



Fact Book 2011-16

TABLE OF CONTENTS

1. College History	1
2. Accreditation	1
3. Mission Statement	1
4. 2020 Vision: Strategic Plan	2
5. QVCC Foundation	3
6. Credit Student Enrollment	
A. Headcount and FTE Summary	4
B. Primary Major Enrollment	7
C. Course Subject Enrollment	9
D. Student Type Enrollment	11
E. Enrollment by Building, including Online Course Offerings	13
F. Enrollment Demographic Profile	
i. Gender	15
ii. Ethnicity/Race	16
iii. Age	18
iv. Residency by Town	22
7. Credit – Applicants	
A. Overview of Applicants, Acceptance and Registration Rates	24
B. Overview of New and Transfer Applicants	26
8. Credit – Graduation Rates	
A. Degrees and Certificates Awarded, by Type and Major	28
B. IPEDS – Graduation Rates	31
i. Graduation Rates Survey Summary (including Transfer-Out Rate)	31
ii. Graduation Rates 200 Survey Summary	31
iii. Outcome Measures Survey Summary	32
iv. Completions Survey Summary	32
9. Credit – Financial Aid	
A. IPEDS Student Financial Aid Survey Summary	34
B. Military Service Members and Veterans Benefits	36

TABLE OF CONTENTS cont.

10. Student Success Measures (Complete College America Initiative Report)	
A. College Readiness	37
B. Student Progression	37
C. Completions	38
D. Graduation and Transfer Rates	38
E. Time to Graduate	39
F. Time to Transfer	39
11. Non-Credit Students (Continuing Education)	
A. Types of Programs	40
B. Enrollment	41
C. Registrations	42
12. Summary	46

1. College History

As early as 1946, a group of area citizens sought to establish a two-year college in northeastern Connecticut to meet educational needs of returning World War II veterans. Their vision finally became a reality in 1965 when the state organized the community college system. In 1969, Connecticut legislators authorized the establishment of a community college in Danielson.

Under the leadership of President Robert E. Miller, the College began offering classes on September 27, 1971, at Harvard H. Ellis Technical School and Killingly High School with 215 students, eight full-time professional employees, and a few office support personnel. Within a few years, the state acquired 68 acres of land on Upper Maple Street, and Quinebaug Valley Community College welcomed students to its new campus in 1983. ("Quinebaug", a native American word meaning "crazy river", refers to the meandering river that flows through northeastern Connecticut.) Three years later, QVCC opened a center in Willimantic to better serve residents in southern Windham County.

Following the retirement of Dr. Miller, in May 1992 Dianne E. Williams became the College's second president. Dr. Ross Tomlin succeeded her and served from 2010 until 2012. Dr. Miller returned as an interim president from 2012 to 2013, and Dr. Carmen Cid, dean of arts and sciences at Eastern Connecticut State University, served as interim president during 2013 and 2014. Dr. Carlee Drummer became the fourth president in July 2014.

2. Accreditation

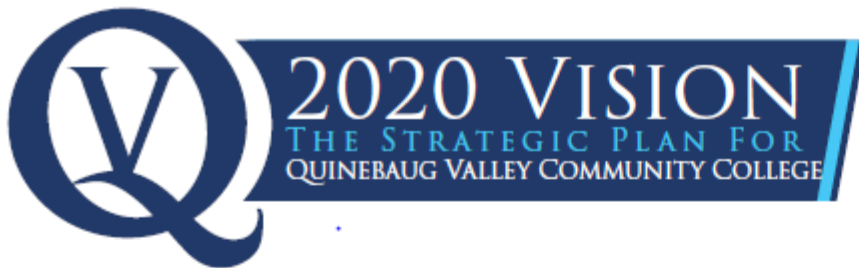
Quinebaug Valley Community College is accredited by the New England Association of Schools and Colleges (NEASC) through its Commission on Institutions of Higher Education (CIHE). The College's Interim 5-Year Report was submitted August 15th, 2016.

"NEASC is an independent, voluntary, nonprofit membership organization which connects and serves over 2,000 public and independent schools, technical/career institutions, colleges and universities in New England plus International Schools in more than 65 nations worldwide. A globally recognized standard of excellence, NEASC Accreditation attests to a school's high quality and integrity. NEASC is comprised of four commissions which decide matters of accreditation in the context of research-driven standards reviewed by their membership." (NEASC.org, July, 2015)

3. Mission Statement:

Quinebaug Valley Community College provides exceptional opportunities for northeast Connecticut residents to learn in an affordable, challenging, and supportive environment that enables students to become fully engaged citizens in an ever-changing global community.

4. Strategic Plan



GOAL 1: Engage QVCC Students In A Robust Academic Environment That Supports Their Individual Goals.

- Strengthen college-wide advising services.
- Support additional learning services beyond the classroom.
- Provide a high-quality first-year student experience.
- Support on- and off- campus opportunities for student engagement.

GOAL 2: Strengthen And Expand Courses, Programs, And Other Services To Meet The Needs Of Our Community.

- Implement TAP process and develop pathways with CSUs in accordance with the BOR procedures.
- Continue to assess courses and programs for institutional effectiveness.
- Increase various student financial support opportunities.

GOAL 3: Enhance Resources And Support For Faculty And Staff To Enrich The Working And Learning Environment.

- Support professional development opportunities for all College staff.
- Promote employee access and awareness of information regarding responsibilities, rights, and benefits.
- Encourage employee health & wellness.

GOAL 4: Expand QVCC's Presence In The Community Through Outreach, Advocacy And Partnerships.

- Continue to develop partnerships and increase collaboration with community groups.
- Cultivate alumni participation at college activities.
- Market college venue for community events.

GOAL 5: Strengthen The Physical And Organizational Infrastructure To Ensure The College's Long-Term Sustainability.

- Improve campus security.
- Maintain best practices in IT.
- Update Facilities Master Plan.
- Manage fiscal resources in a responsible manner that supports the Strategic Plan.

5. QVCC Foundation

“Since its founding in 1971, the Quinebaug Valley Community College Foundation has come to the “rescue” of hundreds of students, enabling them to pursue – and achieve – their educational goals. In fact, because of the resolute generosity of donors to the QVCC Foundation, along with the strategic work of the Financial Aid team, no student has graduated from the College with any federal debt in the past four years!”

President Carlee Drummer

The QVCC Foundation is a non-profit organization 501(c)(3) established in 1971 as a way to involve area business leaders and community members in the college's fundraising efforts. Today, the Foundation provides the college in excess of \$100,000 annually in support of its mission...to raise funds so that all residents of Northeastern Connecticut are provided the opportunity to attend QVCC regardless of income, to support educational excellence, technological advancement and professional development at the college, and to serve as the Regional Advisory Council.

Annual Events:

January: Spelling Bee

April: Visions in Leadership Series

May: Scholarship Night

June: Donuts for Donations

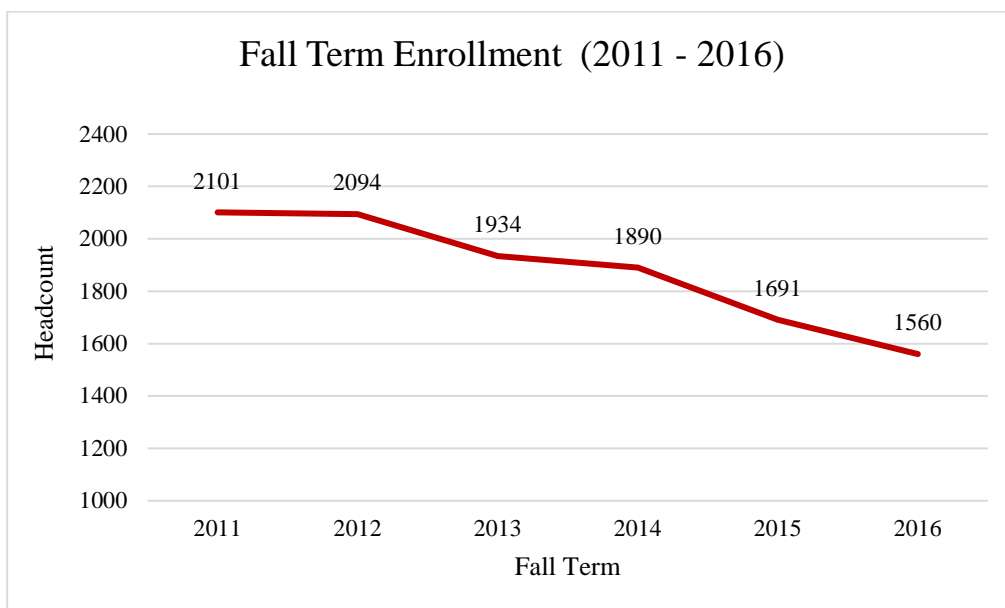
September: Golf Tournament

October: Tackle the Trail

(a 19-mile trail race spans the Airline Trail beginning in Pomfret, CT and ending in downtown Willimantic.)



6. Credit – Student Enrollment: A. Headcount and FTE Summary



Term Enrollment Summary						
Term	Year	Total Headcount	Full-Time Headcount	Part-Time Headcount	Credit Hours	FTE
Fall	2016	1560	524	1036	13285	886
	2015	1691	587	1104	14412	961
	2014	1890	671	1219	16128	1075
	2013	1934	677	1257	16452	1097
	2012	2094	691	1403	17285	1152
	2011	2101	663	1438	17117	1141
Spring	2016	1472	460	1012	12100	807
	2015	1678	552	1126	14231	949
	2014	1729	530	1199	14379	959
	2013	2034	585	1449	16073	1072
	2012	2088	592	1496	16139	1076

Definitions:

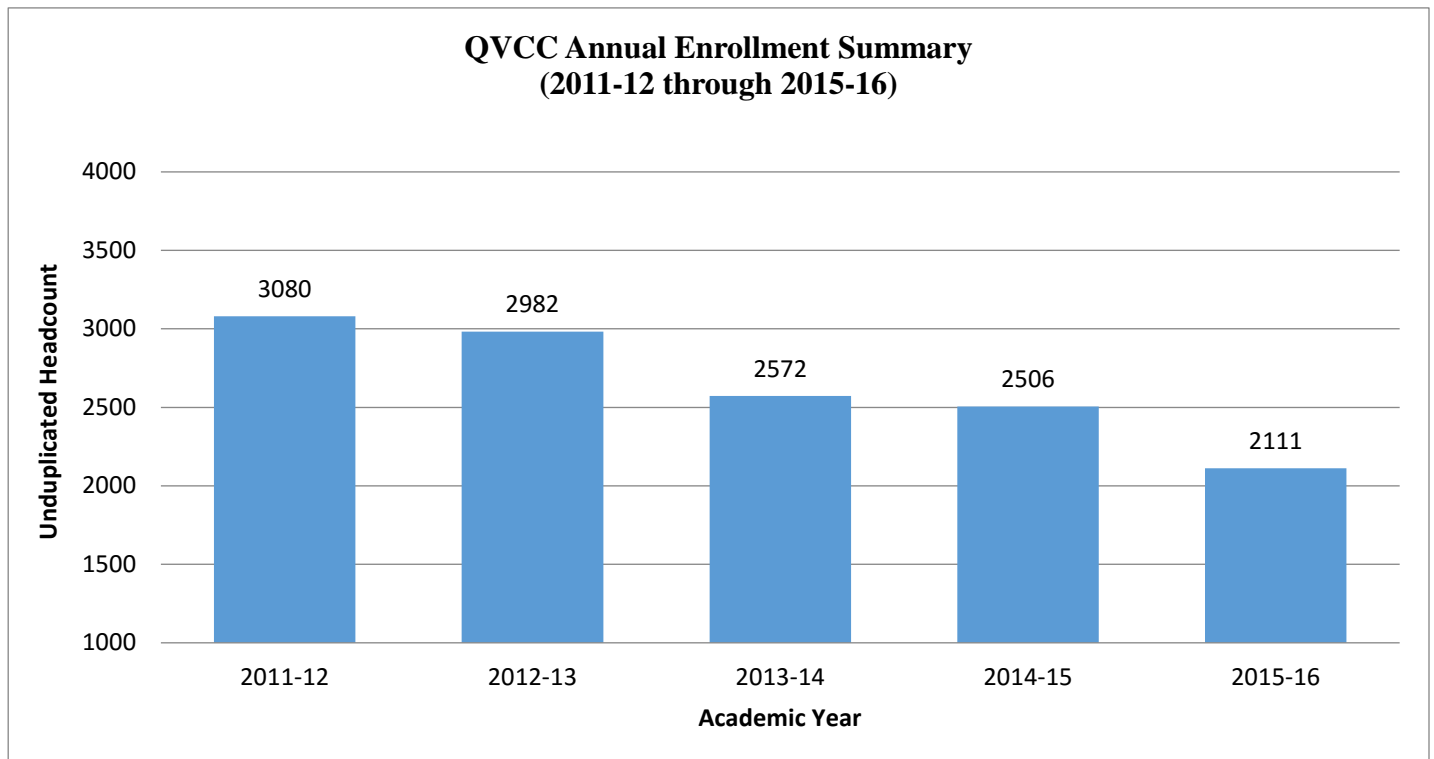
Full-time Status: Students registered for 12 or more credits during a single term

Part-time Status: Students registered for less than 12 credits during a single term

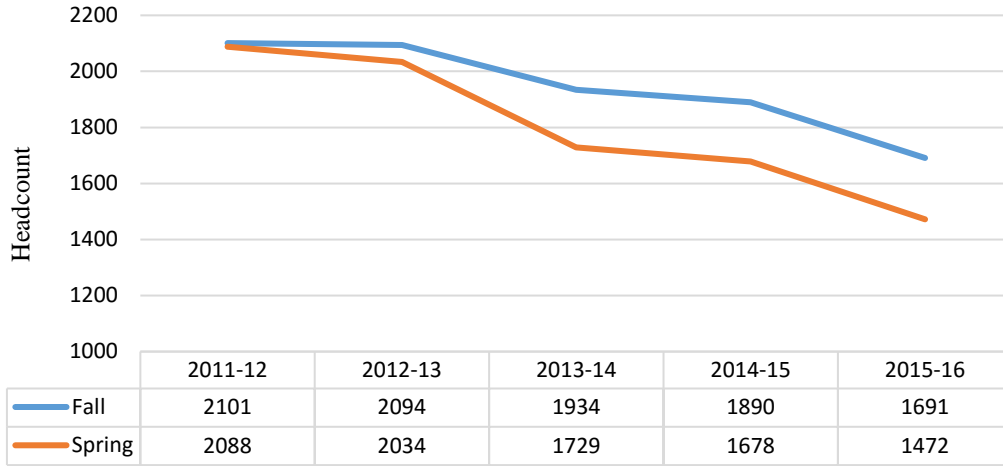
FTE (Full-Time Equivalent): The employed calculation by QVCC divides the sum of credit hours within a term by 15. This approach is consistent with CT-BOR reporting. However, it differs from the formula utilized in IPEDS calculations which counts each full-time student as 1 and calculates the FTE generated by part-time students by multiplying all part-time students by 1/3.

Annual Credit Enrollment Summary			
Academic Year*	Unduplicated Headcount	Generated Credit Hours	FTE
2015-16	2111	27257	1817
2014-15	2506	31765	2118
2013-14	2572	32159	2144
2012-13	2982	35385	2359
2011-12	3080	35532	2369
*Terms, in sequence: Summer, Fall, Winter, Spring			

After years of growth, enrollment and FTE have been decreasing from our peak academic year 2010-11 (3190 Headcount, 2536 FTE). This is a reflection of a variety of factors including a decreasing K-12 population, high dropout rates among service area schools, and a job market that is slowly, but steadily recovering from the last recession.



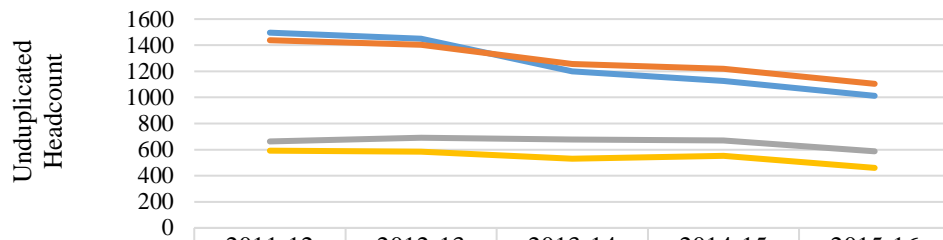
QVCC Credit Enrollment by Term



Academic Year

QVCC Credit Enrollment by Academic year Headcount

(Full-Time and Part-Time)



Academic Year

6. Credit – Student Enrollment: B. Primary Major Enrollment (Fall Terms)

Fall Term Enrollment by Primary Major (FA16 current majors)								
Program Area	Degree	Major	2011	2012	2013	2014	2015	2016
Accounting	Associate	Accounting	69	53	64	50	51	44
	Certificate	Advanced Accounting Cert					1	1
		Applied Accounting Cert	3	2		4	3	1
Allied Health	Associate	Medical Assisting	175	174	141	135	105	94
	Certificate	Admin. Medical Office Skills				2	1	1
		Health Career Pathways Cert	8	6	5	4	5	3
		HIMT Coding Specialist Cert	9	7	8	10	12	8
		Phlebotomy Certificate	9	9	6	1	5	3
Allied Health (and Business/Mgmt)	Associate	Business Admin: Health Care Management			19	25	25	20
Art	Associate	Visual Arts	93	98	87	78	71	65
Business/Mgmt	Associate	Business Admin: Bus Info Systems				1	1	2
		Business Admin: Management	76	57	21	42	48	40
		Business Administration		16	68	60	50	78
	Certificate	Advanced Management Cert	1			1	1	1
		Applied Management Cert	1	1			1	
Computer Science	Associate	Computer Networking	47	57	52	38	41	41
		Computer Services: IT Support	21	18	20	19	25	22
		Computer Services: Web Development			6	7	6	5
	Certificate	Senior Network Specialist	1		4	3	2	
		Web Design				1		3

cont.

Fall Term Enrollment by Primary Major (FA16 current majors) <i>cont.</i>								
Program Area	Degree	Major	2011	2012	2013	2014	2015	2016
Education	Associate	Early Childhood Education	98	85	93	88	87	80
		Pathway to Teaching Careers	26	39	26	30	31	26
Engineering	Associate	Engineering Science	46	52	43	56	60	63
Human Services	Associate	Human Services	114	113	114	110	81	69
Manufacturing	Certificate	Adv. Mfg. Machine Technology				15	37	67
		Lean Manufacturing Cert	1				1	
Technology Studies	Associate	Technology Studies	9	51	69	37	12	8
		Tech Studies: Biomolecular Science	14	26	22	10	10	10
		Tech Studies: Comp-Aided Design	22	12	20	16	22	12
		Tech Studies: Engineering Technology	4	2		10	20	14
		Tech Studies: Environmental Science	10	20	30	32	32	28
		Tech Studies: Lean Mfg & Supply Chain Management		6	10	2	2	4
		Tech Studies: Plastics						
Transfer Degrees	Associate	CSCU Transfer: Biology Studies	TAP Program - Implemented FA16					5
		CSCU Transfer: Communication Studies	TAP Program - Implemented FA16					1
		CSCU Transfer: Criminal Studies	TAP Program - Implemented FA16					3
		CSCU Transfer: History Studies	TAP Program - Implemented FA16					1
		CSCU Transfer: Math Studies	TAP Program - Implemented FA16					1
		CSCU Transfer: Pol Sci Studies	TAP Program - Implemented FA16					1
		CSCU Transfer: Psych Studies	TAP Program - Implemented FA16					6
		CSCU Transfer: Socl Wrk Studies	TAP Program - Implemented FA16					4
		General Studies	546	600	543	567	475	411
		Liberal Arts & Sciences	433	358	315	283	240	219

6. Credit – Student Enrollment: C. Course Subject Enrollment

Credit Fall Enrollment by Course Subject							
Subject		2011	2012	2013	2014	2015	2016
ACC	Accounting	87	106	80	78	91	92
ANT	Anthropology	106	107	111	111	96	60
ART	Art	228	247	191	196	184	194
ASL	American Sign Language			23	17	21	38
BBG	Business, General	68	108	106	85	65	80
BFN	Business, Finance				14	21	17
BIO	Biology	394	351	292	275	217	222
BMG	Business, Management	23	32	51	97	93	101
CAD	Computer Aided Drafting	39	88	26	31	15	
CHE	Chemistry	72	72	67	58	61	43
COM	Communication and Speech	234	247	204	156	153	121
CSA	Computers - Applications	180	175	139	142	134	139
CSC	Computers - Computer Science	27	30	33	31	24	36
CST	Computers - Technology	124	95	90	95	92	88
DGA	Digital Arts	42	46	25	22	39	23
ECE	Early Childhood Ed	140	125	162	183	148	160
ECN	Economics	62	68	79	60	64	49
EGR	Engineering	17	15	15	28	42	37
ENG	English	862	792	786	670	582	476
ESL	English as a Second Language	44	45	36	58	32	42
EVS	Environmental Science	36	26	23	31	33	14
GLG	Geology	9	18	13	4	20	
GRA	Graphic Design	42	16	28	14	17	16
HIM	Health Information Mgmt	36	27	30	43	39	38
HIS	History	279	262	261	247	235	214
HLT	Health	67	70	65	40	34	37
HSE	Human Services	61	61	51	65	60	29
HUM	Humanities	92	72	66	120	114	99
IS	Information Sys/Interdisciplnry	108	37	62	83	27	55

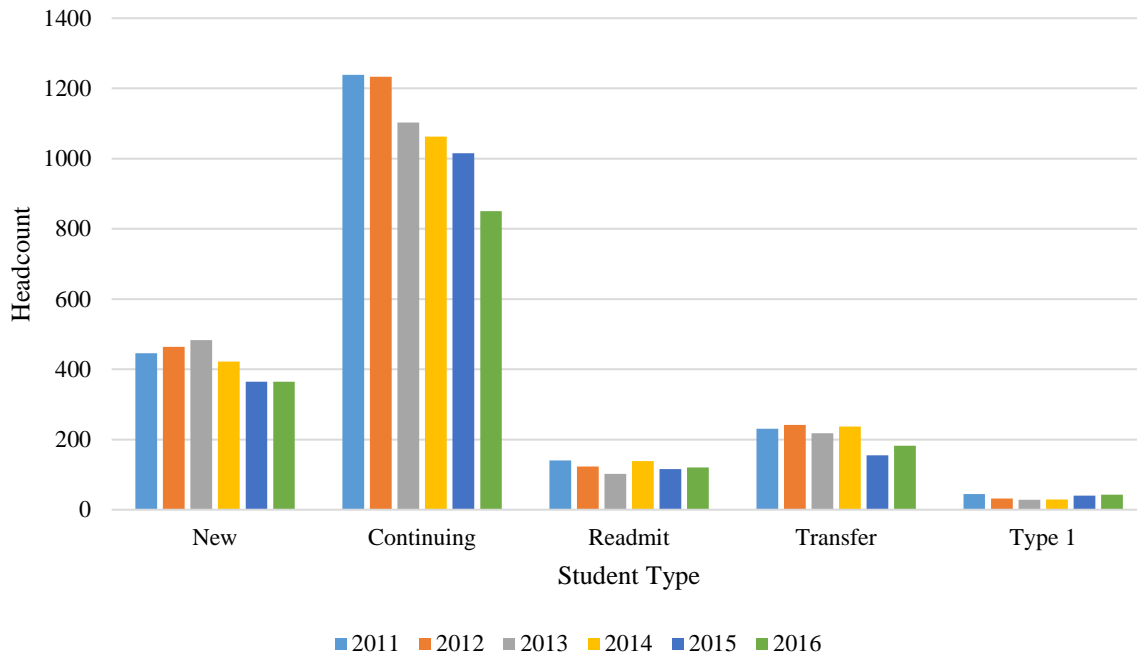
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Credit Fall Enrollment by Course Subject <i>Cont.</i>							
Subject		2011	2012	2013	2014	2015	2016
MAT	Math	852	841	739	656	554	501
MED	Medical Assisting	187	163	178	155	176	132
MFG	Manufacturing	6	372	434	254	270	309
OCE	Oceanography	53	53	61	32	36	42
PHL	Philosophy	98	50	84	80	80	81
PHY	Physics	31	34	18	28	25	36
POL	Political Science	85	87	81	65	42	58
PSY	Psychology	232	253	213	293	215	228
SCI	Science	39	22	60	39	20	33
SOC	Sociology	182	174	159	163	123	116
SPA	Spanish	122	108	77	85	72	44
THR	Theatre	55	44	81	85	75	59

6. Credit – Student Enrollment: D. Student Type (New, Continuing, Re-admit, Transfer, and Type 1*)

Credit Enrollment by Student Type by Term (count)							
Term	Year	Total Headcount	New	Continuing	Readmit	Transfer	Type 1
Fall	2016	1560	365	850	120	182	43
	2015	1691	365	1015	116	155	40
	2014	1890	422	1063	139	237	29
	2013	1934	483	1103	102	218	28
	2012	2094	464	1233	123	242	32
	2011	2101	446	1239	140	231	45
Spring	2016	1472	86	1183	58	86	59
	2015	1678	103	1332	89	116	38
	2014	1729	126	1361	79	124	39
	2013	2034	174	1521	104	194	41
	2012	2088	158	1555	107	179	89
Summer	2016	209	6	138	12	48	5
	2015	195	4	135	6	49	1
	2014	313	8	172	10	99	24
	2013	337	17	194	11	100	15
	2012	429	35	224	22	144	4
	2011	477	13	265	19	170	10
Winter	2015	<i>No courses offered.</i>					
	2014	46	1	18	25	2	0
	2013	46	0	29	1	15	1
	2012	98	2	33		61	2
	2011	107	3	30	1	73	
<i>Type 1 = High school students concurrently enrolled at QVCC</i>							

QVCC Credit Enrollment by Student Type by Term (Fall, 2011-2016)

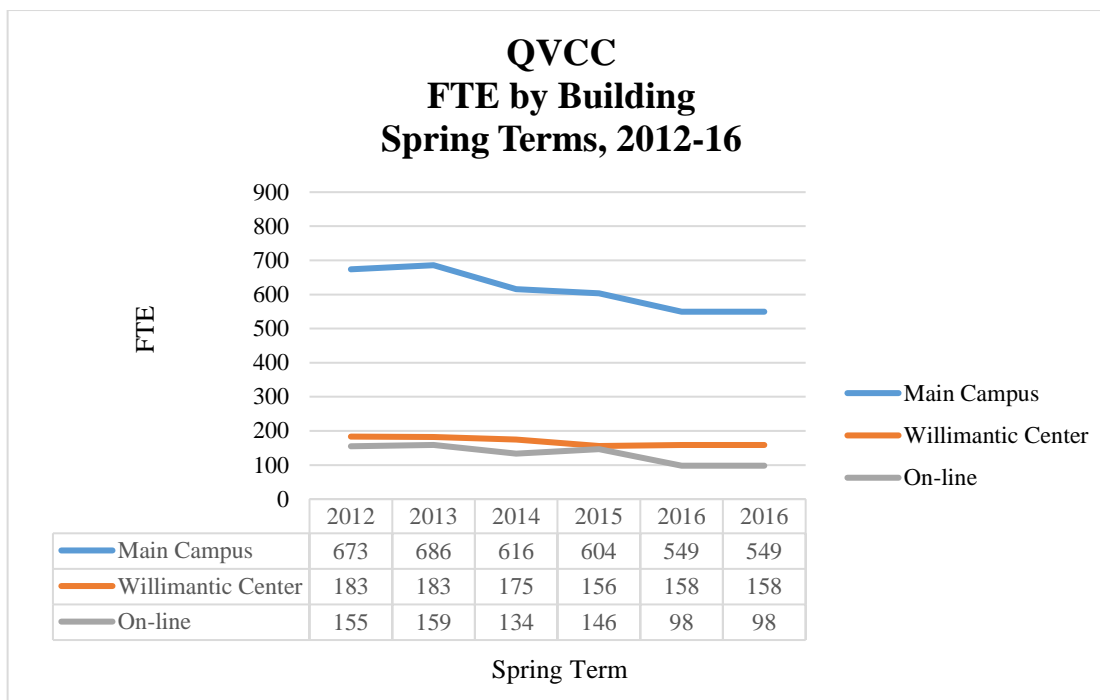
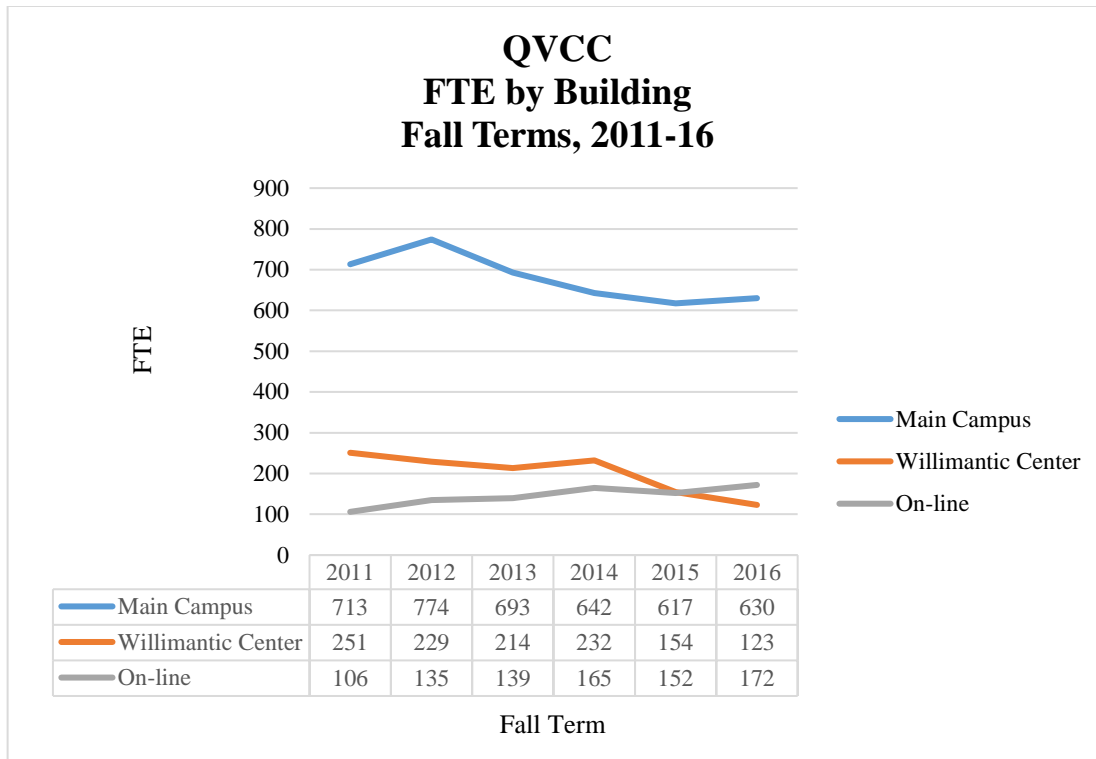


Credit Enrollment by Student Type by Term (percentage) Fall and Spring Terms

Term	Year	Total Headcount	New	Continuing	Readmit	Transfer	Type 1
Fall	2016	1560	23%	54%	8%	12%	3%
	2015	1691	22%	60%	7%	9%	2%
	2014	1934	22%	55%	7%	12%	1%
	2013	2094	23%	53%	5%	10%	1%
	2012	2101	22%	59%	6%	12%	2%
	2011	2288	19%	54%	6%	10%	2%
Spring	2016	1472	6%	80%	4%	6%	4%
	2015	1678	6%	79%	5%	7%	2%
	2014	1729	7%	79%	5%	7%	2%
	2013	2034	9%	75%	5%	10%	2%
	2012	2088	8%	74%	5%	9%	4%

6. Credit – Student Enrollment: E. Enrollment by Building, including Online Course Offerings

The FTE of hybrid courses are counted both in their on-ground location and online presence. While useful for analysis, the sum of FTE values in this section exceeds the total college FTE of the corresponding term.

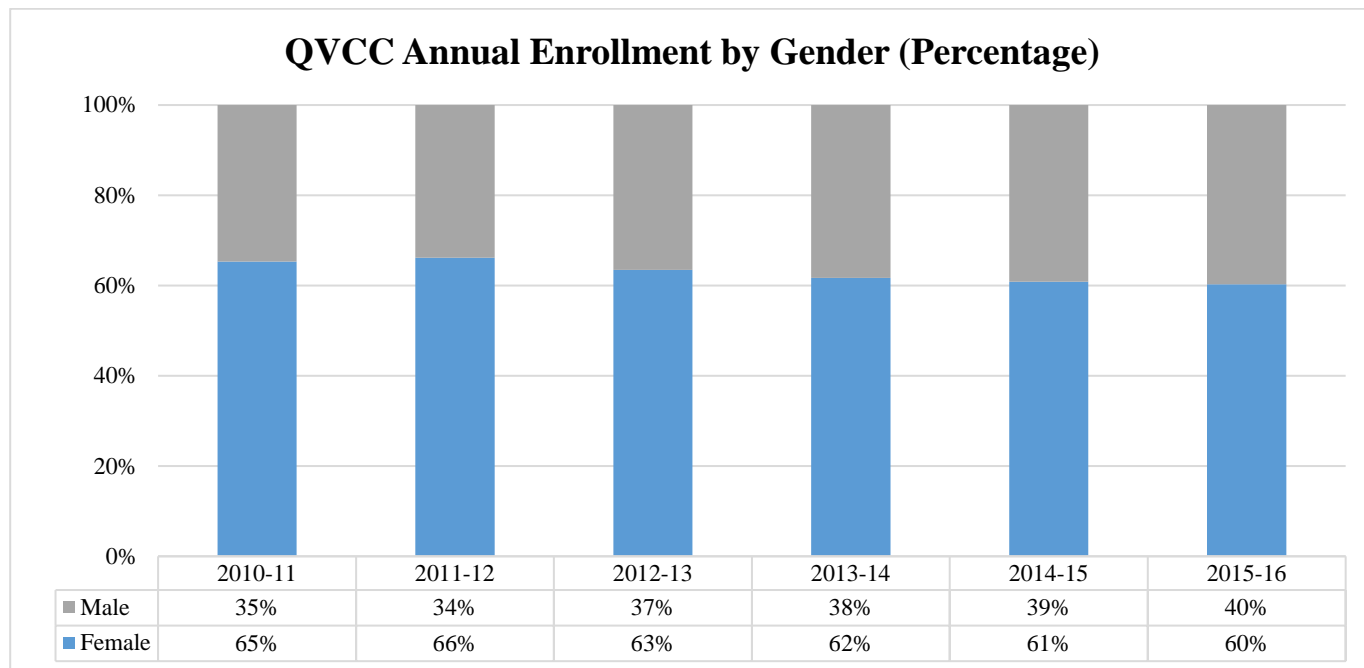


FTE and Seat Count by Building									
Term		FTE				Seats			
		Main Campus	Willimantic Center	On-line	Brooklyn Correctional Center	Main Campus	Willimantic Center	On-line	Brooklyn Correctional Center
Fall	2011	713	251	106		3458	1239	530	
	2012	774	229	135		3867	1119	676	
	2013	693	214	139		3442	1041	692	
	2014	642	232	165		3040	1036	824	
	2015	617	154	152		2890	656	759	
	2016	630	123	172	22	2928	846	543	136
Spring	2012	673	183	155		3207	899	775	
	2013	686	183	159		3272	897	794	
	2014	616	175	134		2924	837	668	
	2015	604	156	146		2758	699	738	
	2016	549	158	98		2565	448	791	
Summer	2012	43	2	84		200	7	406	
	2013	23	6	64		98	27	304	
	2014	20	5	71		85	20	342	
	2015	18	0	41		73	0	191	
	2016	15	0	51		63	0	242	
Winter	2011	0	0	24		0	0	118	
	2012	0	0	22		0	0	108	
	2013	0	0	10		0	0	49	
	2014	0	0	10		0	0	48	
	2015	<i>No Courses Offered</i>							

6. Credit – Student Enrollment: F. Demographic Profile.

i. Gender

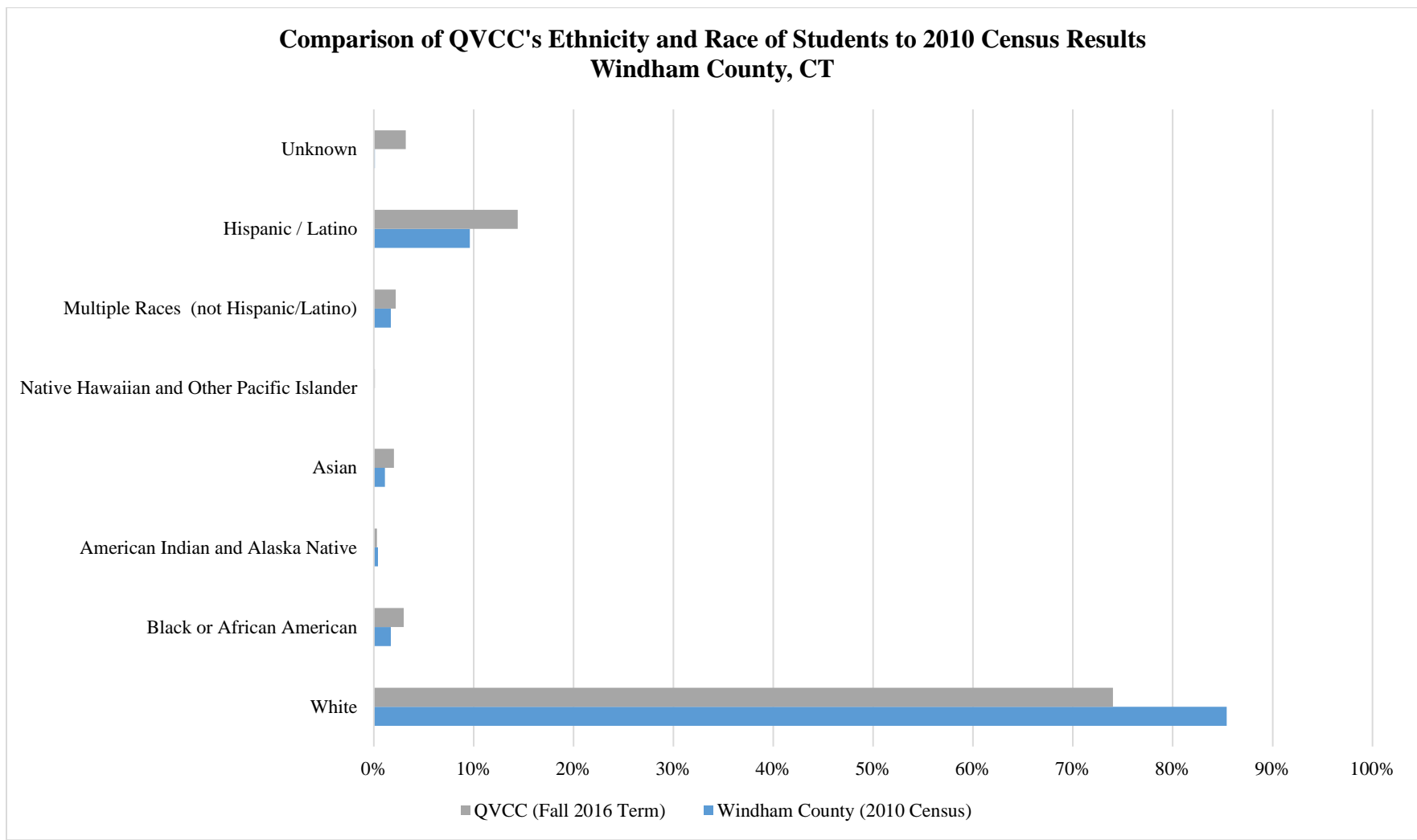
Federal and state mandated reporting currently requires all students to identify as one of two genders: male or female. However, QVCC looks forward to a reporting structure that allows more options so that students have the opportunity to select the gender marker that matches their gender identity, including those students with non-binary gender identities.



Term Enrollment by Gender									
Term	Year	Total Headcount	Female	Male	Term	Year	Total Headcount	Female	Male
Fall	2016	1560	932	628	Spring	2016	1472	887	585
	2015	1691	1018	673		2015	1678	1008	670
	2014	1890	1153	737		2014	1729	1055	674
	2013	1934	1189	745		2013	2034	1270	764
	2012	2094	1327	767		2012	2088	1387	701
	2011	2101	1394	707		2011	2097	1346	751
Summer	2016	209	146	63	Winter	2016	No courses offered		
	2015	195	144	51		2015	No courses offered		
	2014	313	221	92		2014	46	30	16
	2013	337	236	101		2013	46	28	18
	2012	429	301	128		2012	98	60	38
	2011	477	334	143		2011	107	73	34

6. Credit – Student Enrollment: F. Demographic Profile

ii. Ethnicity/Race: The ethnicity and race of QV students closely reflects that of its’ service area which is largely based in Windham County.



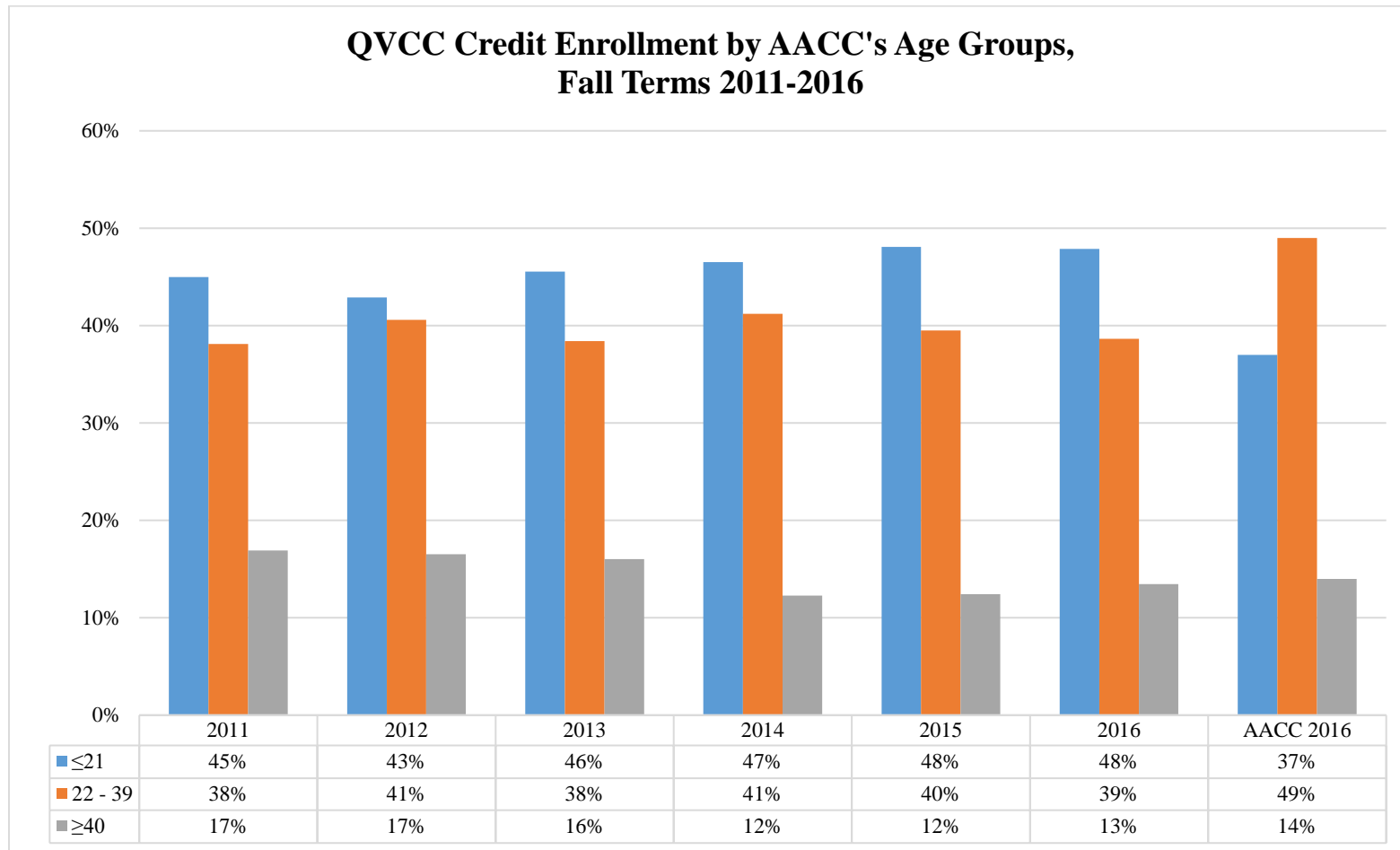
Ethnicity/Race Distribution by Term

Term	Total Term Enrollment	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Multiple Races Reported (not Hispanic/Latino)	Not Reported or Unknown	
Fall	2016	1560	2	26	44	257	4	1150	33	44
	2015	1691	5	23	41	244	2	1285	37	54
	2014	1890	6	38	51	264	2	1442	31	56
	2013	1934	11	30	44	225	4	1531	28	61
	2012	2094	9	29	44	244	4	1694	12	58
	2011	2101	14	36	46	233	2	1689	9	72
Spring	2016	1472	6	22	36	205	1	1121	31	50
	2015	1678	6	37	38	220	3	1284	35	55
	2014	1729	8	26	35	211	2	1358	27	62
	2013	2034	8	28	43	224	3	1613	31	84
	2012	2088	12	34	38	210	2	1512	8	272
Summer	2016	209	0	2	10	19	0	167	3	8
	2015	195	0	5	2	20	0	153	5	10
	2014	313	2	9	11	25	0	250	6	10
	2013	337	1	9	9	31	0	272	5	10
	2012	429	1	13	8	34	1	353	6	13
Winter	2015	0								
	2014	46	1	0	0	5	0	38	2	0
	2013	46	0	2	0	1	0	33	7	3
	2012	98	0	4	1	1	0	84	0	8
	2011	107	0	5	1	5	0	87	0	9

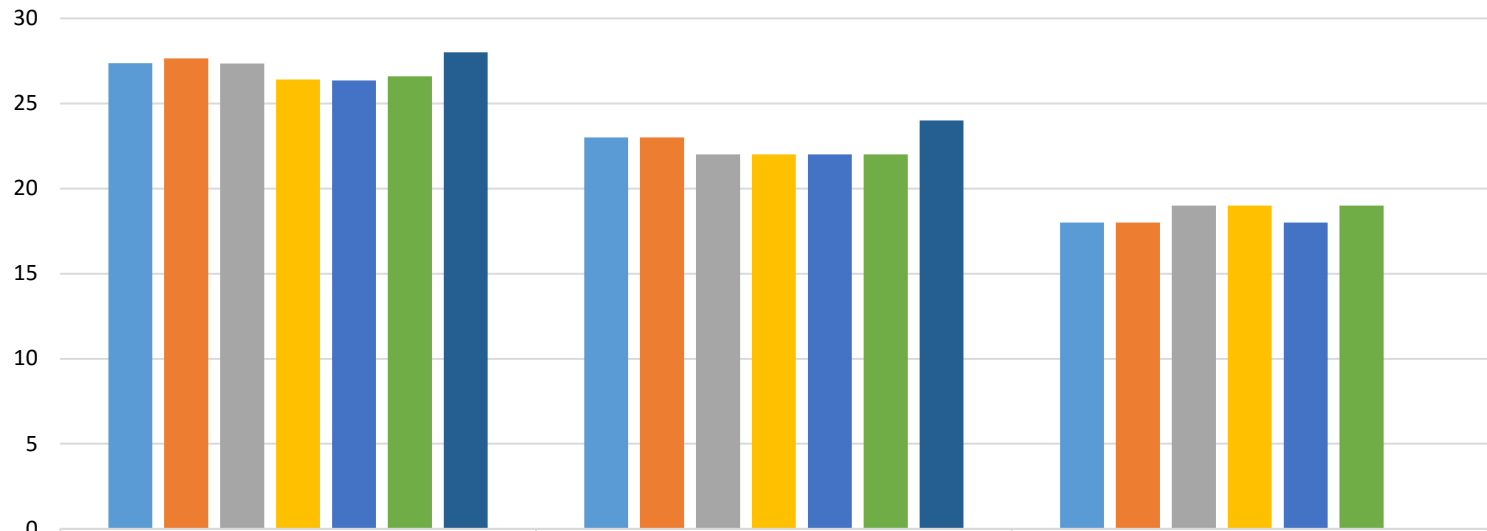
6. Credit – Student Enrollment: F. Demographic Profile.

iii. Age

Compared to national age distribution of community college students (AACC, American Association of Community Colleges, 2016), QVCC has a greater percentage of students under 21 and a smaller percentage of students 22 to 39 than the national average. Students 40 and older are in line with the national average.



QVCC Credit Enrollment - Age: Average, Median, and Mode Fall Terms 2011-2016 (and AACC's 2016)



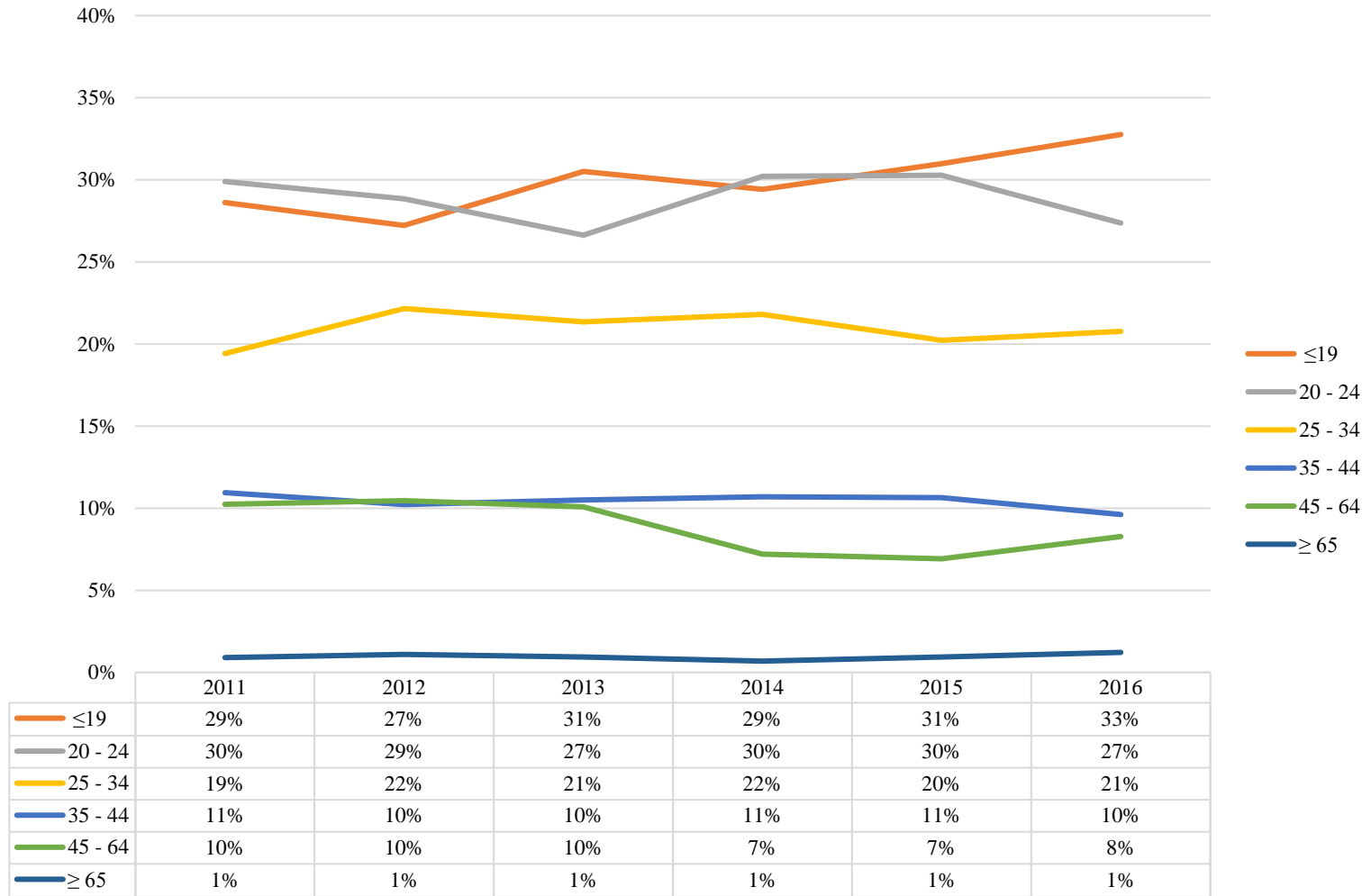
	Average	Median	Mode
2011	27	23	18
2012	28	23	18
2013	27	22	19
2014	26	22	19
2015	26	22	18
2016	27	22	19
AACC 2016	28	24	

Average (or Arithmetic Mean): The number found by dividing the sum of all quantities by the total number of quantities.

Median: The middle value (if n is odd) or the average of the two middle values (if n is even) in an ordered list of data values.

Mode: Most common (frequent) value. A list can have more than one mode.

QVCC Credit Enrollment by Age Group Fall Terms 2011 - 2016

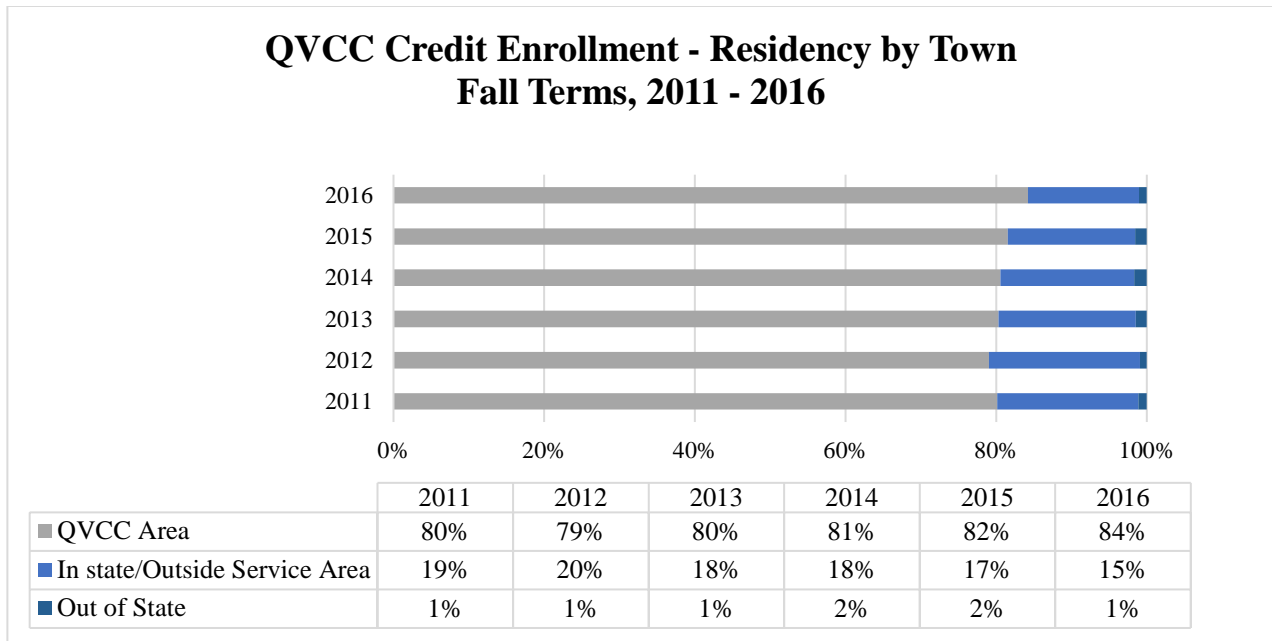


Age Distribution by Term								
Term		All Ages	≤19	20 - 24	25 - 34	35 - 44	45 - 64	≥ 65
Fall	2016	1560	511	427	324	150	129	19
	2015	1691	524	512	342	180	117	16
	2014	1890	556	571	412	202	136	13
	2013	1934	590	515	413	203	195	18
	2012	2094	570	604	464	214	219	23
	2011	2101	601	628	408	230	215	19
Spring	2016	1472	453	470	270	161	108	10
	2015	1678	460	549	348	173	136	12
	2014	1729	457	512	382	195	173	10
	2013	2034	497	618	461	221	219	18
	2012	2088	569	628	431	224	218	18
	2011	2097	609	575	435	238	220	20
Summer	2016	209	45	70	47	30	17	0
	2015	195	41	86	44	15	9	0
	2014	313	72	108	68	40	24	1
	2013	337	79	112	72	42	31	1
	2012	429	76	149	100	56	46	2
	2011	477	82	166	110	60	59	0
Winter	2015	<i>No courses offered</i>						
	2014	46	8	27	4	3	4	0
	2013	46	6	26	8	4	2	0
	2012	98	12	54	20	7	5	0
	2011	107	19	60	15	7	6	0

6. Credit – Student Enrollment: F. Demographic Profile.

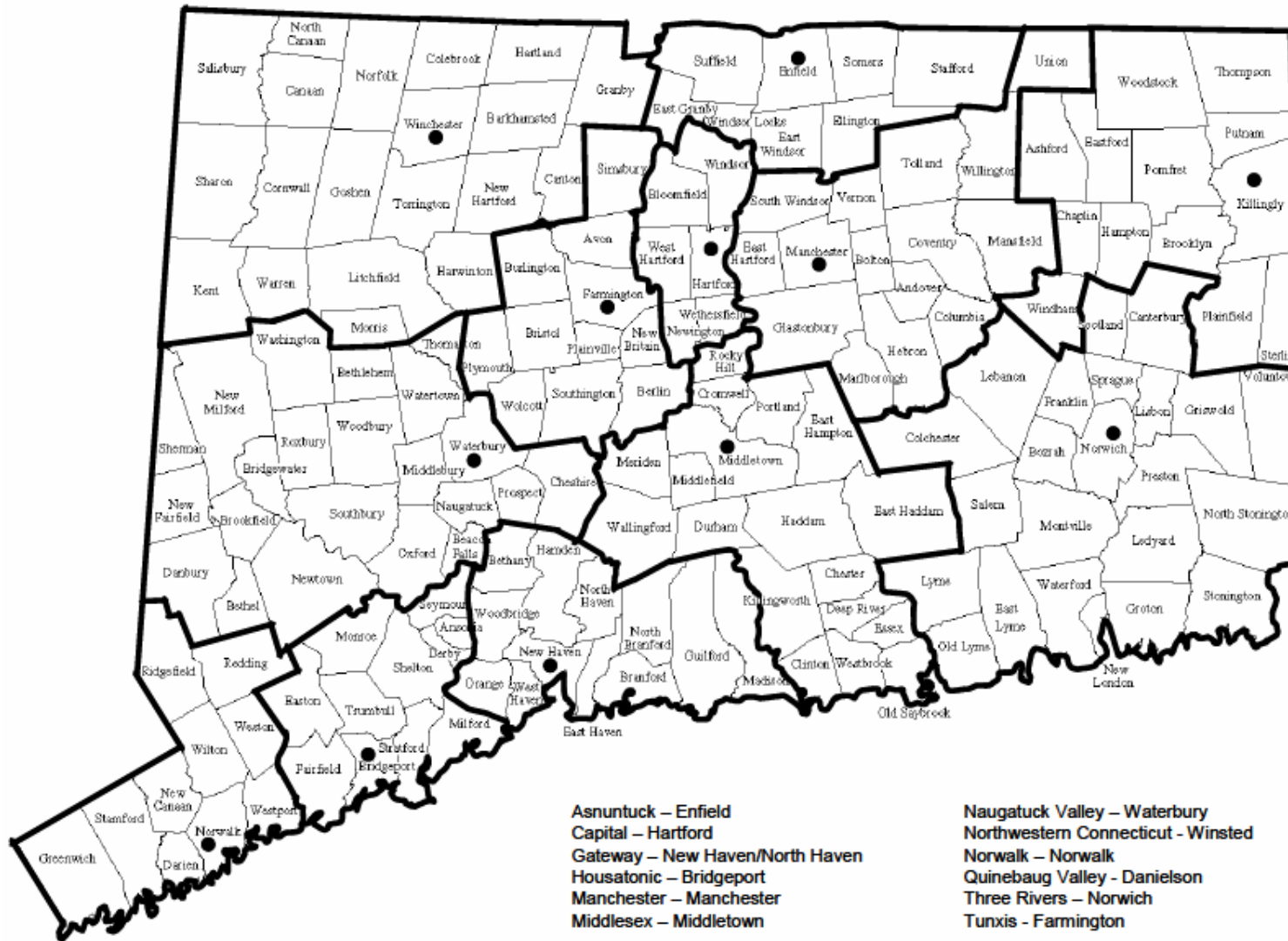
iv. Residency by Town

Like most community colleges, almost all of QVCC students live within the service area or in towns neighboring the official service area which borders Massachusetts and Rhode Island.

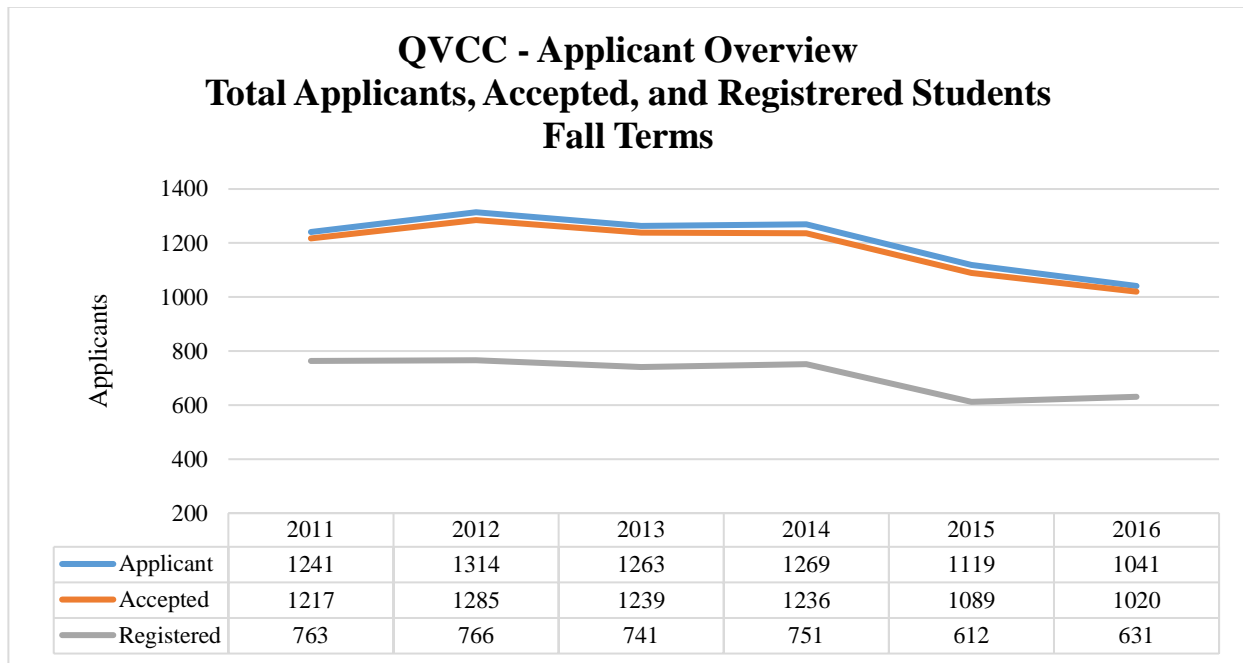


Fall Term Enrollment by Town						
	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>2016</i>
QVCC Area Towns						
Ashford	27	32	33	33	28	29
Brooklyn	156	151	153	140	129	186
Chaplin	16	27	27	24	17	14
Eastford	28	25	26	19	18	15
Hampton	38	34	23	27	25	24
Killingly	325	343	327	308	279	274
Plainfield	224	197	178	166	173	131
Pomfret	74	73	66	64	60	48
Putnam	149	172	147	152	119	103
Sterling	55	54	49	39	47	38
Thompson	147	121	125	128	115	100
Windham	326	310	305	328	269	246
Woodstock	119	116	94	95	100	106
QVCC Area	1684	1655	1553	1523	1379	1314
In state/Outside Service Area	393	420	353	335	286	230
Out of State	24	19	28	32	26	16
Total	2101	2094	1934	1890	1691	1560

Connecticut Community College Service Areas

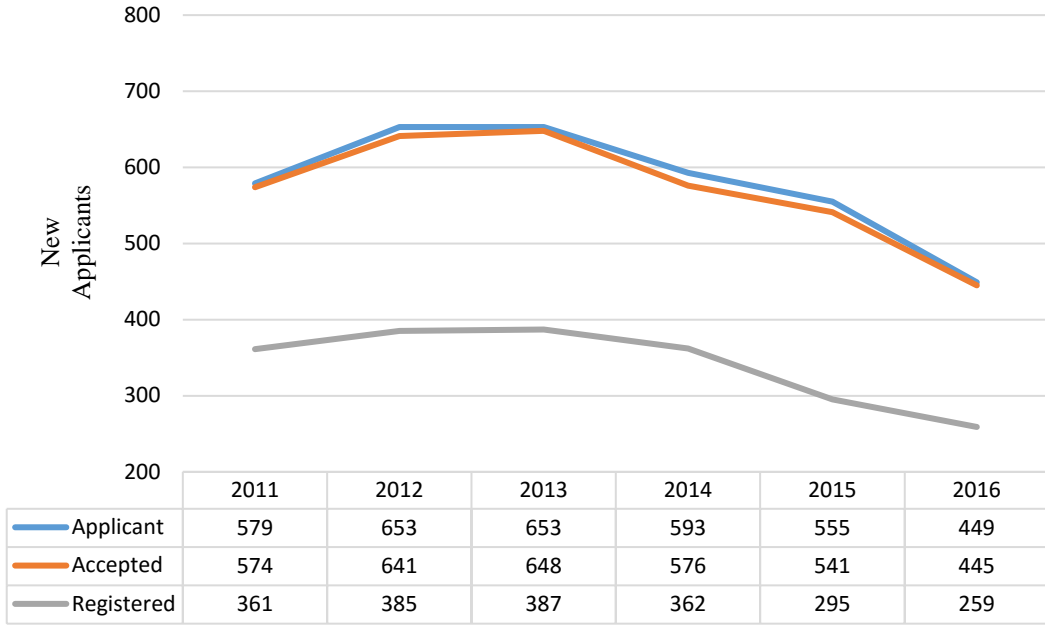


7. Credit – Applicants: A. Overview of Applicants, Acceptance and Registration Rates

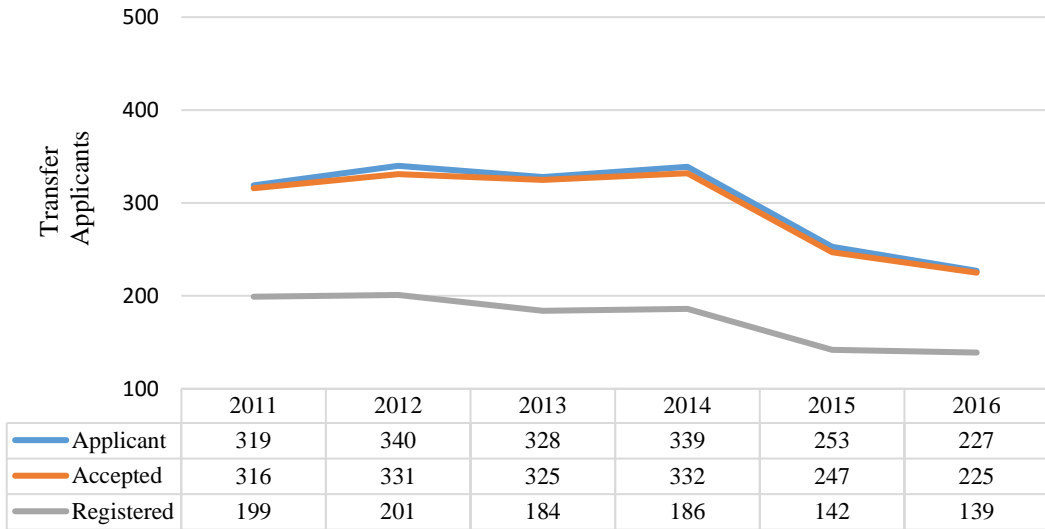


Applicant Status by Term						
Term		Applicant	Accepted	Registered	Percent Registered (of Accepted Applicants)	Percent Registered (of All Applicants)
Fall	2016	1041	1020	631	62%	61%
	2015	1119	1089	612	56%	55%
	2014	1269	1236	751	61%	59%
	2013	1263	1239	741	60%	59%
	2012	1314	1285	766	60%	58%
	2011	1241	1217	763	63%	61%
Spring	2016	451	434	241	56%	53%
	2015	524	508	298	59%	57%
	2014	563	551	299	54%	53%
	2013	786	754	442	59%	56%
	2012	723	690	444	64%	61%

QVCC - *NEW* Applicant Overview
Total Applicants, Accepted, and Registered Students
Fall Terms



QVCC - *TRANSFER* Applicant Overview
Total Applicants, Accepted, and Registered Students
Fall Terms



7. Credit – Applicants: B. Overview of New and Transfer Applicants

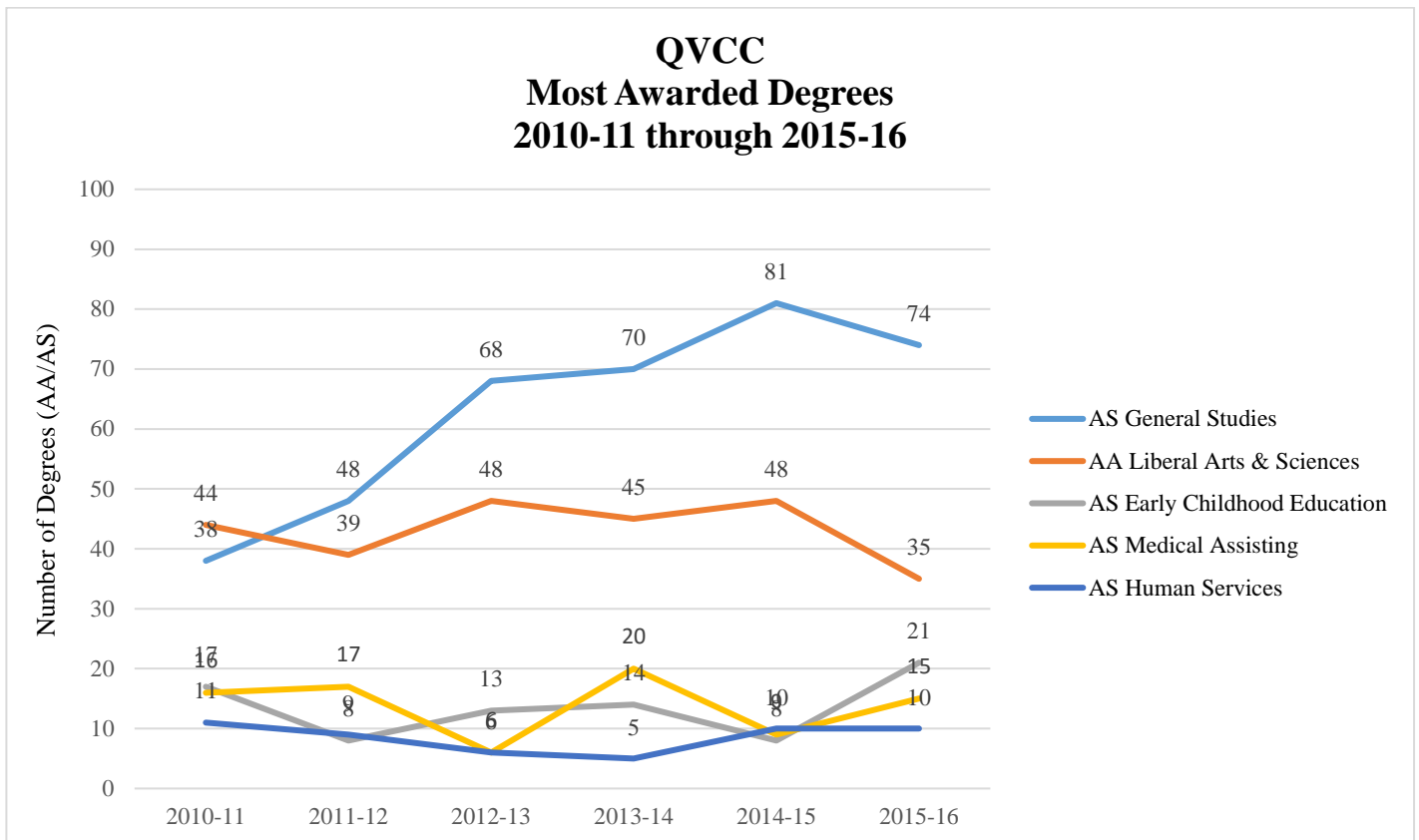
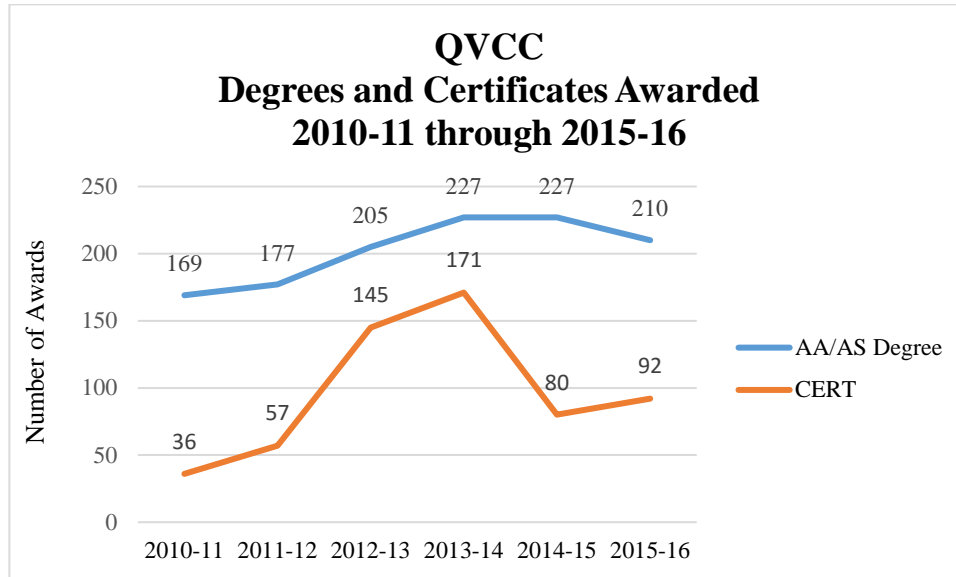
New Applicants - Acceptance and Registration by Term					
Term		Total Applicants	Total Accepted	Total Registered	Registration Rate (of Accepted Applicants)
Fall	2016	449	445	259	58%
	2015	555	541	295	55%
	2014	593	576	362	63%
	2013	653	648	387	60%
	2012	653	641	385	60%
	2011	579	574	361	63%
Spring	2016	153	147	82	56%
	2015	179	174	89	51%
	2014	204	203	113	56%
	2013	272	265	154	58%
	2012	224	217	139	64%
Summer	2016	40	32	5	16%
	2015	52	50	4	8%
	2014	40	34	5	15%
	2013	74	73	16	22%
	2012	78	77	29	38%
Winter	2015	<i>No Courses Offered</i>			
	2014	20	20	1	5%
	2013	12	12	0	0%
	2012	16	16	4	25%
	2011	23	23	3	13%

Transfer Applicants - Acceptance and Registration by Term

Term		Total Applicants	Total Accepted	Total Registered	Registration Rate (of Accepted Applicants)
Fall	2016	227	225	139	62%
	2015	253	247	142	57%
	2014	339	332	186	56%
	2013	328	325	184	57%
	2012	340	331	201	61%
	2011	319	316	199	63%
Spring	2016	147	145	72	50%
	2015	175	172	101	59%
	2014	207	202	106	52%
	2014	207	202	106	52%
	2013	274	267	161	60%
	2012	255	251	150	60%
Summer	2016	84	84	42	50%
	2015	142	141	46	33%
	2014	180	179	89	50%
	2013	204	203	97	48%
	2011	242	241	140	58%
Winter	2015	<i>No Courses Offered</i>			
	2014	40	40	22	55%
	2013	46	44	9	20%
	2012	87	87	52	60%
	2011	109	108	67	62%

8. Credit – Graduation Rates: A. Degrees and Certificates Awarded, by Type and Major

The number of degrees and certificates awarded each academic year has increased approximately 25% since 2010-11. The decrease in certificates is the result of revisions in the College’s Advanced Machine Manufacturing program which changed to awarding one certificate per academic year rather than one per term. *Academic Year: Summer, Fall, Winter, Spring terms (ex. 2010-11: Summer 2010, Fall 2010, Winter 2010, Spring 2011)*



Degrees Awarded by Academic Year								
Discipline	Degree Type	Degree - Major	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total			205	234	350	398	307	302
Accounting	AS	Accounting	6	7	7	12	7	10
	CERT	Applied Accounting	1	3		3	3	4
	CERT	Advanced Accounting		2	2	1	1	
Allied Health	AS	Medical Assisting	16	17	6	20	9	15
	CERT	Admin. Medical Office Skills					7	12
	CERT	Community Health Worker		1		1		
	CERT	Health Career Pathways	1	2	4	4	1	2
	CERT	HIMT Coding Specialist	3	3	5	9	5	9
	CERT	Patient Care Technician	3	3	1	6	2	2
	CERT	Phlebotomy	13	23	26	21	11	11
Art	AA	Visual Arts						3
	AA	Fine Arts	1	2	6	6	4	1
	AA	Fine Arts: Graphic Arts	1	9	8	5	5	3
	AA	Fine Arts: Graphic Design	3	1	1	2		
	AA	Fine Arts: Photography		3	3	3	3	1
	AA	Fine Arts: Studio Art			1			
	CERT	Arts Entrepreneur				1		
	CERT	Graphic Arts				1	1	
	CERT	Photography					1	1
	CERT	Studio Art			2		1	
Business/ Management	AS	Business Administration			2	8	17	11
	AS	Bus Admin: Health Care Management				3	1	7
	AS	Bus Admin: Management	15	10	10	7	2	3
	CERT	Applied Management	1		1	3	3	3
	CERT	Advanced Management	1	1	2			
Business Office Technology (discontinued)	AS	BOT: Adm Ast Office Management	1	2	3	2	6	1
	CERT	BOT: Medical Off Skills	5	5	8	15		
	CERT	BOT: Medical Secretary	3	3	6	4		
	CERT	BOT: Office Skills Update		2		2		
	CERT	BOT: Secretarial		2	2		1	

Degrees Awarded by Academic Year <i>cont.</i>								
Discipline	Degree Type	Degree - Major	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Computer Science	AS	Computer Networking	6	8	13	9	8	3
	AS	Computer Services					1	
	AS	Computer Services: IT Support Services						2
	CERT	Assoc Network Specialist	2	2	5	2	4	1
	CERT	Computer Aided Design (CAD)					2	2
	CERT	Senior Network Specialist	1		2	3	4	
Education	AS	Early Childhood Education	17	8	13	14	8	21
	AA	Pathway to Teaching Careers		1	2	1	3	3
	CERT	Early Childhood Education			1	3		3
Engineering and Technology Studies	AS	Engineering Science	10	7	2	12	10	5
	AS	Technology Studies					1	1
	AS	Tech Studies: Biomolecular Science			2	1		
	AS	Tech Studies: Comp-Aided Design		1	2	2	2	
	AS	Tech Studies: Construction		4	1			
	AS	Tech Studies: Engineering Technology Option		1				
	AS	Tech Studies: Environmental			1		1	1
	CERT	COT Engineering Science/STEM						13
	CERT	Construction Technology			1			
	CERT	Lean Manufacturing			1		8	
Human Services	AS	Human Services	11	9	6	5	10	10
	CERT	Criminal Justice	2	5	9	4	5	7
Manufacturing	CERT	Adv. Mfg. Machine Technology					20	22
	CERT	Machine Technology Level I			34	44		
	CERT	Machine Technology Level II			33	44		
Transfer Degrees	AS	General Studies	38	48	68	70	81	74
	AA	Liberal Arts & Sciences	44	39	48	45	48	35

8. Credit – Graduation Rates: B. IPEDS Graduation Rates (2015-16 Data Collection Survey Series)

i. Graduation Rates Survey Summary (including Transfer-Out Rate):

The GR component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. This information is collected to assist institutions in complying with the requirements of the Student Right-to-Know Act.

Reporting on the 2012 cohort of first-time, full-time degree/certificate seeking students.

Overall Graduation Rate	
Graduation Rate	16%
Total number of students in the Adjusted Cohort	250
Total number of completers within 150% of normal time	41

Overall Transfer-out Rate	
Transfer-out Rate	20%
Total number of students in the Adjusted Cohort	250
Total number of transfers-out within 150% of normal time	49

ii. Graduation Rates 200 Survey Summary:

The GR200 component is a further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component and requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study. This information is collected to assist institutions with complying with the requirements of the Higher Education Act, as amended.

Reporting on the 2011 cohort of first-time, full-time degree/certificate seeking students.

Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2011	
Graduation Rate – 100% of normal time	7%
Graduation Rate – 150% of normal time	19%
Graduation Rate – 200% of normal time	27%

8. Credit – Graduation Rates: IPEDS – Graduation Rates (2015-2016 Data Collection Survey Series)
cont.

iii. Outcome Measures Survey Summary:

The OM component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts at two points in time: six-year and eight-year.

Reporting on the following four 2007 cohorts: 1) Full-time, first-time, 2) Part-time, first-time, 3) Full-time, non-first-time, and 4) Part-time, non-first-time

Six- and Eight-year status dates are August 31, 2013 and August 31, 2015, respectively.

Cohort	6-year Award Rate	8-year Award Rate	Still enrolled at your institution after 8 years	Did not receive an award and subsequently enrolled at another institution
Full-time, First-time	26%	28%	5%	8%
Part-time, First-time	12%	13%	4%	7%
Full-time, Non-first-time	25%	26%	4%	12%
Part-time, Non-first-time	16%	19%	1%	7%

iv. Completions Survey Summary:

The Completions component is one of several IPEDS components that is conducted during the Fall data collection period. It collects the number of degrees and certificates awarded by field of study, level of award, race/ethnicity, and gender. The reporting period for the Completions component is during the 12-month time period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year; therefore, for this year's Completions component, the reporting period is between July 1, 2014 and June 30, 2015. The Completions component is also collecting the number of students (e.g., completers) who earned awards between July 1, 2014 and June 30, 2015.

Summary of Completions Data

Award Level	Number of Completions	
	1 st major	2 nd major
<u>Postsecondary award, certificate, or diploma (less than 1 academic year)</u>	80	0
<u>Associate's degree</u>	227	0
Total number of degrees and certificates	307	

Summary of Completers Data

	Number of Students		
	Men	Women	Total
All Completers	121	158	279

Completions: total by first major

99.0000 Summary Grand Totals	Award Level	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ethnicity unknown	Total	PY Total
Awards of less than 1 academic year	1											
Men		0	2	0	0	0	0	41	0	0	43	97
Women		0	2	0	1	0	0	32	0	2	37	74
Total		0	4	0	1	0	0	73	0	2	80	171
Associate's degree	3											
Men		0	7	1	2	0	0	76	0	5	91	79
Women		0	9	1	1	3	0	104	2	16	136	148
Total		0	16	2	3	3	0	180	2	21	227	227
Grand Total Men		0	9	1	2	0	0	117	0	5	134	176
Grand Total Women		0	11	1	2	3	0	136	2	18	173	222
Grand Total		0	20	2	4	3	0	253	2	23	307	398
PY Grand Total Men		0	10	0	1	2	1	150	0	12		176
PY Grand Total Women		0	13	0	3	3	0	193	4	6		222
PY Grand Total		0	23	0	4	5	1	343	4	18		398

9. Credit – Student Financial Aid: A. IPEDS’ Student Financial Aid Survey Summary

Cohort: Fall 2014 Credit Students (2015-16 Data Collection Series)

Total grant aid received by all undergraduate students		\$4,878,386
Number of undergraduate students who received a Pell Grant		973
Percentage of FTFT students receiving any financial aid		80%
	Percentage of FTFT students receiving grant aid by type	Average amount of grant aid received by type
Total	77%	\$4,703
Federal Government		
Pell	62%	\$4,588
Other Federal	11%	\$400
State/Local Government		
Institutional	33%	\$1,773
	Percentage of FTFT students receiving loans by type	Average amount of loans received by type
Total	0%	N/A
Federal		
Non-federal	0%	N/A
Average net price for FTFT students who receive grant aid		\$6,569
Average net price for FTFT students who receive Title IV federal student aid		
\$0 – 30,000		\$6,343
\$30,001 – 48,000		\$6,927
\$48,001 – 75,000		\$7,546
\$75,001 – 110,000		\$7,220
\$110,001 and more		N/A

Military Servicemembers and Veteran's Benefits		
	Number of students receiving benefits/assistance	Total dollar amount of benefits/assistance awarded through the institution
Post-9/11 GI Bill Benefits		
Undergraduate students	56	\$126,478
Department of Defense Tuition Assistance Program		
Undergraduate students	13	\$29,626

Cohort: Fall 2013 Credit Students (2014-15 Data Collection Series)

Total grant aid received by all undergraduate students	\$6,895,098
Number of undergraduate students who received a Pell Grant	967
Percentage of FTFT students receiving any financial aid	78%

	Percentage of FTFT students receiving grant aid by type	Average amount of grant aid received by type
Total	78%	\$4,903
Federal Government	62%	\$4,678
Pell	62%	\$4,673
Other Federal	1%	\$300
State/Local Government	12%	\$1,257
Institutional	34%	\$2,268

	Percentage of FTFT students receiving loans by type	Average amount of loans received by type
Total	0%	N/A
Federal	0%	N/A
Non-federal	0%	N/A

Average net price for FTFT students who receive grant aid	\$6,039
Average net price for FTFT students who receive Title IV federal student aid	
\$0 – 30,000	\$5,719
\$30,001 – 48,000	\$6,128
\$48,001 – 75,000	\$6,350
\$75,001 – 110,000	\$6,980
\$110,001 and more	N/A

Military Servicemembers and Veteran's Benefits		
	Number of students receiving benefits/assistance	Total dollar amount of benefits/assistance awarded through the institution
Post-9/11 GI Bill Benefits		
Undergraduate students	50	\$96,574
Department of Defense Tuition Assistance Program		
Undergraduate students	12	\$84,545

9. Credit – Student Financial Aid: B. IPEDS’ Student Financial Aid Survey Summary, Military Service members and Veterans Benefits



Cohort: Fall 2014 Credit Students (2015-16 Data Collection Series)

Type of benefit/assistance	Number of students receiving benefits/assistance	Total dollar amount of benefits/assistance awarded through QVCC	Average dollar amount of benefits/assistance awarded through QVCC
Post-9/11 GI Bill Benefits*	56	\$ 126,478.00	\$ 2,259.00
Dept of Defense Tuition Assistance Program**	13	\$ 29,626.00	\$ 2,279.00

* GI Bill Benefits reporting period: 7/1/14 - 6/30/15

** Dept of Defense Tuition Assistance Program reporting period: 10/1/14 - 9/30/15

Cohort: Fall 2013 Credit Students (2014-2015 Data Collection Series)

Type of benefit/assistance	Number of students receiving benefits/assistance	Total dollar amount of benefits/assistance awarded through QVCC	Average dollar amount of benefits/assistance awarded through QVCC
Post-9/11 GI Bill Benefits	50	\$96,574.00	\$1,931.48
Dept of Defense Tuition Assistance Program	12	\$84,545.00	\$7,045.42
Reporting period: 7/1/13 - 6/30/14			

10. Student Success Measures (Complete College America Initiative Report)

A. College Readiness

Percent completing college-level English and math courses within 2 years.											
Institution	Subject	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Total	
		#	%	#	%	#	%	#	%	#	%
QVCC	English	174	35%	201	37%	155	37%	155	35%	685	36%
All CCCs		4704	43%	4726	43%	4659	43%	4851	44%	18940	43%
QVCC	Math	153	31%	158	29%	132	31%	131	30%	574	30%
All CCCs		3041	28%	3133	28%	3129	29%	3273	30%	12576	29%
<p>Calculation: Numerator: Among the first-time, degree or certificate seeking students in a given fall semester, the number successfully completing a college level English course (ENG* >100) or college level Math course (MAT* >099) within the first two consecutive academic years of initial enrollment. Denominator: New, first-time, degree or certificate seeking students in a given fall semester. Successful completion means a grade of C or better. Data for each year is for those who were registered in the fall of each given year.</p>											
Source: HECC 2015 Accountability Report, page 19											

B. Student Progression

Percent on track to completing 24 credits in 1st academic year							
Institution	FT/PT Status	2009	2010	2011	2012	2013	5-Year Change
		%	%	%	%	%	%
QVCC	Full-Time	45%	41%	46%	45%	50%	4%
All CCCs		22%	22%	22%	25%	28%	8%
Percent on track to completing 12 credits in 1st academic year							
Institution	FT/PT Status	2009	2010	2011	2012	2013	5-Year Change
		%	%	%	%	%	%
QVCC	Part-Time	50%	50%	49%	53%	55%	6%
All CCCs		29%	29%	30%	30%	31%	5%
<p>Calculation: <u>Full-time</u>: Percent of first-time, full-time undergraduate or degree seeking students in a fall IPEDS Graduation Rate Surveycohort who completed 24 or more credit hours before the following fall. <u>Part-time</u>: Percent of first-time, part-time, undergraduate, degree seeking students in a fall GRS cohort who completed 12 or more credit hours that count towards a degree before the following fall.</p>							
Source: HECC 2015 Accountability Report, page 22 & 23							

C. Completions

Completions per 100 Full-Time Equivalent (FTE) Students				
Institution	2011-12	2012-13	2013-14	Average
	#	#	#	#
QVCC	20.6	30.4	36.3	29.1
All CCCs	20.5	22.3	23.7	22.2
Calculation: Completions divided by FTE as calculated per IPEDS definition.				
Source: HECC 2015 Accountability Report, page 28				

What does this mean?

The concept of Full-Time Equivalent (FTE) is used to account for the fact that many students attend college on a part-time basis. For example, a single full-time student at one college may be compared to two part-time students at another by using calculations with FTE's. This metric shows the rate of total completions at a campus during a given academic year compared to the number of FTE's. For example, if a 4-year institution only had full-time students, ideally one quarter of their student body would graduate every year; the number for that campus would be 25.

D. Graduation and Transfer Rates

Graduation rate and transfer rate of full-time, first-time students in 150% of normal time						
<i>First-time, Full-time Cohorts by Year of Entrance</i>						
Institution	2006	2007	2008	2009	2010	5-Year Change
	%	%	%	%	%	%
QVCC	43%	36%	40%	33%	34%	-9%
All CCCs	31%	32%	31%	33%	33%	2%
Calculation: The numerator is the number of students from the adjusted cohort of first-time full-time degree or certificate seeking students who completed their program or who transferred out without an award within 150% of normal time; the denominator is the adjusted cohort. The resulting metric is the 150% completion rate reported to IPEDS.						
Source: HECC 2015 Accountability Report, page 29						

What does this mean?

Completion rates for students attending a community college have historically been low. Individuals pursuing education through a community college may have additional interests or they may face challenges in life which are reflected in a longer path toward completion. Students may arrive at college lacking basic skills, they may be working simultaneously or balancing school with family life. Transportation and childcare issues may also hinder continuous progress. Community colleges also enable students to pursue additional education at institutions that provide bachelor degrees. If students don't complete a degree at a community college but transfer to another institution, those transfers are considered successes for the institution which helped prepare the students, and it is success for the students who are continuing to further their education. For these reasons, the Community College Success Rate includes both degree completers and a count of students who transfer out.

E. Time to Graduation

Time in years and credits to degree/certificate						
Institution	Avg Units	2010	2011	2012	2013	2014
QVCC	Time	2.2	2.4	2.1	1.8	1.7
	Credits	69.9	72.4	69.6	65.0	62.7
<p>Calculation: Cohorts are defined by the academic year in which they completed their most recent credential (e.g. 2009-2010 graduates are grouped under 2010). For Community Colleges the term of graduation is the end of the time period assessed. The term in which individuals in this cohort declared the majors (catalog_semester) under which they completed their most recent credential was the starting point for the period assessed. Students may have been enrolled in post-secondary education or even completed additional credentials prior to this point.</p>						
Source: HECC 2015 Accountability Report, page 41						

What does this mean?

Students who complete degrees with the minimum number of credits in the shortest period of time take the most efficient pathway through post-secondary education, pay less for the post-secondary education and utilize fewer state resources in the process. Connecticut State University students on average are taking more than four years to complete a Bachelor's degree. In addition, the number of credits at the time of graduation exceed 120.

F. Time to Transfer

Transfers from 2-year to 4-year institutions per 100 FTE												
Institution	Fall 2011			Fall 2012			Fall 2013			Fall 2014		
	#	%	per 100 FTE	#	%	per 100 FTE	#	%	per 100 FTE	#	%	per 100 FTE
QVCC	249	8%	21.8	300	10%	26.1	232	8%	21.2	167	7%	15.6
All CCCs	7865	10%	23.7	8841	11%	26.5	6992	9%	21.3	7351	9%	23.1
<p>Calculation: <u>Transfers</u>: BOR Office of Planning and Research utilizing data from the National Student Clearinghouse to obtain enrollment outside of the Connecticut State University and College system. Based on an unduplicated annualized count of students enrolled in a Connecticut Community College at any time during each academic year. For example, the section labeled 'Fall 2014' shows the number of unduplicated students from the 2013-2014 academic year who transferred in Fall 2014. <u>Full Time Equivalent (FTE)</u> Counts from: http://www.ct.edu/opr/statistical_abstract. See definition in IPEDS glossary entry for "Calculation of FTE students at nces.ed.gov/ipeds/glossary/?charindex=C. FTE's prepared by Office of Planning and Research, November 20, 2014. This FTE is based on fall enrollment only; it is not an annualized calculation.</p>												
Source: HECC 2015 Accountability Report, page 43												

What does this mean?

The description of the path through community college is as complex as the students themselves. Some students transfer from a 2-year college to a 4-year institution in a direct and timely manner. However, many community college students take a more circuitous route to a credential.

11. Non-Credit Students: A. Type of Programs

Our Continuing Education Division promotes lifelong learning by providing relevant, quality non-credit learning opportunities. Whether you are interested in training for a new career in a short amount of time, upgrading your skills, or providing customized training for your business, our programs are designed to meet your needs.

Subject and Course Offerings (2015-2016)

Business & Industry Services; Grammar Workshop, H.R. Boot Camp, Leadership at All Levels, Express Computer Training

Express Computer Training: Excel (beginner and intermediate levels), Word (beginner and intermediate levels), Access Boot Camp, QuickBooks, Photoshop, PowerPoint

Online Academy: A wide range of courses in such areas as Accounting and Finance, Business, College Readiness, Computer Applications, Design and Composition, Healthcare and Medical, Language and Arts, Law and Legal, Personal Development, Teaching and Education, Technology, and Writing and Publishing

Healthcare Programs: Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), Medical Transcription Editor, Pharmacy Technician, Phlebotomy for Nurses, and Veterinary Assistant

Motorcycle Safety Training

Personal Enrichment: Nutrition, Personal Training, Yoga

Real Estate Training

LiR: An independent, self-governing membership organization under the auspices of QVCC. Formed in 1995 with 120 original charter members, membership has grown steadily and now stands at over 400 individuals. LiR at QVCC provides the means to meet the wide range of interests for mature adults who want to pursue new topics or to revisit interests from the past. Our classes and short courses are designed to stimulate the mind and provide a quality social environment in an informal and relaxed atmosphere.

11. Non-Credit Students: B. Enrollment

Connecticut Community Colleges: Non-Credit Student Headcount, Trends (Student Enrollment)														
Year	Community Colleges													
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Total	Unduplicated Total ⁽¹⁾
2010	1,229	2,535	2,280	561	5,803	1,587	3,627	1,402	6,495	2,104	1,632	4,691	33,946	33,440
2011	1,213	2,089	2,040	511	5,393	1,684	3,269	1,162	5,375	2,019	1,924	4,995	31,674	31,067
2012	1,448	1,921	1,696	455	5,499	1,882	3,256	1,094	5,396	2,028	1,575	4,817	31,067	30,601
2013	1,170	2,676	1,484	566	5,188	1,587	2,746	651	5,399	1,973	1,445	5,002	29,887	29,306
2014	1,379	1,769	1,599	648	5,344	1,075	2,536	611	5,292	1,640	1,557	5,388	28,838	28,331
2015	1,263	2,608	1,797	961	5,295	1,288	2,873	601	5,206	1,776	1,524	4,946	30,138	29,443
% Change														
1 year	-8.4	47.4	12.4	48.3	-0.9	19.8	13.3	-1.6	-1.6	8.3	-2.1	-8.2	4.5	3.9
5 years	2.8	2.9	-21.2	71.3	-8.8	-18.8	-20.8	-57.1	-19.8	-15.6	-6.6	5.4	-11.2	-12.0

Note (1) Because community colleges share a common data management system, it is possible to count students attending more than one college only once; this unduplicated total will be less than the sum of unduplicated counts at each institution.

Produced by the Connecticut Board of Regents for Higher Education, Office of Research and System Effectiveness, 07/28/2015 (most recent)

11. Non-Credit Students: C. Registrations

Connecticut Community Colleges: Duplicated Non-Credit Course Registrations, Trends (Workforce Development and Personal Development Combined) ^{(1) (2)}														
Year	Community Colleges													Grand Total
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Community Colleges Total	
2010	2,268	3,684	3,565	457	8,673	6,516	5,130	1,674	10,514	5,681	5,172	5,299	58,633	58,633
2011	2,218	2,984	2,961	547	8,614	8,689	3,962	1,703	9,380	5,112	5,570	6,545	58,285	58,285
2012	2,440	2,854	2,123	526	8,737	7,866	4,287	1,694	9,664	4,810	4,675	5,843	55,519	55,519
2013	2,057	5,627	2,317	980	8,573	6,869	3,798	1,170	9,149	5,383	3,923	6,545	56,391	56,391
2014	2,713	1,439	5,053	985	8,885	6,649	3,211	987	9,074	4,546	5,147	6,445	55,134	55,134
2015	2,557	3,703	2,648	1,660	8,135	10,075	2,949	562	8,950	5,162	4,787	6,568	57,756	57,756
% Change														
1 year	-5.8	157.3	-47.6	68.5	-8.4	51.5	-8.2	-43.1	-1.4	13.6	-7.0	1.9	4.8	4.8
5 years	12.7	0.5	-25.7	263.2	-6.2	54.6	-42.5	-66.4	-14.9	-9.1	-7.4	23.9	-1.5	-1.5

Note (1) Registrations are coded as Workforce or Personal Development; those not coded are excluded from formal counts.

Note (2) Not only do students enroll at more than one college and within one or more sectors of higher education; they often register for more than one offering in a given semester or semesters over the course of the academic year. The subject of interest here is now registrations rather than individual students. When assessing total registrations, a duplicated count is the metric of choice. As such all college numbers, sector totals and the grand total will provide duplicated counts of registrations or seats.

Produced by the Connecticut Board of Regents for Higher Education, Office of Research and System Effectiveness, 07/28/2015

Connecticut Community Colleges: Duplicated Non-Credit Course Registrations, Trends (Workforce Development) ^{(1) (2)}

Year	Community Colleges													Grand Total
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Community Colleges Total	
2010	1,455	3,597	2,240	86	3,483	1,817	3,052	937	4,751	1,891	1,791	3,301	28,401	28,401
2011	1,306	2,925	1,720	46	4,088	1,740	2,158	855	3,962	1,728	2,291	4,390	27,209	27,209
2012	1,611	2,755	1,092	189	3,783	2,074	2,350	977	5,267	1,306	1,545	3,570	26,519	26,519
2013	1,058	3,519	1,480	791	3,346	1,841	2,237	1,170	5,111	1,470	1,719	4,354	28,096	28,096
2014	1,824	1,284	4,324	776	4,263	1,139	1,913	987	5,313	1,112	1,488	4,414	28,837	28,837
2015	2,131	3,456	1,833	1,128	3,265	1,587	1,979	562	4,860	1,231	1,275	4,545	27,852	27,852
% Change														
1 year	16.8	169.2	-57.6	45.4	-23.4	39.3	3.5	-43.1	-8.5	10.7	-14.3	3.0	-3.4	-3.4
5 years	46.5	-3.9	-18.2	1211.6	-6.3	-12.7	-35.2	-40.0	2.3	-34.9	-28.8	37.7	-1.9	-1.9

Note (1) Registrations are coded as Workforce or Personal Development; those not coded are excluded from formal counts.

Note (2) Not only do students enroll at more than one college and within one or more sectors of higher education; they often register for more than one offering in a given semester or semesters over the course of the academic year. The subject of interest here is now registrations rather than individual students. When assessing total registrations, a duplicated count is the metric of choice. As such all college numbers, sector totals and the grand total will provide duplicated counts of registrations or seats.

Produced by the Connecticut Board of Regents for Higher Education, Office of Research and System Effectiveness, 07/28/2015

Connecticut Community Colleges: Duplicated Non-Credit Course Registrations, Trends (Personal Development) ^{(1) (2)}														
Year	Community Colleges													Grand Total
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Community Colleges Total	
2010	813	87	1,325	371	5,190	4,699	2,078	737	5,763	3,790	3,381	1,998	30,232	30,232
2011	912	59	1,241	501	4,526	6,949	1,804	848	5,418	3,384	3,279	2,155	31,076	31,076
2012	829	99	1,031	337	4,954	5,792	1,937	717	4,397	3,504	3,130	2,273	29,000	29,000
2013	999	2,108	837	189	5,227	5,028	1,561	0	4,038	3,913	2,204	2,191	28,295	28,295
2014	889	155	729	209	4,622	5,510	1,298	0	3,761	3,434	3,659	2,031	26,297	26,297
2015	426	247	815	532	4,870	8,488	970	0	4,090	3,931	3,512	2,023	29,904	29,904
% Change														
1 year	-52.1	59.4	11.8	154.5	5.4	54.0	-25.3	--	8.7	14.5	-4.0	-0.4	13.7	13.7
5 years	-47.6	183.9	-38.5	43.4	-6.2	80.6	-53.3	100.0	-29.0	3.7	3.9	1.3	-1.1	-1.1

Note (1) Registrations are coded as Workforce or Personal Development; those not coded are excluded from formal counts.

Note (2) Not only do students enroll at more than one college and within one or more sectors of higher education; they often register for more than one offering in a given semester or semesters over the course of the academic year. The subject of interest here is now registrations rather than individual students. When assessing total registrations, a duplicated count is the metric of choice. As such all college numbers, sector totals and the grand total will provide duplicated counts of registrations or seats.

Produced by the Connecticut Board of Regents for Higher Education, Office of Research and System Effectiveness, 07/28/2015

Connecticut Community Colleges: Duplicated Non-Credit Course Registrations, Trends (Registrations Excluded: Not Coded) ^{(1) (2)}

Year	Community Colleges													Grand Total
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Community Colleges Total ⁽²⁾	
2010	0	269	139	208	87	2609	126	61	53	40	133	47	3772	3772
2011	0	1221	59	77	118	82	61	53	0	1	62	132	1866	1866
2012	124	1043	227	37	0	793	7	18	0	46	56	38	2389	2389
2013	0	908	0	0	26	2459	0	49	0	0	21	29	3492	3492
2014	0	1160	9	70	0	1998	64	10	0	0	70	119	3500	3500
2015	21	138	0	0	135	261	503	151	0	10	198	74	1491	1491
% Change														
1 year	--	-88.1	100.0	100.0	--	-86.9	685.9	1410.0	--	--	182.9	37.8	-57.4	-57.4
5 years	--	-48.7	100.0	100.0	55.2	-90.0	299.2	147.5	100.0	75.0	48.9	57.4	-60.5	-60.5

Note (1) Registrations are coded as Workforce or Personal Development; those not coded are excluded from formal counts.

Note (2) Not only do students enroll at more than one college and within one or more sectors of higher education; they often register for more than one offering in a given semester or semesters over the course of the academic year. The subject of interest here is now registrations rather than individual students. When assessing total registrations, a duplicated count is the metric of choice. As such all college numbers, sector totals and the grand total will provide duplicated counts of registrations or seats.

Produced by the Connecticut Board of Regents for Higher Education, Office of Research and System Effectiveness, 07/28/2015

**Quinebaug Valley Community College:
Fall 2016 – Credit Enrollment Summary Chart**

Credit Headcount: 1560

Enrollment Status: 66% Part-Time Students

Student Types:

Type	Percentage of Total
New	23%
Transfer	12%
Continuing	54%
Readmit	8%
Type 1*	3%

*H.S. students concurrently enrolled at the College

Gender: 60% Female Students

Ethnicity:

Measurement Type	<i>American Indian or Alaskan Native</i>	<i>Asian</i>	<i>Black or African American</i>	<i>Hispanic/Latino*</i>	<i>Native Hawaiian or Other Pacific Islander</i>	<i>White</i>	<i>Multiple Races Reported (not Hispanic/Latino)</i>	<i>Not Reported or Unknown</i>
Count	2	26	44	257	4	1150	33	44
Percentage	0.1%	1.7%	2.8%	16.5%	0.3%	73.7%	2.1%	2.8%
Note: All students identified as 'Hispanic or Latino' ethnicity are identified as 'Hispanic or Latino' regardless of subsequent race identification.								

Age:

Measurement Type	Age Groups					
	≤19	20 - 24	25 - 34	35 - 44	45 - 64	≥ 65
Count	511	427	324	150	129	19
Percentage	33%	27%	21%	10%	8%	1%

2015-16 Degrees and Certificates Awarded: 302

Graduate Debt: 0%