts payable of \$5.1 million, retainage of \$0.5 million, and \$3.2 million for the estimated value of accrued compensated absences that will be paid within the coming year to employees who terminate or retire.

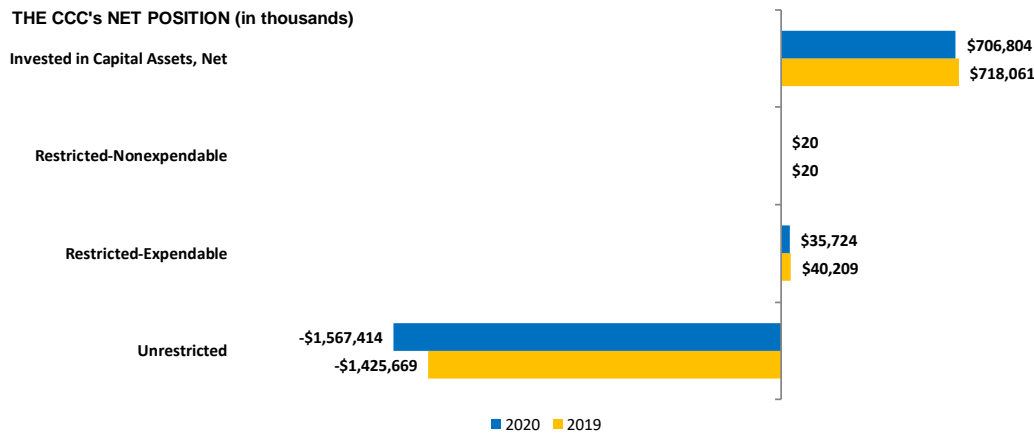
Non-current liabilities consist almost exclusively of \$920.9 million in pension liability, \$1.1 billion in OPEB liability and \$37.1 million of long-term accrued compensated absences (“ACA”) to be paid out to terminating employees over time in the future beyond one year. *Pension liabilities* represent 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. The pension and OPEB liabilities increased significantly in fiscal year 2020, an increase of \$125.2 million and \$298.3 million, respectively.

Total liabilities were \$2.2 billion at the end of fiscal year 2020 and \$1.7 billion at the end of fiscal year 2019, and the increase is driven primarily by the \$423.4-million-dollar increase in the net pension and net OPEB liabilities. The total ACA liability of \$40.4 million (long-term and current), pension liability of \$920.0 million and OPEB liability of \$1.1 billion, represents approximately fifteen 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 CCC's FINANCIAL POSITION (in thousands)





The *total net position* includes \$706.8 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 \$22.4 million in bond fund appropriations in fiscal year 2020 was for System administered projects, repairs, and equipment. The System-administered dollars funded a variety of small projects and IT initiatives.

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, 2020 (\$11.9 million in funds managed by the CCC's and \$21.2 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. Excluding the activity related to the actuarially determined net pension and OPEB liabilities, UNP decreased by \$7.3 million to \$32.6 million during fiscal year 2020. The table below illustrates the fluctuations in aggregate CCC UNP over the past six years adjusted for net pension liability beginning in fiscal year 2015 and net OPEB liability beginning in fiscal year 2017:

	FY15	FY16	FY17	FY18	FY19	FY20
UNP Adjusted \$	25.7	\$ 37.7	\$ 45.7	\$ 44.9	\$ 39.9	\$ 32.6
UNP \$	(475.9)	\$ (466.0)	\$ (1,374.8)	\$ (1,366.8)	\$ (1,425.7)	\$(1,567.4)

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 2020 were \$125.2 million after the reduction for scholarship allowances, a decrease of 6.6% from \$134.0 million in fiscal year 2019. *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 \$92.7 million. This differs from budgetary practices, which recognize revenues on a gross basis without offset for scholarship allowances. On a gross basis,

fiscal year 2020 tuition revenues decreased by 3.8% from the previous year. These revenues reflect an FTE credit enrollment decrease of 4.7% in fiscal year 2020.

The Connecticut Community Colleges recorded an operating loss of \$566.3 million during the year ended June 30, 2020. 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 operating expenses. 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 large increase in fringe benefits in fiscal year 2020 is a result of the pension and OPEB liabilities. The fringe on pension and OPEB expenses increased from \$54.0 million in fiscal year 2019 to \$134.4 million in fiscal 2020. The State general fund appropriation for salaries increased to \$175.1 million and the associated revenues to cover fringe benefit costs increased to \$125.8 million, a total increase of \$17.4 million. Bond fund appropriation revenues decreased from \$28.1 million in 2019 to \$22.4 million in 2020.

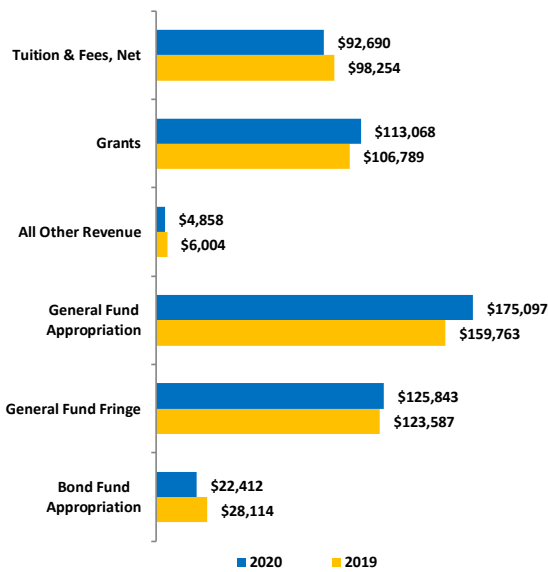
Condensed Statements of Revenues, Expenses and Changes in Net Position
For the Years Ended June 30, 2020 and 2019
(in thousands)

	2020	2019	% Change
OPERATING REVENUES			
Tuition and fees, net	\$ 92,690	\$ 98,254	-5.7%
Grants and contracts	28,831	31,645	-8.9%
Other revenues	3,645	4,065	-10.3%
Total operating revenues	125,166	133,964	-6.6%
OPERATING EXPENSES			
Expenses before depreciation	661,298	564,733	17.1%
Depreciation	30,156	30,522	-1.2%
Total operating expenses	691,455	595,255	16.2%
Operating loss	(566,288)	(461,291)	22.8%
NON-OPERATING REVENUES (EXPENSES)			
State appropriations - general fund	300,940	283,350	6.2%
State appropriations - bond fund	22,412	28,114	-20.3%
PELL grant revenue	75,036	75,144	-0.1%
Federal emergency grant revenue	9,201	-	N/A
Other nonoperating revenues, net	1,213	1,940	-37.5%
Total non-operating revenues	408,802	388,548	5.2%
NET POSITION			
Change in net position	(157,487)	(72,743)	-116.5%
Net position, beginning of year	(667,379)	(594,636)	-12.2%
Net position, end of year	\$ (824,866)	\$ (667,379)	-23.6%

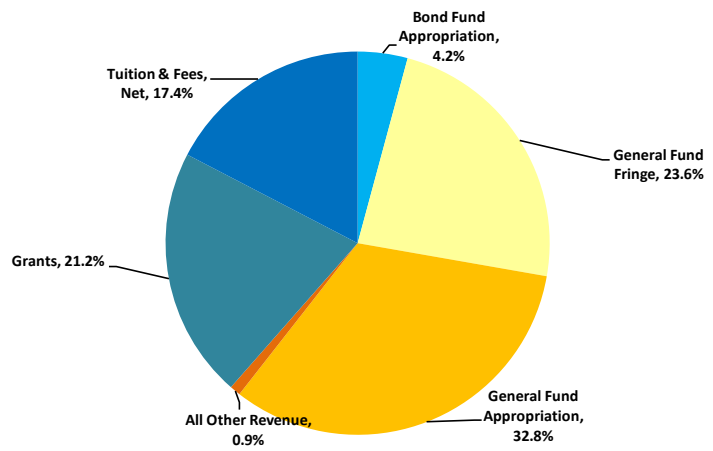
Government grant revenues are comprised primarily of student financial aid programs including the Supplemental Education Opportunity Grant (“SEOG”) programs. Other government grants include funding for various program-related activities. Grant revenues (which includes non-operating Pell grants and non-operating Federal emergency grant revenue) at June 30, 2020 were \$113.1 million, an increase of \$6.3 million from the previous fiscal year. The Federal emergency grant revenue is the CARES Act grant revenue awarded to the colleges that was expended during fiscal year 2020.

Other operating and non-operating revenues totaled \$4.9 million, down from \$6.0 million in 2019. Other revenues include sales or commission revenues from college- or vendor-operated cafeterias, bookstores, and daycare centers, early childhood education, and food services.

REVENUE SUMMARY (in thousands)

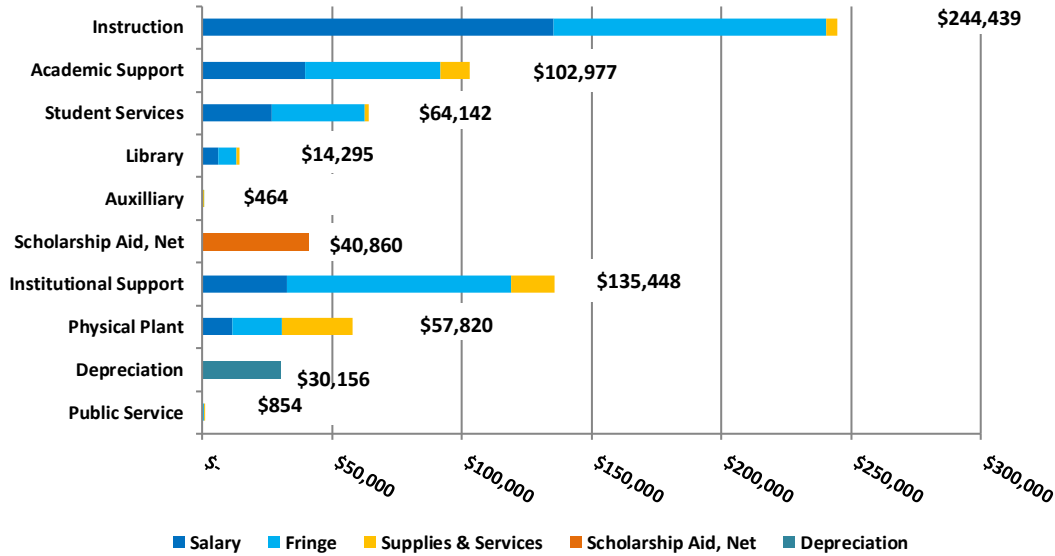


REVENUE DISTRIBUTION (FY 2020)

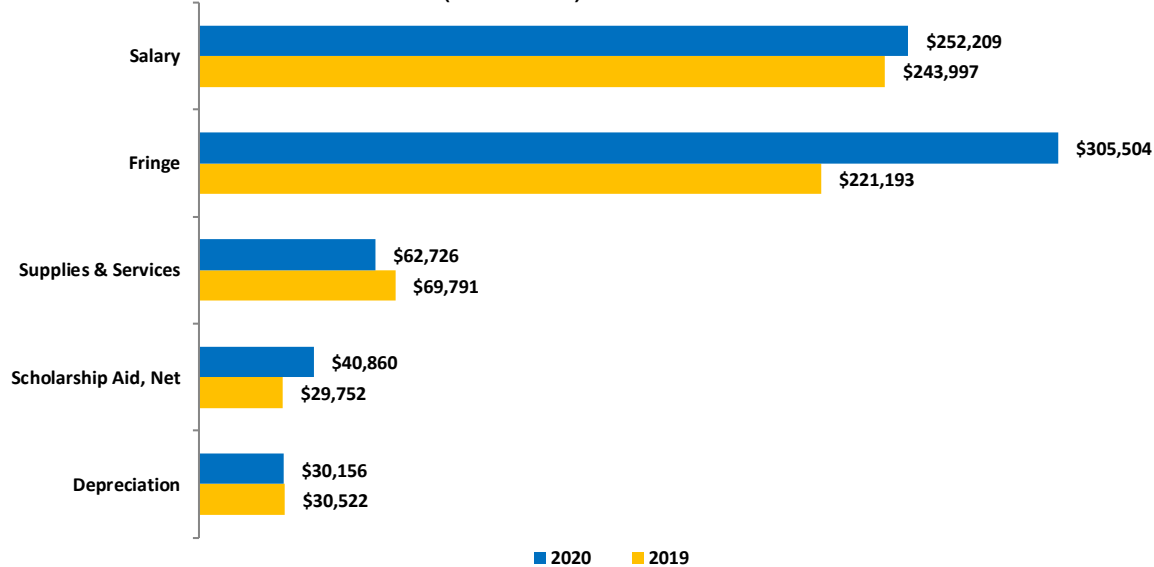


Total operating expenses for fiscal year 2020 were \$691.5 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees. This reflects an operating expense increase of 16.2% from \$595.3 million in fiscal year 2019. The \$96.2 million increase in fiscal year 2020 is primarily due to the change in pension and OPEB expense booked with GASB 68 and 75 requirements. Without reflecting that expense, CCC operating expenses increased to \$556.9 million from \$541.3 million, just 2.9%. Operating expenses include \$557.7 million for salary and wages and related fringe benefits, or 80.7% of total operating expense. In addition, operating expenses include \$40.9 million in net scholarship aid expense provided to students, \$30.2 million in depreciation expense and \$62.7 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.

OPERATING EXPENSES (in thousands)
 by Program and Account Type



EXPENSE BY NATURAL CLASSIFICATION (in thousands)



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 \$87.0 million, down \$8.3 million from 2019, and receipts from government grants and contracts of \$23.9 million, down \$2.7 million from 2019. 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 \$248.4 million, down 0.5% from 2019, fringe benefits paid on behalf of employees of \$167.1 million, down 0.5% from 2019, vendor payments of \$71.3 million, down 5.0% from 2019 and payments to students of \$42.9 million, up 17.4% from 2019. Payments to students includes financial aid grants and loans (in excess of the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. The increase this year is due to the CARES Student Grants, which totaled \$9.1 million in 2020. Overall, net cash used by operating activities increased 3.1% during fiscal year 2020.

The largest inflow of cash related to *non-capital financing* is State appropriations, which were \$302.0 million, including general fund appropriations to cover 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 and Federal emergency grants (CARES) of \$85.5 million, private gift receipts of \$1.8 million and Federal Family Education Loan Program (FFELP) receipts of \$9.7 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 2020, capital financing net cash inflows of \$17.2 million reflected the receipt of bond appropriations, \$8.6 million of which was spent on college facility projects administered by DAS, and \$13.3 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 \$1.4 million in fiscal year 2019 to \$1.9 million in fiscal year 2020.

Condensed Statements of Cash Flows
Year Ended June 30, 2020 and 2019
(in thousands)

	2020	2019	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (408,336)	\$ (396,126)	3.1%
Noncapital financing activities	399,040	387,537	-3.0%
Capital and related financing activities	(4,673)	(3,221)	45.1%
Investing activities	1,942	1,425	36.3%
Net change in cash and cash equivalents	(12,028)	(10,385)	-15.8%
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	137,012	147,397	-7.0%
Cash and cash equivalents, end of year	\$ 124,984	\$ 137,012	-8.8%

Economic Outlook

Connecticut and CSCU are in a period of immense economic uncertainty. The COVID-19 pandemic and ensuing economic dislocation have caused major budget and operational disruption in higher education and throughout the economy. State tax revenues are very difficult to predict, particularly for Connecticut's highly volatile income tax collections from capital gains, self-employment, and small business sectors, each of which faces its own pandemic-related challenges. This may result in lower levels of state subsidy to support operations, and a more challenging environment in which to make organizational changes to improve student success.

The economic behavior of our students and prospective students is also very hard to predict. The decline in Community College enrollment has been over 15% compared to pre-pandemic conditions. CSCU, and higher education as an industry, must try to understand when and under what circumstances these students will return.

Connecticut Community Colleges

Management's Discussion and Analysis (Unaudited)

June 30, 2020



This is key because CSCU was confronting an underlying weakness in enrollment throughout the system before the pandemic changed our operations. The system needs to find a way not simply to return to 2019 enrollment levels, but to increase enrollment to levels that can sustain CSCU's diverse footprint of institutions.

Finally, CSCU will need to adapt to the changes in the economy that occur as we recover from the loss of jobs and income that occurred in 2020. CSCU institutions must, for instance, adapt to changes in the staffing needs in healthcare, manufacturing, and criminal justice sectors as they change during this downturn and recovery. CSCU is a committed partner to the state in meeting its economic development goals, and that will require adaptation as the needs of the state develop.

CSCU continues to make unprecedented changes through the merger of community colleges, reorganization of back-office functions under shared services, and austerity demanded by the sudden drop in revenue experienced in the Fall of 2020. These changes will allow us to meet the longer-term changes in the economy by making CSCU more dynamic and resilient.

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 and/or Director of Finance at each individual college.

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

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, 2020, 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 11 of the 12 aggregated discretely presented component units (the affiliated foundations (the “Foundations”)), which statements reflect total assets of \$68.7 million and total net assets of \$66.5 million as of June 30, 2020, and total revenues, capital gains and losses, and other support of \$14.1 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 the aggregate discretely presented component units of the Connecticut Community Colleges as of June 30, 2020, 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 of June 30, 2020, 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 10 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 45 through 49 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 Entity's basic financial statements. The supplemental Combining Statement of Net Position, Combining 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 51 through 61 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.

Report on 2019 summarized comparative information

We have previously audited the System's 2019 basic financial statements, and we expressed unmodified audit opinions on the respective financial statements of the business-type activities and the aggregate discretely presented component units in our report dated June 10, 2020. In our opinion, the accompanying summarized comparative information as of and for the year ended June 30, 2019 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Grant Thornton LLP

Boston, Massachusetts
March 4, 2021

Connecticut Community Colleges

Combined Statements of Net Position

June 30, 2020 and 2019



	2020	2019
Assets		
Current assets		
Cash and cash equivalents	\$ 124,984,361	\$ 137,012,369
Accounts receivable, due from the State	33,608,127	30,141,227
Accounts receivable other, net	17,218,964	19,127,691
Prepaid expenses and other current assets	327,526	330,135
Total current assets	<u>176,138,978</u>	<u>186,611,422</u>
Non-current assets		
Investment in plant	1,129,852,592	1,117,088,049
Accumulated depreciation	(423,048,898)	(399,026,754)
Investment in plant, net of accumulated depreciation	<u>706,803,694</u>	<u>718,061,295</u>
Student loans, net	428,307	234,279
Total non-current assets	<u>707,232,001</u>	<u>718,295,574</u>
Total assets	<u>\$ 883,370,979</u>	<u>\$ 904,906,996</u>
Deferred outflows of resources		
Deferred pension	\$ 265,264,534	\$ 216,468,505
Deferred other post employment benefits	292,831,066	45,817,895
Total deferred outflows of resources	<u>\$ 558,095,600</u>	<u>\$ 262,286,400</u>
Liabilities		
Current liabilities		
Accounts payable	\$ 5,075,780	\$ 6,091,989
Accrued expenses - salary and fringe benefits	43,738,441	40,600,862
Accrued compensated absences - current portion	3,282,959	3,145,344
Unearned tuition and grant revenue	15,020,483	14,996,470
Retainage	495,701	3,363,748
Agency and loan fund liabilities	2,464,589	2,059,983
Other liabilities	1,020,046	799,862
Total current liabilities	<u>71,097,999</u>	<u>71,058,258</u>
Non-current liabilities		
Pension liability, net	920,928,258	795,762,269
Other post employment benefits liability net	1,128,067,973	829,795,327
Accrued compensated absences - long term portion	37,077,217	35,554,815
Federal loan program advances	-	41,944
Total non-current liabilities	<u>2,086,073,448</u>	<u>1,661,154,355</u>
Total liabilities	<u>\$ 2,157,171,447</u>	<u>\$ 1,732,212,613</u>
Deferred inflows of resources		
Deferred pension	\$ 18,776,641	\$ 25,095,368
Deferred other post employment benefits	90,384,212	77,264,341
Total deferred inflows of resources	<u>\$ 109,160,853</u>	<u>\$ 102,359,709</u>
Net position		
Invested in capital assets, net	\$ 706,803,694	\$ 718,061,295
Restricted		
Nonexpendable	20,000	20,000
Expendable	35,724,382	40,209,248
Unrestricted	(1,567,413,797)	(1,425,669,469)
Total net position	<u>\$ (824,865,721)</u>	<u>\$ (667,378,926)</u>

Connecticut Community CollegesStatements of Net Position – Component Unit – Magnet School
June 30, 2020 and 2019**CSCU**

	<u>2020</u>	<u>2019</u>
Assets		
Current assets		
Cash and cash equivalents	\$ 2,733,185	\$ 1,525,500
Accounts receivable, due from the State	15,078	51,998
Accounts receivable other, net	-	260,790
Total current assets	<u>2,748,263</u>	<u>1,838,288</u>
Non-current assets		
Investment in plant	32,322,939	32,322,939
Accumulated depreciation	<u>(9,663,222)</u>	<u>(8,832,521)</u>
Investment in plant, net of accumulated depreciation	22,659,717	23,490,418
Total assets	<u>\$ 25,407,980</u>	<u>\$ 25,328,706</u>
Liabilities		
Current liabilities		
Accounts payable	\$ 358,345	\$ 224,263
Accrued expenses - salary and fringe benefits	50,517	52,397
Accrued compensated absences - current portion	4,796	2,578
Total current liabilities	<u>413,658</u>	<u>279,238</u>
Non-current liabilities		
Accrued compensated absences - long term portion	<u>53,060</u>	<u>29,829</u>
Total non-current liabilities	<u>53,060</u>	<u>29,829</u>
Total liabilities	<u>\$ 466,718</u>	<u>\$ 309,067</u>
Net position		
Invested in capital assets, net	\$ 22,659,717	\$ 23,490,418
Unrestricted	<u>2,281,545</u>	<u>1,529,221</u>
Total net position	<u>\$ 24,941,262</u>	<u>\$ 25,019,639</u>

Connecticut Community Colleges

Combined Statements of Financial Position – Component Unit – Foundations

June 30, 2020 and 2019

The logo for the Connecticut Community Colleges University (CSCU) is displayed in a blue rectangular box with the letters "CSCU" in a bold, sans-serif font.

	<u>2020</u>	<u>2019</u>
Assets		
Cash and cash equivalents	\$ 5,913,534	\$ 4,413,908
Accounts receivable, net	34,300	23,995
Contributions receivable, net	435,510	1,361,167
Prepaid expenses and other assets	56,388	68,640
Investments	<u>64,345,522</u>	<u>60,074,905</u>
Total assets	<u>\$ 70,785,254</u>	<u>\$ 65,942,615</u>
Liabilities		
Accounts payable and accrued expenses	\$ 731,199	\$ 694,373
Grants payable	1,292,042	1,196,373
Annuities payable	35,521	41,920
Scholarships payable	88,642	16,905
Other liabilities	<u>110,000</u>	<u>157,302</u>
Total liabilities	<u>2,257,404</u>	<u>2,106,873</u>
Net Assets		
Without donor restrictions	15,151,705	12,898,721
With donor restrictions	<u>53,376,145</u>	<u>50,937,021</u>
Total net assets	<u>68,527,850</u>	<u>63,835,742</u>
 Total liabilities and net assets	 <u>\$ 70,785,254</u>	 <u>\$ 65,942,615</u>

Connecticut Community CollegesCombined Statements of Revenues, Expenses, and Changes in Net Position
For the Years Ended June 30, 2020 and 2019

CSCU

	<u>2020</u>	<u>2019</u>
Operating revenues		
Student tuition and fees	\$ 176,460,816	\$ 183,201,245
Less: Scholarship discounts and allowances	<u>(83,771,167)</u>	<u>(84,947,563)</u>
Net tuition and fees	92,689,649	98,253,683
Federal grants and contracts	12,114,800	13,970,305
State and local grants and contracts	11,901,055	11,854,182
Nongovernment grants and contracts	4,815,529	5,820,452
Auxiliary revenues	415,126	564,095
Other operating revenues	<u>3,230,081</u>	<u>3,500,863</u>
Total operating revenues	<u>125,166,240</u>	<u>133,963,580</u>
Operating expenses		
Salaries and wages	252,209,342	243,996,943
Fringe benefits	305,503,637	221,193,001
Professional services and fees	9,491,192	8,829,036
Educational services and support	8,705,604	9,483,569
Travel expenses	2,075,633	2,575,083
Operation of facilities	27,102,684	29,787,785
Other operating supplies and expenses	15,350,696	19,115,878
Scholarship aid, net	40,859,546	29,751,640
Depreciation expense	<u>30,156,387</u>	<u>30,521,990</u>
Total operating expenses	<u>691,454,721</u>	<u>595,254,925</u>
Operating loss	<u>(566,288,481)</u>	<u>(461,291,345)</u>
Nonoperating revenues		
State appropriation - general fund	300,940,479	283,350,238
State appropriation - bond fund	22,411,768	28,114,359
Pell grant revenue	75,035,663	75,144,201
Federal emergency grant revenue	9,201,051	-
Investment income	<u>1,212,724</u>	<u>1,939,621</u>
Total nonoperating revenues	<u>408,801,686</u>	<u>388,548,419</u>
Change in net position	<u>(157,486,795)</u>	<u>(72,742,926)</u>
Net position, beginning of year	<u>(667,378,926)</u>	<u>(594,636,000)</u>
Net position, end of year	<u>\$ (824,865,721)</u>	<u>\$ (667,378,926)</u>

Connecticut Community CollegesStatements of Revenue, Expense, and Changes in Net Position
Component Unit – Magnet School
June 30, 2020 and 2019**CSCU**

	<u>2020</u>	<u>2019</u>
Operating revenues		
Federal grants and contracts	\$ 3,382,700	\$ 3,404,417
Other operating revenues	1,042,951	1,178,097
Total operating revenues	<u>4,425,651</u>	<u>4,582,514</u>
Operating expenses		
Salaries and wages	2,795,407	2,914,781
Fringe benefits	1,123,929	1,244,387
Other operating supplies and expenses	369,806	449,011
Depreciation expense	830,701	846,220
Total operating expenses	<u>5,119,843</u>	<u>5,454,399</u>
Operating loss	<u>(694,192)</u>	<u>(871,885)</u>
Nonoperating revenues		
State appropriation - general fund	615,815	809,181
Total nonoperating revenues	<u>615,815</u>	<u>809,181</u>
Change in net position	<u>(78,377)</u>	<u>(62,704)</u>
Net position, beginning of year	<u>25,019,639</u>	<u>25,082,343</u>
Net position, end of year	<u>\$ 24,941,262</u>	<u>25,019,639</u>

Connecticut Community Colleges

Combined Statements of Activities – Component Unit - Foundations

For the Years Ended June 30, 2020 and 2019

CSCU

	<u>2020</u>	<u>2019</u>
Revenue		
Gifts and grants	\$ 8,811,273	\$ 9,843,729
Events and activities	682,950	830,634
Investment return, net	4,735,920	1,406,949
Total revenue	<u>14,230,143</u>	<u>12,081,312</u>
Expenses		
Program services	\$ 3,849,313	\$ 3,944,570
Scholarships, awards, and financial aid	2,762,361	2,459,399
Fundraising events	793,094	938,531
Management and general	1,105,185	1,162,431
College advancement	1,028,082	1,735,390
Total expenses	<u>9,538,035</u>	<u>10,240,321</u>
Change in net assets	4,692,108	1,840,991
Net assets at beginning of year	<u>\$ 63,835,742</u>	<u>\$ 61,994,751</u>
Net assets at end of year	<u>\$ 68,527,850</u>	<u>\$ 63,835,742</u>

Connecticut Community Colleges
 Combined Statements of Cash Flows
 June 30, 2020 and 2019



	Primary Institution	
	<u>2020</u>	<u>2019</u>
Cash flows from operating activities		
Student tuition and fees	\$ 87,000,100	\$ 95,287,158
Government grants and contracts	23,944,104	26,673,539
Private grants and contracts	3,773,307	4,282,830
Sales and services of educational departments	618,474	794,495
Payments to employees	(248,378,963)	(249,713,477)
Payments for fringe benefits	(167,165,887)	(167,934,153)
Payments to students	(42,895,744)	(36,546,921)
Payments to vendors	(71,268,694)	(75,038,011)
Payments by Department of Construction Services (DCS)	(20,000)	(306,619)
Other receipts, net	6,057,287	6,374,617
Net cash used in operating activities	<u>(408,336,017)</u>	<u>(396,126,542)</u>
Cash flows from investing activities		
Interest income	1,941,785	1,425,962
Net cash provided by investing activities	<u>1,941,785</u>	<u>1,425,962</u>
Cash flows from capital and related financing activities		
State appropriations	17,253,418	16,243,161
Payments by Department of Construction Services (DCS)	(8,625,104)	(4,236,093)
Purchase of capital assets	(13,301,782)	(15,228,216)
Net cash used in capital and related financing activities	<u>(4,673,468)</u>	<u>(3,221,148)</u>
Cash flows from noncapital financing activities		
State appropriations	302,011,130	300,685,389
Nonoperating federal grants	85,516,937	75,217,632
Private gifts	1,835,084	1,726,901
Federal Family Education Loan Program (FFELP)	9,676,540	9,906,773
Net cash provided by noncapital financing activities	<u>399,039,691</u>	<u>387,536,695</u>
Net decrease in cash and cash equivalents	(12,028,009)	(10,385,033)
Cash and cash equivalents at beginning of year	\$ 137,012,369	\$ 147,397,402
Cash and cash equivalents at end of year	<u>\$ 124,984,361</u>	<u>\$ 137,012,369</u>
Reconciliation of operating loss to net cash used in operating activities:		
Operating loss	\$ (566,288,481)	\$ (461,291,345)
Adjustments to reconcile operating loss to net cash used in operating activities		
Depreciation expense	30,156,387	30,521,990
Loss on disposal of capital assets, net	766,403	872,645
Operating application of FFELP receipts	(9,676,540)	(9,906,773)
Changes in operating assets and liabilities:		
Accounts receivable, net	(3,203,125)	(2,325,655)
Prepaid expenses and other assets	29,885	6,956
Accrued compensation and other	4,797,596	(10,136,979)
Pension liability, net	125,165,989	36,383,269
Other post-employment benefits liability	298,272,646	(18,049,673)
Accounts payable and other liabilities	627,263	1,539,244
Unearned tuition, fees and grant revenue	24,013	613,470
Changes in deferred outflows and inflows of resources:		
Deferred pension outflows	(48,796,029)	9,220,495
Deferred other post-employment benefits outflows	(247,013,171)	(3,824,895)
Deferred pension inflows	(6,318,727)	1,368
Deferred other post-employment benefits inflows	<u>13,119,871</u>	<u>30,249,341</u>
Net cash used in operating activities	<u>\$ (408,336,017)</u>	<u>\$ (396,126,542)</u>

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 statement of net position, the statement of revenues, expenses, and changes in net position and the statement of cash flows.

- The statement of net position present information on all of the system's assets, liabilities, deferred outflows and inflows, and net position.
- The statement 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 statement of cash flows are 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 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. 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's primary institutions.

The Foundations are private nonprofit organizations that report under Financial Accounting Standards Board ("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 06105.

Great Path Academy 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 statement of net position and statement 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**
Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation. Similar net assets are included in net assets without donor restrictions in the statements of the foundation 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 net assets with donor restrictions in the statements of the foundation 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 net assets with donor restrictions in the statements of the foundation 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 statement 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 statement 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:

<u>Asset Class Description</u>	<u>Useful Life</u>
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 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.

Accrued Compensated Absences (ACA)

Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statement of net position reflects 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.

Deferred Revenue

Deferred revenue consists 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 expense. Student tuition, college services fees, student activity fees, extension credit and non-credit program fees, and other miscellaneous student fees are 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 statement 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 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 GAAP requires 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 12 college foundations (the "Foundations") and the Great Path Academy ("GPA"), a magnet high school at Manchester Community College ("MCC"). The GPA at MCC is a discretely presented component unit, identified in a single column on the CCC financial statements.

GASB Pronouncements Effective in Future Fiscal Years

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, 2019, 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, 2020 in accordance with GASB 95, with earlier application encouraged.

In June 2018, GASB released Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*. This statement establishes accounting requirements for interest cost incurred before the end of a construction period. The requirements of this Statement are effective for reporting periods beginning after December 15, 2020 in accordance with GASB 95, with earlier application encouraged.

In May 2019, GASB released Statement No. 91. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The requirements of this Statement are

effective for reporting periods beginning after December 15, 2021 in accordance with GASB 95, with earlier application encouraged.

Correction of Immaterial Errors

CSCU recorded certain adjustments to correct immaterial errors previously reported in the prior year related to pension and other post-employment benefit expenses. The net impact on the Statement of Revenues, Expenses, and Changes in Net Position for the year ended June 30, 2019 was a \$12.0 million decrease in net position.

Reclassifications

Certain amounts in the 2019 Combined Statements of Financial Position – Component Unit – Foundations, Statement of Revenue, Expense, and Change in Net Position – Component Unit – Magnet School, and Combined Statements of Activities – Component Unit – Foundation have been reclassified to conform to the current year’s presentation. There was no effect on net position.

Subsequent Events

In accordance with generally accepted accounting principles, CSCU has evaluated subsequent events for the period after June 30, 2020, through March 4, 2021, the date the financial statements were issued.

In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID-19) as a pandemic, which continues to spread throughout the United States. As a result, all on-campus coursework and student activities were suspended effective March 13, 2020. All employees, except certain identified essential employees, were required to work from home. Almost all courses have been converted to online courses.

The Colleges were awarded a total of \$28.5 million from the Coronavirus Aid, Relief, and Economic Security Act (“CARES”): Higher Education Emergency Relief Fund to address the unprecedented COVID-19 challenges. As of June 30, 2020, the College had disbursed \$9.1 million of the Emergency Financial Aid Grants to students and this amount is included in student aid expenses and is shown in non-operating revenue. The Colleges have not yet drawn down the institutional portion under the grant. The remaining balances from the CARES Act will be drawn down and spent in 2021.

While the disruption is currently expected to be temporary, there is uncertainty around the duration. Therefore, while CSCU expects this matter to negatively impact its financial position for 2021, the related financial impact cannot be reasonably estimated at this time.

2. Cash and Cash Equivalents

Cash and cash equivalents are invested in the State 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 participants’ 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 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, 2020 and 2019 was 0.35% and 2.42%, respectively.

Cash and cash equivalents at June 30 are as follows:

	<u>2020</u>	<u>2019</u>
Cash	\$ 89,637,172	\$ 95,122,748
Cash equivalents	<u>35,347,195</u>	<u>41,889,621</u>
Cash and cash equivalents	<u>\$ 124,984,367</u>	<u>\$ 137,012,369</u>

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 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 were invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to CCC as of June 30, 2020 and 2019.

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 Other, Net

Accounts receivable other, net consists of the following at June 30:

	<u>2020</u>	<u>2019</u>
Tuition and fees	\$ 16,961,614	\$ 12,520,808
Less: allowance for doubtful accounts	<u>(9,204,447)</u>	<u>(5,166,054)</u>
Student tuition and fee receivables, net	7,757,167	7,354,755
Third-party contracts	1,877,690	2,194,521
Government and private grants and contracts	5,947,343	5,644,273
Other receivables	<u>2,283,711</u>	<u>4,376,232</u>
Subtotal	10,108,743	12,215,027
Less: allowance for doubtful accounts	<u>(646,946)</u>	<u>(442,090)</u>
Other receivables, net	9,461,797	11,772,937
Accounts receivable other, net	<u>\$ 17,218,964</u>	<u>\$ 19,127,691</u>

4. Capital Assets

Capital assets consist of the following at June 30:

	Balance at June 30, 2019	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2020
Land and land/site improvements	\$ 30,929,230	\$ 2,869,084	\$ (2,684,459)	\$ -	\$ 31,113,855
Building and building improvements	899,198,629	2,985,790	(1,782,722)	893,210	901,294,907
Furniture and equipment	92,756,451	3,633,878	(4,429,024)	239,471	92,200,776
Library books	5,061,121	155,615	(1,421,427)	-	3,795,309
Software	283,871	26,160	(20,320)	-	289,711
	<u>1,028,229,302</u>	<u>9,670,527</u>	<u>(10,337,953)</u>	<u>1,132,681</u>	<u>1,028,694,558</u>
Less: accumulated depreciation	<u>(399,026,754)</u>	<u>(30,156,387)</u>	<u>6,134,244</u>	<u>-</u>	<u>(423,048,898)</u>
	629,202,548	(20,485,860)	(4,203,709)	1,132,681	605,645,660
Construction in progress	88,858,747	13,431,968	-	(1,132,681)	101,158,034
Capital assets, net	<u>\$ 718,061,295</u>	<u>\$ (7,053,892)</u>	<u>\$ (4,203,709)</u>	<u>\$ -</u>	<u>\$ 706,803,694</u>

	Balance at June 30, 2018	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2019
Land and land/site improvements	\$ 28,336,283	\$ 802,447	\$ -	\$ 1,790,499	\$ 30,929,229
Building and building improvements	891,473,316	2,470,088	(592,457)	5,847,681	899,198,628
Furniture and equipment	90,290,570	4,873,541	(2,407,658)	-	92,756,453
Library books	5,060,160	961	-	-	5,061,121
Software	210,000	115,481	(41,610)	-	283,871
	<u>1,015,370,329</u>	<u>8,262,518</u>	<u>(3,041,725)</u>	<u>7,638,180</u>	<u>1,028,229,302</u>
Less: accumulated depreciation	<u>(369,727,213)</u>	<u>(30,521,990)</u>	<u>1,222,449</u>	<u>-</u>	<u>(399,026,754)</u>
	645,643,116	(22,259,472)	(1,819,276)	7,638,180	629,202,548
Construction in progress	83,540,938	12,955,989	-	(7,638,180)	88,858,747
Capital assets, net	<u>\$ 729,184,054</u>	<u>\$ (9,303,483)</u>	<u>\$ (1,819,276)</u>	<u>\$ -</u>	<u>\$ 718,061,295</u>

5. Accrued Compensated Absences

Accrued compensated absences consist of the following at June 30:

	<u>2020</u>	<u>2019</u>
Accrued vacation	\$ 17,882,981	\$ 16,001,873
Accrued sick leave	10,547,368	12,336,050
Other accrued fringe benefits	<u>11,929,827</u>	<u>10,362,235</u>
Total accrued compensated absences	40,360,176	38,700,158
Less: current portion	<u>(3,282,959)</u>	<u>(3,145,344)</u>
Accrued compensated absences - non-current portion	<u>\$ 37,077,217</u>	<u>\$ 35,554,815</u>



Activity for compensated absences as of June 30 includes:

Balance as of June 30, 2018	\$	39,878,432
Additions in 2019		1,758,965
Benefits paid to participants in 2019		<u>(2,937,239)</u>
Balance as of June 30, 2019	\$	<u>38,700,158</u>
Additions in 2020		4,663,726
Benefits paid to participants in 2020		<u>(3,003,708)</u>
Balance as of June 30, 2020	\$	<u>40,360,176</u>

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’s General Fund. The CCC made no transfers to the State during fiscal year 2020 or 2019.

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.

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

Amounts due from the State for the year ended June 30 are as follows:

	<u>2020</u>	<u>2019</u>
Receivable for accrued salaries, interest and fringe benefits to be paid by State General Fund	\$ <u>33,608,127</u>	\$ <u>30,141,227</u>

The accompanying statements of net position includes balances among related parties. Significant balances for the year ended June 30 are as follows:

	<u>2020</u>	<u>2019</u>
Cash balances held with the State on behalf of the CCC's	\$ <u>89,639,692</u>	\$ <u>95,122,728</u>



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.

CCC is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot be determined now, 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:

	<u>2020</u>	<u>2019</u>
Asnuntuck Community College	\$ 5,917,989	\$ 1,351,103
Capital Community College	1,029,442	411,440
Gateway Community College	205,197	442,356
Housatonic Community College	1,487,341	723,412
Manchester Community College	1,016,843	23,708
Middlesex Community College	494,354	571,377
Naugatuck Valley Community College	764,010	41,268
Northwestern Connecticut Community College	806,677	196,659
Norwalk Community College	892,887	461,550
Quinebaug Valley Community College	1,228,679	261,074
System Office	654,018	8,776,338
Three Rivers Community College	343,245	1,420,748
Tunxis Community College	472,059	253,572
	<u>\$ 15,312,740</u>	<u>\$ 14,934,605</u>

CCC is party to one non-cancellable operating lease contract entered into on July 1, 2012 by Gateway 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:

Year ending June 30	
2021	\$ 1,857,032
2022	1,817,034
2023	1,824,108
2024	1,824,108
2025	1,824,108
Thereafter	6,884,715
	<u>\$ 16,031,105</u>

Rental and lease expense was \$3.2 million and \$3.6 million for the years ended June 30, 2020 and 2019, respectively.

8. Pension Plans

Plan Description

All regular full-time employees participate in one of two retirement plans. The State 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 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 agreements between the State and the State Employee Bargaining Agent Coalition ("SEBAC") as authorized by the General Statutes. SERS does not issue standalone financial reports. Information on the plan is currently publicly available in the State's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller, and in annual actuarial valuations prepared by the State Retirement Commission.

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 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 Alternate Retirement Program ("ARP"). CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State.

Alternatively, employees may choose to participate in the ARP, which is a defined contribution plan managed by Prudential. Under this arrangement, plan participants contribute 6.5% of their pay, or they can opt out of the 6.5% 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 6.5% employer contribution, employee health benefits and an administrative charge.

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 59.99% and 64.30% for SERS and 33.40% and 41.84% for TRS for the fiscal year ended June 30, 2020 and 2019, respectively. The State contributed \$61.5 million and \$2.0 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2020, equal to 100.0% and 79.2%, respectively, of the required contributions that year. The State contributed \$51.3 million and \$1.3 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2019, equal to 100.0% and 53.1%, respectively, 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, 2020 and 2019 was measured and valued as of June 30, 2019 and 2018, respectively and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of those dates. 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 0.19% as of June 30, 2020 and 2019. For the SERS plan, the CCC System's proportion was 3.89% and 3.55% as of June 30, 2020 and 2019, respectively.

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, 2020 for SERS and TRS was \$888.2 million and \$32.7 million, respectively. The net pension liability for the CCC System as of June 30, 2019 for SERS and TRS was \$770.5 million and \$25.3 million, respectively.

Actuarial Assumptions for SERS:

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

Measurement Year	2019	2018
Inflation	2.50%	2.50%
Salary increases including inflation	3.50% to 19.50%	3.50% to 19.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%	6.90%

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, 2019 valuation (which was the basis for recording the June 30, 2020 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2019. The actuarial assumptions used in the June 30, 2018 valuation (which was the basis for recording the June 30, 2019 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2018.

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 2019 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity Fund	20.0%	5.6%
Developed Market Intl. Stock Fund	11.0%	6.0%
Emerging Market Intl. Stock Fund	9.0%	7.9%
Core Fixed Income Fund	16.0%	2.1%
Inflation Linked Bond Fund	5.0%	1.1%
Emerging Market Debt Fund	5.0%	2.7%
High Yield Bond Fund	6.0%	4.0%
Real Estate Fund	10.0%	4.5%
Private Equity	10.0%	7.3%
Alternative Investments	7.0%	2.9%
Liquidity Fund	1.0%	0.4%
	100.0%	

The best estimates of geometric rates of return for each major asset class as of the 2018 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21.0%	5.8%
Developed Non-U.S. Equities	18.0%	6.6%
Emerging Market (Non-U.S.)	9.0%	8.3%
Real Estate	7.0%	5.1%
Private Equity	11.0%	7.6%
Alternative Investments	8.0%	4.1%
Fixed Income	8.0%	1.3%
High Yield Bonds	5.0%	3.9%
Emerging Market Bond	4.0%	3.7%
TIPS	5.0%	1.0%
Cash	4.0%	0.4%
	100.0%	



Actuarial Assumptions for TRS:

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

Measurement Year	2019	2018
Inflation	2.50%	2.75%
Salary increases including inflation	3.25% to 6.50%	3.25% to 6.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%	8.00%

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 as of the 2019 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Public Equity - US Equity	20.0%	8.1%
Public Equity - International Developed Equity	11.0%	8.5%
Public Equity - Emerging Markets Equity	9.0%	10.4%
Fixed Income - Core Fixed Income	16.0%	4.6%
Fixed Income - Inflation Linked Bonds	5.0%	3.6%
Fixed Income - High Yield	6.0%	6.5%
Fixed Income - Emerging Market Debt	5.0%	5.2%
Private Equity	10.0%	9.8%
Real Estate	10.0%	7.0%
Alternative Investments - Real Assets	4.0%	8.2%
Alternative Investments - Hedge Funds	3.0%	5.4%
Liquidity Fund	1.0%	2.9%
	100.0%	



The target asset allocation and best estimates of arithmetic real rates of return for each major asset class as of the 2018 measurement date are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21.0%	5.8%
Developed Non-U.S. Equities	18.0%	6.6%
Emerging Market (Non-U.S.)	9.0%	8.3%
Real Estate	7.0%	5.1%
Private Equity	11.0%	7.6%
Alternative Investments	8.0%	4.1%
Fixed Income	7.0%	1.3%
High Yield Bonds	5.0%	3.9%
Emerging Market Bond	5.0%	3.7%
Inflation Linked Bonds	3.0%	1.0%
Cash	6.0%	0.4%
	100.0%	

Discount Rate for SERS:

The discount rate used to measure the total pension liability was 6.9% in the 2019 and 2018 measurement years. 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 6.9% and 8.0% in the 2019 and 2018 measurement years, respectively. 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 6.9% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

	1% Decrease (SERS - 5.9%) (TRS - 5.9%)	Current Discount (SERS - 6.9%) (TRS - 6.9%)	1% Increase (SERS - 7.9%) (TRS - 7.9%)
SERS	\$ 1,060,711,199	\$ 888,169,892	\$ 744,242,753
TRS	40,862,160	32,757,768	25,944,401



The following table presents the June 30, 2018 measurement date 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% lower or 1% higher than the current rate:

	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	\$ 919,449,353	\$ 770,504,174	\$ 646,225,687
TRS	31,921,699	25,258,143	19,622,974

Pension Expense, Deferred Outflows and Deferred Inflows of Resources Related to Defined Benefit Pension Plan

For the year ended June 30, 2020 and 2019, the CCC System recognized pension expense of \$66.0 and \$43.0 million for SERS and \$4.1 and \$2.6 million for TRS, respectively. A schedule of deferred outflows and inflows of resources as of June 30, 2020 and 2019 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:

Fiscal Years			
Ending June 30,	SERS	TRS	Total
2020	\$ 66,672,687	\$ 3,568,628	\$ 70,241,315
2021	44,679,218	2,913,462	47,592,680
2022	22,826,093	3,123,915	25,950,008
2023	23,321,480	2,862,434	26,183,914
2024	11,823,374	1,572,939	13,396,313
Thereafter	-	442,621	442,621
Total	\$ 169,322,852	\$ 14,483,999	\$ 183,806,851

9. Other Post-Employment Benefits

The State 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 SEOPEBP. 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 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 SEOPEBP. 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, 2020:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Domestic Equity Fund	20%	5.6%
Developed Market International Stock Fund	11%	6.0%
Emerging Markets International Stock Fund	9%	7.9%
Core Fixed Income	16%	2.1%
Inflation Linked Bond Fund	5%	1.1%
Emerging Market Debt Fund	5%	2.7%
High Yield Bond Fund	6%	4.0%
Real Estate Fund	10%	4.5%
Private Equity	10%	7.3%
Alternative Investments	7%	2.9%
Liquidity Fund	1%	0.4%
	100%	

The following is the asset allocation policy as of June 30, 2019:

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, 2020 of \$1.1 billion was measured and valued as of June 30, 2019 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The net OPEB liability recorded in the financial statements as of June 30, 2019 of \$829.8 million was measured and valued as of June 30, 2018 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, 2020 and 2019, the System's proportion was 5.5% and 4.8%, respectively. 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.

Actuarial Assumptions:

The total OPEB liability was determined by actuarial valuations as of June 30, 2019 and 2018, using the following actuarial assumptions:

Measurement Year	2019
Payroll growth rate	3.50%
Salary increases	3.25% to 19.50% varying by years of service and retirement system
Discount rate	3.58%
Healthcare cost trend rates:	
Medical	6.0% graded to 4.5% over 6 years
Prescription drug	3.00%
Dental and Part B	4.50%
Administrative expense	3.00%

Measurement Year	2018
Payroll growth rate	3.50%
Salary increases	3.25% to 19.50% varying by years of service and retirement system
Discount rate	3.95%
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 SEOPEBP 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 projection of cash flows used to determine the discount rate was performed in accordance with GASB pronouncements.

On December 20, 2019, there was a change in law, which repealed the excise “Cadillac” tax. The OPEB valuation has not taken this into account; this may have an impact on future OPEB obligations.



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% lower or 1% higher than the current rate utilized:

For measurement date of June 30, 2019:

Discount rate comparison:

	1% Decrease in Discount Rate (2.58%)	Current Discount Rate (3.58%)	1% Increase in Discount Rate (4.58%)
Net OPEB Liability	\$ 1,312,895,145	\$ 1,128,067,973	\$ 978,030,010

Health care trend rate comparison:

	1% Decrease in Trend Rates	Current Trend Rates	1% Increase in Trend Rates
Net OPEB Liability	\$ 967,033,757	\$ 1,128,067,973	\$ 1,331,323,079

For measurement date of June 30, 2018:

Discount rate comparison:

	1% Decrease in Discount Rate (2.95%)	Current Discount Rate (3.95%)	1% Increase in Discount Rate (4.95%)
Net OPEB Liability	\$ 962,501,995	\$ 829,795,327	\$ 722,029,015

Health care trend rate comparison:

	1% Decrease in Trend Rates	Current Trend Rates	1% Increase in Trend Rates
Net OPEB Liability	\$ 706,793,365	\$ 829,795,327	\$ 985,656,616

OPEB Expense, Deferred Outflows and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2020 and 2019, the CCC System recognized OPEB expense of \$64.3 million and \$8.4 million, respectively. A schedule of deferred outflows and inflows of resources as of June 30, 2020 and 2019 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:

Fiscal Years		OPEB
Ending June 30,		
2021	\$	31,378,101
2022		31,377,991
2023		37,548,741
2024		47,405,671
2025		11,337,092
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:

	<u>2020</u>	<u>2019</u>
Unearned tuition and fees	\$ 4,862,714	\$ 7,998,336
Grants and contracts	9,738,119	6,617,716
Unapplied payments and other	<u>419,651</u>	<u>380,418</u>
Total unearned tuition and grant revenue	<u>\$ 15,020,483</u>	<u>\$ 14,996,470</u>

11. Natural Classification with Functional Classification

The operating expenses by functional classification for the years ended June 30, 2020 and 2019 are summarized as follows:

	<u>Year Ended June 30, 2020</u>									
	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expenses	Operation of facilities	Other operating supplies and expenses	Scholarship aid, net	Depreciation expense	Total operating expenses
Academic support	\$ 39,463,760	\$ 52,213,107	\$ 2,120,077	\$ 2,424,739	\$ 1,423,134	\$ 1,002,998	\$ 4,328,879	\$ -	\$ -	\$ 102,976,694
Auxiliary enterprises	128,468	85,137	126,922	-	-	22,032	101,848	-	-	464,408
Institutional support	32,625,614	86,217,005	4,906,824	1,755,503	326,145	498,428	9,118,235	-	-	135,447,755
Instruction	135,246,525	105,062,646	530,595	2,938,731	150,961	186,967	322,416	-	-	244,438,840
Library	5,991,941	7,215,141	328,545	614,586	6,156	11,688	127,200	-	-	14,295,257
Physical plant	11,679,903	18,879,480	984,535	15,720	22,371	25,300,523	937,139	-	30,156,387	87,976,058
Public service	219,865	274,427	43,542	171,625	6,542	5,283	133,210	-	-	854,493
Scholarship aid	-	-	-	-	-	-	-	40,859,546	-	40,859,546
Student services	26,853,266	35,556,694	450,151	784,700	140,324	74,765	281,769	-	-	64,141,669
	<u>\$ 252,209,342</u>	<u>\$ 305,503,637</u>	<u>\$ 9,491,192</u>	<u>\$ 8,705,604</u>	<u>\$ 2,075,633</u>	<u>\$ 27,102,684</u>	<u>\$ 15,350,696</u>	<u>\$ 40,859,546</u>	<u>\$ 30,156,387</u>	<u>\$ 691,454,720</u>

	<u>Year Ended June 30, 2019</u>									
	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expenses	Operation of facilities	Other operating supplies and expenses	Scholarship aid, net	Depreciation expense	Total operating expenses
Academic support	\$ 39,859,009	\$ 38,394,612	\$ 668,188	\$ 2,408,088	\$ 1,800,167	\$ 909,435	\$ 5,718,356	\$ -	\$ -	\$ 89,757,855
Auxiliary enterprises	99,866	81,516	172,319	1,075	30	31,394	126,046	-	-	512,247
Institutional support	30,559,916	31,079,525	5,264,338	544,500	359,180	503,198	9,789,456	-	-	78,100,113
Instruction	129,434,417	106,014,658	534,818	4,371,097	185,055	309,894	1,579,753	-	-	242,429,692
Library	5,735,943	5,084,386	372,005	768,695	9,128	30,364	220,728	-	-	12,221,249
Physical plant	11,420,779	14,459,772	1,188,529	20,358	29,537	27,861,378	776,926	-	30,521,990	86,279,269
Public service	224,119	178,351	107,026	403,238	10,419	3,960	193,131	-	-	1,120,245
Scholarship aid	-	-	-	-	-	-	-	29,751,640	-	29,751,640
Student services	26,662,894	25,900,181	521,813	966,518	181,566	138,162	711,480	-	-	55,082,614
	<u>\$ 243,996,943</u>	<u>\$ 221,193,001</u>	<u>\$ 8,829,036</u>	<u>\$ 9,483,569</u>	<u>\$ 2,575,083</u>	<u>\$ 29,787,785</u>	<u>\$ 19,115,879</u>	<u>\$ 29,751,640</u>	<u>\$ 30,521,990</u>	<u>\$ 595,254,925</u>

12. Bonds Payable

The State, 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, 2020 and 2019:

As of June 30, 2020	SERS	TRS	OPEB	Total
DEFERRED OUTFLOWS OF RESOURCES				
Difference between expected and actual experience	\$ 60,343,823	\$ -	\$ -	\$ 60,343,823
Changes of assumptions or other inputs	58,300,923	8,028,965	150,694,994	217,024,882
Net difference between projected and actual earnings on pension plan investments	-	544,071	-	544,071
Changes in proportion and differences between employer contributions and proportionate share of contributions	66,450,317	8,915,392	98,736,714	174,102,423
Employer contributions after measurement date	61,038,647	1,642,396	43,399,359	106,080,402
Total	\$ 246,133,710	\$ 19,130,824	\$ 292,831,067	\$ 558,095,601
DEFERRED INFLOWS OF RESOURCES				
Difference between expected and actual experience	\$ -	\$ 816,224	\$ 28,466,466	\$ 29,282,690
Changes of assumptions or other inputs	-	-	37,361,074	37,361,074
Net difference between projected and actual earnings on pension plan investments	2,113,332	-	244,752	2,358,084
Changes in proportion and differences between employer contributions and proportionate share of contributions	13,658,879	2,188,306	24,311,820	40,159,005
Total	\$ 15,772,211	\$ 3,004,530	\$ 90,384,112	\$ 109,160,853

Connecticut Community Colleges

Notes to Financial Statements

June 30, 2020 and 2019



As of June 30, 2019	SERS	TRS	OPEB	Total
DEFERRED OUTFLOWS OF RESOURCES				
Difference between expected and actual experience	\$ 27,196,000	\$ -	\$ -	\$ 27,196,000
Changes of assumptions or other inputs	83,955,085	2,375,791	-	86,330,876
Net difference between projected and actual earnings on pension plan investments	-	467,063	-	467,063
Changes in proportion and differences between employer contributions and proportionate share of contributions	28,027,996	11,033,559	4,750,635	43,812,190
Employer contributions after measurement date	61,450,290	1,962,721	41,067,260	104,480,271
Total	\$200,629,371	\$15,839,134	\$45,817,895	\$262,286,400
DEFERRED INFLOWS OF RESOURCES				
Difference between expected and actual experience	\$ -	\$ 1,042,732	\$ -	\$ 1,042,732
Changes of assumptions or other inputs	-	-	43,874,511	43,874,511
Net difference between projected and actual earnings on pension plan investments	2,415,634	-	333,468	2,749,102
Changes in proportion and differences between employer contributions and proportionate share of contributions	19,529,544	2,107,458	33,056,362	54,693,364
Total	\$21,945,178	\$3,150,190	\$77,264,341	\$102,359,709

REQUIRED SUPPLEMENTARY INFORMATION

Connecticut Community Colleges

Schedule of Net Pension Liability and Related Ratios (Unaudited)

Years Ended June 30, 2020, 2019, 2018, 2017, 2016, 2015 and 2014



Schedule of Net Pension Liability and Related Ratios

State Employee Retirement System Plan

Last 10 Fiscal Years ¹

(in thousands)

	2020	2019	2018	2017	2016	2015	2014
CCC System's proportion of the net pension liability	3.89%	3.55%	3.55%	3.61%	3.60%	3.38%	3.24%
CCC System's proportionate share of the net pension liability	\$ 888,170	\$ 770,504	\$ 747,249	\$ 829,328	\$ 594,978	\$ 540,627	\$ 537,772
CCC System's covered-employee payroll	\$ 143,525	\$ 121,796	\$ 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	619%	633%	547%	617%	457%	459%	494%
Plan Fiduciary net position as a percentage of the total pension liability	36.79%	36.62%	36.25%	31.69%	39.23%	39.54%	N/A ¹

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

(in thousands)

	2020	2019	2018	2017	2016	2015	2014
CCC System's proportion of the net pension liability	0.19%	0.19%	0.09%	0.09%	0.11%	0.11%	0.11%
CCC System's proportionate share of the net pension liability	\$ 32,758	\$ 25,258	\$ 12,130	\$ 12,798	\$ 12,018	\$ 11,109	\$ 12,253
State's proportionate share of the net pension liability associated with the System	\$ 32,758	\$ 25,258	\$ 12,130	\$ 12,798	\$ 12,018	\$ 11,094	N/A ¹
Total	\$ 65,516	\$ 50,516	\$ 24,260	\$ 25,596	\$ 24,036	\$ 22,203	\$ 12,253
CCC System's covered-employee payroll	\$ 5,559	\$ 6,578	\$ 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	589%	384%	342%	361%	278%	265%	306%
Plan Fiduciary net position as a percentage of the total pension liability	52.00%	57.69%	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.

Connecticut Community Colleges

Schedule of Net Pension Liability and Related Ratios (Unaudited)

Years Ended June 30, 2020, 2019, 2018, 2017, 2016, 2015 and 2014



Schedule of Net Other Post Employment Benefits Liability and Related Ratios

Last 10 Fiscal Years ¹

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
System's proportion of the net OPEB liability	5.45%	4.81%	3.90%	4.03%
System's proportionate share of the net OPEB liability	\$ 1,128,067,973	\$ 834,514,351	\$ 841,977,711	\$ 869,278,680
System's covered-employee payroll	\$ 197,396,304	\$ 194,411,536	\$ 200,795,770	\$ 206,023,378
System's proportionate share of the net OPEB liability as a percentage of its covered-employee payroll	571%	429%	419%	N/A
Plan Fiduciary net position as a percentage of the total OPEB liability	5.47%	4.69%	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, 2020, 2019, 2018, 2017, 2016, 2015 and 2014



State Employee Retirement System Plan

Last 10 Fiscal Years ¹
(in thousands)

	2020	2019	2018	2017	2016	2015
Contractually required contribution	61,450	\$ 51,270	\$ 55,136	\$ 54,676	\$ 49,636	\$ 42,837
Contributions in relation to the contractually required contribution	(61,450)	(51,270)	(54,695)	(54,239)	(49,388)	(42,837)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 441</u>	<u>\$ 437</u>	<u>\$ 248</u>	<u>\$ -</u>
CCC System's covered-employee payroll	\$ 143,525	\$ 121,796	\$ 136,569	\$ 136,569	\$ 130,285	\$ 117,737
Contributions as a percentage of covered employee payroll	42.81%	42.09%	40.05%	39.72%	37.91%	36.38%

Teachers Retirement System Plan

Last 10 Fiscal Years ¹
(in thousands)

	2020	2019	2018	2017	2016	2015
Contractually required contribution	\$ 2,480	\$ 2,441	\$ 909	\$ 876	\$ 1,078	\$ 1,039
Contributions in relation to the contractually required contribution	(1,963)	(1,296)	(551)	(1,613)	(1,970)	(1,927)
Contribution deficiency (excess)	<u>\$ 517</u>	<u>\$ 1,145</u>	<u>\$ 358</u>	<u>\$ (737)</u>	<u>\$ (892)</u>	<u>\$ (888)</u>
CCC System's covered-employee payroll	\$ 5,559	\$ 6,578	\$ 3,549	\$ 3,549	\$ 4,327	\$ 4,197
Contributions as a percentage of covered employee payroll	35.31%	19.70%	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.



**Schedule of Contributions
Other Post Employment Benefits**

Last 10 Fiscal Years ¹

	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Contractually required contribution	41,067,260	38,542,153	32,590,354	30,682,270
Contributions in relation to the contractually required contribution	(41,067,260)	(38,542,153)	(32,590,354)	(30,682,270)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
System's covered-employee payroll	\$ 197,396,304	\$ 194,411,536	\$ 200,795,770 #	\$ 206,023,378
Contributions as a percentage of covered employee payroll	20.80%	19.83%	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. Supplementary Information

Pension Plans

Changes of benefit terms:

- Beginning July 1, 2019, annual interest credited on mandatory contributions set at 4.0%.
- For members retiring on or after July 1, 2019 with a partial refund option election (Plan N), if 50% of the benefits paid prior to death do not exceed the Member's mandatory contributions plus interest frozen at the date of the benefit commencement, the difference is paid to the Member's beneficiary.

Changes of assumptions:

- Reduce the inflation assumption from 2.75% to 2.50%.
- Reduce the real rate of return assumption from 5.25% to 4.40% which, when combined with the inflation assumption change results in a decrease in the investment rate of return assumption from 8.00% to 6.90%.
- Increase the annual rate of wage increase assumption from 0.50% to 0.75%.
- Phase in to a level dollar amortization method for the June 30, 2024 valuation.

State Employee OPEB Plan

Changes of assumptions:

- The discount rate was updated in accordance with GASB Statement No. 75 to 3.58% as of June 30, 2019 and 3.95% as of June 30, 2018.
- The mortality rates for SERS, ARP, Hybrid and Other were updated to be consistent with the corresponding retirement plan assumptions.
- Per capita health costs, administrative expenses, and retiree contributions were updated for recent experience.
- Health care trend rates and retiree contribution increase rates were adjusted.

SUPPLEMENTARY SCHEDULES

Connecticut Community Colleges
 Combining Statement of Revenues, Expenses and Changes in Net Position
 Year Ended June 30, 2019



	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	\$ 7,962,329	\$ 12,681,558	\$ 26,123,895	\$ 17,551,673	\$ 22,960,384	\$ 9,818,889	\$ 24,144,039	\$ 4,299,984	\$ 21,989,910	\$ 5,047,075	\$ 14,667,219	\$ 15,718,358	\$ 235,933	\$ 183,201,246
Less: Scholarship discounts and allowances	(3,588,637)	(7,479,229)	(12,704,169)	(10,144,074)	(9,591,727)	(3,961,577)	(10,118,728)	(2,250,017)	(8,706,770)	(2,591,019)	(7,238,620)	(6,572,995)	-	(84,947,563)
Net tuition and fees	4,373,692	5,202,329	13,419,726	7,407,598	13,368,657	5,857,312	14,025,310	2,049,967	13,283,140	2,456,056	7,428,599	9,145,362	235,933	98,253,683
Federal grants and contracts	606,478	1,298,128	1,016,627	1,158,195	1,645,245	283,413	3,928,093	724,108	1,376,579	203,527	566,029	1,135,626	28,259	13,970,305
State and local grants and contracts	376,393	812,733	2,200,640	1,418,704	1,183,665	498,790	1,874,719	240,754	1,140,825	327,775	787,986	830,381	160,616	11,854,182
Nongovernment grants and contracts	298,588	601,202	241,438	807,768	479,697	95,993	432,812	160,526	1,844,919	396,110	325,903	101,626	13,871	5,820,452
Auxiliary revenues	-	-	169,430	-	87,341	-	-	-	-	-	307,324	-	-	564,095
Other operating revenues	166,409	129,877	388,129	446,929	300,944	105,714	397,729	30,959	362,859	64,868	477,429	430,311	198,706	3,500,862
Total operating revenues	5,821,559	8,044,269	17,435,991	11,239,195	17,065,748	6,841,221	20,658,663	3,226,315	18,008,321	3,448,338	9,893,270	11,643,306	637,384	133,963,580
Operating expenses														
Salaries and wages	11,198,390	18,368,521	30,659,726	21,722,935	26,969,190	12,279,709	31,733,521	8,668,228	25,821,150	8,405,128	18,329,350	18,703,506	11,137,590	243,996,943
Fringe benefits	7,568,830	13,159,525	20,095,694	15,364,011	19,256,220	8,176,915	23,299,091	6,215,088	15,647,622	5,742,151	12,541,319	12,314,946	61,811,588	221,193,001
Professional services and fees	600,928	330,933	841,069	712,814	790,195	433,162	735,766	173,074	521,993	595,023	600,334	434,260	2,059,486	8,829,036
Educational services and support	638,136	742,794	679,725	923,820	844,650	1,053,637	1,037,816	377,928	561,842	378,320	423,449	803,129	1,018,323	9,483,569
Travel expenses	157,274	169,295	202,142	289,906	296,849	133,981	172,080	106,025	280,430	70,050	188,255	189,279	319,515	2,575,083
Operation of facilities	1,174,817	2,375,985	6,048,141	4,386,283	1,959,410	1,083,710	2,513,164	1,031,645	4,108,975	908,709	1,958,047	1,963,326	278,571	29,787,785
Other operating supplies and expenses	1,792,915	441,757	1,341,270	993,462	1,059,259	739,797	1,423,896	457,171	1,518,952	474,050	758,044	1,337,435	6,777,872	19,115,879
Scholarship aid, net	1,123,428	2,390,674	4,023,385	3,245,562	3,197,850	1,279,205	5,003,196	455,178	3,870,996	847,982	1,877,246	2,185,109	251,831	29,751,640
Depreciation expense	2,115,123	2,042,623	5,359,521	2,758,959	3,121,235	875,633	3,753,562	1,108,004	1,862,565	1,057,992	2,830,391	1,610,569	2,025,813	30,521,990
Total operating expenses	26,369,842	40,022,106	69,250,670	50,397,751	57,494,857	26,055,749	69,672,092	18,592,342	54,194,526	18,479,405	39,503,436	39,541,559	85,680,589	595,254,925
Operating loss	(20,548,283)	(31,977,837)	(51,814,679)	(39,158,557)	(40,429,109)	(19,214,528)	(49,013,429)	(15,366,027)	(36,186,205)	(15,031,067)	(29,610,167)	(27,898,253)	(85,043,205)	(461,291,345)
Nonoperating revenues														
State appropriation - general fund	12,638,253	21,295,417	33,354,449	24,518,634	31,135,503	13,457,851	36,991,192	10,988,590	24,681,045	10,041,922	20,821,569	19,263,327	24,162,487	283,350,238
State appropriation - bond fund	3,599,580	304,135	1,040,539	1,342,582	208,241	893,665	2,136,081	574,840	1,246,261	801,509	1,558,162	720,100	13,688,663	28,114,359
Pell grant revenue	2,950,983	6,655,679	11,023,093	9,359,738	8,274,897	3,363,752	9,781,077	1,690,355	7,682,024	2,297,395	5,953,519	6,111,688	-	75,144,201
Investment income	18,791	1,391	36,995	305,807	259,045	91,546	239,810	37,330	196,927	163,689	251,797	29,509	306,985	1,939,620
Total nonoperating revenues	19,207,606	28,256,623	45,455,076	35,526,762	39,877,686	17,806,814	49,148,159	13,291,115	33,806,257	13,304,514	28,585,047	26,124,624	38,158,134	388,548,419
Loss before other changes in net position	(1,340,676)	(3,721,214)	(6,359,604)	(3,631,795)	(551,423)	(1,407,713)	134,731	(2,074,912)	(2,379,949)	(1,726,553)	(1,025,119)	(1,773,629)	(46,885,071)	(72,742,926)
Other changes in net position														
Capital and other additions (deductions)	2,692,186	1,148,154	5,088	(105,612)	278,768	1,166,795	283,626	927,986	1,152,805	355,992	337,557	37,636	(8,280,982)	-
Interagency transfers	680,488	(692,333)	(404,067)	(670,444)	(2,090,396)	695,092	(2,594,311)	686,961	772,502	1,326,760	(714,738)	21,690	2,982,795	-
Total other changes in net position	3,372,674	455,821	(398,978)	(776,056)	(1,811,628)	1,861,887	(2,310,685)	1,614,948	1,925,308	1,682,752	(377,181)	59,326	(5,298,187)	-
Change in net position	2,031,998	(3,265,393)	(6,758,582)	(4,407,851)	(2,363,051)	454,174	(2,175,955)	(459,964)	(454,641)	(43,800)	(1,402,301)	(1,714,302)	(52,183,258)	(72,742,926)
Net position, beginning of year	38,027,000	43,742,000	159,384,000	129,300,000	62,158,000	8,909,000	94,796,000	47,044,000	52,669,000	26,994,000	78,181,000	44,769,000	(1,380,609,000)	(594,636,000)
Net position, end of year	\$ 40,058,998	\$ 40,476,607	\$ 152,625,418	\$ 124,892,149	\$ 59,794,949	\$ 9,363,174	\$ 92,620,045	\$ 46,584,036	\$ 52,214,359	\$ 26,950,200	\$ 76,778,699	\$ 43,054,698	\$ (1,432,792,258)	\$ (667,378,926)

Connecticut Community Colleges
 Combining Statement of Cash Flows
 Year Ended June 30, 2020



	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	\$ 3,428,005	\$ 5,047,108	\$ 12,024,016	\$ 6,710,378	\$ 11,913,746	\$ 5,266,442	\$ 11,693,351	\$ 1,879,054	\$ 12,190,767	\$ 2,502,378	\$ 6,942,766	\$ 7,089,038	\$ 313,051	\$ 87,000,100
Government grants and contracts	833,793	2,203,967	3,346,663	2,654,483	1,886,864	989,032	4,702,130	930,893	2,778,714	580,503	1,146,346	1,606,057	284,659	23,944,104
Private grants and contracts	347,855	517,638	91,144	426,015	476,124	19,000	429,769	74,042	637,149	121,210	240,311	18,050	375,000	3,773,307
Sales and services of educational departments	5,342	16,260	20,530	71,566	164,904	7,106	93,923	-	142,444	-	-	96,399	-	618,474
Payments to employees	(11,610,809)	(18,965,983)	(31,210,200)	(22,195,154)	(26,847,001)	(12,554,576)	(31,525,059)	(8,953,421)	(25,772,089)	(8,902,154)	(18,494,902)	(18,817,239)	(12,730,376)	(248,378,963)
Payments for fringe benefits	(7,884,846)	(13,572,734)	(20,141,089)	(14,902,998)	(18,960,295)	(8,357,216)	(22,678,115)	(6,226,113)	(15,463,776)	(6,125,655)	(12,295,764)	(12,323,430)	(8,233,856)	(167,165,887)
Payments to students	(2,199,022)	(3,602,996)	(5,480,679)	(4,542,550)	(4,452,283)	(2,081,027)	(6,250,355)	(1,004,652)	(4,939,733)	(914,448)	(3,673,693)	(3,696,128)	(58,178)	(42,895,744)
Payments to vendors	(3,750,731)	(4,666,473)	(8,042,156)	(6,646,211)	(5,644,660)	(3,436,076)	(5,897,886)	(1,685,084)	(6,896,756)	(2,067,348)	(4,393,389)	(5,250,295)	(12,891,629)	(71,268,694)
Payments by Department of Construction Services (DCS)	-	-	-	-	-	-	-	-	-	-	-	(20,000)	-	(20,000)
Other receipts, net	262,306	308,387	604,677	425,769	432,599	112,139	281,422	96,386	383,424	126,670	426,247	728,927	1,868,334	6,057,287
Net cash used in operating activities	(20,568,107)	(32,714,826)	(48,787,094)	(37,998,702)	(40,830,002)	(20,035,176)	(49,150,820)	(14,888,895)	(36,939,857)	(14,678,844)	(30,102,078)	(30,568,621)	(31,072,995)	(408,336,017)
Cash flows from investing activities														
Interest income	19,556	-	24,344	306,714	251,841	90,195	224,021	37,195	203,876	186,025	240,990	36,330	320,698	1,941,785
Net cash provided by investing activities	19,556	-	24,344	306,714	251,841	90,195	224,021	37,195	203,876	186,025	240,990	36,330	320,698	1,941,785
Cash flows from capital and related financing activities														
State appropriations	11,437	5,399	137,800	59,125	23,094	361,234	8,505,609	-	12,072	1,296	700,937	-	7,435,415	17,253,418
Payments by Department of Construction Services (DCS)	(6,000)	-	-	(1,770,911)	-	-	(5,962,071)	(323,034)	(486,221)	(16,546)	-	(50,264)	(10,057)	(8,625,104)
Purchase of capital assets	(164,355)	(118,958)	(370,643)	(222,982)	(166,816)	(490,171)	(355,229)	(15,232)	(25,802)	(15,193)	(1,365,515)	(56,453)	(9,934,433)	(13,301,782)
Net cash (used in) provided by capital and related financing activities	(158,918)	(113,559)	(232,843)	(1,934,768)	(143,722)	(128,937)	2,188,309	(338,266)	(499,951)	(30,443)	(664,578)	(106,717)	(2,509,075)	(4,673,468)
Cash flows from noncapital financing activities														
State appropriations	14,250,177	21,644,818	35,818,969	26,396,578	32,720,886	15,459,437	37,418,806	11,915,794	28,379,857	12,011,160	21,912,539	21,941,346	22,140,763	302,011,130
Nonoperating federal grants	3,470,431	8,362,358	12,853,170	10,412,269	8,687,728	4,477,996	11,056,414	2,046,371	8,632,645	2,424,590	6,665,755	6,427,210	-	85,516,937
Private gifts	87,347	42,400	-	-	-	54,706	54,954	228,045	1,055,064	237,432	74,593	543	-	1,835,084
Federal Family Education Loan Program (FFELP)	1,774,551	950,908	529,578	484,339	697,240	470,992	1,161,050	399,814	438,551	-	1,116,261	1,653,256	-	9,676,540
Interagency transfers	(285,618)	(654,627)	(1,731,989)	(1,211,870)	(1,508,740)	(538,732)	(1,685,827)	(131,567)	(1,422,613)	(326,990)	(811,491)	(885,903)	11,195,967	-
Net cash provided by noncapital financing activities	19,296,888	30,345,857	47,469,728	36,081,316	40,597,114	19,924,399	48,005,397	14,458,457	37,083,504	14,346,192	28,957,657	29,136,452	33,336,730	399,039,691
Net increase (decrease) in cash and cash equivalents	(1,410,581)	(2,482,528)	(1,525,865)	(3,545,440)	(124,769)	(149,519)	1,266,907	(731,509)	(152,428)	(177,070)	(1,568,009)	(1,502,556)	75,358	(12,028,009)
Cash and cash equivalents at beginning of year	5,612,132	3,746,329	2,104,274	17,998,670	10,903,129	5,131,239	12,531,801	3,531,158	14,761,663	9,588,905	12,283,655	4,524,668	34,294,746	137,012,369
Cash and cash equivalents at end of year	\$ 4,201,551	\$ 1,263,801	\$ 578,409	\$ 14,453,230	\$ 10,778,360	\$ 4,981,720	\$ 13,798,708	\$ 2,799,649	\$ 14,609,236	\$ 9,411,835	\$ 10,715,646	\$ 3,022,112	\$ 34,370,104	\$ 124,984,361

Connecticut Community Colleges
 Combining Statement of Cash Flows
 Year Ended June 30, 2019



	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	\$ 3,753,784	5,243,705	13,054,611	7,261,662	12,855,563	6,084,646	13,318,515	1,984,750	13,496,912	2,328,420	7,326,418	8,125,760	452,412	\$ 95,287,158
Government grants and contracts	1,037,890	2,154,881	3,439,960	2,770,937	2,764,455	791,837	6,140,643	866,603	2,545,071	664,488	1,380,518	1,990,172	126,084	26,673,539
Private grants and contracts	86,850	674,235	269,611	640,849	198,347	47,550	467,943	77,819	994,104	209,983	301,251	68,800	245,488	4,282,830
Sales and services of educational departments	18,135	25,461	42,996	120,553	114,359	3,820	132,847	-	196,278	-	-	140,046	-	794,495
Payments to employees	(11,321,196)	(18,955,886)	(31,098,397)	(22,332,620)	(27,969,140)	(12,425,371)	(32,473,636)	(8,831,368)	(26,346,078)	(8,885,678)	(18,481,100)	(19,153,787)	(11,439,220)	(249,713,477)
Payments for fringe benefits	(7,551,081)	(13,058,377)	(20,341,247)	(15,229,961)	(19,490,548)	(8,190,261)	(23,383,305)	(6,280,135)	(15,894,752)	(5,849,600)	(12,593,060)	(12,508,493)	(7,563,333)	(167,934,153)
Payments to students	(2,129,326)	(2,991,402)	(4,375,579)	(3,522,236)	(3,837,938)	(1,819,204)	(5,297,827)	(851,228)	(4,706,590)	(817,709)	(2,983,668)	(3,076,612)	(137,602)	(36,546,921)
Payments to vendors	(3,847,298)	(4,636,412)	(9,835,725)	(8,329,057)	(5,425,209)	(3,478,236)	(6,536,102)	(2,218,134)	(7,233,298)	(2,628,647)	(4,840,750)	(5,295,877)	(10,733,266)	(75,038,011)
Payments by Department of Construction Services (DCS)	-	-	-	-	-	-	-	-	(85,052)	-	-	-	(221,567)	(306,619)
Other receipts, net	241,208	166,366	492,656	307,911	764,422	139,182	255,886	166,271	371,676	147,966	729,525	375,229	2,216,319	6,374,617
Net cash used in operating activities	(19,711,034)	(31,377,429)	(48,351,114)	(38,311,962)	(40,025,689)	(18,846,037)	(47,375,036)	(15,085,422)	(36,661,729)	(14,830,777)	(29,160,866)	(29,334,762)	(27,054,685)	(396,126,542)
Cash flows from investing activities														
Interest income	21,095	4,382	41,209	218,611	182,460	68,158	168,006	27,087	132,672	107,633	182,665	33,852	238,132	1,425,962
Net cash provided by investing activities	21,095	4,382	41,209	218,611	182,460	68,158	168,006	27,087	132,672	107,633	182,665	33,852	238,132	1,425,962
Cash flows from capital and related financing activities														
State appropriations	1,110,054	34,503	288,496	382,413	52,806	74,830	1,531,773	43,259	692,028	27,272	1,057,191	-	10,948,536	16,243,161
Payments by Department of Construction Services (DCS)	(24,225)	-	-	(2,019,861)	(919)	(1,438)	(943,748)	(362,189)	(708,036)	(43,613)	(132,064)	-	-	(4,236,093)
Purchase of capital assets	(886,200)	(99,833)	(374,305)	(529,883)	(351,284)	(74,362)	(1,622,965)	(44,136)	(131,319)	(198,674)	(73,279)	(503,484)	(10,338,492)	(15,228,216)
Interagency transfers	-	(5,000)	-	(230,344)	(59,240)	-	(16,500)	-	174,144	149,245	(57,673)	-	45,368	-
Net cash (used in) provided by capital and related financing activities	199,629	(70,330)	(85,809)	(2,397,675)	(358,637)	(970)	(1,051,440)	(363,066)	26,817	(65,770)	794,175	(503,484)	655,412	(3,221,148)
Cash flows from noncapital financing activities														
State appropriations	15,227,553	22,056,989	34,899,308	25,729,932	32,216,732	14,412,573	38,011,254	11,863,172	25,850,223	11,126,430	21,556,530	20,724,756	27,009,937	300,685,389
Pell grants	2,810,272	6,644,377	11,042,633	9,450,258	8,288,726	3,362,619	9,785,237	1,684,741	7,777,410	2,329,110	5,930,391	6,111,858	-	75,217,632
Private gifts	262,214	37,600	-	-	-	72,953	43,904	118,586	956,977	201,250	31,739	1,678	-	1,726,901
Federal Family Education Loan Program (FFELP)	1,759,640	921,117	705,810	488,744	649,770	394,809	930,335	371,966	667,858	-	1,129,652	1,887,072	-	9,906,773
Interagency transfers	680,488	(687,333)	(282,186)	(440,100)	(2,031,156)	694,693	(2,636,069)	686,961	683,411	1,235,795	(656,784)	21,915	2,730,365	-
Net cash provided by noncapital financing activities	20,740,167	28,972,750	46,365,565	35,228,834	39,124,072	18,937,647	46,134,661	14,725,426	35,935,879	14,892,585	27,991,528	28,747,279	29,740,302	387,536,695
Net increase (decrease) in cash and cash equivalents	1,249,857	(2,470,627)	(2,030,149)	(5,262,192)	(1,077,794)	158,798	(2,123,809)	(695,975)	(566,361)	103,671	(192,498)	(1,057,115)	3,579,161	(10,385,033)
Cash and cash equivalents at beginning of year	4,362,275	6,216,956	4,134,423	23,260,862	11,980,923	4,972,441	14,655,610	4,227,133	15,328,024	9,485,234	12,476,153	5,581,783	30,715,585	147,397,402
Cash and cash equivalents at end of year	\$ 5,612,132	\$ 3,746,329	\$ 2,104,274	\$ 17,998,670	\$ 10,903,129	\$ 5,131,239	\$ 12,531,801	\$ 3,531,158	\$ 14,761,663	\$ 9,588,905	\$ 12,283,655	\$ 4,524,668	\$ 34,294,746	\$ 137,012,369



	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	
Assets						
Current assets						
Cash and cash equivalents	\$ 88,628,332	\$ 2,039,036	\$ 12,664,875	\$ 21,652,118	\$ -	\$ 124,984,361
Accounts receivable, due from the State	33,608,127	-	-	-	-	33,608,127
Accounts receivable other, net	16,734,765	48,991	435,208	-	-	17,218,964
Prepaid expenses and other current assets	72,159	-	255,368	-	-	327,526
Total current assets	139,043,382	2,088,027	13,355,450	21,652,118	-	176,138,978
Non-current assets						
Investment in plant	-	-	-	-	1,129,852,592	1,129,852,592
Accumulated depreciation	-	-	-	-	(423,048,898)	(423,048,898)
Investment in plant, net of accumulated depreciation	-	-	-	-	706,803,694	706,803,694
Student loans, net	-	428,307	-	-	-	428,307
Total non-current assets	-	428,307	-	-	706,803,694	707,232,001
Total assets	\$ 139,043,382	\$ 2,516,334	\$ 13,355,450	\$ 21,652,118	\$ 706,803,694	\$ 883,370,979
Deferred outflows of resources						
Deferred pension	\$ 265,264,534	\$ -	\$ -	\$ -	\$ -	\$ 265,264,534
Deferred other post employment benefits	292,831,066	-	-	-	-	292,831,066
Total deferred outflows of resources	\$ 558,095,600	\$ -	\$ -	\$ -	\$ -	\$ 558,095,600
Liabilities						
Current liabilities						
Accounts payable	\$ 3,710,500	\$ -	\$ 1,365,280	\$ -	\$ -	\$ 5,075,780
Accrued expenses - salary and fringe benefits	43,738,441	-	-	-	-	43,738,441
Accrued compensated absences - current portion	3,282,959	-	-	-	-	3,282,959
Unearned tuition and grant revenue	15,020,483	-	-	-	-	15,020,483
Retainage	-	-	-	495,701	-	495,701
Agency and loan fund liabilities	-	2,464,589	-	-	-	2,464,589
Other liabilities	1,020,046	-	-	-	-	1,020,046
Total current liabilities	66,772,429	2,464,589	1,365,280	495,701	-	71,097,999
Non-current liabilities						
Pension liability, net	920,928,258	-	-	-	-	920,928,258
Other post employment benefits liability net	1,128,067,973	-	-	-	-	1,128,067,973
Accrued compensated absences - long term portion	37,077,217	-	-	-	-	37,077,217
Total non-current liabilities	2,086,073,448	-	-	-	-	2,086,073,448
Total liabilities	\$ 2,152,845,877	\$ 2,464,589	\$ 1,365,280	\$ 495,701	\$ -	\$ 2,157,171,447
Deferred inflows of resources						
Deferred pension	\$ 18,776,641	\$ -	\$ -	\$ -	\$ -	\$ 18,776,641
Deferred other post employment benefits	90,384,212	-	-	-	-	90,384,212
Total deferred inflows of resources	\$ 109,160,853	\$ -	\$ -	\$ -	\$ -	\$ 109,160,853
Net position						
Invested in capital assets, net	\$ -	\$ -	\$ -	\$ -	\$ 706,803,694	\$ 706,803,694
Restricted						
Nonexpendable	-	20,000	-	-	-	20,000
Expendable	2,546,050	31,745	11,990,170	21,156,417	-	35,724,382
Unrestricted	(1,567,413,797)	-	-	-	-	(1,567,413,797)
Total net position	\$ (1,564,867,746)	\$ 51,745	\$ 11,990,170	\$ 21,156,417	\$ 706,803,694	\$ (824,865,721)

Connecticut Community Colleges
Combining Statement of Net Position by Fund Group
As of June 30, 2019



	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Operating revenues						
Student tuition and fees	\$ 183,201,246	\$ -	\$ -	\$ -	\$ -	\$ 183,201,246
Less: Scholarship discounts and allowances	(84,947,563)	-	-	-	-	(84,947,563)
Net tuition and fees	98,253,683	-	-	-	-	98,253,683
Federal grants and contracts	13,970,305	-	-	-	-	13,970,305
State and local grants and contracts	11,854,182	-	-	-	-	11,854,182
Nongovernment grants and contracts	5,789,537	-	-	-	30,916	5,820,452
Auxiliary revenues	564,095	-	-	-	-	564,095
Other operating revenues	3,480,867	-	-	-	19,995	3,500,862
Total operating revenues	133,912,669	-	-	-	50,911	133,963,580
Operating expenses						
Salaries and wages	243,996,943	-	-	-	-	243,996,943
Fringe benefits	221,193,001	-	-	-	-	221,193,001
Professional services and fees	7,823,001	255	935,916	141,995	(72,131)	8,829,037
Educational services and support	8,219,220	-	1,264,349	-	-	9,483,569
Travel expenses	2,575,082	-	-	-	-	2,575,082
Operation of facilities	26,807,322	-	2,980,462	-	-	29,787,785
Other operating supplies and expenses	11,306,040	-	7,809,839	-	-	19,115,879
Scholarship aid, net	29,751,640	-	-	-	-	29,751,640
Depreciation expense	-	-	-	-	30,521,990	30,521,990
Total operating expenses	551,672,249	255	12,990,567	141,995	30,449,858	595,254,925
Operating loss	(417,759,580)	(255)	(12,990,567)	(141,995)	(30,398,948)	(449,327,678)
Nonoperating revenues						
State appropriation - general fund	283,350,238	-	-	-	-	283,350,238
State appropriation - bond fund	-	-	26,684,634	1,429,725	-	28,114,359
Pell grant revenue	75,144,201	-	-	-	-	75,144,201
Investment income	1,939,620	-	-	-	-	1,939,620
Total nonoperating revenues	360,434,059	-	26,684,634	1,429,725	-	388,548,418
Loss before other changes in net position	(57,325,521)	(255)	13,694,067	1,287,730	(30,398,948)	(72,742,926)
Other changes in net position						
Capital and other additions (deductions)	(1,445,274)	-	(12,483,150)	(5,347,819)	19,276,243	-
Interagency transfers	188,488	-	-	(188,488)	-	-
Total other changes in net position	(1,256,786)	-	(12,483,150)	(5,536,307)	19,276,243	-
Change in net position	(58,582,307)	(255)	1,210,918	(4,248,577)	(11,122,705)	(72,742,926)
Net position, beginning of year	(1,364,208,000)	52,000	17,698,000	22,638,000	729,184,000	(594,636,000)
Net position, end of year	\$ (1,422,790,307)	\$ 51,745	\$ 18,908,918	\$ 18,389,423	\$ 718,061,295	\$ (667,378,926)

Connecticut Community Colleges

Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group
Year Ended June 30, 2020



	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	
Operating revenues						
Student tuition and fees	\$ 176,460,816	\$ -	\$ -	\$ -	\$ -	\$ 176,460,816
Less: Scholarship discounts and allowances	(83,771,167)	-	-	-	-	(83,771,167)
Net tuition and fees	92,689,649	-	-	-	-	92,689,649
Federal grants and contracts	12,114,800	-	-	-	-	12,114,800
State and local grants and contracts	11,901,055	-	-	-	-	11,901,055
Nongovernment grants and contracts	4,803,727	-	-	-	11,803	4,815,529
Auxiliary revenues	415,126	-	-	-	-	415,126
Other operating revenues	3,179,529	-	-	-	50,551	3,230,081
Total operating revenues	125,103,886	-	-	-	62,354	125,166,240
Operating expenses						
Salaries and wages	252,209,342	-	-	-	-	252,209,342
Fringe benefits	305,503,637	-	-	-	-	305,503,637
Professional services and fees	8,530,826	-	960,366	-	-	9,491,192
Educational services and support	7,988,264	-	717,339	-	-	8,705,604
Travel expenses	2,072,687	-	2,946	-	-	2,075,633
Operation of facilities	24,511,372	-	2,591,312	-	-	27,102,684
Other operating supplies and expenses	10,870,191	-	4,480,505	-	-	15,350,696
Scholarship aid, net	40,859,546	-	-	-	-	40,859,546
Depreciation expense	-	-	-	-	30,156,387	30,156,387
Total operating expenses	652,545,866	-	8,752,467	-	30,156,387	691,454,721
Operating loss	(527,441,980)	-	(8,752,467)	-	(30,094,033)	(566,288,481)
Nonoperating revenues						
State appropriation - general fund	300,940,479	-	-	-	-	300,940,479
State appropriation - bond fund	-	-	13,887,716	8,524,052	-	22,411,768
Pell grant revenue	75,035,663	-	-	-	-	75,035,663
Federal emergency grant revenue	9,201,051	-	-	-	-	9,201,051
Investment income	1,212,724	-	-	-	-	1,212,724
Total nonoperating revenues	386,389,918	-	13,887,716	8,524,052	-	408,801,686
Loss before other changes in net position	(141,052,062)	-	5,135,249	8,524,052	(30,094,033)	(157,486,795)
Other changes in net position						
Capital and other additions (deductions)	(1,025,378)	-	(12,053,997)	(5,757,058)	18,836,432	-
Total other changes in net position	(1,025,378)	-	(12,053,997)	(5,757,058)	18,836,432	-
Change in net position	(142,077,440)	-	(6,918,747)	2,766,994	(11,257,601)	(157,486,795)
Net position, beginning of year	(1,422,790,306)	51,745	18,908,918	18,389,423	718,061,295	(667,378,926)
Net position, end of year	\$ (1,564,867,746)	\$ 51,745	\$ 11,990,170	\$ 21,156,417	\$ 706,803,694	\$ (824,865,721)

Connecticut Community Colleges

Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group
Year Ended June 30, 2019



	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	
Operating revenues						
Student tuition and fees	\$ 183,201,246	\$ -	\$ -	\$ -	\$ -	\$ 183,201,246
Less: Scholarship discounts and allowances	(84,947,563)	-	-	-	-	(84,947,563)
Net tuition and fees	98,253,683	-	-	-	-	98,253,683
Federal grants and contracts	13,970,305	-	-	-	-	13,970,305
State and local grants and contracts	11,854,182	-	-	-	-	11,854,182
Nongovernment grants and contracts	5,789,537	-	-	-	30,916	5,820,452
Auxiliary revenues	564,095	-	-	-	-	564,095
Other operating revenues	3,480,867	-	-	-	19,995	3,500,862
Total operating revenues	133,912,669	-	-	-	50,911	133,963,580
Operating expenses						
Salaries and wages	243,996,943	-	-	-	-	243,996,943
Fringe benefits	221,193,001	-	-	-	-	221,193,001
Professional services and fees	7,823,001	255	935,916	141,995	(72,131)	8,829,037
Educational services and support	8,219,220	-	1,264,349	-	-	9,483,569
Travel expenses	2,575,082	-	-	-	-	2,575,082
Operation of facilities	26,807,322	-	2,980,462	-	-	29,787,785
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Scholarship aid, net	29,751,640	-	-	-	-	29,751,640
Depreciation expense	-	-	-	-	30,521,990	30,521,990
Total operating expenses	551,672,249	255	12,990,567	141,995	30,449,858	595,254,925
Operating loss	(417,759,580)	(255)	(12,990,567)	(141,995)	(30,398,948)	(449,327,678)
Nonoperating revenues						
State appropriation - general fund	283,350,238	-	-	-	-	283,350,238
State appropriation - bond fund	-	-	26,684,634	1,429,725	-	28,114,359
Pell grant revenue	75,144,201	-	-	-	-	75,144,201
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Loss before other changes in net position	(57,325,521)	(255)	13,694,067	1,287,730	(30,398,948)	(72,742,926)
Other changes in net position						
Capital and other additions (deductions)	(1,445,274)	-	(12,483,150)	(5,347,819)	19,276,243	-
Interagency transfers	188,488	-	-	(188,488)	-	-
Total other changes in net position	(1,256,786)	-	(12,483,150)	(5,536,307)	19,276,243	-
Change in net position	(58,582,307)	(255)	1,210,918	(4,248,577)	(11,122,705)	(72,742,926)
Net position, beginning of year	(1,364,208,000)	52,000	17,698,000	22,638,000	729,184,000	(594,636,000)
Net position, end of year	\$ (1,422,790,307)	\$ 51,745	\$ 18,908,918	\$ 18,389,423	\$ 718,061,295	\$ (667,378,926)

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.

APPENDIX C

Auditor's Management Letter

No management letter was provided. The auditor firm Grant Thornton made a presentation to the Audit Committee of the Board of Regents of Connecticut State Colleges and Universities on July 13, 2021. No official management letter was issued. Additional information can be obtained if requested.

APPENDIX D

Interim Report Forms

FINANCE & ENROLLMENT (F&E) FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	
		Yes/No	Qualified Unqualified
Financial Results for Year Ending:	<input style="width: 150px;" type="text" value="6/30"/>		
Most Recent Year	<input style="width: 150px;" type="text" value="6/30/20"/>	Yes	Unqualified
1 Year Prior	<input style="width: 150px;" type="text" value="6/30/19"/>	Yes	Unqualified
2 Years Prior	<input style="width: 150px;" type="text" value="6/30/18"/>	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans
 Current Year
 Next Year

Contact Person:

Title:

Telephone No:

E-mail address:

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	https://www.capitalcc.edu/mission/	2016

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans	?	?	?
Immediately prior Strategic Plan	2014	2014-2018	
Current Strategic Plan	2019	2019-2022	https://www.capitalcc.edu/wp-content/uploads/2019/12/2019-2022-Strategic-Plan-Draft-v.-9a.pdf
Next Strategic Plan	2023	2023-2038	

Other institution-wide plans*	Year completed	Effective Dates	Website location
Master plan	2020	2020-2025	https://www.capitalcc.edu/wp-content/uploads/2021/08/CCC_Master_Plan_2020_Reduced.pdf
Academic plan			
Financial plan			
Technology plan			
Enrollment plan			
Development plan			

Plans for major units (e.g., departments, library)*			
?			

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	?
Program review schedule (e.g., every 5 years)	?
A	Available upon request
	Available upon request

*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.

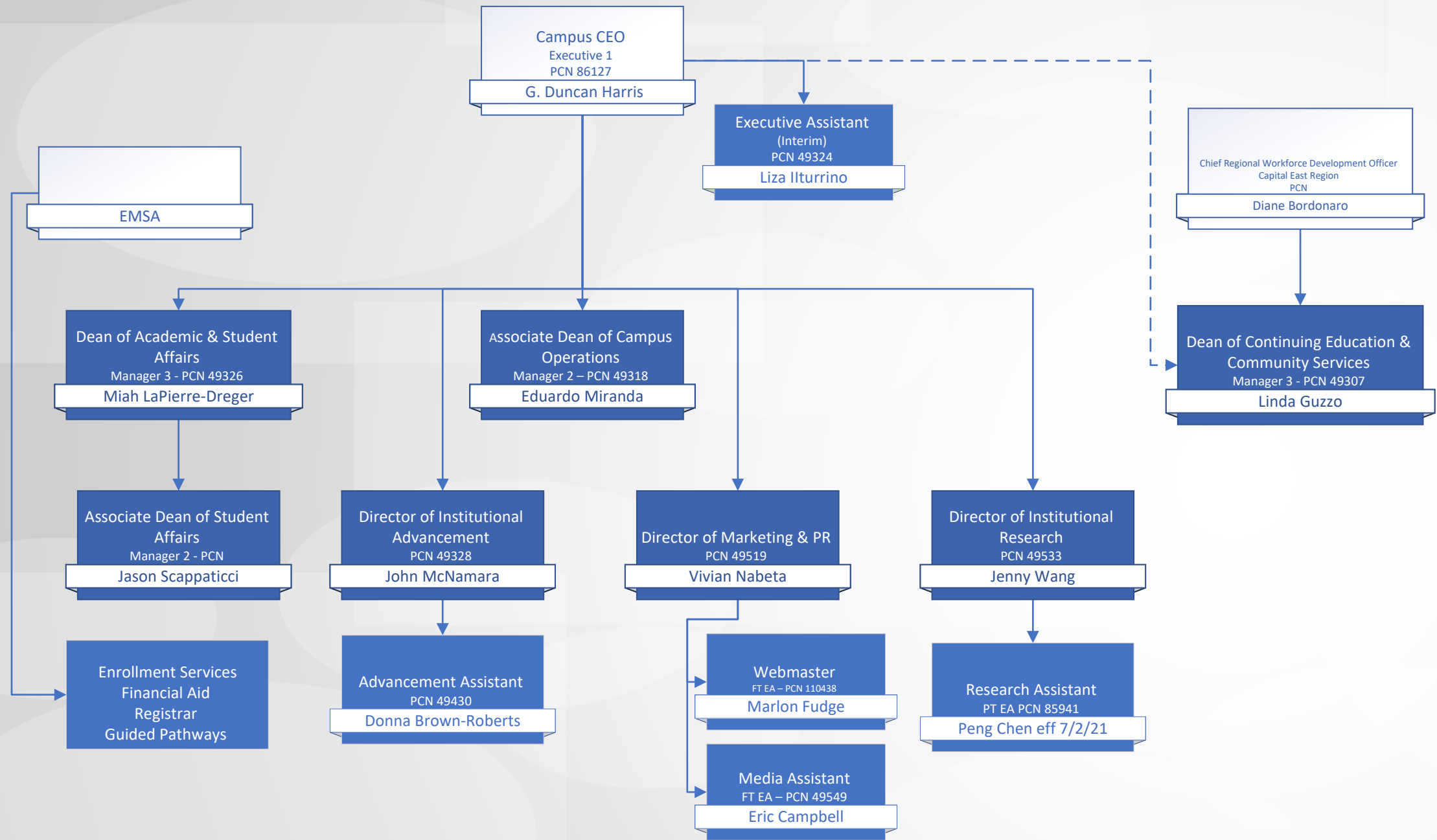
Name of the sponsoring entity	Connecticut State Colleges and Universities
Website location of documentation of relationship	https://www.ct.edu/about

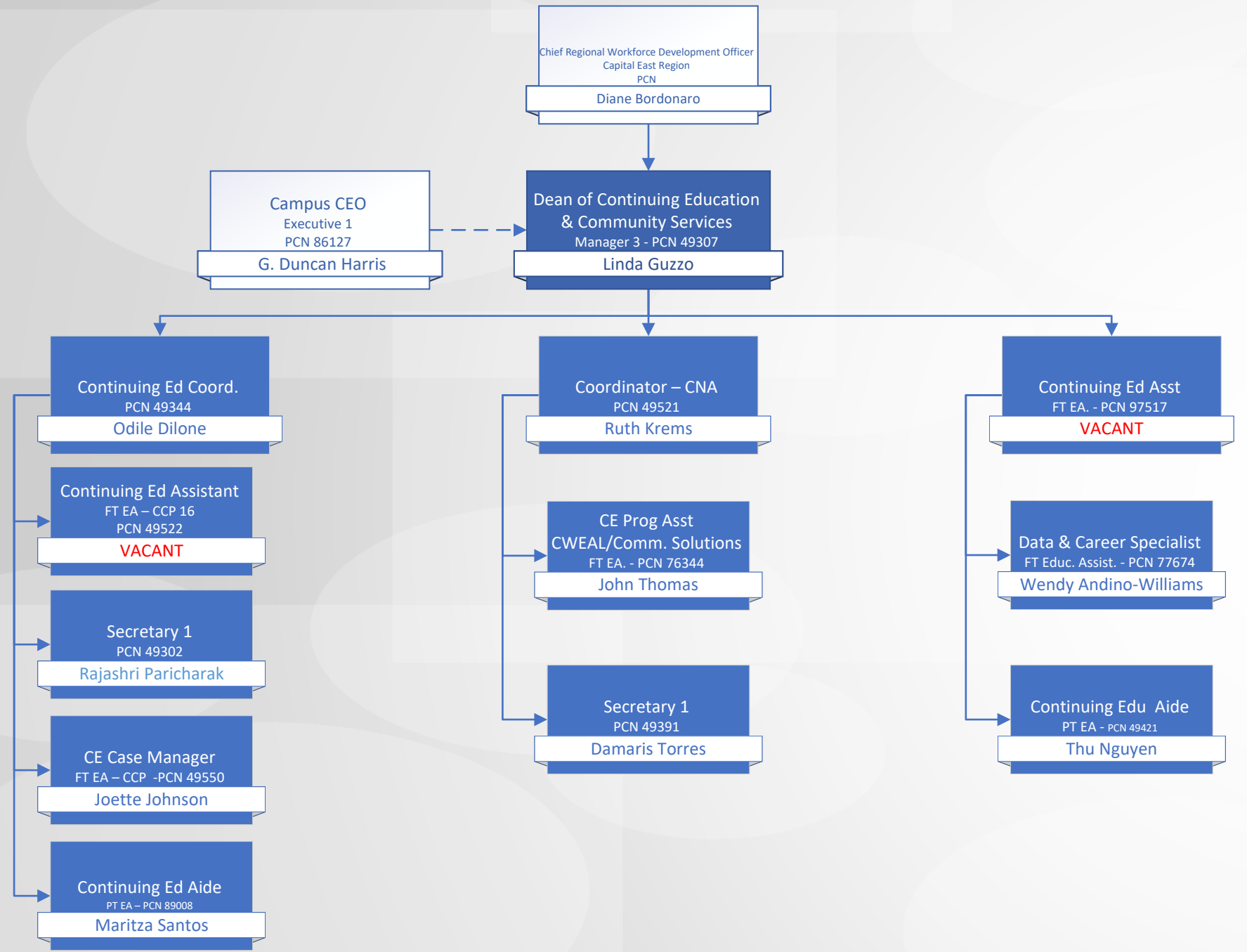
Governing Board

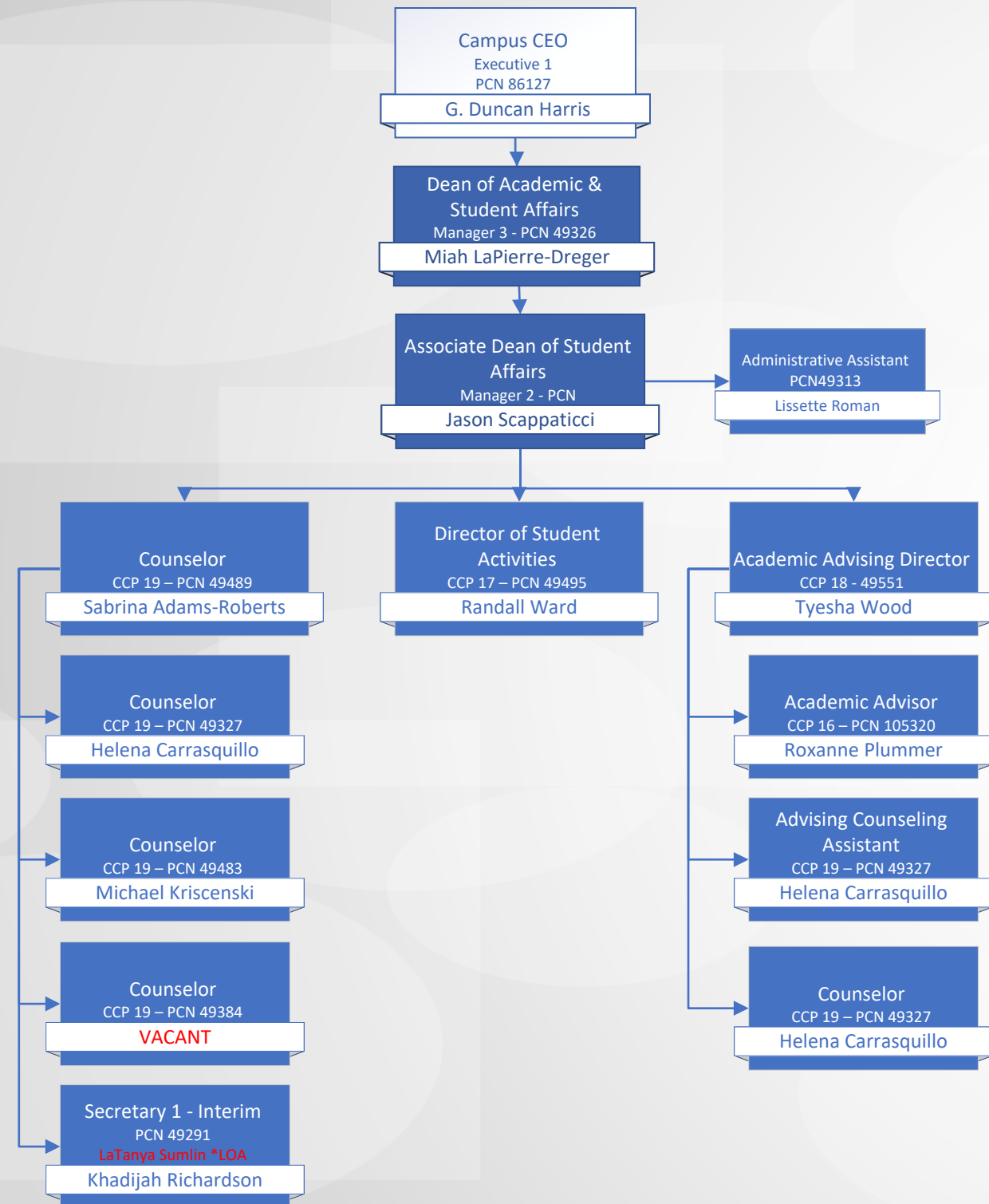
	Website location
By-laws	https://www.ct.edu/regents/bylaws
Board members' names and affiliations	https://www.ct.edu/regents/members

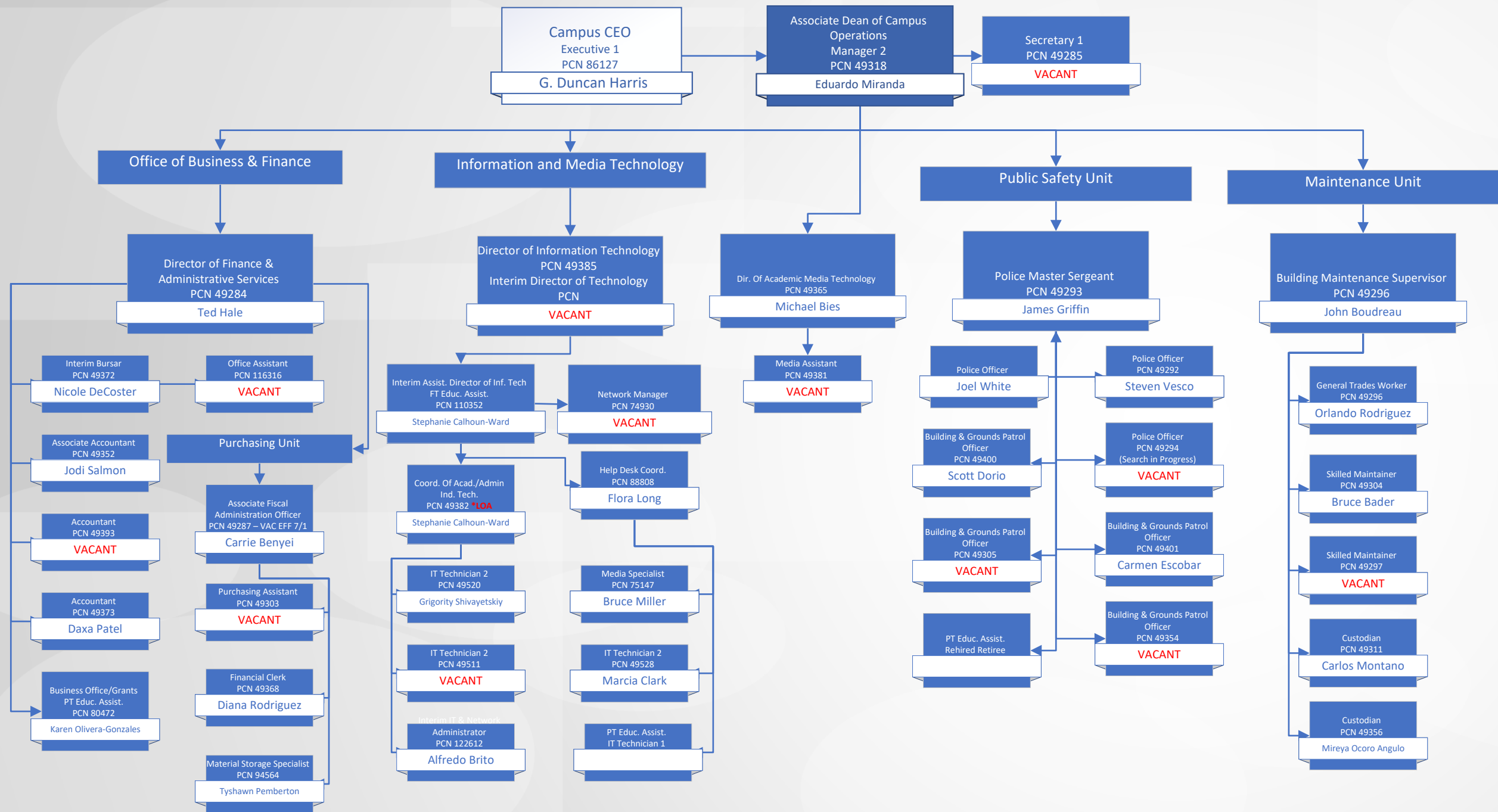
Please enter any explanatory notes in the box below

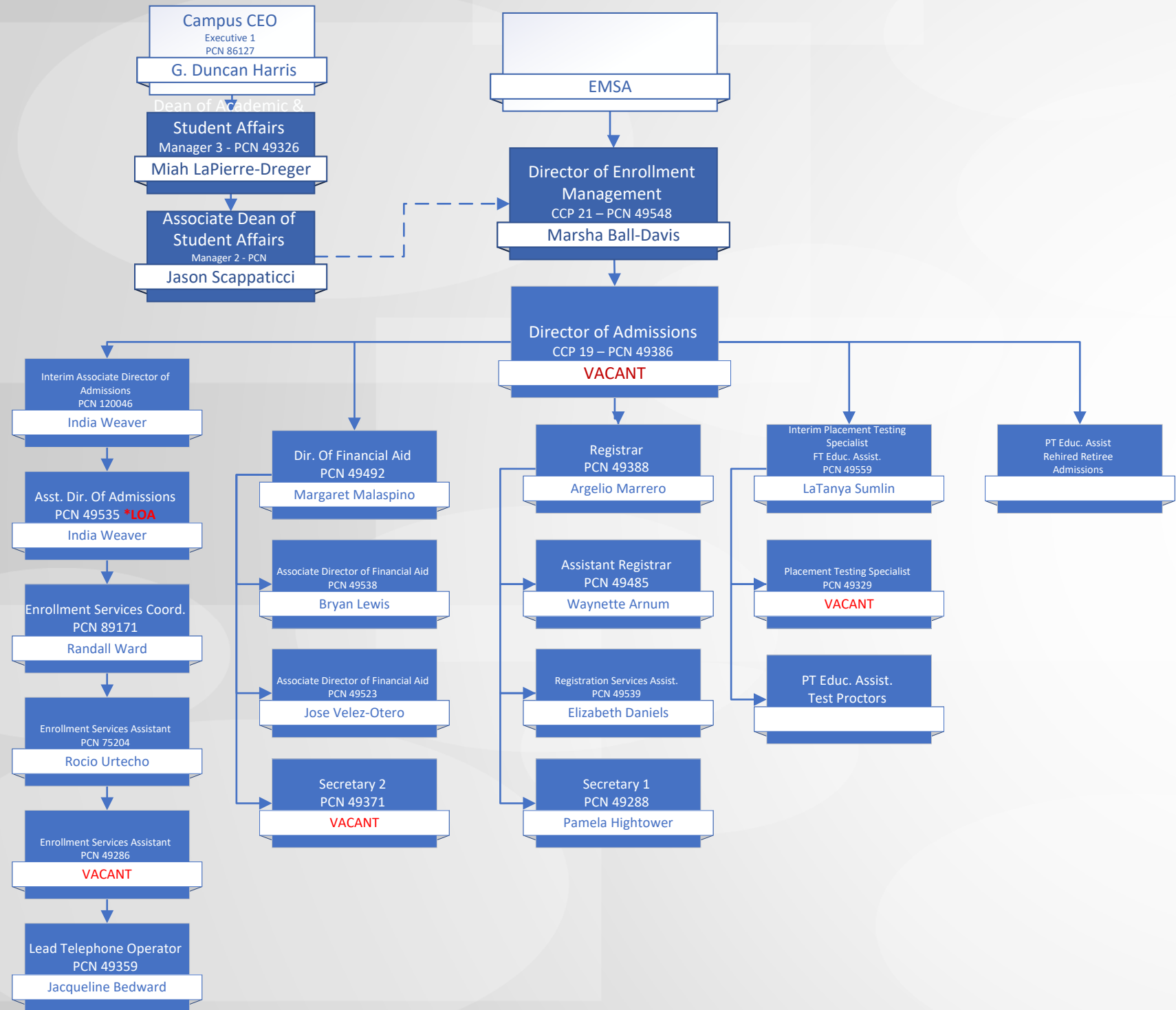
Organizational Charts Link https://www.ct.edu/files/pdfs/ctstate-org-draft.pdf

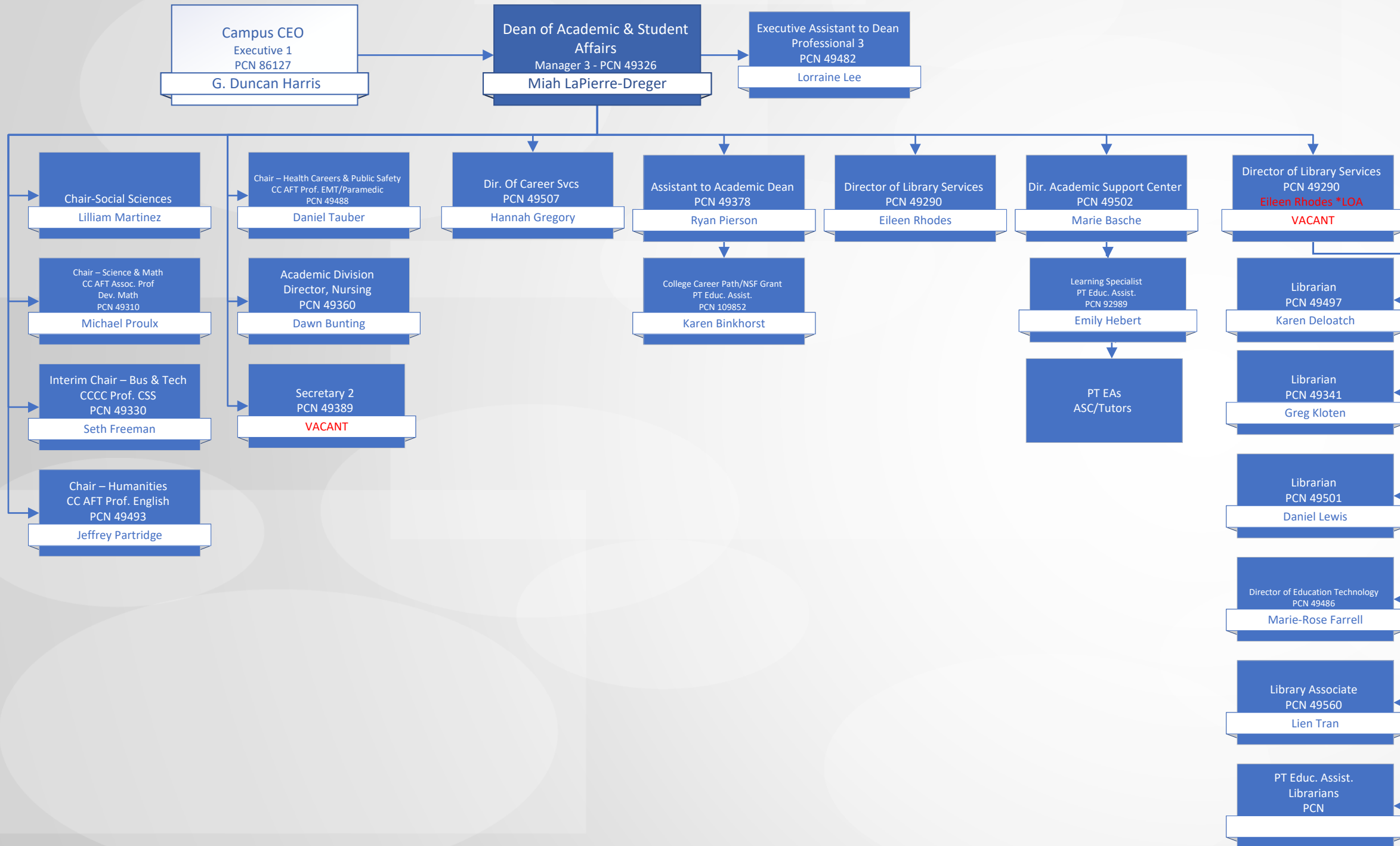


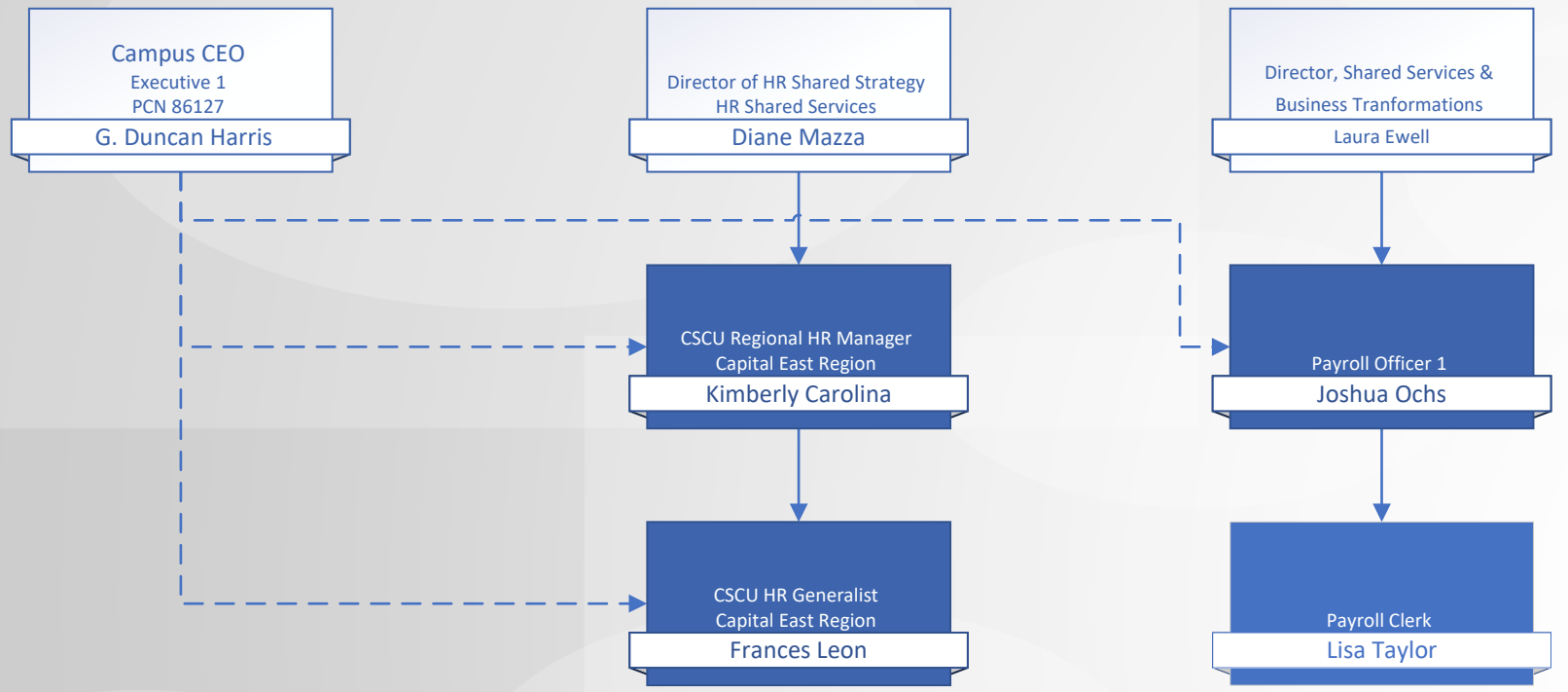


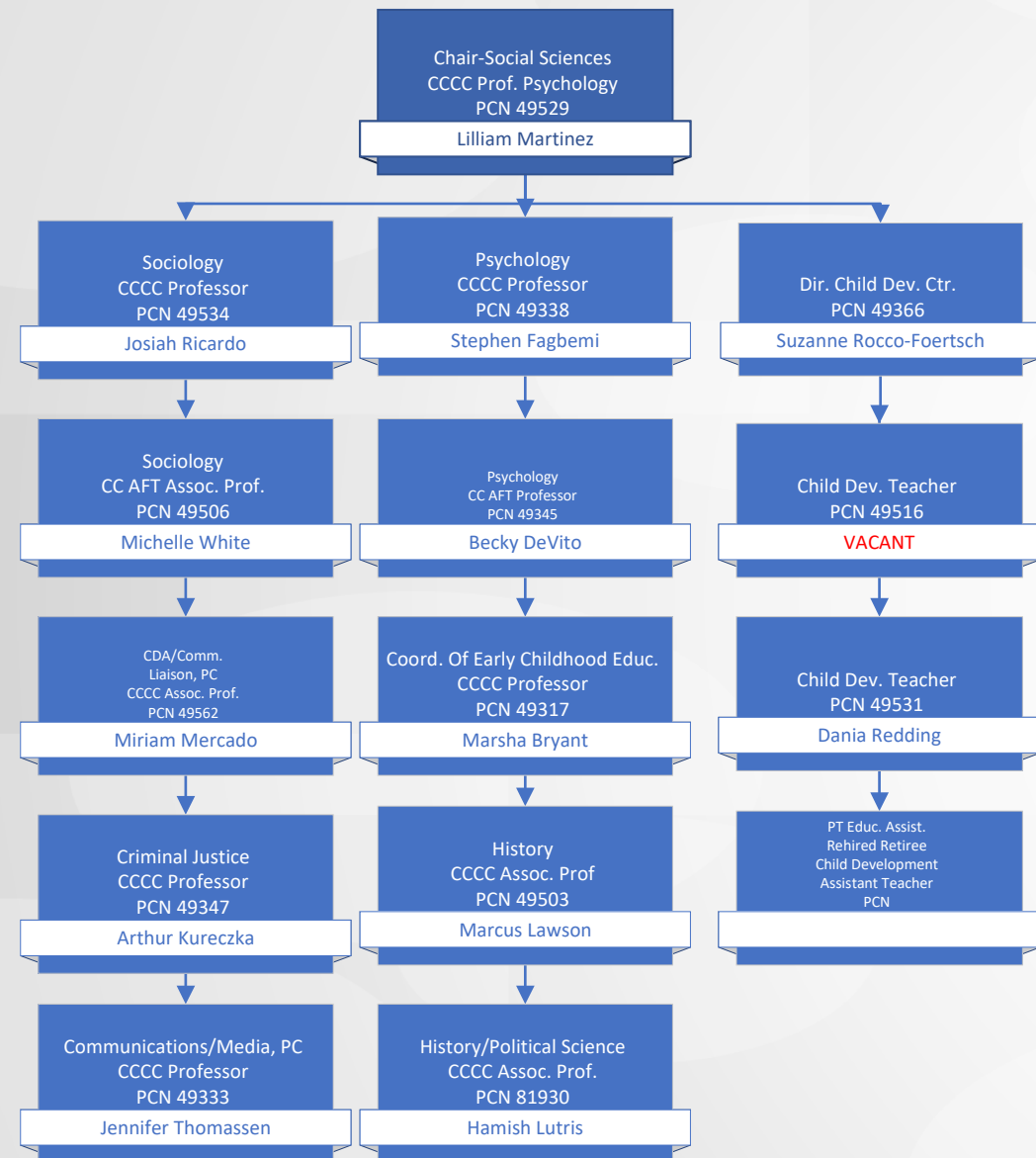


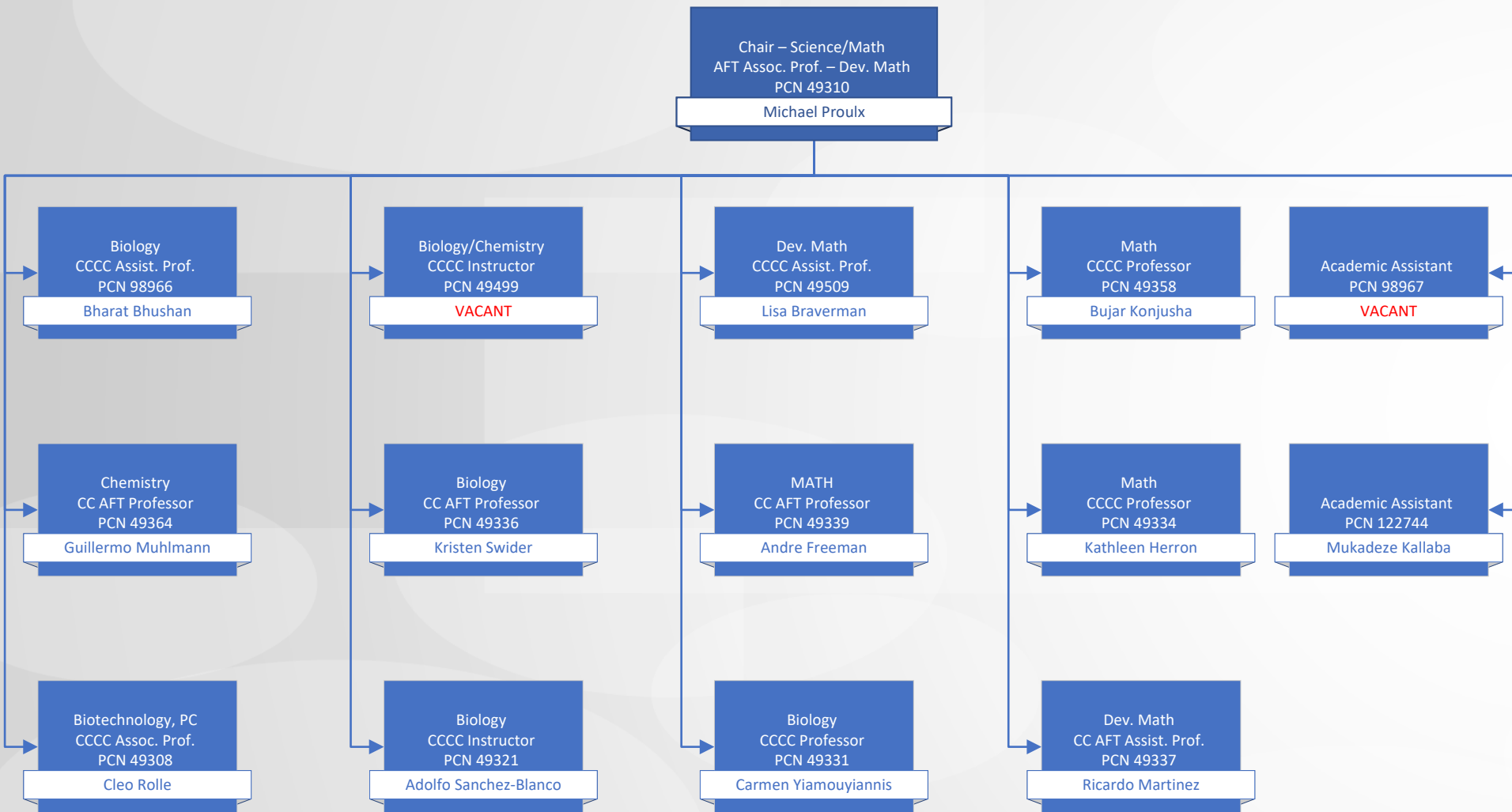


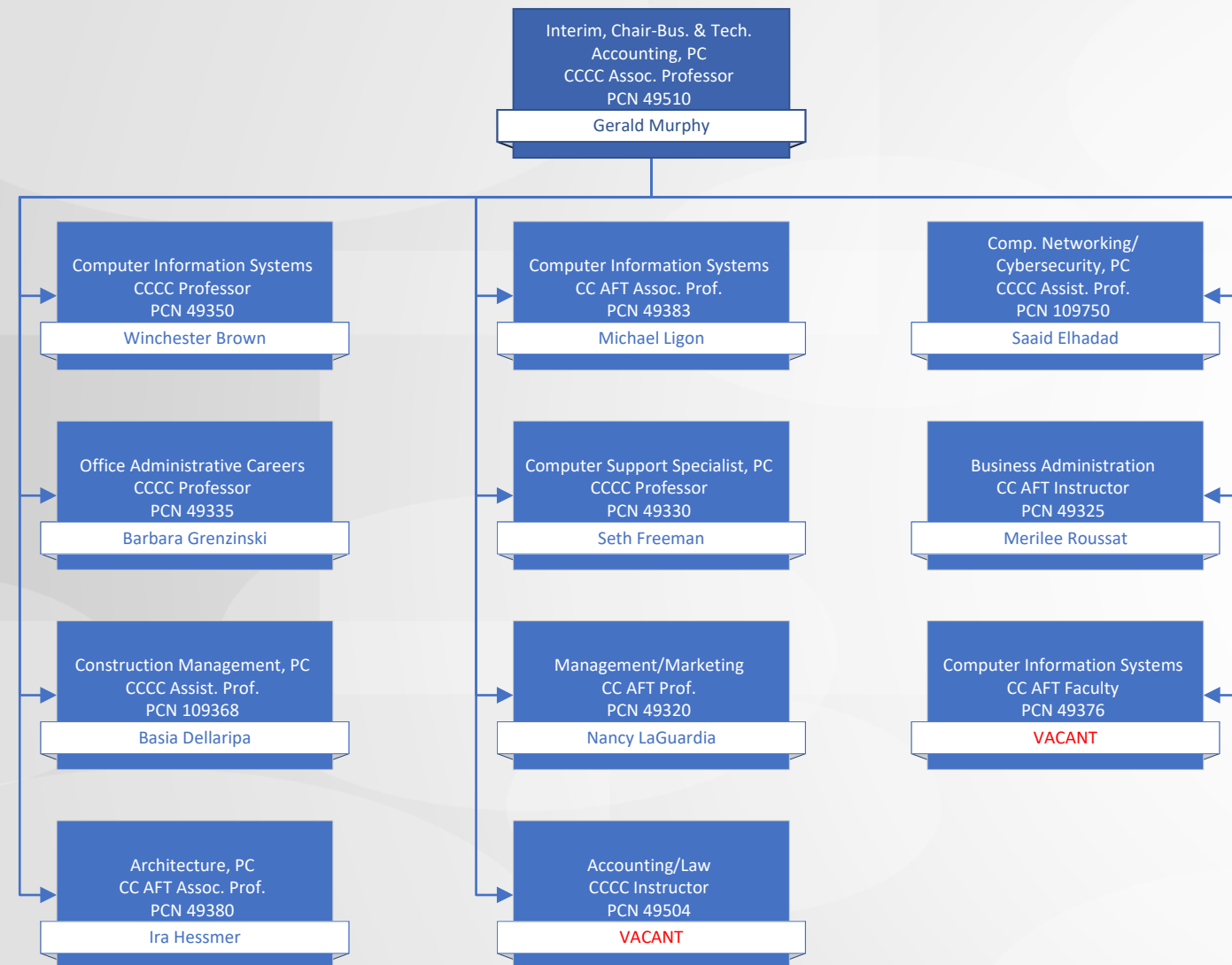


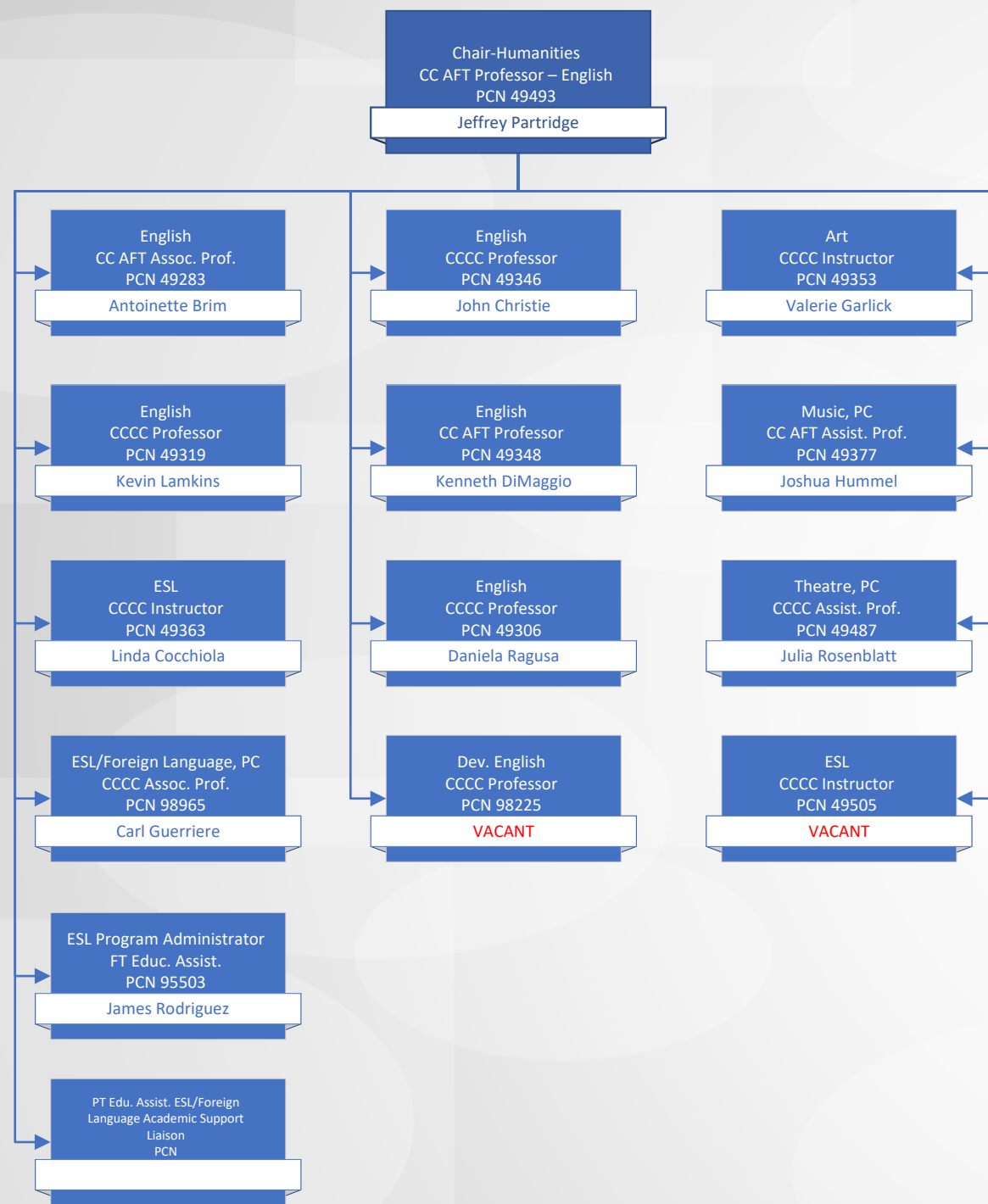


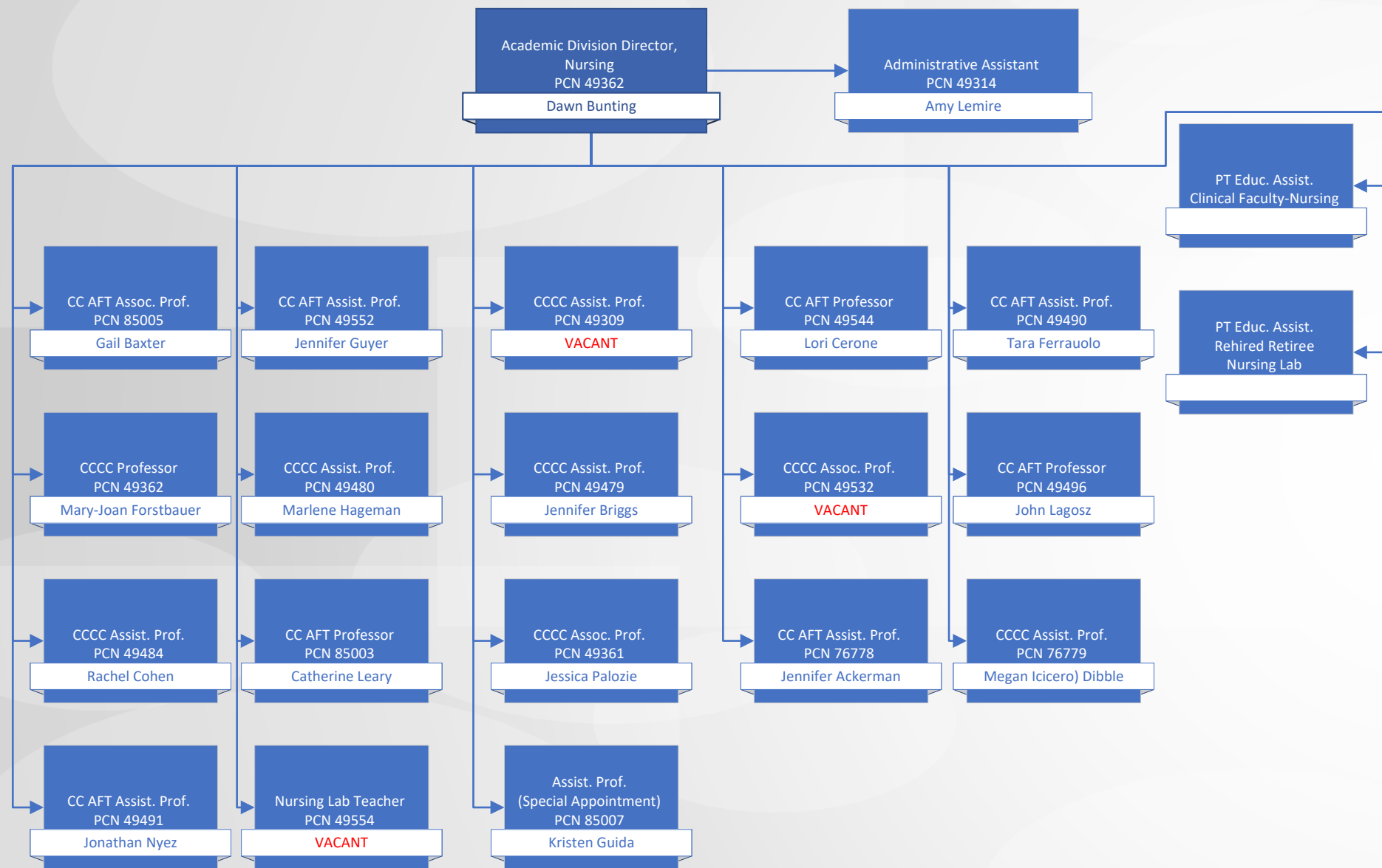


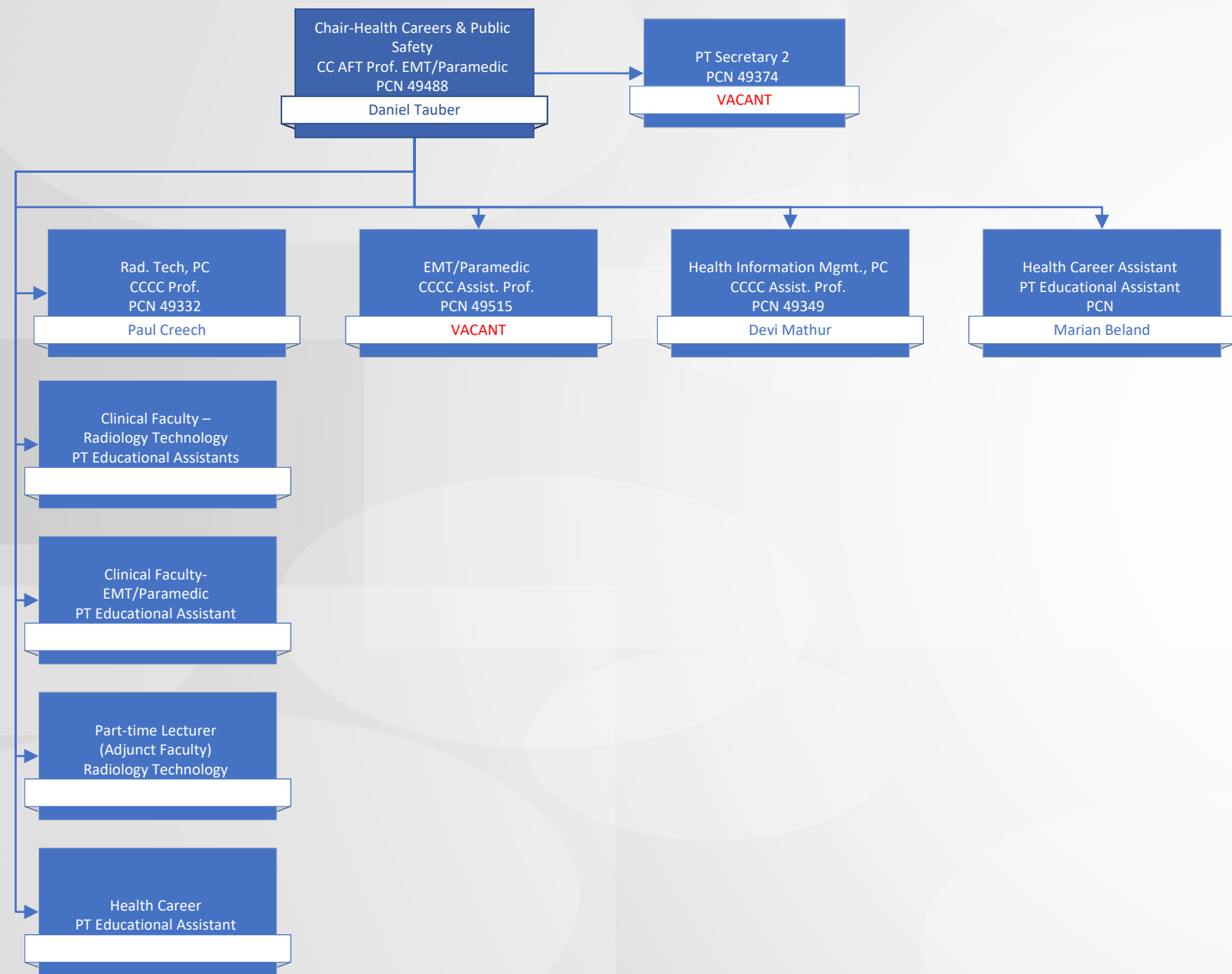












Standard 3: Organization and Governance (Locations and Modalities)

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	1 year prior	Current year
			(FY2018)	(FY 2019)	(FY 2020)
<input type="checkbox"/> Main campus	Hartford, CT	7/1/2002	4,993	4,569	3,966
<input type="checkbox"/> Other principal campuses					
<input type="checkbox"/> Branch campuses (US)					
<input type="checkbox"/> Other instructional locations (US)					
<input type="checkbox"/> Branch campuses (overseas)					
<input type="checkbox"/> Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
			(FY2018)	(FY 2019)	(FY 2020)
Distance Learning Programs			1,743	1,580	2,972
Programs 50-99% on-line					
Programs 100% on-line					
<input type="checkbox"/> Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
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	357							357
Main Campus PT	771							771
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	156							156
Distance education PT	914							914
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	2,198	0	0	0	0	0	0	2,198
Total FTE	1,227.00							1,227.00
Enter FTE definition:	Sum Credit Hours divided-by 15							
Degrees Awarded, Most Recent Year	303							303

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								
Due to the Pandemic,, the Main Campus enrollment for Fall 2020 reflects the number of students who were NOT taking "on line classes" only.								

**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	13	0		13	357	370
Main Campus PT	74	53		127	771	898
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 PT				0		0
Distance education FT	8	2		10	156	166
Distance education PT	34	336		370	914	1,284
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	129	391	0	520	2,198	2,718
Total FTE	66.53	120.00		187	1,226.60	1,413
Enter FTE definition:	Sum Credit Hours divided-by 15					
Certificates Awarded, Most Recent Year	58					

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

Due to the Pandemic, the Main Campus enrollment for Fall 2020 reflects the number of students who were NOT taking on line classes only.

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
Certificate	<u>82</u>	85	104	134	140
Associate	<u>2866</u>	2888	2689	2198	2264
Baccalaureate	-				
Total Undergraduate	2,948	2,973	2,793	2,332	0

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
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	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
Undergraduate	<u>24424</u>	24484	23437	19439	20022
Graduate	<u>0</u>	0	0	0	0
Total	24,424	24,484	23,437	19,439	0

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

	1/17 to 12/17	1/18 to 12/18	1/19 to 12/19	1/20 to 3/20	Fall 2020
Main campus					
Sessions embedded in a class	64	51	58	15	31
Free-standing sessions	26	25	24	3	0
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

Due to the pandemic, the college was closed for many months in 2020, impacting the number of sessions.

**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 (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Goal (specify year) (Fall 2021)
Freshmen - Undergraduate	?				
Completed Applications	856	778	837	621	652
Applications Accepted	856	778	837	621	652
Applicants Enrolled	497	510	472	301	316
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	-
% Enrolled of Accepted	58.1%	65.6%	56.4%	48.5%	-
Percent Change Year over Year					
Completed Applications	na	-9.1%	7.6%	-25.8%	-100.0%
Applications Accepted	na	-9.1%	7.6%	-25.8%	-100.0%
Applicants Enrolled	na	2.6%	-7.5%	-36.2%	-100.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
Transfers - Undergraduate	?				
Completed Applications	753	640	740	630	661
Applications Accepted	753	640	740	630	661
Applications Enrolled	423	382	418	335	351
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	-
% Enrolled of Accepted	56.2%	59.7%	56.5%	53.2%	-
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

**Standard 5: Students
(Enrollment, 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 (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Goal (specify year) (Fall 2021)
UNDERGRADUATE	?				
First Year Full-Time Headcount	491	477	532	410	430
Part-Time Headcount	1,312	1,344	1,214	1,044	1096
Total Headcount	1,803	1,821	1,746	1,454	1526
Total FTE	?	1,018	1,019		
Second Year Full-Time Headcount	195	172	152	125	131
Part-Time Headcount	950	980	895	753	790
Total Headcount	1,145	1,152	1,047	878	921
Total FTE	610	613	554	455	478
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	686	649	684	535	562
Part-Time Headcount	2,262	2,324	2,109	1,797	1887
Total Headcount	2,948	2,973	2,793	2,332	2449
Total FTE	1,628	1,632	554	455	478
% Change FTE Undergraduate	na	0.2%	-66.1%	-17.8%	5.0%
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	2,948	2,973	2,793	2,332	2449
Grand Total FTE	1,628	1,632	554	455	478
% Change Grand Total FTE	na	0.2%	-66.1%	-17.8%	5%

Please enter any explanatory notes in the box below

**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?

Student Handbook and College's website

	FY 2014	FY 2015	FY 2016	FY 2017
Three-year Cohort Default Rate	15.30%	11.90%	12.90%	7.50%
Three-year Loan repayment rate (from College Scorecard)	39.93%	N/A	N/A	N/A

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(2017-2018)	(2018-2019)	(2019-2020)	As of 10/27/20	2021-2022

Student Financial Aid

Total Federal Aid	\$ 7,968,513.43	\$ 7,816,664.88	\$ 7,590,364.81	\$ 2,572,962.99	\$ 2650,151.88
Grants	\$ 7,052,207.16	\$ 6,733,036.39	\$ 6,522,817.88	\$ 2,299,726.99	\$ 236,8718.80
Loans	\$ 801,485.00	\$ 927,674.00	\$ 935,298.00	\$ 273,236.00	\$ 281,433.08
Work Study	\$ 114,821.27	\$ 155,954.49	\$ 132,248.93	\$ -	TBD
Total State Aid	\$ 833,417.00	\$ 725,736.00	\$ 674,707.50	\$ 501,658.50	\$ 516,708.26
Total Institutional Aid	\$ 1,116,507.62	\$ 1,103,559.40	\$ 1,048,337.75	\$ 442,664.01	\$ 455,943.93
Grants	\$ 1,116,507.62	\$ 1,103,559.40	\$ 1,048,337.75	\$ 442,664.01	\$ 455,943.93
Loans	N/A	N/A	N/A	N/A	N/A
Total Private Aid	\$ 565,685.08	\$ 621,566.77	\$ 673,925.65	\$ 268,191.15	\$ 276,236.88
Grants	\$ 466,109.08	\$ 511,501.77	\$ 481,515.65	\$ 252,041.15	\$ 259,602.38
Loans	\$ 99,576.00	\$ 110,065.00	\$ 192,410.00	\$ 16,150.00	\$ 16,345

Student Debt

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

Undergraduates	???	???	???	???	???
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A

For students with debt:

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

Undergraduates	???	???	???	???	???
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A

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

Undergraduates	???	???	???	???	???
Graduate Students	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A

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

English as a Second/Other Language	17%	9%	8%	0%	0%
English (reading, writing, communication skills)	39%	41%	45%	44%	42%
Math	32%	35%	25%	40%	38%
Other					

Please enter any explanatory notes in the box below

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
Fall 2017	Fall 2018	Fall 2019	Fall 2020

? Number of Faculty by category

Full-time	63	63	65	64
Part-time	160	195	145	155
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	223	258	210	219

Percentage of Courses taught by full-time faculty

50.00%	54.50%	55.89%	55.16%
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? Number of Faculty by rank, if applicable

Professor	26	28	30	34
Associate	14	15	14	15
Assistant	21	18	16	13
Instructor	1	2	4	2
Other; specify below:	1		1	
Total	63	63	65	64

? Number of Academic Staff by category

Librarians	5	4	5	4
Advisors				
Instructional Designers				
Other; specify below:				
Total	5	4	5	4

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		2 Years Prior		1 Year Prior		Current Year	
Fall 2017		Fall 2018		Fall 2019		Fall 2020	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	26		28		30		34	
Associate	14		15		14		15	
Assistant	21		18		16		13	
Instructor	1		2		4		2	
No rank		160		195		145		155
Other	1							
Total	63	160	63	195	65	145	64	155

Number of Faculty in Tenured Positions

Professor	24		27		29		34	
Associate	6		6		6		15	
Assistant	1						13	
Instructor							2	
No rank								
Other								
Total	31	0	33	0	35	0	64	0

Number of Faculty Departing

Professor								
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	0	0	0	0	0	0	0	0

Number of Faculty Retiring

Professor								
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	0	0	0	0	0	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			2 Years Prior			1 Year Prior			Current Year		
	(Fall 2017)			(Fall 2018)			(Fall 2019)			(Fall 2020)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	63	160	223	63	195	258	65	145	210	64	155	219
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	4		4	4		4	4		4	4		4
Library Technicians			0			0			0			0
Archivists, Curators, Museum staff	1		1	1		1	1		1	1		1
Student and Academic Affairs	23	2	25	22	2	24	17	1	18	16		16
Management Occupations	11		11	11		11	12		12	11		11
Business and Financial Operations	17	2	19	15	2	17	27	3	30	27		27
Computer, Engineering, and Science	6	1	7	6	1	7	7		7	6		6
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	4		4	4		4	3		3	4		4
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	13		13	13		13	12		12	13		13
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	12	1	13	11		11	9		9	12		12
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Trans., Material Moving			0			0			0			0

Total

154	166	320	150	200	350	157	149	306	158	155	313
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Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (6/30)		2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent Year (FY 2020)	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$4	\$4	\$4	0.0%	0.0%
?	Cash held by State Treasurer	\$6,213	\$3,742	\$1,260	-39.8%	-66.3%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$5,008	\$4,965	\$4,785	-0.9%	-3.6%
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses	\$1	\$0	\$1	-100.0%	-
?	Long-Term Investments				-	-
?	Loans to Students	\$3	\$2	\$2	-33.3%	0.0%
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$40,544	\$39,782	\$38,616	-1.9%	-2.9%
?	Other Assets		\$0	\$0	-	-
	Total Assets	\$51,773	\$48,495	\$44,668	-6.3%	-7.9%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$4,281	\$3,581	\$3,964	-16.4%	10.7%
?	Deferred revenue & refundable advances	\$983	\$1,691	\$2,367	72.0%	40.0%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	\$116	\$107	\$128	-7.8%	19.6%
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities	\$0	\$0	\$0	-	-
	Total Liabilities	\$5,380	\$5,379	\$6,459	0.0%	20.1%
NET ASSETS (in 000s)						
Unrestricted net assets						
	Institutional	\$0	\$0	\$0	-	-
?	Foundation				-	-
	Total	\$0	\$0	\$0	-	-
Temporarily restricted net assets						
	Institutional				-	-
?	Foundation				-	-
	Total	\$0	\$0	\$0	-	-
Permanently restricted net assets						
	Institutional	\$43,742	\$40,477	\$35,418	-7.5%	-12.5%
?	Foundation				-	-
	Total	\$43,742	\$40,477	\$35,418	-7.5%	-12.5%
	Total Net Assets	\$43,742	\$40,477	\$35,418	-7.5%	-12.5%
	TOTAL LIABILITIES and NET ASSETS	\$49,122	\$45,856	\$41,877	-6.6%	-8.7%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 22)
OPERATING REVENUES (in 000s)					
⌵ Tuition and fees	\$12,604	\$12,682	\$12,246		
⌵ Room and board					
⌵ Less: Financial aid	-\$7,502	-\$7,479	-\$7,253		
Net student fees	\$5,102	\$5,203	\$4,993	\$0	\$0
⌵ Government grants and contracts	\$2,317	\$2,111	\$2,399		
⌵ Private gifts, grants and contracts	\$543	\$601	\$528		
⌵ Other auxiliary enterprises					
Endowment income used in operations					
⌵ Other revenue (specify):	\$283	\$129	\$151		
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$8,245	\$8,044	\$8,071	\$0	\$0
OPERATING EXPENSES (in 000s)					
⌵ Instruction	\$16,862	\$17,282	\$17,935		
⌵ Research					
⌵ Public Service	\$22	\$6	\$7		
⌵ Academic Support	\$6,539	\$5,997	\$6,971		
⌵ Student Services	\$3,852	\$4,051	\$3,996		
⌵ Institutional Support	\$4,745	\$4,521	\$4,597		
Fundraising and alumni relations					
⌵ Operation, maintenance of plant (if not allocated)	\$3,929	\$3,884	\$3,793		
⌵ Scholarships and fellowships (cash refunded by public institution)	\$2,530	\$2,249	\$3,139		
⌵ Auxiliary enterprises					
⌵ Depreciation (if not allocated)	\$2,075	\$2,043	\$1,991		
⌵ Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$40,554	\$40,033	\$42,429	\$0	\$0
Change in net assets from operations	-\$32,309	-\$31,989	-\$34,358	\$0	\$0
NON OPERATING REVENUES (in 000s)					
⌵ State appropriations (net)	\$19,544	\$21,296	\$21,593		
⌵ Investment return	\$24	\$1	\$0		
⌵ Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	\$49	\$0	\$0		
⌵ Other (specify): Pell Grants	\$6,810	\$6,656	\$6,422		
Other (specify): Other non-operating	\$0	\$0	\$0		
Other (specify): Federal Emergency Grant Revenue	\$0	\$0	\$774		
Net non-operating revenues	\$26,427	\$27,953	\$28,788	\$0	\$0

	Income before other revenues, expenses, gains, or losses	-\$5,882	-\$4,036	-\$5,570	\$0	\$0
?	Capital appropriations (public institutions)	\$788	\$299	\$479		
?	Other (specify): Capital and other additions (deductions) and interagency transfers	\$145	\$517	\$79		
	TOTAL INCREASE/DECREASE IN NET ASSETS	-\$4,949	-\$3,220	-\$5,012	\$0	\$0

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

FISCAL YEAR ENDS month & day (6/30)		3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
	Long-term Debt					
	Beginning balance	\$0	\$0	\$0		
	Additions					
P	Reductions	\$0	\$0	\$0		
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets					
	Debt to Assets Ratio Long-term Debt / Total Assets					
<p>Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.</p>						
<p>Line(s) of Credit: List the institutions line(s) of credit and their uses.</p>						
<p>Future borrowing plans (please describe).</p>						

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

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2 2018)	2 Years Prior (FY2 2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 22)
NET ASSETS					
Net assets beginning of year	\$43,742	\$40,477	\$35,418	\$30,406	
Total increase/decrease in net assets	(\$4,949)	(\$3,220)	(\$5,012)		
Net assets end of year	\$38,793	\$37,257	\$30,406	\$30,406	\$0
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$1,912	\$1,990	\$1,896		
Federal, state and private grants	\$8,119	\$7,880	\$8,504		
Restricted funds					
Total	\$10,031	\$9,870	\$10,400	\$0	\$0
% Discount of tuition and fees	-59.5%	-59.0%	-59.2%		
? % Unrestricted discount	174.3%	12.7%	10.9%		
Net Tuition Revenue per FTE	\$2	\$2	\$2		
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:					
Please enter any explanatory notes in the box below.					

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$9,475	\$6,217	\$3,746	\$1,264	
Cash Flow from Operating Activities	(\$30,683)	(\$31,378)	(\$32,714)		
Cash Flow from Investing Activities	\$31	\$4	\$0		
Cash Flow from Financing Activities	\$27,394	\$28,903	\$30,232		
Cash and Cash Equivalents end of year	\$6,217	\$3,746	\$1,264	\$22	\$0
LIQUIDITY RATIOS					
Current Assets	\$11,226	\$8,712	\$6,050		
Current Liabilities	\$5,381	\$5,379	\$6,459		
Current Ratio	2.09	1.62	0.94	0.00	0.00
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	58.97	35.99	11.41		
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
Please enter any explanatory notes in the box below.					

**Standard 7: Institutional Resources
(Physical Resources)**

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	1	172,772
Other U.S. locations		
International locations		

	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Next Year Forward (goal) (FY 2022)
Revenue (\$000)					
Capital appropriations (public institutions)	\$788	\$299	\$479		
Operating budget	\$379	\$345	\$337		
Gifts and grants					
Debt					
Total	\$1,167	\$644	\$816	\$0	\$0
Expenditures (\$000)					
New Construction	\$0	\$0	\$10		
Renovations, maintenance and equipment	\$0	\$0	\$3,825		
Technology	\$1,928	\$1,243	\$1,889		
Total	\$1,928	\$1,243	\$5,724	\$0	\$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	29,975		29,975
Laboratory	37,744		37,744
Office	40,784		40,784
Study	12,734		12,734
Special	11,645		11,645
General	18,216		18,216
Support	21,554		21,554
Residential			0
Other	120		120

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes or more renovations costing

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Renovations planned for next 5 years (add rows as needed)

The list below includes or more renovations costing

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

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 (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year (Fall 2020)	Next Year Forward (goal) (Fall 2021)
IPEDS <u>Retention</u> Data					
Associate degree students	46%	46%	40%	49%	50%
Bachelors degree students					
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students	6%	12%	10%	11%	12%
Bachelors degree students					
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years	14%	14%	14%	13%	15%
Awarded a degree within eight years	17%	16%	15%	18%	20%
Not awarded within eight years but still enrolled	3%	3%	3%	3%	3%
First-time, part-time students					
Awarded a degree within six years	14%	13%	14%	7%	9%
Awarded a degree within eight years	16%	16%	16%	14%	16%
Not awarded within eight years but still enrolled	3%	3%	7%	4%	6%
Non-first-time, full-time students					
Awarded a degree within six years	24%	24%	20%	13%	15%
Awarded a degree within eight years	24%	26%	21%	17%	19%
Not awarded within eight years but still enrolled	3%	2%	2%	1%	3%
Non-first-time, part-time students					
Awarded a degree within six years	30%	27%	28%	22%	24%
Awarded a degree within eight years	32%	28%	29%	28%	30%
Not awarded within eight years but still enrolled	2%	2%	3%	4%	6%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

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	4 years ago
?	First-time, Full-time Students				
	Degree from original institution			21%	12%
	Not graduated, still enrolled at original institution			6%	19%
	Degree from a different institution			10%	3%
	Transferred to a different institution			20%	11%
	Not graduated, never transferred, no longer enrolled			43%	55%
?	First-time, Part-time Students				
	Degree from original institution			13%	4%
	Not graduated, still enrolled at original institution			10%	24%
	Degree from a different institution			16%	4%
	Transferred to a different institution			12%	22%
	Not graduated, never transferred, no longer enrolled			49%	46%
?	Non-first-time, Full-time Students				
	Degree from original institution			42%	43%
	Not graduated, still enrolled at original institution			5%	11%
	Degree from a different institution			25%	16%
	Transferred to a different institution			13%	23%
	Not graduated, never transferred, no longer enrolled			15%	7%
?	Non-first-time, Part-time Students				
	Degree from original institution			46%	43%
	Not graduated, still enrolled at original institution			6%	14%
	Degree from a different institution			28%	18%
	Transferred to a different institution			14%	21%
	Not graduated, never transferred, no longer enrolled			5%	4%

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)
	(2014-2017)	(2015-2018)	(2016-2019)	(2017-2020)	(FY 2)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					

1	3-Year Transfer-Out Rate	25%	20%	17%	18%	19%
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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						
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Definition and Methodology Explanations

1	Line 4-27: Cohort from 6 years ago = Fall 2014 / Cohort from 4 years ago = Fall 2016 Percentages based on data provided by "Student Tracker Cohort Query"
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2	Line 33: Entering Fall Cohort Students = First-Time/Full-Time Degree Seeking Students who transfer-out within 3 years.
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**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

? 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									

? 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	NCLEX-RN®	118	109	95	85	116	101	98	78
2	National Registry of EMTs	32	32	33	33	34	33	15	15
3	*CMA(AAMA)--Optional	4	2	10	6	5	3		
4	**RMA(AMT)--Optional	6	5	2	2	0	0		
5	Radiology ARRT (all test takers)	15	12	11	11	10	9	10	10

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	NURSING		117	102	94	85	117	94	103	51
2	Medical Assisting***		14	Unknown	23	14	13	6		
3	Radiology		15	12	11	11	10	9	10	10
4	Paramedic		32	32	33	33	34	33	15	15
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	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

? Completion Rates

1					
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? Placement Rates

1					
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Please enter any explanatory notes in the box below

* MA Certification Exam / ** MA Registration Exam / ***Based on student reporting only / **** Data gained by Graduate Surveys / The National Registry of EMT's Paramedic exam is used for the state licensure exam

**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)
	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
? 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:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	73%	71%	72%	71%	73%
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					

Graduation rates

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Other measures, specify:

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Definition and Methodology Explanations

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1

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

? Policies	? Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty	2020	https://www.capitalcc.edu/wp-content/uploads/2020/11/Faculty-Handbook-2020-2021-updated-111020.pdf	Student Services
Intellectual property rights	2020	https://www.capitalcc.edu/wp-content/uploads/2020/11/Faculty-Handbook-2020-2021-updated-111020.pdf	Academic Affairs
Conflict of interest	2020	https://www.capitalcc.edu/wp-content/uploads/2020/11/Faculty-Handbook-2020-2021-updated-111020.pdf	HR
Privacy rights	2020	https://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.pdf	Student Services
Fairness for students	2020	https://www.capitalcc.edu/human-resources/policies/	HR
Fairness for faculty	2020	https://www.capitalcc.edu/human-resources/policies/	HR
Fairness for staff	2020	https://www.capitalcc.edu/human-resources/policies/	HR
Academic freedom	2020	https://www.capitalcc.edu/wp-content/uploads/2020/11/Faculty-Handbook-2020-2021-updated-111020.pdf	HR
Research	2020	https://www.capitalcc.edu/institutional-research/	IR
Title IX	2020	https://www.capitalcc.edu/about/title-ix/	Title IX Coordinator is Mr. Angelo Simoni
Other; specify			

Non-discrimination policies

Recruitment and admissions	2020	https://www.capitalcc.edu/about/title-ix/notice-of-nondiscrimination/	Title IX Coordinator is Mr. Angelo Simoni
Employment	2020	https://www.capitalcc.edu/human-resources/policies/	HR
Evaluation	2020	https://www.capitalcc.edu/human-resources/performance-evaluation/	HR and Unions
Disciplinary action	2020	https://www.capitalcc.edu/about/college-policies/	Student Services for Student Disciplinary Action. HR for Faculty and Staff.

Advancement	2020	https://www.capitalcc.edu/foundation/institutional-advancement-office/	Dir. Of Institutional Advancement
Other; specify			

Resolution of grievances

Students	2020	https://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.pdf https://www.capitalcc.edu/human-resources/hr-forms/ https://www.capitalcc.edu/human-resources/hr-forms/	Student Services
Faculty	2020		HR and Union Reps
Staff	2020		HR and Union Reps
Other; specify			

?	Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.capitalcc.edu/administration/information-technology/student-faqs/
Notice of availability of publications and of audited financial statement or fair summary	https://www.ct.edu/finance#documents
Processes for admissions	https://www.capitalcc.edu/student-services/admissions/
Processes for employment	https://www.capitalcc.edu/human-resources/
Processes for grading	https://www.capitalcc.edu/wp-content/uploads/2020/11/Faculty-Handbook-2020-2021-updated-111020.pdf
Processes for assessment	https://www.capitalcc.edu/capital-community-college-assessment-team-website/
Processes for student discipline	https://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.pdf
Processes for consideration of complaints and appeals	https://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.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
College mission	https://www.capitalcc.edu/mission/
Radiological Technology learning outcomes	https://www.capitalcc.edu/radiologic-technology-program/radiologic-technology-program-goals-and-student-learning-outcomes/
Learning outcomes	https://www.capitalcc.edu/?s=learning%20outcomes

Date of last review of:	
Print publications	July 2021
Digital publications	July2021

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	http://catalog.capitalcc.edu/content.php?catoid=2&navoid=117
Obligations and responsibilities of students and the institution	https://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.pdf
Information on admission and attendance	https://www.capitalcc.edu/student-services/admissions/
Institutional mission and objectives	https://www.capitalcc.edu/mission/
Expected educational outcomes	https://www.capitalcc.edu/?s=learning%20outcomes
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.capitalcc.edu/mission/student-right-to-know/
Requirements, procedures and policies re: admissions	https://www.capitalcc.edu/student-services/admissions/
Requirements, procedures and policies re: transfer credit	https://www.capitalcc.edu/student-services/admissions/transfer-student-steps-for-enrolling/
A list of institutions with which the institution has an articulation agreement	https://www.capitalcc.edu/student-services/transfer-opportunities/
Student fees, charges and refund policies	https://www.capitalcc.edu/student-services/tuition-fees/
Rules and regulations for student conduct	https://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.pdf
Procedures for student appeals and complaints	https://www.capitalcc.edu/wp-content/uploads/2020/10/Handbook2020-2021.pdf
Other information re: attending or withdrawing from the institution	https://www.capitalcc.edu/student-services/refund-of-tuition-fees/withdrawals/
Academic programs	https://www.capitalcc.edu/academics/
Courses currently offered	http://catalog.capitalcc.edu/content.php?catoid=2&navoid=117
Other available educational opportunities	https://www.capitalcc.edu/student-services/welcome-from-student-affairs/
Other academic policies and procedures	https://www.capitalcc.edu/student-services/advising/rise-program/
Requirements for degrees and other forms of academic recognition	https://www.capitalcc.edu/academics/degrees/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.capitalcc.edu/staff/
Names and positions of administrative officers	https://www.capitalcc.edu/staff/
Names, principal affiliations of governing board members	https://www.ct.edu/regents/members
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	

Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.capitalcc.edu/about/capital-community-college-facts/
Description of the campus setting	https://www.capitalcc.edu/mission/welcome-to-capital-community-college/
Availability of academic and other support services	https://www.capitalcc.edu/student-services/welcome-from-student-affairs/
Range of co-curricular and non-academic opportunities available to students	https://www.capitalcc.edu/student-services/student-activities/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.capitalcc.edu/hartford-heritage-project/
Institutional goals for students' education	https://www.capitalcc.edu/staff/
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://www.capitalcc.edu/institutional-research/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.capitalcc.edu/student-services/tuition-fees/
Expected amount of student debt upon graduation and loan payment rates	https://www.capitalcc.edu/administration/bursars-office/
Statement about accreditation	https://www.capitalcc.edu/student-services/statement-of-accreditation/

APPENDIX E

Making Assessment More Explicit (The E Series) Forms

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review? (for general education and each degree program)
<p>A.S. Accounting</p> <p>Related Certificates: - Accounting: Basic</p> <p>- Accounting: Advanced</p>	<p>Yes, 11 learning outcomes</p>	<p>//ca-facultyfs-2/Syllabi/ & in every syllabus; College catalog and website; course outlines; Accounting Program Review; marketing materials.</p>	<p>Assessment tools with rubric; identification of artifacts; recommendations from Business Advisory Council; evaluation forms for accounting students who participate in the Internship program; performance reviews of CCC accounting interns placed at Travelers and United HealthCare through the CCAP program and at the Aetna and the Hartford Insurance Group; results of Peregrine Assessment instruments; results of the newly-required financial statement analysis project in all accounting courses; degree review with</p>	<p>Annually, faculty from the respective Schools of Business and CCC; every semester, faculty, and advisors from CCC, managers to whom the accounting interns report and program managers from CCC meet to review intern performances and areas for improvement. The Program Coordinator also reviews artifacts, working together with the College's Assessment Team. The Program Coordinator meets with the B&T Department Head and fellow faculty members to review this process. The Program Coordinator also meets annually with the accounting instructors from seven area high schools whose accounting</p>	<p>The 17 CCC students who took the Peregrine Assessment test achieved a raw score of 54.71, which ranks in the "Average" category, with 8 out of 17 students falling in the "Above Average" to "Very High" categories. In Spring 2013, a Longitudinal Analysis was completed by 68 CCC students who scored a raw score of 43.80 or "Average"; the exam is</p>	<p>Curriculum has been adjusted to provide more emphasis on financial statement analysis, the statement of cash flows and internal control/fraud; completion of a rigorous financial statement analysis project is now required for all accounting courses; a course in business communications has been added.</p>	<p>April 2014</p>

			Central CT State Univ. and the regional campuses of UConn; feedback from the CT Society of CPAs and the Southern New England Chapter of the Institute of Internal Auditors.	courses have been aligned with Capital's courses, to assure consistency.	comprised of accounting, management, marketing, and business communications questions.		
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OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review? (for general education and each degree program)
A.S. Architectural Engineering Technology	yes	In course outline given to students as part of their syllabus, and in course catalogs as well as publications in program brochures and on-line for the College by major	The Capstone Course-Design II has the requirement of submission of portfolio of all major work in required courses. It includes drawings from Design I and Design II final project, Graphics, Revit, and Architecture of the World courses. Portfolios are required for transfer into most 4-year Baccalaureate architecture programs. Achievement of outcomes is evident in number of successful transfers to four-year baccalaureate architecture	The Program Coordinator together with adjuncts who are licensed professionals review student work at mid-term project reviews and final project reviews. Annual advisory board meetings with local licensed professionals- in 2020 we were not able to meet in May as we typically would be due to COVID. Instead, we sent out a survey to employers and recent graduates	Continue to assign timed “Charette” exercises and focus models as a tool for design and presentations. Continue to assign real life projects to ensure problem solving skills are developed. and required for internships and future employment in offices. Work on computer-aided Revit skills to achieve proficiency for internships and transfer to four-year colleges. Based on a recent graduate survey work on concept diagramming and site analysis in Drafting and Design classes for transfer students	More in office visits and presentations by professionals showing the real-life process of design and use of models for design. Emphasis on creation of professional portfolios for transfer and obtaining skills in internships for employment.	Program Review 2018-2019 was submitted on June 1, 2019

			programs, jobs in architectural, engineering, and architectural manufacturing firms.	and used the feedback for our Program Review and review of our curriculum and our positive responses regarding jobs acquired, salary range and assessment of educational preparedness by transfer students were shared with our students and administration.			
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Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
<i>A.S. Biotechnology</i>	Yes	http://catalog.apitalcc.edu/preview_program.php?catoid=2&poid=147&returnto=117	Internship review; Portfolio review	Program Coordinator reviews portfolio and feedback from the Internship	Students have the hands-on skills necessary to complete a variety of molecular biology techniques. Students need additional opportunities for scientific communication, including oral and written presentations as well as communicating with a variety of audiences.	Core courses have incorporated additional scientific communication activities that complete multiple revisions and participate in peer review activities.	

Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
A.S. Communication Media Related Certificates: Visual Communication	Yes	College Catalog and http://catalog.capitalcc.edu/prview_program.php?catoid=2&poiid=150&returnto=117	Banner success rate data; Feedback from Internship Sites (via survey). Student internship reports/presentations.	Program coordinator and faculty work groups.	The college's past general education assessments of student work samples in both writing and critical thinking indicated satisfactory performance among majors. Internship site supervisors report strong satisfaction with students' skills related to media authoring and tools as well as interpersonal and oral communication (particularly with clients and supervisors). Internship presentations demonstrate effective oral communication and discussion leading. Most students successfully transfer to and complete bachelor's programs, and many graduate with job offers.	Recent changes include increased emphasis on professional development skills, writing, and presenting portfolio of work during advising. Increased course-level emphasis on storytelling for multiple audiences and general writing skills.	2016

Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
<ul style="list-style-type: none"> • A.S . Computer Information Systems 	<p>Yes The student learning outcomes established for the program assess the knowledge and skills needed to obtain one of the many positions in the IT field. The outcomes are consistent with the information that we receive from our Business Advisory Committee meetings each year.</p>	<p>The CCC Catalog and the program assessment documents. All computer science classes have their outcomes included on their class syllabus.</p>	<p>-There are numerous Certification exams available. -Employer Surveys done. -Professional Development Forms are done.</p>	<p>-Computer Information Systems Coordinator and staff. -The Business and Technology Chair. -Annual Business Advisory Committee.</p>	<p>All program outcomes are reviewed by the Business Advisory Committee and are adjusted accordingly as Technology changes.</p>	<p>-We have started to offer classes in Cloud Computing and Agile processing. -Preparing students these Certification exams. -Requiring internships. -Looking to integrate some computer classes with business classes.</p>	<p>-The Computer Information System is currently under a program review for the Spring 2021 semester.</p>

Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
<u>A.S.</u> <ul style="list-style-type: none"> • <i>Computer Networking</i> <u>Related Certificates:</u> <ul style="list-style-type: none"> • <i>Computer Networking</i> • <i>Cisco Certified Networking Administrator</i> 	Yes	College Catalogue College Website	Examination Lab Projects	Advisory Board	Increase hands-on learning Remote access	Virtualization and Cloud based remote access solution have been adopted	
<u>A.S.</u> <ul style="list-style-type: none"> • <i>Computer Networking/Cybersecurity Option</i> <u>Related Certificates:</u> <ul style="list-style-type: none"> • <i>Cybersecurity</i> 	Yes	College Catalogue College Website	Examination Lab Projects	Advisory Board	Increase hands-on learning Remote access	Virtualization and Cloud based remote access have been adopted	

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (Please specify) Include URLs where appropriate.	(3) 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)	(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review? (for general education and each degree program)
A.S. Construction Management	Yes	College Catalog College Website Course Outlines Course Syllabi	ProCore Software Certification	Industry Recognition	As this is a new program, enrollment trends are predicting increased number of students/graduates. Student Completion Rates: 100% - 16 Certifications	Based upon the current cohort of students that have completed the Certifications, it is promising that successful completion rate will increase.	Review completed but not yet submitted
A.A.S. Construction Management	Yes	College Catalog College Website Course Outlines Course Syllabi	Internship Course	Industry	No students enrolled in A.A.S. Degree		Review completed but not yet submitted

Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
<i>A.S. Criminal Justice:</i>	Yes	College Catalog and Website http://www.ccc.commnet.edu/dpsocialcriminaljustice.htm	Assignment reviews include written artifacts, ppt. notes from oral presentations, graduate survey and exit interviews.	Advisory board annually reviews materials using rubrics and Likert scales	Overall students were satisfied with the CJ program	Will promote more writing assignments within the curriculum.	Fall 2017

Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
<i>Liberal Arts and Sciences, A.A. Degree</i>	Yes	Catalog under Liberal Arts http://catalog.capitalcc.edu/preview_program.php?catoid=2&poid=94&returnto=125	Capstone course including research paper	Capstone Faculty Humanities / Social Science Department faculty Curriculum Committee	Pass rates and student engagement are comparable to other courses.	A) We changed the 3 liberal arts electives to free electives, we eliminated the ENG 101 requirement, and dropped the two variations to the degree: Ethnic Studies and Science tracks B) We resolved to develop the multiple LA tracks etc. And that the college would steer students into LA as opposed to General Studies	2009

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
A.S. Management: A.S. Management: Entrepreneurship Option	Yes, 19 learning outcomes (working to decrease to 10), for both the Management Program and the Mgmt.: Entrepreneurship Option.	College catalogs; website; common course outlines; Management Program Review; Marketing materials (flyers). Learning outcomes are included in each syllabus for each course, as well as each common course outline.	Currently working with EQ Commons and, sent employability surveys to employers/stakeholders to assess the teaching of soft skills for the workplace. Updated programs for transfer students (Bus. Trans. Degree), and terminal degrees for non-transferring students (approved by college curr. committee and college senate). Identification of artifacts; assessment tools w/rubrics. Recommendations, via meetings and surveys, from the Business Advisory Council; Managers in the Internship Program using an evaluation form to	Quarterly, faculty and advisors from CCC; Managers to whom mgmt. interns report and Program Coor, from CCC meet to review perf. of interns' knowledge and areas of needed growth. Assessment tool sent to students who are near to completing the program (included in Program Review); The Program Coordinator., and the Dept.	Assessment tool has been used for the Program Review: scores ranged from 71% to 93.6% (content knowledge and written format). 94% of mgmt. interns received a score of 16 or higher out of possible 20 points by site mgrs. on eval. forms (up from 92%); average grades in terminal courses (samples from HR and OB) range from 85-90. Results from the Common Professional Component Exam (CPC) in spring, 2012 (also see 2016 scores below) has indicated that the average	New textbooks have been edited by faculty with an emphasis on online components, specifically simulations. A co-req with an English course has been required of students taking mgmt./mktg. (course content has NOT been compromised for dev. students). More writing assignments are required; team skills stressed. Librarians meet with classes to review research strategies. More practical application of key concepts has been implemented. Increased advising of	Last Program Review: May 2014.

			<p>assess student performance on the job: average grade scores of management students in terminal courses along with project scores (OB and HR);</p> <p>In the past, course by course reviews with CCSU; Univ. Of St. Joseph; UHart; UConn (has suspended this review); Feedback provided regarding performance of students who transfer; Perf. reviews of CCC Mgmt. Interns placed at Travelers and United Health Care; and the Apprenticeship at Aetna; Completion of Common Professional Component (CPC) comp. with entry exam given during mgmt. course (inbound), exit exam given during HR & OB (terminal) courses (outbound). This inbound/outbound exam testing construct provides data for internal benchmarking as well as a comparison to an outside aggregate pool.</p>	<p>Chair have interpreted the data: The Program Coordinator. also has reviewed artifacts (i.e., writing, and critical thinking samples), working together with the college's Assessment Team. The Program Coordinator. and faculty members meet each semester to review this process.</p>	<p>overall outbound score was 47.7, with a median of 50.0. Both scores are considered to be in the "average" range. The overall average score compared to an aggregate pool (Bachelor's Degree) was 43.3 compared to 49.2. A total inbound/outbound result compared to "different" aggregate pools was 50.4% compared to 47%. In spring, '13, a Longitudinal Analysis was completed with 68 students taking an outbound exam. Compared to 43.61% in fall, 2011 students in terminal courses in spring, 2013, scored 43.80%.</p> <p>In fall, 2016, an outbound exam was taken by 39 mgmt. students. Compared to a previous inbound exam in fall, 2015, total scores in content areas improved from 41.30% to 41.54%. For example: Mgmt., 43% to 48.21%; HR,</p>	<p>students by mgmt. faculty, including recommendations to the Academic Success Center; All faculty use the Early Alert Program. More assessment methods are being investigated. Analysis of the Common Professional Component (CPC) comp. exam has resulted in more emphasis in certain competencies like organizational charts and graphs, and data analysis and tools. As a result of the recent Longitudinal Analysis, a review of pedagogy in Business Comm. is being completed. In fall, 2017, an adjunct was hired who had developed a Bus. Comm. Curricula at UConn. This course was implemented in the management program with new textbooks and more interactive instruction. In spring, 2019, a full-time faculty member was hired</p>	
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					42% to 43.85%; Mktg, 33% to 35.64%; OB, 48.31 to 56.72%; The only area to decline: Bus. Comm., 53% to 41.54%.	with a background in Continuing Ed. and marketing and has created a Marketing for Social Media course.	
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Option E1: Part a. Inventory of Educational Effectiveness Indicators

Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
<i>A.S. Medical Assisting</i>	Yes	Learning Outcomes are mandated by our accrediting body, MAERB. https://www.maerb.org/Portals/0/ECMA7.26.17.pdf	Portfolio Review Satisfactory Completion of required Externship. Externship is required to be 160 hours of unpaid clinical and administrative practicum hours at an approved designated clinical site.	Program Coordinator every semester	Students are satisfactorily completing the learning outcomes as mandated by MAERB. Data is retrieved and reported in an Annual Report to MAERB. The Data includes Retention, Graduate Satisfaction, Job Placement, and Employer Satisfaction.	Certain Lab structured courses are being modified to the 8-wk course structure to allow for a more efficient, smooth, and timely transition to clinical components of the program.	September 21, 2018 by MAERB

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A.S. Music Industry	Yes	The learning outcomes are published on our college webpage: http://catalog.capitalcc.edu/p/program.php?catid=2&portfolioid=169&returnto=117	An internship/practicum course is completed outside the college during the final semester of study	I as the program coordinator review the work logs and portfolios submitted during the internship	On the whole the internship portfolios have indicated that our graduates are adequately prepared to begin a career in the music industry or to transfer to a 4-year institution for further industry instruction	No significant changes have been made as yet, but were the portfolios to show weak performance or ineptitude for the industry, we would work to restructure our instruction and program to better equip them before their completion of the program	May 2016

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A.S. • NURSING	Yes. CT-CCNP has formulated 10 End of Program Student Learning Outcomes, with the implementation of the new CBC curriculum	CT-CCNP Nursing Student Handbook published on the CSCU website under Associate Nursing Program and the CCC Website https://www.capitalcc.edu/academics/degrees/nursing/	NCLEX-RN Licensure Pass Rates Nursing Program Completion Rates	Data is collected by CT State Board of Nursing and reported to Division Director Annually in May Data is collected by CT- CCNP Admission Specialist and reported to Division Director – Data is based on 150% completion rate stipulated by ACEN	Class 2020 – 79.61% Class 2019- 87.07% Class 2018 – 89.5% Class 2017/2018 69.81% Class 2016/2017 – 68.97% Class 2015/2016 - 73.97%	CT-CCNP as implemented the 2 nd phase of a curricular change to a Concept-based curriculum to 2 nd level students in Fall 2020. In Spring, 2020 didactic and clinical learning changed to virtual modality due to COVID-19 pandemic. Continue to implement intensive advising. Fall 2019 implemented new Concept-Based Curriculum with extensive learning resources provided. Continue Mandatory Study Skill/Test Taking Workshops for all incoming freshman students. Implemented use of Exam Wrapper to increase quality of exam review with students. Increased nursing tutors available from ASC.	10/2011 Continuing Accreditation Next Review Site Visit Scheduled for 09/24 - 09/26 2019

			Nursing Job Placement Rates	Nursing Graduates are contacted yearly via phone, email and survey monkey by Division Director and members of the Graduate Survey committee	Class 2020 – still finalizing data Class 2019 – 96 % Class 2018 – 89 % Class 2017 – 87 %	As of June, 2018, graduates were contacted via individual phone and email contact by Division Director and members of the Graduate Survey Committee to validate more accurate numbers. Nursing Job Placement Rates are for employment within 1 yr of graduation. Class of 2020 will be finalized by June 1	
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Category (Degree type and name with related options and certificates)	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify... Include URLs where appropriate)	(3) Other than GPA, what data or evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination, etc.)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) Briefly summarize findings. If necessary, append data.	(6) What changes have been made as a result of using the data/evidence?	(7) Date of most recent program review?
A.S. Paramedic Studies	Yes	College Catalogue Program Syllabus	Successful completion of internship National Licensing Boards results State Licensure results Employer surveys Graduate surveys	The results are interpreted annually by the National Accreditation Committee (CoAEMSP), The Paramedic Program Advisory Board, Faculty Curriculum committee and Medical Directors Faculty Curriculum Committee & college Assessment team	In general all program goals and objectives are met and there is aggregate data that supports faculty, student, and employer satisfaction. Results on National licensing boards are 99% pass rate. Students demonstrate a mastery of general education goals in activities cited.	Increased emphasis on psychomotor domain instruction with critical thinking labs. Classroom teaching changes to include an increased emphasis on scenario based instruction and student centered instruction. Program was recently redesigned with lengthen of overall course of study to allow for more consistent internalization of cognitive and psychomotor learning.	Annual Report Submitted April, 2020 five year Self Study submitted October, 2016 five year Accreditation site visit March, 2017 Advisory Committee meetings & Report annually

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A.S. Radiologic Technology	Yes The student learning outcomes established for the program assess the knowledge and skills required to practice as a safe, effective, and competent radiologic technologies the outcomes are consistent with the radiology accreditation standards established by the JRCERT.	The Radiologic Technology Student Handbook, the CCC Catalog and the program assessment documents. All students are given hard copies of the handbook the first week of the program.	The ARRT National Licensure Examination. -Graduate Surveys done annually. -Employer Surveys done annually. -Professional Development Forms done each semester. -Clinical Competency Forms done throughout the semester. -Technologist evaluations of student clinical performance.	Radiologic Technology Coordinator and staff. -Annual Radiology Advisory Committee for the program. -The Dept. of Health Careers. -JRCERT (Joint Review Committee on Education in Radiologic Technology)	All program outcomes meet the accepted benchmarks established by the program and by the JRCERT	-A new digital radiology lab was acquired by way of two grants totaling \$90,000.00 -More review and preparation for the ARRT national registry exam.	-The JRCERT required submission of program self-study and site visit in 2017. -The program received full 8-year accreditation

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<p><i>A.S. Social Services</i></p> <p><i>Options:</i> <i>Family Studies & Mental Health</i></p> <p><i>Certificates:</i></p> <ul style="list-style-type: none"> • <i>Social Services Aide</i> • <i>Mental Health Assistant</i> 	<p>Yes</p>	<p>https://www.capitalcc.edu/academics/degrees/</p>	<p>In SOC 285 and HSE 243 students must submit a community needs assessment. This assignment counts as their capstone project.</p>	<p>The program faculty collect students' capstone assignments. The faculty collects the data, meets, and discuss and interpret the outcomes.</p>	<p>The data illustrates that student need support and guidance in SOC 285 and HSE 243. The faculty established the following benchmark: 85% of the students will receive a score of an 80 or above.</p> <p>During the Academic Year 2019 thru 2018 90% of the students in the class received a score of 80 or above in their community needs assignment paper (capstone project).</p>	<p>Continue to offer support and one-to-one guidance on the need's assessment project.</p> <p>A community organizing graduate intern from UCONN School of Social Work was assigned to assist students with this assignment.</p>	<p>A program review is being conducted and be completed in December 2020.</p>

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<i>AA Theatre Arts</i> <i>CSCU Theatre Arts Transfer Pathway</i>	Yes. 7.	Catalog and capitalcc.edu/theatre	Theatre practicum/ internship (can be repeated)	Program coordinator and practicum/ internship supervisor	<p>We have had one graduate from the program so far and 2 students who have successfully transferred to CCSU Theater Program.</p> <p>We have had eight student's complete practicum internships. Each fulfilled the requirements and met expectations of the supervisor</p>	We have not needed to make any changes to learning outcomes based on our data. Our instructors continue to refine our syllabi as we are still a new program.	Upcoming this month.

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<i>A.S. Biotechnology</i>	Yes	http://catalog.capitalcc.edu/prview_program.php?catoid=2&poid=147&returnto=117	Internship review; Portfolio review	Program Coordinator reviews portfolio and feedback from the Internship	Students have the hands-on skills necessary to complete a variety of molecular biology techniques. Students need additional opportunities for scientific communication, including oral and written presentations as well as communicating with a variety of audiences.	Core courses have incorporated additional scientific communication activities that complete multiple revisions and participate in peer review activities.	

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<ul style="list-style-type: none"> A.S . Computer Information Systems 	Yes The student learning outcomes established for the program assess the knowledge and skills needed to obtain one of the many positions in the IT field. The outcomes are consistent with the information that we receive from our Business	The CCC Catalog and the program assessment documents. All computer science classes have their outcomes included on their class syllabus.	-There are numerous Certification exams available. -Employer Surveys done. -Professional Development Forms are done.	-Computer Information Systems Coordinator and staff. -The Business and Technology Chair. -Annual Business Advisory Committee.	All program outcomes are reviewed by the Business Advisory Committee and are adjusted accordingly as Technology changes.	-We have started to offer classes in Cloud Computing and Agile processing. -Preparing students these Certification exams. -Requiring internships. -Looking to integrate some computer classes with business classes.	-The Computer Information System is currently under a program review for the Spring 2021 semester.

	Advisory Committee meetings each year.						
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<u>A.S.</u> <ul style="list-style-type: none"> • <i>Computer Networking</i> <u>Related Certificates:</u> <ul style="list-style-type: none"> • <i>Computer Networking</i> • <i>Cisco Certified Networking Administrator</i> 	Yes	College Catalogue College Website	Examination Lab Projects	Advisory Board	Increase hands-on learning Remote access	Virtualization and Cloud based remote access solution have been adopted	
<u>A.S.</u> <ul style="list-style-type: none"> • <i>Computer Networking/Cybersecurity Option</i> <u>Related Certificates:</u> <ul style="list-style-type: none"> • <i>Cybersecurity</i> 	Yes	College Catalogue College Website	Examination Lab Projects	Advisory Board	Increase hands-on learning Remote access	Virtualization and Cloud based remote access have been adopted	

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<i>A.S. Criminal Justice:</i>	Yes	College Catalog and Website http://www.ccc.comnet.edu/dpsocialcriminaljustice.htm	Assignment reviews include written artifacts, ppt. notes from oral presentations, graduate survey and exit interviews.	Advisory board annually reviews materials using rubrics and Likert scales	Overall students were satisfied with the CJ program	Will promote more writing assignments within the curriculum.	Fall 2017

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A.S. • NURSING	Yes. CT-CCNP has formulated 10 End of Program Student Learning Outcomes, with the implementation of the new CBC curriculum	CT-CCNP Nursing Student Handbook published on the CSCU website under Associate Nursing Program and the CCC Website https://www.capitalcc.edu/academics/degrees/nursing/	NCLEX-RN Licensure Pass Rates Nursing Program	Data is collected by CT State Board of Nursing and reported to Division Director Annually in May Data is collected by	Class 2020 – 79.61% Class 2019- 87.07% Class 2018 – 89.5 % Class 2017/2018	CT-CCNP as implemented the 2 nd phase of a curricular change to a Concept-based curriculum to 2 nd level students in Fall 2020. In Spring, 2020 didactic and clinical learning changed to virtual modality due to COVID-19 pandemic. Continue to implement intensive	10/2011 Continuing Accreditation Next Review Site Visit Scheduled for 09/24 - 09/26 2019

			<p>Completion Rates</p>	<p>CT- CCNP Admission Specialist and reported to Division Director – Data is based on 150% completion rate stipulated by ACEN</p>	<p>69.81% Class 2016/2017 – 68.97% Class 2015/2016 - 73.97 %</p>	<p>advising. Fall 2019 implemented new Concept-Based Curriculum with extensive learning resources provided. Continue Mandatory Study Skill/Test Taking Workshops for all incoming freshman students.</p> <p>Implemented use of Exam Wrapper to increase quality of exam review with students.</p> <p>Increased nursing tutors available from ASC.</p>	
			<p>Nursing Job Placement Rates</p>	<p>Nursing Graduates are contacted yearly via phone, email and survey monkey by Division Director and members of the Graduate Survey committee</p>	<p>Class 2020 – still finalizing data Class 2019 – 96 % Class 2018 – 89 % Class 2017 – 87 %</p>	<p>As of June, 2018, graduates were contacted via individual phone and email contact by Division Director and members of the Graduate Survey Committee to validate more accurate numbers. Nursing Job Placement Rates are</p>	

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A.S. Paramedic Studies	Yes	College Catalogue Program Syllabus	Successful completion of internship National Licensing Boards results State Licensure results Employer surveys Graduate surveys	The results are interpreted annually by the National Accreditation Committee (CoAEMSP), The Paramedic Program Advisory Board, Faculty Curriculum committee and Medical Directors Faculty Curriculum Committee & college Assessment team	In general all program goals and objectives are met and there is aggregate data that supports faculty, student, and employer satisfaction. Results on National licensing boards are 99% pass rate. Students demonstrate a mastery of general education goals in activities cited.	Increased emphasis on psychomotor domain instruction with critical thinking labs. Classroom teaching changes to include an increased emphasis on scenario based instruction and student centered instruction. Program was recently redesigned with lengthen of overall course of study to allow for more consistent internalization of cognitive and psychomotor learning.	Annual Report Submitted April, 2020 five year Self Study submitted October, 2016 five year Accreditation site visit March, 2017 Advisory Committee meetings & Report annually