QUINEBAUG VALLEY COMMUNITY COLLEGE
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AUGUST 15TH, 2016

NEASC
INTERIM (FIFTH-YEAR REPORT)

QUINEBAUG VALLEY COMMUNITY COLLEGE

INTRODUCTION

In the spring 2015 semester, President Carlee Drummer appointed a steering team to begin the self-study process of the College. Two co-chairs oversaw the process. Two facilitators were then assigned to each standard, at least one being a staff or faculty member familiar with the focus of the standard and having deep experience with the institution. Others who expressed interest were encouraged to work with facilitators in their areas of interest or expertise, and facilitators were encouraged to rely on input from faculty and staff throughout the College in order to address each standard thoroughly, candidly, and concisely.

The reflective essay was developed ethnographically. Each of its three key topics was addressed through brief interviews and open-ended questions with staff and faculty members throughout the College, to elicit understanding, knowledge, data, and historical perspectives relevant to their positions and responsibilities at the College and in the Connecticut Colleges and State Universities System (CSCU).

Drafts of report sections were reviewed by the self-study co-chairs and revised by or in conjunction with the co-facilitators of each standard. This work continued throughout spring 2016, and the President shared a draft of the overall study with staff and faculty for discussion at the final all-staff meeting in May. The report was edited in early summer and again in late summer after receiving feedback from NEASC staff.

Co-chairs:
    Dr. Brian Donohue-Lynch, Professor of Sociology and Anthropology (Standards 2 and 8)
    Dr. Donna Sohan, Associate Dean of Institutional Research and Effectiveness (Standards 2 and 8)

Members:
    Bill Army, Learning Center Coordinator (Standard 6)
    Jayne Battye, Professor of Political Science (Standard 6)
    Jo-Ann Black, Academic Division Director (Standard 4)
    Jarrod Borek, Director of Information Technology (Standard 7)
    Susan Breault, Director of Marketing and Communications (Standard 9)
    Dr. Carlee Drummer, President (Standard 1)
    Cheri Goretti, Professor of Medical Assisting/Allied Health (Standard 4)
    Amy Kacerik, Director of Student Services (Standard 5)
    Heath Hightower, Professor of Human Services (Standard 1)
    Dr. Owen Brian Kaufman, Professor of English (Standard 3)
    Paul Martland, Dean of Administrative Services (Standard 7)
    Sharon Moore, Director of Library Services (Standard 9)
    Randy Sanders, Interim Coordinator of the Willimantic Center (Standard 5)
    Alfred Williams, Dean of Academic Affairs and Student Services (Standard 3)

Editor: Dr. Scott DeShong, Professor of English

INSTITUTIONAL OVERVIEW

Quinebaug Valley Community College is one of the twelve public community colleges under Connecticut's newly formed (2011) Board of Regents and the Connecticut State Colleges and Universities System (CSCU). QVCC was established in 1971 as a community college, and in January 1993 through statutory change became a comprehensive community college that includes technical programs. Under the CSCU System, the Board of Regents has begun to develop policies and programs to align QVCC and the other community colleges with the four State Universities and Charter Oak, to improve transfer, articulation, and student success between the two and four-year institutions. It has also focused efforts at the community colleges, including QVCC, to highlight and develop regional programs relating to the workforce and career training dimensions of the College's mission.

QVCC's service area is most of Windham County. The main campus is located in Danielson in a building opened in 1983 on 68 acres. The College also has an off-site center in Willimantic to better meet the needs of students in that part of the service area, particularly Hispanic citizens. The Willimantic Center was first approved by the Connecticut Department of Higher Education in 1999, and incorporated into Quinebaug's accreditation in 2000. In addition, the College also offers a growing number of courses through distance learning technology supported by network resources of the CSCU System.

A new wing of the main campus will open as of fall 2016 that will house the College's manufacturing programs recently bolstered by initiatives and support at the State and Federal level. As well, a new wing on the main campus has housed the Quinebaug Middle College (high school) since 2014; the school began enrolling students in 2008 and in the interim shared the main facilities with regular college programming until completion of the Middle College wing.

RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

A. Progress on Questions Related to the H. H. Ellis Technical High School Instructional Site and the Advanced Manufacturing Technology Program

In 2013, QVCC initiated a substantial change, using an off-campus site at H. H. Ellis Technical High School for lab instruction in the new Manufacturing Technology program. The off-campus location has served the College well, with its proximity to the main campus and its up-to-date facilities. However, the arrangement was designed to be temporary, serving as a facility until the fall 2016 term with the opening of the new Advanced Machine Manufacturing Technology Center at the Danielson campus. During this transition. Only lab courses in the Manufacturing Technology program were taught at the high school location while non-lab courses were taught at the College's main campus. To ensure adequate support materials, the College purchased additional tooling and inspection gauges, as well as textbooks related to the credentials students would be able to pursue as recognized by National Institute for Metalworking Skills (NIMS). In addition, instructors have used the Blackboard Learning Management System to publish expectations for course assignments, grading policies, and students' progress as reflected by their grades over the course of the semester. Instructors and students will be expected to continue using Blackboard for these purposes when courses are taught at the new facility starting in the fall. Any concerns communicated by students, including those involving academic expectations, will be addressed immediately by either the instructor or the academic division leadership. End-of-course evaluations will be also used to determine the effectiveness of implemented strategies to improve students' academic success. With the opening of the new on-campus facility in the fall 2016 semester, the Ellis Technical High School site will no longer be used by the College.

B. Development of Senior Leadership and of Governance at the College

During the preparation of its last ten-year self-study, the College had just experienced significant institutional changes, with the retirement of a long-term President and a long-serving Dean of Learning and Student Development (covering both Student Services and Academic Affairs), the appointment of a new President, and a restructured administration with split roles of Academic Dean and Dean of Students (which involved hiring a new Academic Dean), as well as the start of

a first ever five-year strategic planning process. Shortly after the completion of the self-study, the College replaced the new President with two consecutive interims, and also appointed interim Deans of Academic Affairs and Student Services, leading the Commission on Institutions of Higher Education to ask in its letter of May 2014 for an update. These changes at the College occurred within the context of changes happening at the state level, as the new System was being established.

In spring 2014, the College hired a permanent President, who immediately addressed the configuration of positions at the senior leadership level by recombining academics and student services under a single Dean and appointing a permanent Dean in that position who had significant experience in various roles at the College. The President also has assessed and reconfigured the administration of the Willimantic Center to address a range of issues, from student enrollment and success rates to effective leadership of the Center to better serve the overall mission of the College.

In conjunction with these changes, the President expanded the advisory Cabinet, so faculty and staff can bring their questions and concerns to this body. Also, faculty and academic staff have revised their governance bodies in the form of a two-level structure: an Academic Senate and a Curriculum, Instruction, and Policy committee (CIP). This structure not only oversees academic matters locally, but also ensures formal channels of communicating academic governance concerns with the President and Cabinet and with state-level academic governance committees.

The College has completed its second year with this new set of arrangements. Based on anecdotal evidence, staff and faculty have an increased commitment to the College, an improvement over what had become a broadly unsettled climate both locally and at the State/System level. The change appears to have occurred because of various efforts, including the new long-range planning process, TAP-related program reviews, enhanced efforts to increase student success, and a variety of College cultural and community outreach activities to engage students and the community outside the classroom.

C. Dual Enrollment

In 2015, the CSCU System, through the Board of Regents (BOR), applied to CIHE requesting approval of dual enrollment programs at the community colleges, programs now facing stricter

state and Federal scrutiny. This application framed the 12 community colleges under a more unified system with a consistent overall policy regarding dual enrollment. CIHE approved this application and sent the following in a letter to the President of each college:

> *… in addition to the matters specified in the Commission's letters of April 2, 2014, and May 14, 2014, the Fall 2016 report [shall] include an update on the College's success in assuring that its dual enrollment programs are offered in a manner consistent with the Policy on Dual Enrollment Programs.*

Since establishing this set of standards across the CSCU System, the College has instituted oversight of the courses that fall under the dual enrollment program, specifically classes offered at high schools in the region under the College Career Pathways. Oversight is carried out by a College associate who ensures that full-time faculty at QVCC select instructors at each partner high school with the same criteria used to hire adjunct instructors. Faculty members select instructors who have the requisite discipline-related degrees, and they review syllabi and curricula to ensure that courses equate to those taught at the College. High school faculty members who are hired are expected to attend an orientation at the College and take advantage of professional development activities. The full-time College faculty members who select high school instructors also advise them, provide advising resources for their students, and observe their classrooms as contractually required for comparable adjunct faculty.

STANDARDS

Standard 1: Mission and Purposes

At the time of the 2013 two-year update, the College's mission statement generally described a commitment to regional higher education, community engagement, and industry collaboration:

> *Quinebaug Valley Community College provides innovative educational, social, and cultural opportunities in a welcoming and supportive environment. We improve the quality of life in Northeastern Connecticut by engaging learners in the classroom, developing leaders in the workplace, and creating partners in the community.*

Toward the end of 2013, the BOR adopted two new statutory mission statements, one for the entire System and one for the community colleges:

> *The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. The learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.*

> *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.*

In 2014, QVCC hired a new President and the BOR entered a period of turmoil, forcing a reevaluation of the System's strategic plan, *Transform CSCU 2020*. BOR leadership stabilized in fall 2015, with the appointment of a new president and chief of staff. These local and System changes have provided an opportunity to reassess QVCC's mission statement and purposes. In particular, the 2011-approved mission statement was revised with the revised version approved by the college in May 2016. The 2016-adopted 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.*

Standard 2: Planning and Evaluation

Over the past five years, planning and evaluation at the College have been carried out under circumstances of significant institutional change at both the College and System levels. There has been continuity in the process to maintain and develop academic, financial, and infrastructure quality in keeping with the College's mission, through the work of staff, faculty, and at times interim administrators, following established institutional efforts and plans. With the hiring of a permanent President in 2014, a number of key initiatives in planning and evaluation have been established or renewed, driven by the new administration's local evaluation efforts, in alignment with emerging and clarified expectations at the state level.

Planning

At the time of the College's 2011 self-study, a new President had just replaced a long-time predecessor, taking over a well-established institution facing uncertainty as the new merger between state colleges and universities was under way. The new President immediately set out to develop a five-year strategic plan, largely replacing an established model of Total Quality Planning familiar to most people who worked at the College. Also, a new configuration in the areas of academics, student services, and administration was put in place, with new (and for a time interim) managers of these and other areas. Retirements of the previous Dean of Learning and Student Development (LSD, a single position), the Dean of Administrative Services, and the Registrar made this new configuration possible and in some ways necessary.

With the hiring of a new Academic Dean, work began on an academic master plan that would align with the larger College strategic plan. This planning was new to most faculty, who were used to working relatively independently in their discipline areas, planning and overseeing distribution of course offerings and (in the case of programs) being responsible for program design and review on a regular basis. Under this model, faculty were familiar with an expected five-year cycle of program or discipline review, facilitated by a designated faculty associate and assessed by the Dean of LSD. There had been no academic department structure or equivalent (except in the area of degree program coordination) within which to plan at the level of general curriculum or to organize such planning among more than a few cognate disciplines. It was presumed that the Dean of LSD would be the guide at the higher level.

Through 2013, the State instituted initiatives that shaped significant areas of planning at the local level. Faculty from the College, along with colleagues from the other community colleges in the System, were charged to design and implement plans for improving developmental education across the state, making it more uniform, consistent, and streamlined. The System-wide TAP (Transfer and Articulation Program) was begun, with full participation by representatives from the College, to make curriculum planning more coherent statewide and more based on assessed learning outcomes, with the goals of improving students' timely completion of degrees and guaranteeing transfer between two- and four-year institutions. These initiatives were not meant to impose statewide curriculum mandates, but to engage local faculty from their respective disciplines in curriculum planning between two- and four-year institutions. All these changes occurred as the College and System went through unexpected and significant administrative turnover.

The permanent QVCC President hired in summer 2014 immediately began to assess and renew the planning processes of the College, along with reconfiguring the administration of College departments and eventually filling positions with permanent administrators. These developments gave the College a stable and engaged voice at the System level and local leadership for renewed planning and evaluation. The local focus is partly the result of a renewed strategic planning process, now involving a broad range of staff and faculty under the guidance of the College's Associate Dean of institutional research. The planning focuses continuously on the mission of the College, with its commitment to the academic, professional, cultural, and continuing education needs of the community it serves. Planning now aligns local strategic goals with those set by expectations and metrics at the System level, as those standards and measures at the State level become more settled and clear.

As in the past, the QVCC Strategic Planning Committee comprises a cross section of faculty and staff, and College-wide input has been requested throughout the process of developing the plan. The Committee at the start of the 2014-15 academic year consisted of 12 members, and was expanded to 17 as others expressed interest in participating. Scheduling a group of that size was challenging, but as the College culture is one of inclusiveness, everyone was welcomed. Committee's focus in fall 2014 involved reviewing the 2010-15 plan to determine what revisions were appropriate, given the amount of change the College and System had experienced in the

previous few years. The review produced goals and objectives that better reflect the College's

mission. The five goals address not only student engagement, student services, and program and

course offerings, but also community presence, the institution's infrastructure, and support for

faculty and staff, all with an eye toward long-term institutional sustainability. Each goal has

three or four measurable objectives. This 2015-2020 plan is referred to as 2020 Vision: The

Strategic Plan for Quinebaug Valley Community College.

2020 Vision:

Goal 1: Engage QVCC students in a robust academic environment that supports their individual
goals.

Goal 2: Strengthen and expand courses, programs, and other services to meet the needs of THE
community.

Goal 3: Enhance resources and support for faculty and staff to enrich the working and learning
environment.

Goal 4: Expand QVCC's presence in the community through outreach, advocacy, and
partnerships.

Goal 5: Strengthen the physical and organizational infrastructure to ensure the College's long
term sustainability.

In the 2015-16 academic year, the Committee's efforts focused on collecting and analyzing the

metrics of the plan. Most of the Committee members from 2014-15 volunteered to remain part

of the team. The resulting stability greatly benefitted the assessment process, as everyone has a

clear understanding of the plan's goals and objectives.

During this period, a new President was hired by the Board of Regents (BOR) who in turn

discontinued its Transform CSCU 2020 strategic plan and revised an earlier plan. The BOR did

not intend to overwrite individual institutions' strategic plans, although it was requested that

institutions provide evidence that each of the BOR goals are being addressed at the college level.

The new leadership at the System Office has assumed responsibility for developing area-specific

plans for each of the colleges. For example, Master Facility and Instructional Technology plans

are currently in development.

There are also a number of plans in place at the college, however, they are not all currently on

our website. Such plans include the fore-mentioned academic plan, a financial plan, and an

enrollment plan (available online). While the college's financial plan is partially dependent on

the BOR's distribution of State General Funds, the institution has extensive autonomy for the

distribution of all funds received. With tuition and fee costs rising and decreased State funding, it has been a challenging time to establish a plan that does not require seemingly immediate adjustment. However, the college's approach of being fiscally-conservative has kept the institution fiscally sound without interrupting the quality of service offered to our students. The academic plan has focused on providing programs, course offering, and support services that best need the student population needs, while the enrollment plan has focused on how to best meet the needs of students that support their academic success (ie. advising, financial aid, student engagement, etc.) And, as noted in the two-year update report in 2013, one area of local planning and operation that continues to fall under measures, protocol, and more standardized planning at the System level is the information technology infrastructure.

Evaluation

The still emerging identity of the College as part of the CSCU System challenges the institution to evaluate and improve its operations, programs, and quality of service in the dual roles of local institution and part of an increasingly integrated system. Through System-wide metrics of student success, including success in completion of developmental coursework, the College is held increasingly accountable by the BOR for student performance. BOR measures are also used in the process of new program proposals, as well as in regular reviews of existing programs. Local five-year reviews are now coordinated by department chairs and facilitated by the Academic Division Director (serving under the new Dean of Academic Affairs and Student Services).

As disciplines and curricula become integrated into TAP, academic assessment will be implemented largely through its framework. Students will be assessed for their demonstrated achievement of competencies associated with each TAP related course. TAP defined degrees, called pathways, will be assessed on a five-year cycle according to requirements of the BOR. This level of learning assessment began at the College before TAP implementation, set for fall 2016. Since 2014, the College has required faculty in TAP associated courses to design assessments and gather data each semester to prepare for the implementation. Programmatic assessment has been modeled for several years by the ECE program (as accredited by NAEYC) and much longer by the Medical Assisting program (as accredited by the Commission on Accreditation of Allied Health Education Programs).

In 2014, a faculty committee was established to evaluate online learning at the College, including ways to implement standards in course design and subsequent assessment of teaching. Standards for online course design have been promoted at the System level through a collegial model, much like standards used for on-ground classes. Following the System approach, the committee recommended several course design resources provided by System distance learning support.

One other component of evaluation has been regular programming by QVCC's Center for Teaching Excellence Committee (CFT), involving peer-to-peer self-reflection and improvement.

Also, efforts have been implemented to improve students' developmental learning options through course redesign (partly prompted by System requirements), new early warning procedures for students at risk of dropping courses, and experimental approaches to improving students' first-year experience. All are being followed carefully through the work of the Associate Dean of IR, to determine how these efforts are improving students' chances of academic success.

Noting the evaluation of curricula, the history of course and program enrollments, student retention and success rates, and budgetary factors, the College has redesigned the management structure and operation of the Willimantic Center in relation to its official charter by the State Department of Higher Education and its place in the broader mission of the College.

Faculty are given resources and opportunities for self-evaluation, peer reflection, curriculum review, and program evaluation, through the administrators of the program, the Dean of Academic Affairs and Student Services, the Associate Dean of IR, and the peer resources of CFT.

The implementation of TAP in fall 2016 calls for the continuation of consistent and regular assessment of student learning, up to the level of program review once sufficient data have been gathered. Learning assessment will continue for the ECE program under NAEYC accreditation standards, and likewise for the Medical Assisting program under its accreditation standards.

Evaluation of the standards, quality, and assessment of online learning will continue. Use of the materials already approved regarding course design, teaching assessment, and self-assessment will be used more fully and evaluated for their effectiveness.

Standard 3: Organization and Governance

Governing Board

QVCC is one of 17 institutions—four state universities, twelve community colleges, and one online college—organized as the CSCU System in 2011. The BOR establishes statewide tuition, fee, and financial aid policies; reviews, licenses, and accredits academic programs; and hires campus presidents. The BOR holds broad responsibilities for development of statewide higher education policy. Board members and CSCU executive staff are appointed by the governor and legislature, and two student members are chosen by their peers. Within the last year, a new BOR president, CSCU president, CSCU chief of staff, and CSCU provost have been appointed.

Since the 2011 merger, constituent elements of the System have continued to maintain their unique missions, while each has been scrutinized and called upon to improve by the new Board of Regents (BOR). In this context, QVCC along with the other two-year public institutions in the System, has been charged with improving the efficiency of its programs and also its effectiveness in addressing student needs. The main focus has been improving students' timely completion of their programs and their ability to transfer effectively—ideally seamlessly—to universities in the System.

During this time of change, the BOR has exercised tighter control of program approval and the evaluation of existing programs, based on cost and projected program performance (including market needs, projected enrollments, and potential for transfer to the state universities). Subsequent limitations on local decision making have been implemented largely to challenge both two- and four-year institutions to drive planning with better evidence of need and cost, as well as to develop consistency among colleges in their program requirements and expectations.

An area where this balance of autonomy and System definition has been critical is the Transfer and Articulation Program (TAP), which defines local programs and curricula to ensure timely community college student completion rates (in a maximum of 61 credits) and guarantee transferability of programs to any of the System universities. In the development of TAP, QVCC has been represented on statewide curriculum committees by its faculty, relevant to their disciplines and programs.

Internal Governance

Relatively autonomous local governance and operations continue, with the College maintaining its President/Dean structure, its local fiscal responsibility and control, and its long-range planning in alignment with goals and metrics established for the System as a whole. The College's Deans and President continue to represent the institution at the state level on committees and councils that give voice to the unique mission of the community colleges and the joint interests of the two- and four-year institutions in the System.

At its last ten-year self-study, the College had just experienced significant institutional changes, with the retirement of a long-term President and a long-serving Dean of Learning and Student Development (covering both Student Services and Academic Affairs), the hiring of a new President, and a reconfiguring of administration with split roles of Academic Dean and Dean of Students (which involved hiring a new Academic Dean), as well as the start of a first ever five-year planning process. Shortly after completing the self-study, the College replaced the new President with two consecutive interims, and also appointed interim Deans of Academic Affairs and Student Services, leading the Commission on Institutions of Higher Education to ask in its letter of May 2014 for an update. These changes at the College occurred within the context of changes happening at the state level, as the new System was being established.

The Chief Executive Officer of QVCC is its President, Dr. Carlee Drummer, inaugurated in May 2015. All administrators, governance, committees, and constituencies at QVCC are advisory to the President. The President holds weekly meetings with a Cabinet, composed of the Dean of Academic Affairs and Student Services, the Dean of Administrative Services, the Associate Dean of Institutional Research and Effectiveness, and the Executive Assistant to the President. Twice monthly, the Cabinet meets jointly with the President's Advisory Council (PAC), a group of senior managers from all areas of the College, that also provides input and feedback to the President. The PAC includes the Academic Senate President, the Academic Division Director, the Directors of Marketing and Communications, Student Services, Information Technology, Institutional Advancement, Maintenance, and the Coordinator of the Willimantic Center. The President receives community feedback from a Regional Advisory Board and regularly meets with College faculty and staff at general meetings six times each year.

The Dean of Academic Affairs and Student Services supervises Academic Affairs, Student Services, non-credit divisions, and the Willimantic Center. The Dean holds bi-weekly meetings with all divisions and sends weekly Dean's Notes to the constituent divisions. Both Student Services and Academic Affairs hold bi-monthly meetings supervised by the Dean.

The Academic Affairs division includes all credit faculty and the staff of several academic areas. The division oversees and is responsible for the quality of academic programs. An Academic Division Director, department chairs, and program coordinators assist the Dean. The Library, Learning Center, and Educational Technology departments are part of the division.

Faculty have a substantial voice in matters related to credit programming and other policies at the College, through the evolving governance structures of the Academic Affairs division and the College. In 2015, the Academic Senate was constituted, with roles of President and Vice President established and new bylaws put in place. The voting membership includes all full-time faculty and non-teaching faculty. The Academic Senate President serves on the independent statewide Community College Governance Assembly advisory committee, and faculty members participate in electing representatives to the Faculty Advisory Council of the BOR. The Academic Senate's elected CIP committee oversees curriculum review and academic policies. Full-time faculty have purview over adjuncts—recruiting, interviewing, hiring, and mentoring those in their respective areas—assisted by department chairs, program coordinators, and the Academic Division Director.

The Student Services division provides a range of support services to current and potential students. Its departments include Admissions, Student Activities, Advising and Retention Services, Enrollment Management, Financial Aid, Records, Disability Services, Career Services, College Career Pathways, and Veterans Affairs. The division is supervised by the Director of Student Services, who reports to the Dean of Academic Affairs and Student Services. The Director of Student Services holds bi-weekly "huddles."

QVCC's non-credit division, Continuing and Professional Education (CPE), is responsible for developing and scheduling non-credit programs, including hiring and supervising instructors. Within CPE, Business and Industry Services develops training programs and consulting for area businesses. A new Coordinator of CPE arrived in May 2016.

The Administrative Services division manages the Business Office, Human Resources, the IT department, the Advanced Manufacturing Technology Center, and the Maintenance department. Administrative Services manages the College budgeting process, purchasing, and facilities and infrastructure in both Danielson and Willimantic, and coordinates health, safety, disaster preparedness, and administers the policies of Title IX. The Dean of Administrative Services manages all College building projects, including the 10,000-square-foot manufacturing center now under construction. The Dean also oversees two outside vendors, the Bookstore and Food Services.

The Willimantic Center is an instructional location that provides credit and non-credit programs and student services in a leased facility. The Academic Affairs division oversees credit courses and programs at the Center. The Director of Student Services provides support for all areas of student services at the Center.

Student views are sought at both System and College levels. The primary mechanism for student representation at QVCC is the Student Government Association (SGA), an elected student group that provides a means of communication between students and other College constituencies and coordinates a co-curricular student activities enrichment program. The SGA meets simultaneously at the Danielson campus and the Willimantic Center through teleconferencing technology. SGA is overseen by faculty and staff. A representative from SGA serves on the Student Advisory Council of the BOR, and one serves on the board of the QVCC Foundation.

QVCC consistently seeks and encourages full participation at all levels of governance. The College uses committees to initiate review and improvement. For example, an active committee evaluates the success of the Academic Affairs and Student Services divisions and pursues options for improving developmental education. A second committee is reviewing the role of advising at QVCC; this committee includes a cross section of employees, toward developing College consensus. Also, the President uses the PAC to evaluate the policies and procedures of the College.

In addition, faculty and academic staff have revised their governance bodies in the form of a two-level structure: an Academic Senate and a Curriculum, Instruction, and Policy committee (CIP). This structure not only oversees academic matters locally, but also ensures formal

channels of communicating academic governance concerns with the President and Cabinet and with state level academic governance committees.

Standard 4: The Academic Program

QVCC offers 23 degree programs and 25 certificate programs. P rior to full TAP implementation (which eventually will impose a 61 credit limit), Associate's degree programs have required 60-68 semester hours of credit for completion; certificate programs require between 15 and 30 hours of credit. All information regarding program goals, outcomes, and requirements is published on the College's website and in the College catalog. The complete revision of the College website in the summer and fall of 2016, along with the revision of the College catalog, coincide with the fall implementation of the CSCU Transfer and Articulation Program (TAP), which now calls for clear information that is coordinated consistently between the System and local levels on these matters.

The Academic Senate, comprising all full-time faculty and learning support staff (such as the library and Learning Center staff and educational technology staff), has academic oversight of all new courses and programs and of changes made to existing courses or programs. Final approval of new programs or substantial course changes resides with the BOR.

To ensure and maintain the integrity of the academic credit currency of the college, the college ensures that each on-ground course meets the requirements of 15 weeks of meeting time, for three hours each week; for online classes, instructors are expected offer the same amount of work covered by regular on-ground classes. These expectations are to be clearly stated in the course syllabus, and department chairs are expected to review the meeting of these requirements as part of the general oversight of the academic program. Further, the quality of instruction is assessed and maintained through a variety of institutional roles, processes, and departmental relationships. These include attention to institutional (departmental) structures, oversight of faculty and curriculum, and support for professional development through the College and the System's Center For Teaching, as well as contractually provided professional development funding for faculty.

At the institutional level, each program has a coordinator with responsibility for its maintenance and daily functioning, including scheduling, book ordering, advising students, managing internship sites, chairing a program advisory board, collecting data regarding enrollment and graduation, writing a self-study, and hiring, mentoring, and evaluating adjunct staff, as well as maintaining outside accreditation, if applicable.

QVCC participates in the Early College Program with local high schools that allow their students to receive college credit while still in high school. The College has worked diligently to assess current resources and curricula for compliance with NEASC standards. High school faculty must meet the same hiring standards as College faculty before being granted permission to teach in the College curriculum. QVCC faculty evaluate high school courses to insure that the same rigor and standards are met for each class offered at the high schools. Professional development of high school teachers is strongly encouraged.

Since fall 2013, QVCC has been participating in the Connecticut College Access and Success (ConnCAS) program. The College was selected by the state Office of Higher Education to participate in this grant program, which serves first time, full-time students who have demonstrated academic and financial need. The key focus is retention and graduation rates, including the goal of completing of an Associate's degree within three years. Completion for the first cohort of students was spring 2016.

Since January 2015, QVCC has joined with its adult education partner, EASTCONN, to provide remedial education in math and English for prospective students who have placed below the college level on Accuplacer, the basic skills assessment tool we use. The program, called Transitional Strategies, provides tutoring and skills necessary for success in a college class. Students may re-test when they complete the program, with the intent of progressing into college level courses. The College continues to pilot embedded and intensive courses in English and math for students requiring remediation.

Because of declining enrollment, changing demographics, and changes in area workforce needs, the College continues to reevaluate its programs and offerings at both the Danielson and Willimantic locations. Review and evaluation of online education remain at the forefront for programing, as the College plans for future opportunities and growth.

Self-studies continue to be completed every five years for each area of study. The self-study process has resulted in streamlined programs in the areas of business, art, and computers. It has also resulted in the termination of the Community Health Worker, Business Office Technology, and Criminal Justice certificate programs. We are also reviewing each Associate's degree to conform to the new CSCU requirement that limits each degree program to 61 credits, resulting in some course modifications and eliminations.

Since fall 2012, QVCC has been working on TAP with the other community colleges and the four state universities. TAP is designed to ensure that a community college student who completes a 60-61 credit Associate's degree will transfer in as a junior to any CSCU university without losing credits. A major aspect of the program is for the community colleges to align their courses with specific competencies and goals. Competency areas include aesthetics, information literacy, critical analysis, ethics, quantitative reasoning, historical knowledge and understanding, oral communication, scientific knowledge and understanding, social phenomena, and written communication.

TAP will begin in fall 2016. QVCC has identified 132 courses in both general education and core program curricula that meet TAP competencies. We are preparing to publish TAP on the website and College catalog and to advertise it to students. Advisors are developing curriculum worksheets and will be familiarizing themselves with each disciplinary pathway within TAP.

Faculty who teach transferable courses must complete competency assessment cards for each student, as evidence of meeting the competencies. Data are entered into eLumen and kept as evidence to prove to the transferring institution that the competencies have been met. Also, faculty can monitor the assessments being used to demonstrate each competency area, as evidence of learning for a course.

Implementation of the system-wide Transfer and Articulation Program (TAP) is a key development in the ability of both the college and the CSCU system to gather systematic, meaningful data on student learning outcomes. This inter- and intra-System framework of evidence-gathering about student learning outcomes will for the first-time enable us collect and use meaningful data for the improvement on many levels of teaching, learning, and student advancement.

Transferability of courses and achieved degrees at the community college level has been a key focus of the CSCU system's efforts to build a coherent and practical Transfer and Articulation Program, to which the College is now fully committed. Besides having already established transfer and articulation agreements within and outside the State of Connecticut, the Quinebaug will now have this CSCU System framework within which to guarantee for participating students their seamless transfer to Connecticut's State Universities when they follow the requirements of the program pathways defined by this system. These pathways are implemented as of fall 2016,

with new students expected to graduate with these newly defined degrees as of 2018; current students may be able to graduate with pathway degrees based on an audit of their existing course achievements. Definition of these degrees and their requirements are available on the System website, and will likewise be available in course syllabi, official course records, the revised college catalog (fall 2016), and the revised College website. Apart from this new initiative and framework, the College continues to have in place processes and policies for the evaluation of academic credit that incoming students may wish to transfer in to the college toward a program or degree.

The Manufacturing Technology program will move into a new facility in fall 2016. This expansion will allow the program to increase capacity by allowing for day and evening cohorts of students, addressing a workforce need in the community.

Standard 5: Students

QVCC continues to offer open admission to a diverse body of students in Windham County. Recruitment and admission activities provide targeted outreach, including high school visits, open house events, outreach to adult education students, and collaboration with the Eastern Workforce Investment Board and America's Job Centers.

Incoming students are assessed through multiple measures for course selection, which include basic skills tests, review of SAT and ACT scores, and transcript review. Retention policies and procedures are clearly defined and available to students electronically in the online catalog.

The Student Services division provides a wide range of support services to facilitate an effective learning environment. The division includes admissions, academic advising, services for students with disabilities, financial aid, registration and records, student activities, and career advising and job search assistance. The Student Success Center, opened in 2012, is the hub of student services in Danielson, housing all these services. To inform enrollment, retention, and completion strategies, a Completion Committee was formed in 2015, and an Enrollment Management Strategies Goals and Objectives plan, which aligns with CSCU goals, was developed and implemented in 2016 (referenced in Interim Report Form for Standard 2). All College policies are clearly stated and readily available online through the Student Handbook and the College catalog.

Due to the decreasing numbers of high school graduates in Connecticut and an economic recession that inhibits college attendance, QVCC's enrollment has been declining since 2012, particularly at the Willimantic Center, which serves a greater concentration of first generation college students, students whose first language is not English, and people with high socioeconomic barriers. To address these issues, students at the Center were surveyed in fall 2015 to determine optimum course schedules, and the results are being implemented in fall 2016, and include a First Year Experience course to facilitate success and retention. In addition, QVCC participates in a Learners, Leaders, Partner grant program to serve low-income students through providing additional advising services, work study opportunities, and retention incentives.

More than 65% of QVCC students receive some financial aid, through Federal or state grants, scholarships, and/or work study opportunities. QVCC is committed to helping students graduate debt free. No QVCC student has graduated with Federal education debt since 2012.

The Disability Services area assists students who have a wide variety of disabilities and special needs, including psychiatric, physical, and sensory problems, learning disabilities, and attention deficit disorder. Information for students about how to access Disability Services is available through the College website, course syllabi, classroom postings, and acceptance letters to new students. Since the last NEASC evaluation, there has been a marked increase in students with more complex needs and combinations of needs, especially in the areas of autism and psychiatric disabilities. To accommodate this increase, the Disabilities Specialist was increased to full-time in October 2015.

The College offers embedded tutoring for students enrolled in developmental courses. These courses have a lower student to faculty ratio and are taught in blocks, allowing students longer periods of instruction. A Retention Specialist and a Developmental Education Specialist were added to the staff in 2014. For added academic support, all students have free access to tutoring services available in the Learning Centers at both QVCC locations.

Advising services contribute to a supportive environment and assist students in course selection and understanding program requirements. Transfer advising is provided, and university representatives are available on campus each semester to provide resources for QVCC students. Career advising includes job readiness, skill building, resume assistance, and job posting services. As a retention effort, advisors employ an early alert system that provides intervention for students needing assistance with academic, behavioral, and social issues.

Incoming students are encouraged to attend new student orientation, which provides an overview of College services and policies, student life, financial aid, activities and clubs, and instructional technology. As of fall 2016, all student services staff and faculty take part in orientation to facilitate student engagement and retention.

The College provides multicultural activities and programs designed to enhance the success of first generation students and those from traditionally underrepresented demographics. Initiatives such as Safe Zone training (March 2016) are facilitated in an effort to foster diversity awareness

and cultural competency among faculty and staff. Retention efforts serve special student populations, including veterans and unemployed adults. In 2015, QVCC was ranked second in the national community college listing of Military Friendly Schools.

The QVCC Records Office maintains all student records and processes, in adherence with BOR policies. FERPA and directory information guidelines are available in the College catalog.

The efficacy of student services is assessed through participation in the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) every three years, by annual graduate and financial aid surveys, and annually through the Integrated Postsecondary Education Data System.

The newly revised Student Handbook provides a range of information to students, about their rights and obligations while at QVCC. This information includes details about their right to address grievances through processes and procedures established at the College. This information will also be provided directly on the revised College website.

QVCC facilitates student completion through enhanced user-friendly graduation application and audit procedures, with the implementation in fall 2016 of the Degree Works online advising and audit tool, and by participation in the Reverse Transfer program with state universities. Student achievement is recognized at a Dean's List celebration each semester (as of 2013), honor society induction ceremonies, and a pre-graduation celebration (as of 2014). The QVCC student graduation rate continues to be above the System average.

Standard 6: Teaching, Learning, and Scholarship

QVCC values and supports teaching, learning, and scholarship as appropriate for a two-year institution and in line with the College mission and the mission of the CSCU System.

Faculty and Academic Staff

All faculty and staff have regular access to professional development opportunities. Faculty and union staff are encouraged to apply for professional development funds, which are available to full and part time members. The annual average allocation of professional development funds over the past five years has been about $22,000 for full-time faculty and staff and about $1,100 for part time faculty and staff. The average number of full-time awards per year is 32. The average number of full-time members receiving funding is approximately 23 per year (because some members receive multiple smaller awards), and the number of part time recipients receiving funding is approximately three per year.

Other professional development opportunities include academic workshops funded by the BOR, such as Barnes Seminar, Instructional Skills Workshops, and the Schwab Leadership Institute. Sabbaticals can be applied for after six years of service. Also, faculty can conduct independent research and engage in consulting projects. If members elect to do this, they are required to complete annual reports of the consulting duties or research projects (Appendix 1). Reporting must comply with BOR regulations. The robust campus Center for Teaching Excellence encourages faculty and staff to exchange teaching methods and ideas. Recent CFT sponsored events include Teaching with *The New York Times*; Disabilities in the College Classroom: A Primer and Update; and Trends in Mathematics Education: Multiple Math Pathways (Appendix 2). Campus-wide cultural events are available to all faculty, staff, students, and community members, as are SGA driven events.

Most administrative obligations are contractual, governed by union contract with the CSCU System. Obligations are routinely monitored by the office of the Dean of Academic Affairs and Student Services. The Congress of Connecticut Community Colleges (4Cs) union contract stipulates that in addition to teaching and advising duties and three office hours per week, full-time faculty members perform an average of nine hours of additional responsibilities per week. These responsibilities must be approved by the Dean prior to the academic year and reported on

at the end of each year. Office hours are stated on syllabi and posted on the College website and each faculty member's office door. It has long been the culture at QVCC that faculty are willing to meet students outside posted times. Faculty are regularly evaluated according to the union contract, by a process that reflects the mission and purposes of the institution. As part of their obligations, members conduct regular program and discipline self-studies in line with BOR expectations (Appendix 3).

Program coordinators routinely advise their students. Over time, it became the norm that faculty in liberal arts and sciences disciplines did not advise a set cohort of students. This changed in spring 2016, so that each full-time faculty member now has a cohort of advisees.

Faculty members must have a minimum of a Master's degree within their disciplines, with the exception of the nascent Manufacturing program (this exception was approved by NEASC and the BOR in 2015). Faculty and academic staff are expected to participate in policy making, course and curriculum development, and institutional governance, through the Academic Senate, the CIP committee, strategic planning, the NEASC accreditation process, BOR level committees, and TAP. Recruiting and appointment of faculty is an open and orderly process based on BOR human resource guidelines. Committees are appointed by management, and faculty and academic staff read applications, conduct phone and in-person interviews, and make recommendations to the President. The following affirmative action statement is listed on all job postings:

> *QVCC is an affirmative action/equal opportunity employer; m/f and protected group members are strongly encouraged to apply. Quinebaug Valley Community College does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, veteran status, sexual orientation, genetic information, or criminal record in its programs or activities.*

Salaries and benefits for staff and faculty are set across the community colleges by the union contract. The current faculty/staff ratio is 30:1, while the faculty/student ratio is 16:1.

Teaching and Learning

Degree programs transfer to four-year institutions and thus meet general academic standards. Within the institution, programs are regularly reviewed and continue to evolve. Programs that have declined in enrollment and marketability have been terminated, for example Construction Technology and Business Office Technology.

Instructional techniques and delivery systems are established and supported by the BOR and are in line with the mission and purposes of the System. The quality of instruction is enhanced through experimental projects such as collaborative teaching, cross-curriculum skill development, the use of emerging technologies, and idea sharing in lunchtime forums. Innovation and risk are seen as part of the experimental process and encouraged.

Most general education and core degree program courses are taught by more than one faculty member, thus exposing students to different expertise and teaching styles, although some programs are too small to allow for multiple faculty exposure. When multiple sections of courses are offered, instructors often collaborate by using the same textbook. All classrooms have the same technology: computers, high resolution projectors, and DVD/Blu-ray players. Thus consistency of instruction is balanced with experimentation and by faculty being encouraged to teach to their strengths.

Standard 7: Institutional Resources

In spite of the financial pressures under which the state of Connecticut has been operating for the last five years, QVCC has increased the capacity of institutional resources to support the College's mission. Significant improvements have been made across the spectrum of resources.

Financial Resources

QVCC's financial performance over the last four years has been very strong. Each year, the College has exceeded its budget targets. Unrestricted Net Assets have grown over the period from $2,493,788 on June 30, 2011 to $4,099,157 as of June 30, 2015, an increase of 64%. We are projected to add an additional $290,000 to UNA in the fiscal year ending June 30, 2016. The financial performance has been audited multiple times by both the state of Connecticut Auditors of Public Accounts and PricewaterhouseCoopers, the outside auditors for the BOR. All audit reports have been very positive, with only a handful of minor comments. Although the budget outlook for the state of Connecticut remains gloomy for the foreseeable future, we remain confident that we have a realistic budgeting process at QVCC that will allow us to meet the obligations to students and community while remaining financially sound.

Library Resources

The Danielson library expanded in 2013, adding 45 student seats and an enclosed smart classroom with 34 workstations. When not used for instruction, the classroom provides students a soundproof lab for academic work. Danielson library space and resources are shared with Quinebaug Middle College, and a full-time school media specialist is now housed in the library. In Willimantic, the library has been redesigned to better serve student needs, and the collection has been updated in response to student requests. QVCC library staff positions and library hours have remained stable. Two library personnel vacancies have occurred, Library Director and Reference and Instruction Librarian, and both were filled promptly. On-ground and online library instruction, in both Danielson and Willimantic, remains a core library function, and the assessment of library teaching continues to evolve. While print resources have remained stable, electronic resources have grown: e-book collections total more than 250,000 titles and non-book databases have grown to 51. Resources will be further enhanced in January 2017, when a new Ex Libris library system will be implemented for all 17 CSCU libraries. The new system will include a discovery layer, which will significantly extend student research capability. Faculty

and students continue to rely heavily on the library and its staff for the information literacy skills and resources called for as these become more deeply integrated into information technology. To support this, the staff provide not only bibliographic instruction but also both informal and formal instruction for students and classes on the effective use of print and online information sources. This information literacy instruction is embedded in courses, and a report of several years of activity is referenced in the Interim Report Data Forms for Standard 4 in the appendix.

Information Technology Resources

QVCC has migrated to the CSCU-wide Enterprise network, which increases throughput by a factor of 10 and improves system reliability. A new backup and disaster recovery system has been implemented, making data losses practically impossible. Data storage capability has been expanded. Physical servers have been replaced by virtual servers. Increased expenditures on desktop PC replacements have brought the refresh cycle time from almost seven years to just over four years. All PCs are now Intel i5 generation or newer, and replacement PCs are equipped with solid state drives. QVCC's old analog telephone system has been replaced with a Cisco VoIP phone system. The Willimantic Center now has a direct link to the Connecticut Education Network internet, resulting in virtually unlimited bandwidth. Both computer classrooms at the Center have been upgraded, and additional laptop carts have been purchased for use in the non-computer classrooms. QVCC also has a collaborative IT partnership with the Quinebaug Middle College, which involves sharing equipment and having a QMC IT technician working in the QVCC IT department to support Middle College technical needs.

The IT staff is in the process of developing a strategic plan, which should be completed by the end of August 2016.

Facilities Resources

Both the Danielson campus and the Willimantic Center have seen extensive facilities improvements since 2011. Two major construction projects have occurred in Danielson; a 42,000 gross square foot addition and a 10,000 square foot addition. The larger project expanded the library and cafeteria and added a wing to the building to house QMC. The smaller project will be the new home of QVCC's Advanced Manufacturing Technology Center, opening in August 2016. Both new buildings are LEED Silver certified. Also, a number of significant

deferred maintenance projects have been completed. A sprinkler system was installed in the east wing of the original Danielson building. Two 30-year-old boilers were replaced with two new energy-efficient gas fired condensing boilers. Five rooftop HVAC units were replaced with modern energy-efficient units controlled by variable frequency drives. All pneumatic HVAC controls remaining in the facility have been replaced with digital controls. The building management control system has been upgraded and is accessible remotely. Collectively, these projects have resulted in significant energy cost reductions.

We recently signed a new five-year lease for the Willimantic Center. Included in the lease are over $80,000 in upgrades to the space, such as painting, new flooring, renovations to the lobby and front office area, and the creation of a student lounge. We also upgraded the furniture in classrooms and offices.

We have hired a third party security service to provide guards at the Danielson campus and at the Willimantic Center. A new security camera system has been installed in Danielson. A site work project will be completed over the summer that will include upgrades to parking lot lighting and the installation of additional blue light security phones in the parking lots.

The BOR is funding a Facilities Master Plan project for all Connecticut community colleges. QVCC's plan is scheduled for development in 2017.

Human Resources

QVCC continues to attract and retain the talented employees necessary to achieve the College's mission. Over the past five years, we have restructured the workforce in order to provide the necessary services within budgetary constraints. Restructuring efforts were designed to minimize the impact on students. One area of concern is the inability to expand the maintenance and custodial staff commensurate with the expansion of the building footprint. We hope to partially address this situation in fiscal 2017. After a period of high turnover in senior management, we have achieved stability since Dr. Carlee Drummer was named permanent President in 2014.

Standard 8: Educational Effectiveness

The College employs a variety approaches to collect evidence of effectiveness in its operations, programs, and services and to use this evidence for continuous improvement. No single type of instrument or single office would be sufficient to provide the complexity of information for ongoing improvement of the institution and its functions. Also, there is no economy of scale for studying, understanding, and addressing the successes and challenges of the College. Such work involves nearly everyone both in and out of the classroom, through their individual functions and through joint efforts of departments and divisions, as well as several planning committees that are open to all who wish to contribute.

The Associate Dean of IR has helped the College assess the functioning of the Willimantic Center, with a focus on streamlining program and course offerings and improving support services. This work has addressed concerns about student enrollment, retention, and completion at the Center. We have used the latest CCSSE results (2015), including a set of specialized focus questions requested by the Associate Dean of IR aimed at improvement of student engagement, as well as data from several local pilot programs aimed at improving students' entry level math and English skills, plus related data from Complete College America. Resulting improvements have involved a reorganization of the administration at the Center, adjustments to the number and variety of course offerings, and more focused advising for programs and developmental and regular courses. We continue to search for solutions with local high schools and Eastern Connecticut State University to serve students with course options that we cannot provide within the scope of the Center's resources.

For several years, the College has been part of a statewide effort under the BOR to clarify and tighten standards and expectations of developmental math and English at the community colleges. Based on metrics of student success, including rates of retention and program completion time, the College has adopted new developmental course sequences and continually assesses their effectiveness.

Faculty have served on statewide curriculum committees in most discipline areas and programs to develop TAP pathways between two and four-year institutions in the CSCU System. This

statewide program responds to research suggesting that guided pathways lead to improvement of student retention, transfer between two and four-year institutions, and quicker program completion. The College and System are in the early stages of this process of improvement.

While definitive results of changes related to TAP and developmental education are not yet available, monitoring the evidence of student learning and degree completion will provide means of assessing institutional effectiveness. Faculty at the College have been carrying out assessments within TAP identified courses for several semesters, in preparation for the implementation of the program in fall 2016. The evidence is not yet statistically significant, although the faculty involved have learned important processes and approaches in the definition of standards, implementation of rubrics, and assessment of outcomes. For student advising regarding TAP, the College is integrating details about the program into its catalog, advising materials, and course records, as the BOR proceeds to approve the TAP pathways. We will continue to measure learning outcomes as defined by the standards and competency based framework of TAP.

Several programs at the College have demonstrated a more systematic, program-wide use of evidence. The ECE and Medical Assisting programs serve as models for evidence based teaching, learning, and program assessment, as demonstrated in the programs' classroom practices and formal accreditation processes. Each program incorporates clear statements of detailed expectations for learning outcomes and their measurement, both in general literature and course related materials (course descriptions, syllabi, and assignments). Each program consistently gathers specific evidence of learned student competencies, on paper in the Medical Assisting area and electronically in the ECE program. Each uses such evidence for the self-improvement of individual students and for assessment of the program.

General information about the transferability of programs and the employment outlook for those graduating with degrees and certificates from the College is included in published materials both on paper and online for every degree program. The College relies largely on U. S. Department of Labor statistics for such projections on national and regional levels. At this time, the institution does not have a consistent way to learn actual results for recent graduates. With the launch of TAP, the College—through the CSCU System—will be able to gather such data for students completing transfer pathways within the System. Meanwhile, a few programs have gathered

numbers reflecting student achievement, including high exam pass rates in the Medical Assisting program and a 90% employment rate for graduates of the new Manufacturing Technology certificate program.

Another set of measures related to institutional effectiveness involves the cost of education. The College clearly provides information on its website about tuition and fees, so students can make fair estimates of the overall cost of pursuing a certificate or degree. For several years, the System has provided a net price calculator that the College has included among other online tools for students. Because some of the calculator's information has been found not to be current, the College's own online information and in-person advising has proved the best means of discerning what an individual's education will cost. Moreover, in large part due to the QVCC Foundation's scholarship program, for the past four years no student has graduated from the institution having incurred any Federal financial aid debt.

QVCC has increased the number of online courses available to students—both fully online and hybrid (part online, part on-ground)—during both the academic year and the summer sessions. Evaluation of online courses and instruction have followed the same procedures and standards as those for on-ground classes, being overseen by faculty and under the administration of department chairs, program coordinators, and the Dean of Academic Affairs and Student Services. During 2015-16, the faculty and the Director of Educational Technology began to establish new practices for evaluating online course design, instruction, and support services for continuous improvement of teaching and learning.

Standard 9: Integrity, Transparency, and Public Disclosure

Integrity

QVCC is committed to fairness and strong ethical standards in its operations. This commitment is reflected in several ways. The installation of a permanent President and permanent Deans has provided much needed consistency in College leadership. The strategic planning process has been revived, incorporating staff from all areas of the College, resulting in a five-year plan with a clear focus. An expanded advisory cabinet has been created to supplement the core College Cabinet, although decision making remains at the core Cabinet level.

A faculty department chair structure has been put in place, which meets monthly. The Academic Senate meets monthly to discuss matters of academic concern; meetings are open to all members of the College community. Meetings of the entire College staff have been reinstated, and administrative updates are regularly emailed to faculty and staff. Adjunct faculty meetings are scheduled each fall, and the adjunct faculty webpages and the Adjunct Handbook are kept current.

The President schedules periodic meetings each semester with students in both Danielson and Willimantic, seeking honest and open feedback about their College experience. While these initiatives have significantly improved the College's commitment to integrity, work remains to be done. Goals include further improving communication within the College, broadening the involvement of staff in decision making, and strengthening collegiality.

Academic honesty is another critical aspect of integrity. Central to teaching and learning, it is discussed in all College syllabi and in the QVCC catalog and the Student Handbook. Through meetings and training, faculty and staff keep current on policies and procedures concerning academic honesty and academic freedom. Academic policies are published on the Academic Senate webpage. Academic standards, including intellectual property rights, are also addressed in the 4Cs union contract, which covers all faculty and academic staff. FERPA policies are disseminated to all faculty and staff and are readily available on the College webpage. Grievance procedures for students are outlined in the College catalog and Student Handbook, and grievance procedures for faculty and staff are handled through the Human Resources department and union representation. For online classes, the College works to its ability to verity that those who

register for courses are in fact those who complete the work of those classes. Students are required to access their classes through a secure login using their unique college ID and password. As well, instructors are encouraged to observe the consistency, quality, and character of online work as a way to verify as best as possible that it is in fact the work of the student who signed up for their courses.

Information regarding the College's legal authority is provided on the College website, which also provides links to the CSCU System. The website also publishes information about College non-discrimination policies in all areas and the annual Affirmative Action report. In spring 2016, the College website was redesigned to improve accessibility and ease of use.

Transparency

QVCC provides the community with information about the college that is readily accessible by a variety of methods. Under new leadership at the College since 2014 a thorough evaluation of the college website in particular has begun, to ensure that this is the case, regarding thorough content as well as accessibility of the same. A requirement of the website content management system ensures that the College website complies with the Americans with Disabilities Act. In addition, general ease of access to information is key. With this current evaluation, the College has begun a total revision of its website as of the summer, 2016. This is meant to better the design of what is made available as well as the accuracy, thoroughness, and accessibility of the content. In addition to adopting a new content management system for this purpose, the college is working to improve the ongoing processes of maintaining its web-presence, to ensure the timeliness and accuracy of information that is available to current and prospective students. Other related records kept on paper and local shared folders within the college, as well as printed information and marketing materials for the community likewise are being reviewed to ensure that they correspond accurately with what is available online.

Processes of applying for admission and financial aid are readily available on the website and in print publications, and are among those sources under review. The College distributes information about admissions and financial processes to the constituents through print publications including College View, an enrollment guide, and parent and financial aid guides. The parent and financial aid guides are produced in English and Spanish. Robust human resource

information is accessible through the College website for both internal and external constituents, including employment opportunities, a notice of non-discrimination, and downloadable forms and policies. A statement of financial position is available in hard copy through the Business Office.

The Marketing and Communications staff consists of three part-time employees, and the office has coverage five days a week. There is continual review to streamline processes and improve the quality of materials produced. The office continually improves the design of materials and has been recognized both regionally and nationally for its work through the National Council of Marketing and Public Relations for Community Colleges. In website and marketing materials, special attention is given to alumni successes that exemplify the positive student-faculty relationship and other strengths of QVCC.

Public Disclosure

QVCC ensures that the constituents we serve have the most accurate and up to date information about the College, including the main campus in Danielson and the Willimantic Center. As methods of communication continue to expand, so do methods for reaching current and prospective students. The College uses its website, email marketing, search engine marketing, social media channels, radio, television, and print materials to disseminate information. The website allows community members to find contacts through different approaches, including an A-Z directory, a faculty and staff directory, and a website search feature.

To reduce costs, the College has eliminated externally mass printed documents and moved towards web based materials. The QVCC catalog is web based, with online access to PDF versions dating back through the 2008-09 academic year; it is accessible through multiple points on the College website. Older versions of the catalog are available in print through the College library and Marketing and Communications. The electronic Student Handbook is produced annually, containing information and policies including student discipline, grading, academic honesty, and the campus crime report, and has recently revised along with the upgrade of the College website.

Information regarding the characteristics of the College is published on the website, including quick facts on enrollment and student demographics. Examples include the following: retention

of students from fall 2013 to fall 2014 was measured at 56% of full-time students and 43% of part time students; the Medical Assisting program has a five-year job placement rate of 93% and a certification exam passing rate of 91%; and the QVCC Foundation annually provides more than $120,000 in scholarships to current and prospective students, helping us achieve the distinction of having no student graduate in the past four years with any Federal education debt.

With the simultaneous efforts of a College website make-over and the fall 2016 implementation of the CSCU Transfer and Articulation Program (TAP), the College will now be able to provide potential and existing students (and the general public) with a new level of information, ranging from course-level learning outcomes (both expected, and eventually those achieved by students) to System level program expectations enabling seamless transfer to 4-year Connecticut State Universities. This information, for the first time, is already in process of being provided on paper at the college during advisement for the fall, on the CSCU State website, and now through links on the in-process College website.

Easy access to the cost of education at QVCC and methods for assistance with tuition are available through the website and in print materials. Students are made aware of the scholarship process through email, direct mail, social media, and on campus flyers and postcards.

REFECTIVE ESSAY

     a. What Students Gain From Their Education;
     b. What and How Students are Learning;
     c. Measures of Student Success

Introduction: A Context of Change

The mission of the College as a resource to the local community and as part of a developing statewide system is multi-faceted. QVCC serves students who require programs to prepare for college-level learning and students aiming to transfer to four-year institutions. The College serves students looking for career preparation in a variety of fields, and those who are looking to update skills and abilities in their current careers. In the effort to maintain and continuously improve what is offered, no single method of assessment can provide enough evidence to show how well the College is meeting all of these student needs. The diversity of programs and services calls for a variety of ways to assess what students are gaining from QVCC's teaching, learning, and student services environment.

Over the past five years the challenge of such assessment has been made even more complex by the many institutional changes taking place both locally at the College level and in the CSCU System under the new Board of Regents (BOR). Change at the two levels has occurred simultaneously, and each level has involved multiple attempts within a few years to establish new leadership and direction. The present phase of stability in planning, organization, and operation began in 2014 with the appointment of a new president at the College, and with the appointment in 2015 of a new president of the CSCU System.

Along with new leadership has come a new College strategic plan, aligned with a new System strategic plan, and commitment to System metrics and resources for the assessment and improvement of student success. While much of what the College does continues to emphasize successful service to its local community through largely local management, a new CSCU System framework puts new demands on old and new performance measures, while also offering the promise of centralized support and resources for success as a local two-year college within an integrated two to four-year system of higher education. In this current context of developing stability and leadership at both levels, we can begin to answer with some new clarity the

overarching question "what does a student get from their college experience at QVCC?" Each of the three focus areas specified by NEASC gives us an opportunity to address aspects of an emerging understanding of this question central to the mission of the institution.

a. What Have Students Gained as A Result of Their Education?

By intention and inference if not through verifiable outcomes, the College assumes that students of course gain the value of a liberal arts education through their programs. The College intends to serve students whose goals include completing certificates and degrees not only for job placement or liberal education, but also for transfer to other institutions for further study. These aspects will be discussed, as much as possible in measurable terms, in other parts of this essay, under review of assessment of learning and examination of measures of student success.

Measurable gain by graduates is an increasingly important metric expected by those at the state and federal level in holding institutions accountable for their delivery of value to students. The College itself is limited in its access to broad or deep data about its graduates that would address this increasing attention particularly regarding measures of transfer rates as well as employment. As the new CSCU System looks with increasing scrutiny at college budgets, courses, and programs with this question in focus, it is also now developing new support for the needed research resources to analyze this question and to improve what we do both locally and as a System. It is doing this through resources such as the Office of Research and System Effectiveness (ORSE) which carries out original System institutional research toward continued improvement of the CSCU System. ORSE also manages P20WIN, the statewide longitudinal data system. Although still in development, P20Win's goal is to track students' progress from early childhood into jobs and careers. The System office has also created a new CSCU Student Success Center, specifically to coordinate and support the community colleges in the System in their work toward improvement of student success.

Through a statewide coordinated approach, the Connecticut BOR is promoting and encouraging efforts to develop new programs focused on preparing students for the workforce. With the 2012 legislative mandate to evaluate and reorganize higher education in Connecticut under a new Connecticut State Colleges and Universities system, the newly formed Board of Regents set out

to determine a statewide understanding of higher education in part to meet workforce needs of students and their communities. The BOR did not mandate resulting programs, but did identify regional needs based on State and national market analysis, and encouraged and supported colleges in the System to pursue opportunities to develop programs relevant to their regions. At QVCC this has led, among other things, to the creation of a manufacturing program now under way, which will be moving to its newly constructed facility on campus in the fall 2016 semester.

> *"It is the goal of the CSCU System to be the State of Connecticut's leading provider of manufacturing workforce training. This will be accomplished through the continued development of education programs which enable students to obtain the skills to successfully enter the manufacturing workforce. The BOR will work to foster and maintain relationships with the manufacturing communities in order to respond to the current and future workforce skills needs for business and industry in Connecticut."*
> **(CSCU Advanced Manufacturing Technology Centers 2015 Report)**

The following is a sample of the research numbers provided and used at the State level to determine which programs and levels of study might address the most "in demand" areas of potential employment in a given region (CSCU's Higher Education Coordinating Council 2015 Accountability Report, Nov. 29, 2015).

Quinebaug Valley	2011-2012			2012-2013			2013-2014		
	Certificates	Associate Degrees	Total	Certificates	Associate Degrees	Total	Certificates	Associate Degrees	Total
Education		0	0	0	8	8	1	15	16
Health	21	27	48	29	26	55	36	12	48
STEM*	3	16	19	1	20	21	76	21	97
Other	11	126	137	14	118	132	32	157	189
Total	35	169	204	44	172	216	145	205	350
% in high workforce demand	68.60%	25.40%	32.80%	68.20%	31.40%	38.90%	77.90%	23.40%	46.00%
* STEM= Science, Technology, Engineering, and Math									
Source: CSCU's Higher Education Coordinating Council 2015 Accountability Report, Nov. 29, 2015									

Manufacturing and other career related programs at the College's website provide students information regarding practical employment value of particular certificates and degrees. This is done through general statistics drawn from national employment numbers for programs such as Accounting, Business, Computers, Education, Early Childhood Education, Engineering, Advanced Machine Manufacturing, and a variety of options under the Technology Studies program. These general statistics also serve as points of assessment as the BOR evaluates the sustainability of certificates and degrees particularly in relation to the strategic planning of the CSCU System as a coherent whole.

Employment Outlook:
According to the Department of Labor, a career as a medical assistant is a stable one. Medical assisting is one of the fastest-growing fields in the medical industry, and employment is expected to grow by 31 percent from 2010 to 2020, much faster than the average for all occupations. Demand will stem from physicians hiring more medical assistants to do routine administrative and clinical duties so that physicians can see more patients. In 2006, there were 417,000 medical assistants in the U.S. work force, but that number is expected to rise to 565,000 by 2016, representing a 35 percent increase.

(Sample of online information provided by employment/career related programs at QVCC)

At the same time, in at least a small number of cases the College is able to provide more specific numbers in relation to the actual success of graduates. These include employment numbers for graduates in the Advanced Machine Manufacturing certificate program and the Engineering degree program, as well as the exam pass rates for students in the Medical Assisting program. Though the employment figures for Manufacturing are from a short term measurement of only a few years, and are gathered through personal contact with graduates, they reflect both a positive practical outcome for nearly all students so far in the program, as well as a model of effective data gathering for program assessment. As the Manufacturing program moves into its new facility in 2016 and becomes more established, such data and assessment will be increasingly important for ongoing improvement and accountability.

QVCC's Advanced Manufacturing Certificate Program	
# students enrolled	30 students enrolled (29 males, 1 females)
	29 returned for second semester (28 males, 1 female)
# students previous cohort 2013-2014	44 Graduates, 39 employed
# students from current cohort 2014-2015	20 Graduates 20, 20 employed
Source: CSCU Advanced Manufacturing Centers 2015 Annual Report	

In the Medical Assisting program there has been a history of consistently high exam pass-rates over many years. At the same time, this needs to be looked at in relation to program enrollment, eventual placement of graduates, and transfer of graduates into further medical programs at other institutions. The cohort number of students in this program of certificates and degrees is small, and the College continues to assess factors such as high school pathway counseling, enhanced student advisement, and program marketing to address enrollment, retention, and completion numbers.

Enrollment in Medical Assisting and Allied Health Certificates between 2010-11 and 2015-16							
Degree Level	**Major**	**Enrollment per Academic Year**					
		2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Associate's Degree	Medical Assisting	226	251	225	182	168	125
Certificate	Allied Health Science	2	1	1	0	0	0
Certificate	Community Health Worker	0	0	0	0	0	0
Certificate	Health Career Pathways	10	15	9	9	9	8
Certificate	HIMT Coding Specialist	20	13	8	12	17	14
Certificate	Patient Care Technician	3	1	2	0	0	0
Certificate	Phlebotomy	28	15	13	10	2	5
Source: QVCC IR Dept, Banner data							

Medical Assisting Degrees and Allied Health Certificates Awarded between 2010-11 and 2015-16							
		Graduates per Academic Year					
Degree Level	Major	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Associate's Degree	Medical Assisting	16	17	6	20	9	15
Certificate	Allied Health Science	0	0	0	0	0	0
Certificate	Community Health Worker	0	1	0	1	0	0
Certificate	Health Career Pathways	1	2	4	4	1	2
Certificate	HIMT Coding Specialist	3	3	5	9	5	7
Certificate	Patient Care Technician	3	3	1	6	2	2
Certificate	Phlebotomy	13	23	26	21	11	10
Source: QVCC IR Dept, Banner data							

b. Assessment of Student Learning: What and How Students Are Learning

The College continues to integrate consistent, practical assessment of student learning into its institutional culture. This has been a slow but steady process over more than fifteen years. During this time faculty have participated in local and statewide professional development collaborations and projects, to learn effective, learning-centered assessment strategies and how it can be incorporated into our institution. These various efforts are being drawn together in a broader coherence as the CSCU System implements a statewide framework of transfer and articulation between two and four-year institutions, in large part based on learning assessment.

More than a decade ago the College began to clarify the general liberal arts curriculum in terms of defined learning outcomes. This was a first step toward making more explicit on paper and in practice what and how students should expect to learn in their courses and programs. Now under the new CSCU Transfer and Articulation Program (TAP) these outcomes will be defined through a not too dissimilar set of learning competencies that are shared throughout the State System, and that the College has now mapped to its general education curriculum. Upon full implementation in fall 2016, these competencies will be incorporated into formal course records, syllabi, and course assignments. They will also be assessed in any course that is associated with a specific TAP competency. It is expected that these assessments will make clear to students the rubrics on which assignments are measured, as part of the students' own self-assessment. At the same time,

it is also expected that the data from these assessments will be systematically gathered and used for continued improvement of courses and programs as well as for periodic assessment reports as required by the CSCU System.

In anticipation of the full rollout of this TAP system, the College has already been assessing for the prospective TAP outcomes for at least the past four semesters. Though data from this process is not yet considered reliable or statistically significant, this early effort has provided a learning experience for full-time and adjunct faculty alike, as well as for students, in the use of the standards and related rubrics, as well as in designing assignments that will effectively address each standard. This implementation has been made easier by the already long-term use at the College of an information system for learning assessment (eLumen), which provides the ability to gather and analyze learning assessment evidence for a variety of projects. Beginning in the fall of 2016 all faculty teaching core TAP courses will be expected to assess for their related competencies, and many are already prepared to do so through these first semesters of implementation.

One long-term approach to writing assessment on which the College has relied for more than 15 years, has recently been reviewed and replaced by a broader approach. Since the early 1990's, a capstone term paper was required of all graduates as evidence of their college level writing ability. Students were expected to complete this paper prior to applying for graduation, but only after they had completed a significant portion of their program in order to reflect their developed abilities. Within the past 5 years this approach has been re-examined and replaced with a broader emphasis on assessment of writing across a variety of courses, which has been a project promoted by the English department. This project has also relied on the eLumen data system with the resulting preliminary evidence being used at least indirectly to inform changes in the College's developmental learning courses. It also has helped in general to evaluate next steps in shaping the writing curriculum (for example, whether to institute designated writing courses in other disciplines, or how to improve existing English writing courses) as the TAP writing competency is put into place.

The following table is a sample snapshot of assessment activity in fall 2014, indicating how many courses were assessed for several TAP competencies as well as writing competencies (both

in the TAP framework and in the long term college writing project). This is just one piece of the assessment picture that is growing in availability as assessments are carried out each semester.

TAP Competences - Assessment of Relevant Subject Areas						
Achievement Area/Program (Fall 2014)	Courses	Course Sections	Assessments	Students involved in Assessments	Rubrics*	Shared Assessments**
TAP Continuing Learning and Information Literacy						
Program: TAP Core	4	18	18	235	1	1
TAP Quantitative Reasoning						
Program: Math	1	1	1	30	1	0
TAP Scientific Reasoning						
Program: TAP Core	4	6	8	128	1	4
TAP Social Phenomena: Knowledge and Understanding						
Program: TAP Core	7	16	16	370	1	3
Writing						
Program: English	5	11	12	177	2	3
Program: TAP Core	2	13	13	187	2	3
Total, Writing	**7**	**24**	**25**	**364**	**4**	**6**
Term Totals	**23**	**65**	**68**	**1127**	**8**	**14**
Rubrics are generally shared by agreement among faculty through shared templates						
**Shared Asmts = assessments created and shared within a program or discipline area*						
Drawn from QVCC's eLumen Data System, Spring, 2016						

The further snapshot below shows how many students were assessed for a specific TAP competency over a series of semesters (2014-15) and their level of achievement according to program benchmarks set locally at the college. When read in the eLumen system, this is a dynamically created report, and the blue-highlighted numbers actually drill down to show which students are reflected in each number, for further assessment of those students. The eLumen system also can generate instant reports showing each student's cumulative achievements of

specified outcomes (a kind of outcomes transcript), and if students are assessed in multiple assessments or classes this will show comparisons of their achievements in different contexts. All of this regularly gathered evidence will eventually be available for student advisement as well as for program assessment and reporting.

Example of "learning outcomes evidence" as assessed and gathered for one of the eleven TAP Competencies now being assessed at QVCC and in the CSCU System as of fall 2016.			
TAP Social Phenomena Competency: "Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means." Shown here as assessed over three semesters, 2014-15			
Number of Students Who Achieved This Competency	**Number Who Showed Progress**	**Number Who Failed to Achieve**	**Number Not Scored**
503	0	75	350
Source: QVCC eLumen Data System, Spring 2016			

Well ahead of the TAP implementation, one particular program at the College has in fact developed a strong and clear model of learning assessment for several years now. Assessment in Early Childhood Education has provided useful evidence of learning, on multiple levels, through a carefully developed alignment of standards (NAEYC accreditation standards) with faculty-designed key assessments, using rubrics that have been refined by faculty and students over several years. The data that is emerging from this implementation is only a part of the holistic story in understanding what and how students are learning in this program.

Assessment in the ECE program engages students in self-reflection at the assignment level using established standards and rubrics. Through this process, course participants are learning, both as students and as potential educators, to make explicit the intended outcomes of assignments and to also gauge and improve their level of achievement of those outcomes in relation to shared standards. At the same time, faculty gather the results of this collaborative assessment process, and through the eLumen system are able to create reports for further assignment, course, and program review. Already this has led to the refinement of rubrics through multiple iterations over

at least four years, the realignment of standards to assignments, the evaluation and improvement of assignments, and other measures of overall program review that have been part of annual accreditation reports to NAEYC.

The Early Childhood program and the long established Medical Assisting program each represent practical models where the college has worked steadily to cultivate an integrated practice of learning assessment, with measurable outcomes based on standards and expectations of accreditors. They are the closest at the College to what might be considered a developing "culture of assessment," as we often hear the assessment-ideal described. The writing project at the college has likewise aimed to assess college level writing abilities in a way that is integrated within courses, as determined by faculty, engaging students in careful self-reflection, with unobtrusive gathering of learning evidence as it is assessed.

Through these efforts, QVCC has taken up the challenge that faces any college, to develop an integrated approach that builds on the professional judgment and abilities of diverse faculty in diverse disciplines, engages students in their own self-assessment, while doing so in a way that makes results available for accountability as well as continuous improvement. These three programmatic efforts will continue their approach to such integral learning assessment, as the College proceeds to implement the full TAP program in the fall 2016 semester. This TAP implementation will follow their lead on integration, student self-assessment, and *eventual use* of resulting data for continued improvement of teaching and learning, as well as course and program review. Through the TAP initiative, the CSCU System is now putting into place the wider and more consistently defined framework of outcomes and their assessment—at least for the "first thirty" (largely general education) credits of the undergraduate learning experience, in which such assessment and its use for continuous improvement can be done in a valid, consistent, and very practical way.

At the new CSCU System level which now frames, evaluates, and supports the College in its local mission, the TAP framework was initially meant primarily to provide defined, consistent pathways of transfer and articulation between two and four-year state colleges and universities. From the start, this has been developed in relation to a curriculum core focused on assessed standards explicitly shared by all institutions. In the process, this project also now provides a

framework of new statewide coherence for local assessment efforts and the curriculum within which they are carried out. Each college, including QVCC, can now ask "what are our students gaining from what we offer, and how do we know?" through a common statewide system, the evidence from which *will begin to appear more systematically* in the next several semesters. As this evidence of learning does in fact appear and is used for the improvement of teaching and learning, it should also begin to show whether this TAP project has in fact provided students more efficient and timely transfer between institutions.

c. Measures of Student Success: Retention and Graduation

Student success as measured by standards of retention and graduation rates continues to be a challenge to the College, as with most community colleges in the US today. Many factors in the lives of students, beyond the control of the College, work against steady, uninterrupted progress toward program completion. While recognizing this, the College and the CSCU System have been developing efforts to address those institutional factors within their control that may contribute to student success. Some of these efforts are in fact driven by analysis, policies and support at the State level, and some involve assessment of the programs and services more specific to the local College and its students.

Student readiness for college is a key factor addressed by analysis and efforts at both the state and local level. In 2012 the State legislature passed PA 12-40 which mandated a redesign of community colleges' approach to developmental education. This was driven by recognition that previous developmental learning curriculum across the state was not measurably contributing to students' completion of their academic goals, and as designed may in fact have been interfering with those goals. For several years since this legislation, the College has participated in pilot efforts to reduce the number of needed developmental courses, embed support for developmental learning in existing courses, and shorten the time needed for incoming students to achieve college readiness. At the College as well as within the System, this is still an early effort, and data about student progress is limited.

One element of this project is to work with first-time, full-time degree-seeking students who have demonstrated financial and academic need. Retention and graduation rates are key, with a completion timeframe of three years for an Associate degree. Anticipated completion for the

first cohort of students will be the spring of 2016. For those new students who seek to enter college but whose preliminary assessment scores place them below the Intensive Level of Remediation the college offers "transitional strategies" courses in partnership with a state-funded Adult Education provider (EASTCONN). These are primarily non-credit classes in Math and English, and upon completion students retake the Basic Skills Assessment (Accuplacer®) to determine if they are able to advance to the next level of classes at the College. Of the twenty students offered this program in 2015, 18 registered at the College in the spring of 2016. These state-funded classes have been offered free to students, and 15 have registered in the initial classes in the spring semester. Once again, data on student outcomes is quite limited at this early point in the project.

Transitional Strategies Classes: Fall 2015 Outcomes, Danielson Campus

	Stayed Same	Adv to Math 095	Adv to College
English	1		5
Math	4	4	2

Number of Students

Transitional Strategies Classes: Fall 2015 Outcomes, Willimantic Center

	Stayed Same	Adv to Math 095	Adv to College
English	9		1
Math	4	4	2

Number of Students
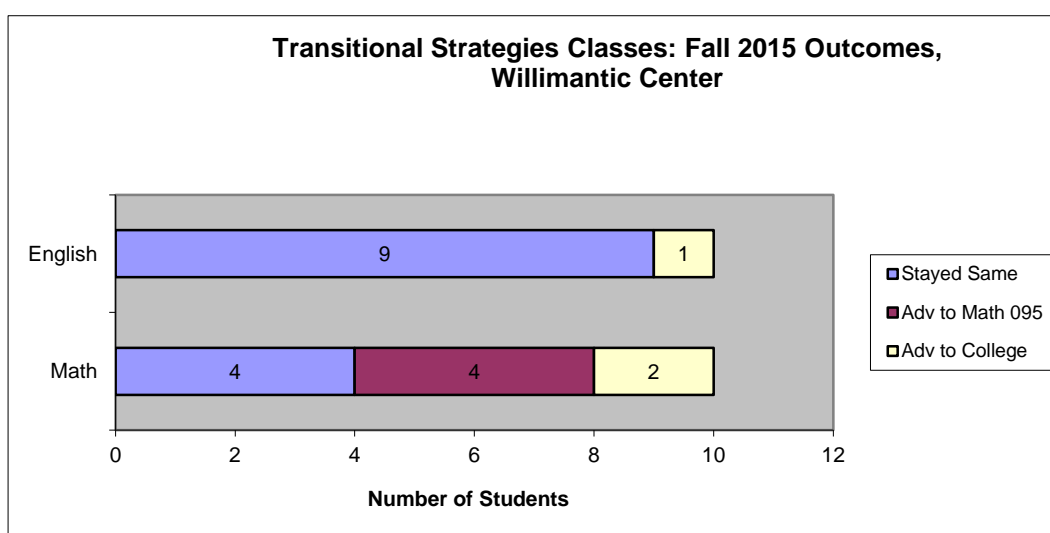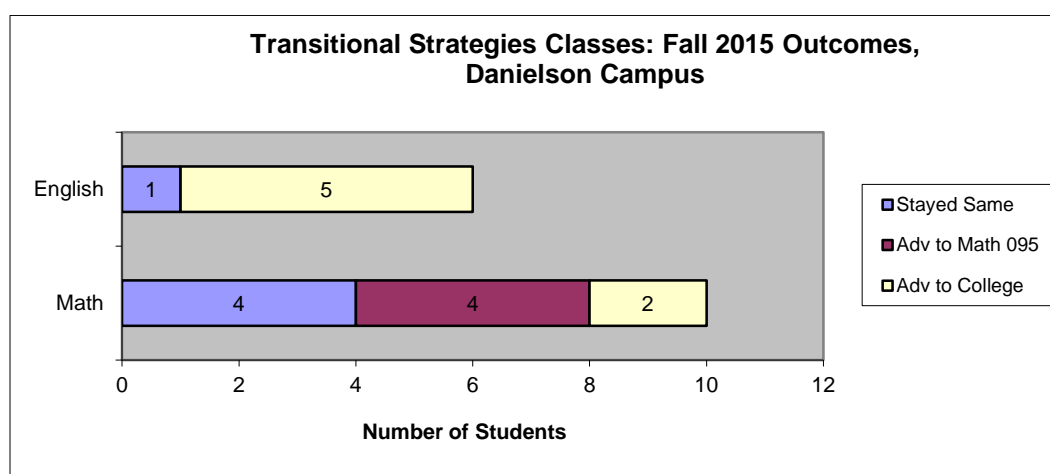
In conjunction with these developmental course efforts, the College has also instituted an early alert project through the Student Services office, through which a staff specialist monitors the progress of students in those courses and provide outreach to any who may need assistance. Faculty and staff are asked to alert the outreach person when they recognize that a student may be having difficulty succeeding or staying engaged in a class or course of study. Students are then contacted directly, and if they respond will be assisted with appropriate referrals to instructors, tutors, advisors, or other support staff relevant to their needs.

This program was started in the fall of 2014 and a preliminary analysis of alerts received, contacts and referrals made, and comparisons with student completion of courses (in developmental English and Math) has been carried out through the fall 2015 semester. While the numbers of alerts, contacts, and students involved are not yet sufficient to draw significant conclusions, the model of student engagement this project reflects is strongly suggested by best practices in student services as an important element toward improvement of student retention and completion. It will be a matter of time, and continued practice as well as continued data gathering, to know whether this is the case as the College further implements this effort.

Students Contacted by Advisor in Early Alert Program

Early Alert Contacts: Fall 2015
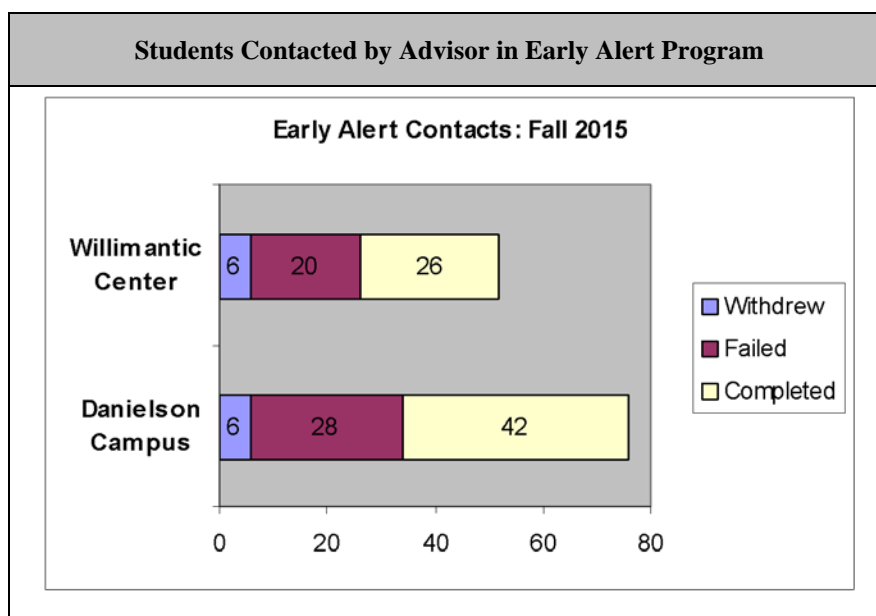
Another initiative addressed at the local level, but spurred by the emerging State Board of Regents in response to legislative mandates, has been the analysis and improvement of early college programs. A key assumption of this effort is that engaging high school students in college related courses, programs, and advisement will improve their chances of timely college success. If they are advised early about pathways to college-- career related or otherwise--it is presumed that they will be better prepared to make careful and informed choices once they are fully in college. This perspective led the CSCU System in 2013 to commission a steering committee to make a comprehensive inventory and evaluation of the variety of early college efforts throughout the State and establish general standards or attributes by which to guide the continued improvement of those efforts. In another section of this current self-study we have addressed questions of quality assurance of the dual enrollment program of the College (College Career Pathways). At this point it is again mentioned to note that in addition to such quality and compliance concerns, the program will also now be evaluated at the State and local level as to its potential contribution to improvement of eventual student success.

Yet another initiative addressed at the State and local level, has been the development of defined, streamlined college-to-university pathways through certificates and degrees, driven by a key component of the previously discussed TAP program now moving toward fall 2016 implementation. This State-mandated project was initially spurred by the assumption that many students do not complete their programs, or do not complete them in a timely way, because their path to completion is not clear. Through the TAP framework, the College has been involved in the multi-year task of ensuring degrees are within a 60-61 credit limit, and defining degrees that would expect students to choose "transfer paths" to four-year State Universities early in their first few semesters. It is presumed that with clearly defined degrees guaranteed to transfer into junior-level majors at the State Universities, the College will be able to retain students who are subsequently more goal-focused, and more likely to be successful in the timely completion of their degrees. Evidence of improvement may not be available for several years, until the initial cohort of new fall 2016 students make their way through the TAP defined curriculum.

Finally, the College has begun a number of local initiatives with scheduling, advisement, and student orientation, to further address questions of student engagement, retention, course and program completion. In the fall of 2015 the College began a Completion Taskforce made up of

staff and faculty, to address factors contributing to student success, learn about best practices, and promote responses to a variety of issues surfaced by the research efforts of the committee. Preliminary recommendations and initiatives of the group for the spring 2016 semester and beyond include: improving communication with students through the College website, social media, and other College promotional material; engaging more faculty in student advisement; developing an "enhanced orientation" for new and returning students, including full participation by staff and faculty. A prior "early warning" initiative was put in place as well, developed in 2011-12 by a College "quality council," to offer guidelines to faculty about strategies to keep students engaged in their courses and programs. Guidelines for effective and timely communication with students about their status and progress are central to this initiative. One resulting recommendation in particular has been in place for several years, asking faculty to use the grade book function in Blackboard (available to all students and faculty) to give students early and regular feedback about their progress during the semester.

Along with the Completion Taskforce and other local initiatives, the College has also begun to reevaluate the regular course schedule, to see if it might be improved for a better fit to students' curriculum needs and day/time preferences. For at least two semesters now the College has also cut back the number of initial course offerings at both the main campus and the Willimantic center to reduce the number of last minute course cancellations due to under-enrollment, and so to help students in their schedule planning. Review of online course offerings is also being made for the purpose facilitating students' timely completion of program requirements.

INSTITUTIONAL PLANS

The College anticipates addressing a number of significant issues and initiatives within the next five years, including a substantive change indicated in the Policy on Substantive Change.

Issues

One of the most significant issues, because of its far-reaching impact at both the College and System levels, is the uncertainty of funding. The state's current fiscal situation, the System Office's influence on how received funds will be allocated to institutions, and the College's declining enrollment (largely from the service area's high school population) make it difficult to determine whether desired staffing, services, and programs will be feasible.

Another challenge is the implementation of the new Transfer and Articulation Program (TAP). At this time, the Connecticut State Colleges and Universities have not finalized all of the details, making it difficult for advisors to provide accurate information to students registering for classes.

Initiatives

While the College remains focused on being fiscally prudent, meeting student needs is the primary mission. Therefore, QVCC continues to adopt innovative approaches that enhance every student's learning experience. For example, The College established a Completion Taskforce whose members focused on collecting best practices for academic advising, developmental education, and New Student Orientation. The Online Learning Committee initiated improvements to the delivery of distance learning that included programs for peer collaboration on self-assessment, and formal oversight of online teaching. The College also launched a new series, "On Cue: Conversations at QV", that brings distinguished speakers to campus to focus on timely issues such as race, identity, and social justice.

The College implemented a number of initiatives that address decreasing enrollment, including strengthening high school partnerships and improving student retention through aggressive advising and mentoring. QVCC now hosts luncheons for high school superintendents, principals, and guidance counselors each semester to keep them informed about opportunities for their students. Through the Connecticut Early College Opportunity program, the College is a partner with Windham High School to offer students the chance to earn an associate's degree in

manufacturing – along with their high school diploma – in four, five, or six years at no cost. Meetings also are underway with several high schools regarding the need for a Summer Bridge Program for at-risk students.

With respect to advising, all students enrolled at QVCC now have an assigned advisor who monitors their progress through required meetings during the semester. "Early Bird" registration sessions in May and June enable high school seniors to meet their QVCC advisor and register for fall classes.

The College is increasing efforts to engage more students in extracurricular activities. With a new advisor, the Student Government Association has initiated a full calendar of events that include bus trips to New York City and Boston, holiday food drives, highway beautification, and the Baugstock music festival.

During the 2015-2016 academic year, the College adjusted staffing and procedures at the Willimantic Center to serve students more effectively. The Dean of Academic Affairs and Student Services and the Academic Division Director revised course offerings and scheduling to meet students' needs. The Student Government Association also provided opportunities for Willimantic students to participate in events and activities at the Danielson campus. Moving forward, the Willimantic Center will be managed by an associate dean who will help define the mission and vision for this satellite location.

The opening of a 10,000-square-foot Advanced Manufacturing Technology Center at the Danielson campus affords new opportunities to expand the manufacturing technology program. Discussions already are underway with local plastics manufacturers to add molding and extrusion certificate programs to prepare workers to fill positions in this industry. The College will continue its close collaboration with the Eastern Advanced Manufacturing Alliance (EAMA), the Eastern Workforce Investment Board, and American Job Centers to help prepare unemployed and under-employed individuals to obtain well-paying manufacturing jobs. In addition to the credit program, the College also now offers a seven-week non-credit program to five cohorts per calendar year. To date, 177 NIMS (National Institute for Metalworking Skills) credentials were awarded.

During the next five years, QVCC will be adding degrees and certificates as needed to fill gaps and eliminating programs that are no longer viable. In addition, the College will be initiating an Honors Program and increasing services and support for Veterans and other military family members. Another area of focus will be information technology. As digital resources continue to expand with lightning speed, the College will need to keep up with the equipment necessary for teaching and learning in the twenty-first century.

Appendix a

Affirmation of Compliance

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785   Fax: (781) 425 1001   Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://issuu.com/qvcc7/docs/2015-16_catalog_for_web (pg 120)
Print Publications	QVCC Catalog (Website revision to occur fall 2016)
Self-study/Interim Report Page Reference	p. 18

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

URL	https://issuu.com/qvcc7/docs/2015-16_catalog_for_web (pg 107)
Print Publications	QVCC Catalog (Website revision to occur fall 2016)
Self-study/Interim Report Page Reference	pp. 20-21

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

URL	https://issuu.com/qvcc7/docs/studenthandbook_16-17?e=13994866/37746552 (pg 11)

Print Publications	Student Handbook
Self-study/Interim Report Page Reference	p. 24, 34

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

Method(s) used for verification	Students seeking registration in online courses provide appropriate identification to establish their identity. Once established, students may only log in to the course(s) with a secure login consisting of user name and password
Self-study/Interim Report Page Reference	P. 34

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

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that Quinebaug Valley Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____   Date: __8/10/16___

Appendix b

Audited Financial Statement

Excerpts From Original Relevant to Quinebaug Valley Community College

Full CSCU Report Available at:

http://www.ct.edu/files/pdfs/finance/finance-CCC-financial-statements-FY14.pdf

Connecticut Community Colleges
Financial Statements
With Supplementary Combining Information
June 30, 2014 and 2013

Members of the Board of Regents for Higher Education (between 7/1/13 – 6/27/14)

- Thirteen members appointed by the Governor and legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Five 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 of the Faculty Advisory Committee

Current Regents as of 6/27/14 (3 vacancies)

Nicholas M. Donofrio, Chairman
Yvette Meléndez, Vice Chair
Richard J. Balducci
Eugene L. Bell (CCC Student) term #1 March 3/21/13 – 9/30/13; term #2 10/11/13 - Present
Naomi K. Cohen
Lawrence J. DeNardis
Matt Fleury
Sarah E. Greco (CSU Student) 10/11/13 – Present
Merle W. Harris
Craig Lappen
JoAnn H. Price – 12/13/13 – Present
Elease Wright – appointed 6/27/14

Ex-Officio, Non-voting members

Stephen Adair – Chair of the Faculty Advisory Committee – 1/1/14 - Present
Jewel Mullen – Commissioner of the CT Department of Public Health
Stefan Pryor – Commissioner of the State Board of Education
Sharon Palmer – Commissioner of the CT Department of Labor
Catherine Smith – Commissioner of the CT Department of Economic and Community Development

Former Board members (who served between 7/1/13 – 6/30/14)
Lewis J. Robinson, Jr., Chair – resigned effective 8/1/2013
Tom Failla – Chair of the Faculty Advisory Committee – 10/1/13 to 12/31/13
Gary F. Holloway resigned effective 3/28/14
René Lerer – resigned effective 4/28/14
Michael E. Pollard – resigned effective 12/20/13

Asnuntuck Community College
170 Elm Street
Enfield, CT 06082
James Lombella, President (Effective 5/30/2014, Interim 7/1/2013)

Capital Community College
950 Main Street
Hartford, CT 06103
Dr. Wilfredo Nieves, President

Gateway Community College
20 Church Street
New Haven, CT 06510
Dr. Dorsey L. Kendrick, President

Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604
Ms. Anita Gliniecki, President (Retired)
Elizabeth Roop, Interim President (Effective 9/1/2014)

Manchester Community College
Great Path
Manchester, CT 06045-1046
Dr. Gena Glickman, President

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Dr. Anna Wasescha, President

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

Northwestern Connecticut
Community College
Park Place East, Winsted, CT 06098
Dr. Barbara Douglass, President

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

Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
Dr. Robert Miller, Interim President (July 2013)
Dr. Carmen Cid, Interim President (Aug 2013 to June 2014)
Dr. Carlee Drummer, President (Effective 7/1/2014)

Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360
Dr. Grace S. Jones, President (Retired)
Dr. Mary Ellen Jukoski (Effective 7/1/2014)

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
Dr. Cathryn L. Addy, President

System Office, Connecticut State Colleges & Universities
39 & 61 Woodland Street
Hartford, CT 06105
Dr. Gregory W. Gray, President

Connecticut Community Colleges

Contents

June 30, 2014 and 2013

Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2014 and 2013

Introduction

The Management's Discussion and Analysis provides an overview of the financial position and activities of the Connecticut Community Colleges ("CCC" or "System") and its component units for the fiscal year ended June 30, 2014, along with comparative information for the fiscal year ended June 30, 2013. 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 discussion immediately following reflects the System as it existed during fiscal year 2014.

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 2013 semester, approximately 56,976 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 32,882. During fiscal year 2014 28,331 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.

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

The Connecticut Community Colleges serve an important role in the State's economy, providing convenient, accessible and flexible access to higher education for many of the State's "non-traditional" students, 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.

Using the Financial Statements

CCC's financial report includes the following financial statements: the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements 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, a comparative analysis of fiscal year 2014 full financial statements and footnotes with fiscal year 2013 is also presented, both for the CCC *primary institution*, as well as for the twelve college foundations *component unit* information, and for the two

magnet high schools *component unit* information at Manchester (MCC) and Quinebaug Valley (QVCC) Community Colleges.

Each of the college Foundations is a legally separate, tax-exempt non-profit organization separate from college control. These Foundations, established in accordance with Connecticut General Statutes section 4-37e to provide funding for scholarships or other direct student financial aid, and for programs, services or activities at the associated college, are component units included within the System financial statements based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"), regarding criteria for affiliated organizations. The financial information of the college Foundations is discretely presented and identified in the "component unit" column of the various system-wide and college financial statements. The magnet high schools are also legally separate, tax-exempt non-profit organizations. Each magnet school established is evaluated for inclusion within the System financial statements as a component unit based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"). The Great Path Academy (GPA) at MCC and Quinebaug Middle College (QMC) at QVCC meet the criteria for inclusion as component units in the financial statements of CCC and are discretely presented and identified in a single column on the face of the CCC financial statements of net position.

Financial Highlights

The Connecticut Community Colleges had total assets of $856.5 million, liabilities of $92.7 million, and a total net position balance of $763.8 million at June 30, 2014. Of this amount, $13.3 million is classified as unrestricted net assets, a $1.8 million decrease from 2013, following a $13.1 million decrease in 2013 from 2012.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were $213.1 million, a 0.7% increase over the previous year. Operating expenses were $514.6 million, an increase of 5.3% over the previous year, resulting in an operating loss of $301.5 million during the year ended June 30, 2014. Net non-operating revenues and other changes were $283.1 million, up 2.0% from the previous year, reflecting a $28.4 million decrease in bond appropriations and a $35.5 million increase in general fund appropriations. Overall the CCC's experienced a net decrease in net position of $18.4 million during fiscal year 2014.

Cash and cash equivalents were $167.3 million at June 30, 2014, including $61.5 million of cash equivalents in the form of State bond appropriations administered by the CCC's, and $28.4 million of State bond appropriations administered by the Department of Administration Services ("DAS") on behalf of the System. DAS-administered cash equivalents (bond appropriations) decreased from $41.5 million at June 30, 2013 to $28.4 million at June 30, 2014, reflecting expenditures of $11.2 million, new bond appropriations of $2.1 million and $1.2 million in transfers between DAS and the colleges and other adjustments. Total current assets were $205.0 million at June 30, 2014. The ratio of unrestricted current assets of $98.8 million to unrestricted current liabilities of $47.3 million is 2.1:1 in 2014, the same as in 2013. 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 by 3.2%, to a total of $38.0 million at June 30, 2014. This significant liability includes $37.9 million for the long-term portion of the accrued value of benefits 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). This large and essentially unfunded accrued compensated absence ("ACA") liability continues to represent a long-term obligation on the System's financial flexibility.

Statement of Net Position

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

Connecticut Community Colleges
Combining Statement of Net Position
June 30, 2014

(in thousands)

Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Assets														
Current assets														
Cash and cash equivalents	$ 4,955	$ 13,751	$ 5,200	$ 19,726	$ 10,593	$ 4,295	$ 13,235	$ 4,658	$ 11,682	$ 12,324	$ 11,953	$ 8,635	$ 46,262	$ 167,269
Accounts receivable, due from the State	1,038	2,014	3,089	2,220	3,185	1,392	3,242	1,130	2,806	1,016	2,236	2,129	723	26,220
Accounts receivable other, net	281	1,490	2,063	442	1,444	916	1,525	129	956	292	661	606	496	11,301
Prepaid expenses	11	2	4	59	12	31	21	4	3	8	1	2	5	163
Total current assets	6,285	17,257	10,356	22,447	15,234	6,634	18,023	5,921	15,447	13,640	14,851	11,372	47,486	204,953
Non-current assets														
Capital assets, net	8,297	47,367	181,532	77,704	65,176	7,674	49,754	24,095	44,881	11,365	77,682	48,453	7,451	651,431
Student loans, net	1	-	4	(8)	-	(1)	14	1	-	-	75	79	-	165
Total non-current assets	8,298	47,367	181,536	77,696	65,176	7,673	49,768	24,096	44,881	11,365	77,757	48,532	7,451	651,596
Total assets	14,583	64,624	191,892	100,143	80,410	14,307	67,791	30,017	60,328	25,005	92,608	59,904	54,937	856,549
Liabilities														
Current liabilities														
Accounts payable	103	178	302	298	226	131	158	124	523	65	120	257	2,244	4,729
Accrued expenses-salary and fringe benefits	1,158	2,567	3,948	2,624	3,708	1,792	3,731	1,137	3,517	1,086	2,564	2,524	677	31,033
Accrued compensated absences-current portion	137	261	336	280	336	188	427	146	328	166	339	313	239	3,496
Deferred revenue	17	492	180	47	122	141	225	45	242	95	170	165	711	2,652
Unapplied payments	351	232	1,562	718	1,970	619	1,640	233	1,459	221	577	1,195	2	10,779
Retainage	-	-	-	-	42	-	-	-	-	-	-	-	233	275
Agency and loan fund liabilities	42	39	63	81	144	96	319	56	196	45	168	41	-	1,290
Other liabilities	2	3	126	25	80	78	60	5	12	2	22	22	1	438
Total current liabilities	1,810	3,772	6,517	4,073	6,628	3,045	6,560	1,746	6,277	1,680	3,960	4,517	4,107	54,692
Non-current liabilities														
Accrued compensated absences-long term portion	1,487	3,032	4,234	2,846	3,959	2,041	4,399	1,540	4,259	1,563	2,970	2,968	2,596	37,894
Other long-term liabilities	-	-	-	-	-	-	(27)	-	-	-	76	99	-	148
Total non-current liabilities	1,487	3,032	4,234	2,846	3,959	2,041	4,372	1,540	4,259	1,563	3,046	3,067	2,596	38,042
Total liabilities	3,297	6,804	10,751	6,919	10,587	5,086	10,932	3,286	10,536	3,243	7,006	7,584	6,703	92,734
Net position														
Invested in capital assets, net of related debt	8,296	47,367	181,532	77,705	65,176	7,673	49,755	24,095	44,881	11,365	77,682	48,453	7,451	651,431
Restricted														
Nonexpendable	-	-	-	20	-	-	-	-	-	-	-	-	-	20
Expendable	2,272	7,432	4,133	8,273	4,205	2,062	6,252	1,665	5,346	7,314	4,402	6,687	38,992	99,035
Unrestricted	718	3,021	(4,524)	7,226	442	(514)	852	971	(435)	3,083	3,518	(2,820)	1,791	13,329
Total net position	11,286	57,820	181,141	93,224	69,823	9,221	56,859	26,731	49,792	21,762	85,602	52,320	48,234	763,815
Total liabilities and net position	$ 14,583	$ 64,624	$ 191,892	$ 100,143	$ 80,410	$ 14,307	$ 67,791	$ 30,017	$ 60,328	$ 25,005	$ 92,608	$ 59,904	$ 54,937	$ 856,549

Connecticut Community Colleges
Combining Statement of Net Position
June 30, 2013

(in thousands)

Primary Institution

	Asnuntuck Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Naugatuck Valley Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinebaug Valley Community College	Three Rivers Community College	Tunxis Community College	System Office	Combined Total
Assets														
Current assets														
Cash and cash equivalents	$ 6,986	$ 13,496	$ 8,248	$ 20,135	$ 12,874	$ 5,878	$ 17,448	$ 5,018	$ 12,337	$ 11,766	$ 12,409	$ 11,010	$ 45,031	$ 182,636
Accounts receivable, due from the State	919	1,718	2,960	1,942	2,977	1,237	3,106	991	2,605	986	2,118	2,062	523	24,144
Accounts receivable other, net	276	1,363	2,166	494	1,415	338	1,489	205	628	227	609	530	318	10,058
Prepaid expenses	9	5	14	67	18	28	31	3	5	17	1	4	1	203
Total current assets	8,190	16,582	13,388	22,638	17,284	7,481	22,074	6,217	15,575	12,996	15,137	13,606	45,873	217,041
Non-current assets														
Capital assets, net	6,180	49,209	187,593	79,180	63,257	6,754	48,948	24,337	46,360	11,431	79,076	48,767	6,825	657,917
Student loans, net	(1)	1	(2)	5	32	(3)	150	-	-	-	80	97	-	359
Total non-current assets	6,179	49,210	187,591	79,185	63,289	6,751	49,098	24,337	46,360	11,431	79,156	48,864	6,825	658,276
Total assets	14,369	65,792	200,979	101,823	80,573	14,232	71,172	30,554	61,935	24,427	94,293	62,470	52,698	875,317
Liabilities														
Current liabilities														
Accounts payable	69	197	379	271	184	125	1,828	83	447	67	235	205	1,936	6,026
Accrued expenses-salary and fringe benefits	990	2,078	3,754	2,299	3,368	1,304	3,505	1,008	3,271	1,025	2,317	2,353	501	27,773
Accrued compensated absences-current portion	152	282	356	314	368	209	500	160	342	188	393	365	242	3,871
Deferred revenue	44	520	170	86	367	133	181	60	435	142	97	57	1,271	3,563
Unapplied payments	433	326	1,645	845	2,033	679	1,910	301	1,426	261	865	1,349	-	12,073
Retainage	-	-	-	15	98	-	198	-	-	-	-	918	153	1,382
Agency and loan fund liabilities	54	32	21	62	124	119	318	58	191	44	181	70	-	1,274
Other liabilities	6	3	70	16	46	48	51	9	18	6	(4)	24	-	293
Total current liabilities	1,748	3,438	6,395	3,908	6,588	2,617	8,491	1,679	6,130	1,733	4,084	5,341	4,103	56,255
Non-current liabilities														
Accrued compensated absences-long term portion	1,459	2,857	3,974	2,833	3,892	2,005	4,393	1,485	3,991	1,553	3,052	3,069	2,105	36,668
Other long-term liabilities	-	(26)	(34)	-	(34)	(5)	110	-	-	-	76	106	-	193
Total non-current liabilities	1,459	2,831	3,940	2,833	3,858	2,000	4,503	1,485	3,991	1,553	3,128	3,175	2,105	36,861
Total liabilities	3,207	6,269	10,335	6,741	10,446	4,617	12,994	3,164	10,121	3,286	7,212	8,516	6,208	93,116
Net position														
Invested in capital assets, net of related debt	6,180	49,209	187,593	79,180	63,257	6,754	48,949	24,337	46,360	11,431	79,076	48,766	6,825	657,917
Restricted														
Nonexpendable	-	-	-	20	-	-	-	-	-	-	-	-	-	20
Expendable	4,254	7,719	5,441	8,756	6,652	1,958	8,397	2,290	6,352	7,112	4,762	6,992	38,404	109,089
Unrestricted	728	2,595	(2,390)	7,126	218	903	832	763	(898)	2,598	3,243	(1,804)	1,261	15,175
Total net position	11,162	59,523	190,644	95,082	70,127	9,615	58,178	27,390	51,814	21,141	87,081	53,954	46,490	782,201
Total liabilities and net position	$ 14,369	$ 65,792	$ 200,979	$ 101,823	$ 80,573	$ 14,232	$ 71,172	$ 30,554	$ 61,935	$ 24,427	$ 94,293	$ 62,470	$ 52,698	$ 875,317

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and Changes in Net Position
Year Ended June 30, 2014
(in thousands)

CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Primary Institution

	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	$ 6,173	$ 12,968	$ 24,964	$ 17,070	$ 23,575	$ 9,477	$ 22,532	$ 4,215	$ 22,265	$ 5,666	$ 13,809	$ 14,720	$ 36	$ 177,470
Less: Scholarship discounts and allowances	(2,325)	(8,485)	(11,858)	(8,947)	(9,247)	(3,758)	(9,279)	(1,763)	(7,627)	(3,086)	(6,578)	(5,072)	-	(78,025)
Net tuition and fees	3,848	4,483	13,106	8,123	14,328	5,719	13,253	2,452	14,638	2,580	7,231	9,648	36	99,445
Federal grants and contracts	2,700	9,793	14,532	10,613	10,590	4,708	12,575	2,275	11,870	3,168	7,159	5,782	1,090	96,855
State and local grants and contracts	159	674	1,376	943	1,063	283	1,282	213	728	914	623	460	120	8,838
Private grants and contracts	36	294	166	95	90	39	117	31	842	107	241	71	(3)	2,126
Sales and services of educational departments	4	23	18	171	11	2	72	-	187	-	-	127	-	615
Other operating revenues	151	602	1,048	438	629	215	550	92	370	135	564	337	52	5,183
Total operating revenues	6,898	15,869	30,246	20,383	26,711	10,966	27,849	5,063	28,635	6,904	15,818	16,425	1,295	213,062
Operating expenses														
Instruction	7,640	16,814	28,175	16,154	24,390	10,118	25,658	6,105	22,916	6,709	16,856	15,554	-	197,089
Public service	1	1	32	-	2	9	602	171	17	15	6	11	-	867
Academic support	3,315	5,288	8,630	6,458	7,885	4,863	10,658	2,710	9,021	3,525	5,047	6,571	3,629	77,600
Library	409	794	1,128	1,001	1,109	672	923	664	975	637	655	1,277	-	10,244
Student services	2,272	3,221	4,852	3,353	4,778	2,049	4,618	2,314	5,017	1,726	3,991	3,546	89	41,826
Scholarship aid, net	1,248	3,336	5,539	4,650	4,278	1,588	4,325	839	3,855	1,257	2,996	2,537	107	36,555
Institutional support	2,533	4,672	5,571	4,168	6,361	3,721	5,662	2,624	5,843	2,117	3,868	4,162	18,521	69,823
Physical plant	1,578	3,840	10,044	4,914	5,888	1,972	6,864	1,892	5,717	1,469	3,152	3,295	1,493	52,118
Depreciation	546	2,097	5,884	2,854	3,012	761	3,407	1,118	1,926	597	2,873	1,739	1,629	28,443
Total operating expenses	19,542	40,063	69,855	43,552	57,703	25,753	62,717	18,437	55,287	18,052	39,444	38,692	25,468	514,565
Operating loss	(12,644)	(24,194)	(39,609)	(23,169)	(30,992)	(14,787)	(34,868)	(13,374)	(26,652)	(11,148)	(23,626)	(22,267)	(24,173)	(301,503)
Nonoperating revenues (expenses)														
State appropriations - general fund	11,199	19,549	29,210	20,719	31,324	12,874	32,036	11,580	26,390	10,594	20,453	20,211	13,016	259,155
State appropriations - bond funds	845	655	1,211	1,040	1,387	649	3,043	356	1,167	575	928	889	9,574	22,319
Private gifts	77	25	51	-	49	81	15	116	633	158	202	3	-	1,410
Interest income	4	9	4	18	12	5	11	5	10	8	12	5	16	119
Other non-operating revenues (expenses), net	-	-	1	2	2	2	-	1	-	5	-	1	102	114
Net non-operating revenues	12,125	20,238	30,477	21,779	32,774	13,609	35,106	12,057	28,205	11,335	21,596	21,210	22,606	283,117
Net income (loss) before other changes	(519)	(3,956)	(9,132)	(1,390)	1,782	(1,178)	238	(1,317)	1,553	187	(2,030)	(1,057)	(1,567)	(18,386)
Other changes														
Capital and other additions (deductions)	1,370	181	-	75	1,120	912	193	-	-	282	505	500	(5,138)	-
Interagency transfers	(727)	2,072	(371)	(543)	(3,206)	(128)	(1,750)	658	(3,575)	152	46	(1,077)	8,449	-
Total other changes	643	2,253	(371)	(468)	(2,086)	784	(1,557)	658	(3,575)	434	551	(577)	3,311	-
Change in net position	124	(1,703)	(9,503)	(1,858)	(304)	(394)	(1,319)	(659)	(2,022)	621	(1,479)	(1,634)	1,744	(18,386)
Net position at beginning of year	11,162	59,523	190,644	95,082	70,127	9,615	58,178	27,390	51,814	21,141	87,081	53,954	46,490	782,201
Net position at end of year	$ 11,286	$ 57,820	$ 181,141	$ 93,224	$ 69,823	$ 9,221	$ 56,859	$ 26,731	$ 49,792	$ 21,762	$ 85,602	$ 52,320	$ 48,234	$ 763,815

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and Changes in Net Position
Year Ended June 30, 2013
(in thousands)

CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Primary Institution

	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	$ 5,618	$ 13,250	$ 22,519	$ 17,435	$ 22,702	$ 9,137	$ 22,150	$ 4,143	$ 21,714	$ 5,996	$ 13,908	$ 14,696	$ 29	$ 173,297
Less: Scholarship discounts and allowances	(2,235)	(8,759)	(11,254)	(9,282)	(8,776)	(3,523)	(8,760)	(1,754)	(7,723)	(3,159)	(6,464)	(4,972)	-	(76,661)
Net tuition and fees	3,383	4,491	11,265	8,153	13,926	5,614	13,390	2,389	13,991	2,837	7,444	9,724	29	96,636
Federal grants and contracts	2,367	9,887	13,560	10,694	10,557	3,880	11,943	2,282	8,853	3,314	7,245	5,819	685	91,086
State and local grants and contracts	251	1,494	1,980	1,855	1,275	620	1,628	270	941	1,028	883	698	2,612	15,535
Private grants and contracts	31	386	287	132	71	17	82	57	1,087	98	298	51	220	2,817
Sales and services of educational departments	-	21	16	121	11	4	59	-	203	-	-	116	-	551
Other operating revenues	121	291	694	395	734	268	636	95	512	146	646	306	9	4,853
Total operating revenues	6,153	16,570	27,802	21,350	26,574	10,403	27,738	5,093	25,587	7,423	16,516	16,714	3,555	211,478
Operating expenses														
Instruction	6,530	15,585	26,101	15,069	22,113	8,556	23,523	5,599	21,767	6,867	15,384	14,224	-	181,318
Public service	1	78	32	-	10	27	450	173	40	23	6	10	-	850
Academic support	2,984	4,785	7,993	5,667	7,489	4,402	9,131	3,068	7,514	3,334	5,171	6,207	5,141	72,886
Library	471	744	1,139	1,049	1,110	656	856	492	1,011	596	615	1,172	-	9,911
Student services	1,818	3,023	4,860	3,418	5,139	2,314	4,535	1,530	4,462	1,594	3,870	3,178	30	39,771
Scholarship aid, net	1,019	3,742	5,346	5,136	4,863	1,682	4,519	887	4,422	1,452	3,249	2,827	1,005	40,149
Institutional support	2,447	4,559	5,672	3,527	6,395	3,325	5,068	2,316	5,441	1,893	3,715	3,889	15,621	63,868
Physical plant	1,477	3,815	10,469	4,803	5,914	1,462	8,079	1,725	5,456	1,361	3,351	2,869	1,526	52,307
Depreciation	483	2,116	5,932	2,962	2,866	716	3,139	1,015	1,931	608	3,007	1,417	1,244	27,436
Total operating expenses	17,230	38,447	67,544	41,631	55,899	23,140	59,300	16,805	52,044	17,728	38,368	35,793	24,567	488,496
Operating loss	(11,077)	(21,877)	(39,742)	(20,281)	(29,325)	(12,737)	(31,562)	(11,712)	(26,457)	(10,305)	(21,852)	(19,079)	(21,012)	(277,018)
Nonoperating revenues (expenses)														
State appropriations - general fund	9,244	16,425	24,660	17,085	26,896	10,905	26,653	9,820	22,395	8,824	17,373	17,169	16,172	223,621
State appropriations - bond funds	2,470	1,413	1,869	2,141	6,806	1,220	2,631	795	6,097	5,886	1,712	1,822	15,906	50,768
Private gifts	80	-	1,229	-	-	67	26	358	657	27	65	6	-	2,515
Interest income	4	9	6	19	12	8	13	5	12	8	13	6	30	145
Other non-operating revenues (expenses), net	-	-	250	1	3	-	-	1	89	-	119	5	-	468
Net non-operating revenues	11,798	17,847	28,014	19,246	33,717	12,200	29,323	10,979	29,250	14,745	19,282	19,008	32,108	277,517
Net income (loss) before other changes	721	(4,030)	(11,728)	(1,035)	4,392	(537)	(2,239)	(733)	2,793	4,440	(2,570)	(71)	11,096	499
Other changes														
Capital and other additions (deductions)	-	426	14	1,299	149	-	1,188	744	-	-	-	130	(3,950)	-
Interagency transfers	641	3,082	1,816	444	(777)	103	727	945	(43)	702	483	(591)	(7,532)	-
Total other changes	641	3,508	1,830	1,743	(628)	103	1,915	1,689	(43)	702	483	(461)	(11,482)	-
Change in net position	1,362	(522)	(9,898)	708	3,764	(434)	(324)	956	2,750	5,142	(2,087)	(532)	(386)	499
Net position at beginning of year	9,800	60,045	200,542	94,374	66,363	10,049	58,502	26,434	49,064	15,999	89,168	54,486	46,876	781,702
Net position at end of year	$ 11,162	$ 59,523	$ 190,644	$ 95,082	$ 70,127	$ 9,615	$ 58,178	$ 27,390	$ 51,814	$ 21,141	$ 87,081	$ 53,954	$ 46,490	$ 782,201

Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2014
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Primary Institution

	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	$ 3,409	$ 4,211	$ 12,389	$ 7,980	$ 13,996	$ 5,593	$ 12,483	$ 2,445	$ 15,008	$ 2,591	$ 6,594	$ 9,281	$ 546	$ 96,526
Government grants and contracts	2,817	10,375	15,972	11,710	11,026	4,552	13,991	2,528	12,355	4,002	7,774	6,486	899	104,487
Private grants and contracts	32	320	287	135	126	27	167	34	494	118	238	54	320	2,352
Sales and services of educational departments	4	14	18	161	10	2	69	-	187	-	-	127	-	592
Payments to employees	(9,464)	(18,708)	(30,596)	(19,799)	(28,168)	(12,308)	(30,208)	(9,073)	(26,764)	(9,139)	(18,596)	(18,980)	(8,539)	(240,342)
Payments for fringe benefits	(5,557)	(10,238)	(15,970)	(10,601)	(15,952)	(6,280)	(18,022)	(5,543)	(13,666)	(4,903)	(10,898)	(11,331)	(4,161)	(133,122)
Payments to students	(1,701)	(3,672)	(5,639)	(5,058)	(4,408)	(1,958)	(4,409)	(941)	(4,094)	(1,049)	(3,856)	(2,885)	(282)	(39,952)
Payments to vendors	(2,596)	(5,569)	(11,068)	(6,297)	(5,951)	(4,532)	(8,057)	(1,762)	(9,085)	(2,346)	(4,436)	(4,732)	(10,738)	(77,169)
Payments by Department of Public Works	-	(80)	(93)	(14)	(20)	-	-	(15)	(27)	-	(46)	72	(99)	(322)
Other receipts (payments), net	212	676	1,256	312	1,208	270	829	172	811	121	721	607	(572)	6,623
Net cash used in operating activities	(12,844)	(22,671)	(33,444)	(21,471)	(28,133)	(14,634)	(33,157)	(12,155)	(24,781)	(10,605)	(22,505)	(21,301)	(22,626)	(280,327)
Cash flows from investing activities														
Interest income	4	8	4	17	12	5	11	4	10	7	11	5	15	113
Net cash provided by investing activities	4	8	4	17	12	5	11	4	10	7	11	5	15	113
Cash flows from capital and related financing activities														
State appropriations	845	655	961	1,039	1,387	650	2,653	146	422	574	928	639	9,575	20,474
Payments by Department of Public Works	(474)	(7)	(712)	(1,096)	(3,562)	(75)	(4,701)	(597)	(108)	(32)	(635)	(1,296)	-	(13,295)
Purchase of capital assets	(841)	(352)	(361)	(242)	(307)	(691)	(905)	(267)	(326)	(212)	(409)	(530)	(6,947)	(12,390)
Interagency transfers	(1,071)	106	(137)	6	126	19	310	(19)	62	59	71	8	460	-
Net cash provided by (used in) capital and related financing activities	(1,541)	402	(249)	(293)	(2,356)	(97)	(2,643)	(737)	50	389	(45)	(1,179)	3,088	(5,211)
Cash flows from noncapital financing activities														
State appropriations	11,024	19,152	29,177	20,334	30,951	12,651	32,128	11,593	26,792	10,509	20,232	20,294	12,739	257,576
Private gifts	77	13	267	-	49	101	33	112	633	157	193	2	-	1,637
Federal Family Education Loan Program (FFELP)	926	1,415	1,515	1,553	442	648	1,450	125	173	-	1,662	936	-	10,845
Interagency transfers	323	1,936	(318)	(549)	(3,246)	(257)	(2,035)	698	(3,532)	101	(4)	(1,132)	8,015	-
Net cash provided by noncapital financing activities	12,350	22,516	30,641	21,338	28,196	13,143	31,576	12,528	24,066	10,767	22,083	20,100	20,754	270,058
Net increase (decrease) in cash and cash equivalents	(2,031)	255	(3,048)	(409)	(2,281)	(1,583)	(4,213)	(360)	(655)	558	(456)	(2,375)	1,231	(15,367)
Cash and cash equivalents at beginning of year	6,986	13,496	8,248	20,135	12,874	5,878	17,448	5,018	12,337	11,766	12,409	11,010	45,031	182,636
Cash and cash equivalents at end of year	$ 4,955	$ 13,751	$ 5,200	$ 19,726	$ 10,593	$ 4,295	$ 13,235	$ 4,658	$ 11,682	$ 12,324	$ 11,953	$ 8,635	$ 46,262	$ 167,269

Connecticut Community Colleges
Combining Statement of Cash Flows
Year Ended June 30, 2013
(in thousands)

Primary Institution

	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	$ 3,231	$ 4,304	$ 11,179	$ 8,014	$ 13,530	$ 5,587	$ 13,258	$ 2,379	$ 14,122	$ 2,821	$ 6,923	$ 9,500	$ 294	$ 95,142
Government grants and contracts	2,586	11,111	15,504	12,677	11,416	4,464	13,045	2,529	9,465	4,341	8,127	6,440	3,875	105,580
Private grants and contracts	29	305	173	74	77	29	143	11	1,096	87	392	41	130	2,587
Sales and services of educational departments	-	14	16	115	11	4	59	-	203	-	-	115	-	537
Payments to employees	(8,978)	(18,449)	(29,238)	(19,120)	(27,615)	(11,609)	(29,094)	(8,994)	(25,689)	(9,559)	(18,144)	(18,334)	(10,930)	(235,753)
Payments for fringe benefits	(4,559)	(8,586)	(13,036)	(9,109)	(14,133)	(5,407)	(15,145)	(4,735)	(11,658)	(4,503)	(9,348)	(9,541)	(3,634)	(113,394)
Payments to students	(1,455)	(4,523)	(5,217)	(5,536)	(4,757)	(2,051)	(4,947)	(913)	(4,309)	(1,153)	(4,519)	(3,003)	(908)	(43,291)
Payments to vendors	(2,278)	(6,441)	(18,485)	(5,636)	(6,914)	(3,803)	(6,170)	(1,577)	(8,651)	(2,148)	(5,042)	(4,258)	(9,381)	(80,784)
Payments by Department of Public Works	-	-	(116)	-	(63)	-	(79)	(21)	(26)	-	-	-	(215)	(520)
Other receipts (payments), net	254	398	1,237	460	1,174	320	783	144	877	118	908	652	386	7,711
Net cash used in operating activities	(11,170)	(21,867)	(37,983)	(18,061)	(27,274)	(12,466)	(28,147)	(11,177)	(24,570)	(9,996)	(20,703)	(18,388)	(20,383)	(262,185)
Cash flows from investing activities														
Interest income	5	9	7	19	13	9	13	5	13	8	14	7	31	153
Net cash provided by investing activities	5	9	7	19	13	9	13	5	13	8	14	7	31	153
Cash flows from capital and related financing activities														
State appropriations	2,100	1,372	1,608	2,102	6,040	1,220	1,230	755	5,107	5,866	1,680	1,846	16,546	47,472
Payments by Department of Public Works	(435)	(10)	(13,155)	(910)	-	-	(1,595)	(1,140)	(433)	(34)	(98)	(9,060)	(1,317)	(28,187)
Purchase of capital assets	(892)	(352)	(1,657)	(56)	(1,207)	(668)	(299)	(238)	(297)	(137)	(356)	(293)	(6,722)	(13,174)
Interagency transfers	175	36	-	138	93	164	493	66	55	38	105	(523)	(840)	-
Net cash provided by (used in) capital and related financing activities	948	1,046	(13,204)	1,274	4,926	716	(171)	(557)	4,432	5,733	1,331	(8,030)	7,667	6,111
Cash flows from noncapital financing activities														
State appropriations	9,518	16,445	24,672	17,047	27,578	10,827	28,010	9,792	23,294	8,809	17,354	17,031	15,815	226,192
Private gifts	81	1	357	-	-	86	27	359	649	24	57	3	-	1,644
Federal Family Education Loan Program (FFELP)	732	1,765	1,011	1,576	479	597	1,883	98	97	-	2,351	862	-	11,451
Interagency transfers	487	2,951	1,876	306	(935)	(86)	215	851	59	656	362	(65)	(6,677)	-
Net cash provided by noncapital financing activities	10,818	21,162	27,916	18,929	27,122	11,424	30,135	11,100	24,099	9,489	20,124	17,831	9,138	239,287
Net increase (decrease) in cash and cash equivalents	601	350	(23,264)	2,161	4,787	(317)	1,830	(629)	3,974	5,234	766	(8,580)	(3,547)	(16,634)
Cash and cash equivalents at beginning of year	6,385	13,146	31,512	17,974	8,087	6,195	15,618	5,647	8,363	6,532	11,643	19,590	48,578	199,270
Cash and cash equivalents at end of year	$ 6,986	$ 13,496	$ 8,248	$ 20,135	$ 12,874	$ 5,878	$ 17,448	$ 5,018	$ 12,337	$ 11,766	$ 12,409	$ 11,010	$ 45,031	$ 182,636

Connecticut Community Colleges
## Combining Statement of Net Position by Fund Group
June 30, 2014
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Assets						
Current assets						
Cash & cash equivalents	$ 76,101	$ 1,392	$ 61,374	$ 28,402	$ -	$ 167,269
Accounts receivable-general fund	26,220	-	-	-	-	26,220
Accounts receivable-other	11,277	24	-	-	-	11,301
Prepaid expense	163	-	-	-	-	163
Total current assets	113,761	1,416	61,374	28,402	-	204,953
Non-current assets						
Land and land/site improvements	-	-	-	-	25,216	25,216
Infrastructure	-	-	-	-	516	516
Buildings and building improvements	-	-	-	-	795,291	795,291
Furnishings and Equipment	-	-	-	-	76,228	76,228
Library books	-	-	-	-	7,610	7,610
Software	-	-	-	-	439	439
	-	-	-	-	905,300	905,300
Less: Accumulated depreciation	-	-	-	-	(265,998)	(265,998)
	-	-	-	-	639,302	639,302
Construction in progress	-	-	-	-	12,129	12,129
Capital Assets, net	-	-	-	-	651,431	651,431
Student loans, net						
Student loans receivable	-	165	-	-	-	165
Less: Allowance for doubtful loans	-	-	-	-	-	-
	-	165	-	-	-	165
Total non-current assets	-	165	-	-	651,431	651,596
Total assets	$ 113,761	$ 1,581	$ 61,374	$ 28,402	$ 651,431	$ 856,549
Liabilities						
Current liabilities						
Accounts payable	$ 2,996	$ -	$ 1,733	$ -	$ -	$ 4,729
Accrued expense - salary and fringe benefits	31,032	1	-	-	-	31,033
Accrued compensated absences-current portion	3,496	-	-	-	-	3,496
Deferred revenue	2,652	-	-	-	-	2,652
Unapplied payments	10,779	(15)	-	-	-	10,764
Retainage	-	-	233	42	-	275
Other liabilities	439	1,304	-	-	-	1,743
Total current liabilities	51,394	1,290	1,966	42	-	54,692
Non-current liabilities						
Accrued compensated absences-long term portion	37,894	-	-	-	-	37,894
Student loans	-	148	-	-	-	148
Total non-current liabilities	37,894	148	-	-	-	38,042
Total liabilities	89,288	1,438	1,966	42	-	92,734
Net position						
Invested in capital assets, net of related debt	-	-	-	-	651,431	651,431
Restricted						
Non-expendable	-	20	-	-	-	20
Expendable	11,144	123	59,408	28,360	-	99,035
Unrestricted	13,329	-	-	-	-	13,329
Total net position	24,473	143	59,408	28,360	651,431	763,815
Total liabilities and net position	$ 113,761	$ 1,581	$ 61,374	$ 28,402	$ 651,431	$ 856,549

Primary Institution

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Connecticut Community Colleges
Combining Statement of Net Position by Fund Group
June 30, 2013
(in thousands)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD of REGENTS for HIGHER EDUCATION

	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Assets						
Current assets						
Cash & cash equivalents	$ 77,757	$ 1,354	$ 62,033	$ 41,492	$ -	$ 182,636
Accounts receivable-general fund	24,144	-	-	-	-	24,144
Accounts receivable-other	10,038	20	-	-	-	10,058
Prepaid expense	203	-	-	-	-	203
Total current assets	112,142	1,374	62,033	41,492	-	217,041
Non-current assets						
Land and land/site improvements	-	-	-	-	22,737	22,737
Infrastructure	-	-	-	-	516	516
Buildings and building improvements	-	-	-	-	777,754	777,754
Furnishings and Equipment	-	-	-	-	74,475	74,475
Library books	-	-	-	-	8,173	8,173
Software	-	-	-	-	439	439
	-	-	-	-	884,094	884,094
Less: Accumulated depreciation	-	-	-	-	(247,773)	(247,773)
	-	-	-	-	636,321	636,321
Construction in progress	-	-	-	-	21,596	21,596
Capital Assets, net	-	-	-	-	657,917	657,917
Student loans, net						
Student loans receivable	-	369	-	-	-	369
Less: Allowance for doubtful loans	(10)	-	-	-	-	(10)
	(10)	369	-	-	-	359
Total non-current assets	(10)	369	-	-	657,917	658,276
Total assets	$ 112,132	$ 1,743	$ 62,033	$ 41,492	$ 657,917	$ 875,317
Liabilities						
Current liabilities						
Accounts payable	$ 3,285	$ -	$ 1,091	$ 1,650	$ -	$ 6,026
Accrued expense - salary and fringe benefits	27,773	2	-	-	-	27,775
Accrued compensated absences-current portion	3,871	-	-	-	-	3,871
Deferred revenue	3,563	-	-	-	-	3,563
Unapplied payments	12,073	10	-	-	-	12,083
Retainage	-	-	153	1,229	-	1,382
Other liabilities	293	1,262	-	-	-	1,555
Total current liabilities	50,858	1,274	1,244	2,879	-	56,255
Non-current liabilities						
Accrued compensated absences-long term portion	36,668	-	-	-	-	36,668
Student loans	-	193	-	-	-	193
Total non-current liabilities	36,668	193	-	-	-	36,861
Total liabilities	87,526	1,467	1,244	2,879	-	93,116
Net position						
Invested in capital assets, net of related debt	-	-	-	-	657,917	657,917
Restricted						
Non-expendable	-	20	-	-	-	20
Expendable	9,431	256	60,789	38,613	-	109,089
Unrestricted	15,175	-	-	-	-	15,175
Total net position	24,606	276	60,789	38,613	657,917	782,201
Total liabilities and net position	$ 112,132	$ 1,743	$ 62,033	$ 41,492	$ 657,917	$ 875,317

Primary Institution

Connecticut Community Colleges

Combining Statement of Revenues, Expenses and
Changes in Net Position by Fund Group

Year Ended June 30, 2014

(in thousands)

	Primary Institution					
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Operating revenues						
Tuition and Fees	$ 177,470	$ -	$ -	$ -	$ -	$ 177,470
Less: Scholarship discounts and allowances	(78,025)	-	-	-	-	(78,025)
Net tuition and fees	99,445	-	-	-	-	99,445
Federal grants and contracts	96,855	-	-	-	-	96,855
State and local grants and contracts	8,838	-	-	-	-	8,838
Private grants and contracts	2,126	-	-	-	-	2,126
Sales and services of educational departments	615	-	-	-	-	615
Other operating revenues	4,952	-	-	134	97	5,183
Total operating revenues	212,831	-	-	134	97	213,062
Operating expenses						
Salaries and wages	246,032	-	-	-	-	246,032
Fringe benefits	135,996	-	-	-	-	135,996
Supplies and services	54,082	-	11,216	469	1,772	67,539
Scholarship aid, net	36,428	127	-	-	-	36,555
Depreciation	-	-	-	-	28,443	28,443
Total operating expenses	472,538	127	11,216	469	30,215	514,565
Operating loss	(259,707)	(127)	(11,216)	(335)	(30,118)	(301,503)
Nonoperating revenues (expenses)						
State appropriations - general fund	259,155	-	-	-	-	259,155
State appropriations - bond funds	-	-	20,225	2,094	-	22,319
Private gifts	1,382	-	-	-	28	1,410
Interest income	119	-	-	-	-	119
Other non-operating revenues (expenses), net	13	-	-	101	-	114
Net non-operating revenues	260,669	-	20,225	2,195	28	283,117
Net income (loss) before other changes	962	(127)	9,009	1,860	(30,090)	(18,386)
Other changes						
Capital and other additions (deductions)	(1,102)	-	(11,788)	(10,714)	23,604	-
Interagency transfers	7	(6)	1,398	(1,399)	-	-
Total Other Changes	(1,095)	(6)	(10,390)	(12,113)	23,604	-
Change in net position	(133)	(133)	(1,381)	(10,253)	(6,486)	(18,386)
Net position at beginning of year	24,606	276	60,789	38,613	657,917	782,201
Net Position at end of year	$ 24,473	$ 143	$ 59,408	$ 28,360	$ 651,431	$ 763,815

Connecticut Community Colleges
Combining Statement of Revenues, Expenses and
Changes in Net Position by Fund Group
Year Ended June 30, 2013
(in thousands)

	Primary Institution					
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	Total
Operating revenues						
Tuition and Fees	$ 173,297	$ -	$ -	$ -	$ -	$ 173,297
Less: Scholarship discounts and allowances	(76,661)	-	-	-	-	(76,661)
Net tuition and fees	96,636	-	-	-	-	96,636
Federal grants and contracts	91,086	-	-	-	-	91,086
State and local grants and contracts	15,535	-	-	-	-	15,535
Private grants and contracts	2,817	-	-	-	-	2,817
Sales and services of educational departments	551	-	-	-	-	551
Other operating revenues	4,761	-	-	-	92	4,853
Total operating revenues	211,386	-	-	-	92	211,478
Operating expenses						
Salaries and wages	236,672	-	-	-	-	236,672
Fringe benefits	116,852	-	-	-	-	116,852
Supplies and services	53,627	-	10,875	2,181	704	67,387
Scholarship aid, net	40,114	35	-	-	-	40,149
Depreciation	-	-	-	-	27,436	27,436
Total operating expenses	447,265	35	10,875	2,181	28,140	488,496
Operating loss	(235,879)	(35)	(10,875)	(2,181)	(28,048)	(277,018)
Nonoperating revenues (expenses)						
State appropriations - general fund	223,621	-	-	-	-	223,621
State appropriations - bond funds	-	-	37,084	13,684	-	50,768
Private gifts	2,491	-	-	-	24	2,515
Interest income	145	-	-	-	-	145
Other non-operating revenues (expenses), net	20	-	-	448	-	468
Net non-operating revenues	226,277	-	37,084	14,132	24	277,517
Net income (loss) before other changes	(9,602)	(35)	26,209	11,951	(28,024)	499
Other changes						
Capital and other additions (deductions)	(1,151)	-	(12,056)	(22,736)	35,943	-
Interagency transfers	(675)	(2)	2,515	(1,838)	-	-
Total Other Changes	(1,826)	(2)	(9,541)	(24,574)	35,943	-
Change in net position	(11,428)	(37)	16,668	(12,623)	7,919	499
Net position at beginning of year	36,034	313	44,121	51,236	649,998	781,702
Net Position at end of year	$ 24,606	$ 276	$ 60,789	$ 38,613	$ 657,917	$ 782,201

Appendix c

Auditor's Management Letter

STATE OF CONNECTICUT
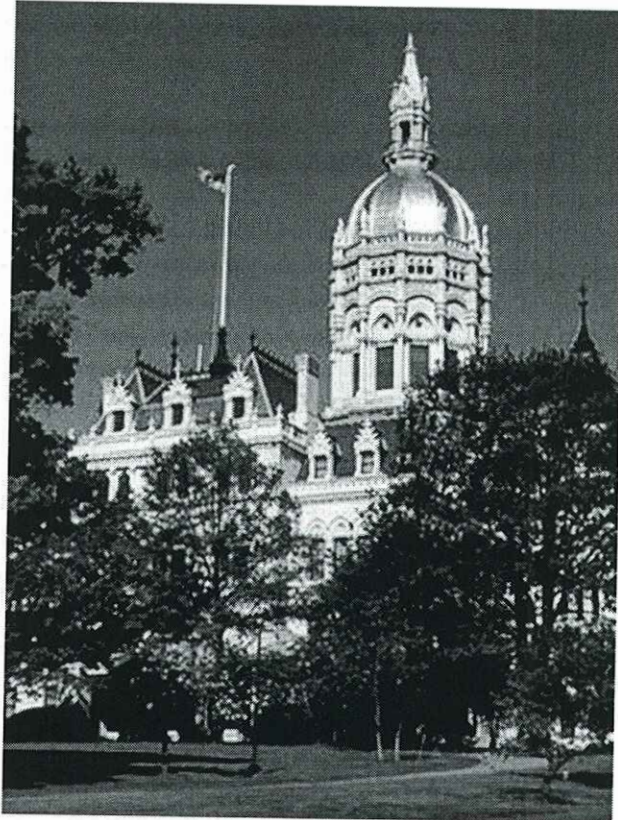
AUDITORS' REPORT
BOARD OF REGENTS FOR HIGHER EDUCATION
CONNECTICUT COMMUNITY COLLEGE SYSTEM
FOR THE FISCAL YEARS ENDED JUNE 30, 2012 AND 2013

AUDITORS OF PUBLIC ACCOUNTS

JOHN C. GERAGOSIAN ❖ ROBERT M. WARD

Quinebaug Valley Community College:

- *Quinebaug Valley Community College should require part-time lecturers to submit timesheets supporting time worked.* This recommendation is being repeated. (See Recommendation 2.)

- *Quinebaug Valley Community College should ensure compliance with the Community College System's Purchasing Card Policy and Procedures Manual.* No exceptions were noted in the current audit, and the recommendation is not being repeated.

- *Quinebaug   Valley Community College should improve internal control in order to comply with the competitive quotations requirements of the Community Colleges' Agency Purchasing Policies.* No reoccurrences were noted, and the recommendation is not being repeated.

- *Quinebaug Valley Community College should improve controls so that expenditures are charged to the correct department.* Improvement was noted in our current review, and the recommendation is not being repeated.

- *Quinebaug Valley Community College should improve internal controls over inventory.* We noted no exceptions in the current audit, and the recommendation is not being repeated.

Appendix d

Interim Report Forms

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name: Quinebaug Valley Community College

OPE ID: 10530

Annual Audit

		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	06/30		
Most Recent Year	2015	Yes	Unqualified
1 Year Prior	2014	Yes	Unqualified
2 Years Prior	2013	Yes	Unqualified

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

Budget / Plans
    Current Year   2016
    Next Year   2017

Contact Person: Alessandra Lundberg
    Title: Director of Finance & Administrative Services
    Telephone No: 860-932-4170
    E-mail address   a_lundberg@qvcc.edu

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	http://qvcc.edu/who-we-are/	5/2016

Standard 2: Planning and Evaluation

PLANNING	**Year approved by governing board**		**Effective Dates**		**Website location**
Strategic Plans					
Immediately prior Strategic Plan	2010		2010-2015		
Current Strategic Plan	2015		2015-2020		http://qvcc.edu/who-we-are/leadership/president/ir/strategic-plan/
Next Strategic Plan	2020				

	Year completed		**Effective Dates**		**Website location**
Other institution-wide plans*					
Master plan					
Academic plan					
Financial plan					
Technology plan					
Enrollment plan	2016		2016/2017		http://qvcc.edu/ssc/
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)	

*Insert additional rows, as appropriate.

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

Please attach to this form:
  1) A copy of the institution's organization chart(s).

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

Name of the sponsoring entity	
Website location of documentation of relationship	

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

Please enter any explanatory notes in the box below

Quinebaug Valley Community College
Organizational Chart – July 1, 2016

President
Board of Regents

CC President (U)
Carlee Drummer
51476 FT BU50

Executive Assistant to the President
CC Educational Services Aide (U)
Jennifer Green
111475 FT BU20

Dean of Administration
Human Resources Director
EEO Officer and Title IX Coordinator
CC Dean (U)
Paul Martland
98958 FT BU50

Dean of Academic Affairs and Student
Services
CC Dean (U)
Alfred Williams
51560 FT BU50

Associate Dean, Willimantic Center
CC Dean (U)
Vacant
FT BU46

Associate Dean of Institutional Research and
Effectiveness
CC Educational Assistant (U)
Donna Sohan
78406 FT BU46

Director of Institutional Advancement
CC Professional 19-12 (U)
Monique Wolanin
51614 PT 86% BU46

Director of Marketing and Public Relations
CC Professional 19-12 (U)
Susan Breault
51597 PT 86% BU46

College Management

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 (FY2014)	1 year prior (FY 2015)	Current year (FY 2016)
Main campus	Danielson, CT, USA	9/1/1971	2,140	2,178	1,892
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)	Willimantic, CT, USA	9/1/1986	738	694	463
Branch campuses (overseas)					
Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2014)	1 year prior (FY 2015)	Current year (FY 2016)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
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

A number of students enrolled in courses at the Willimantic Center (~20% - 25%) are currently enrolled in courses at the Danielson campus; therefore the sum of the count at each location is greated than the total. Such fluidity also means that some students may be in one location for one term, but in a different one for the next. Another 'inflation' factor is that students' enrolled only in online courses are counted as being at the Main campus as that is where they are administered. Also, the Ellis Tech location is not reported separately as the new facility on the Main Campus will be open for Fall 2016 and the high school will no longer be used.

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	433							433
Main Campus PT	656							656
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT	101							101
Other Locations PT	176							176
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	5							5
Distance education PT	84							84
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	1,455	0	0	0	0	0	0	1,455
Total FTE	856.33							856.33
Enter FTE definition:	Total Credit Hours/15							
Degrees Awarded, Most Recent Year	134							134

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

Students enrolled in on-gruond and online courses reported by ground location. Students enrolled at both the Main Campus and the Willimantic Center are reported as Main Campus. Online only students reported under Distance Ed although they do not meet the 'Locations and Modalities' definition of a distance education program. This worksheet does not effectively address enrollment patterns at QVCC.

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	38	9		47	433	480
Main Campus PT	28	98		126	656	782
Other Principal Campus FT				0	0	0
Other Principal Campus PT				0	0	0
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Other Locations FT	1			1	101	102
Other Locations PT	1	15		16	176	192
Overseas Locations FT				0	0	0
Overseas Locations FT				0	0	0
Distance education FT	0			0	5	5
Distance education PT	7	39		46	84	130
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total	75	161	0	236	1,455	1,691
Total FTE	53.47			53	856.33	909.80
Enter FTE definition:	Total Credit Hours/15					
Certificates Awarded, Most Recent Year	75					

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

Students enrolled in a combination of on-ground and online courses are reported by ground location. Students enrolled at both the Main Campus and the Willimantic Center are reported as Main Campus. Online-only students are reported under Distance Ed although they do not meet the 'Locations and Modalities' definition of a distance education program. This worksheet does not effectively address enrollment patterns at QVCC.

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

For Fall Term, as of Census Date	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Certificate	59	54	56	75	78
Associate	1836	1742	1674	1455	1513
Baccalaureate					
Total Undergraduate	1,895	1,796	1,730	1,530	1,591

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

For Fall Term, as of Census Date	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Master's					
Doctorate					
First Professional					
Other					
Total Graduate	0	0	0	0	0

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

	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Undergraduate	17285	16452	16128	14412	14988
Graduate					
Total	17,285	16,452	16,128	14,412	14,988

Standard 4: The Academic Program
(Information Literacy sessions)

	(Fall 2012)	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)
Main campus					
Sessions embedded in a class	24	22	24	36	35
Free-standing sessions	0	1	1	1	3
Branch/other locations					
Sessions embedded in a class	17	10	19	13	15
Free-standing sessions	0	0	0	0	0
Online sessions	0	0	2	2	4
URL of Information Literacy Reports	http://qvcc.edu/library/infolit/				

Please enter any explanatory notes in the box below

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	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(Fall 2012)	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)
Freshmen - Undergraduate						
Completed Applications		879	852	866	821	854
Applications Accepted		879	852	866	821	854
Applicants Enrolled		570	563	559	464	483
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		64.8%	66.1%	64.5%	56.5%	65.0%
Percent Change Year over Year						
Completed Applications		na	-3.1%	1.6%	-5.2%	4.0%
Applications Accepted		na	-3.1%	1.6%	-5.2%	4.0%
Applicants Enrolled		na	-1.2%	-0.7%	-17.0%	4.0%
Average of statistical indicator of aptitude of enrollees: (define below)						
Transfers - Undergraduate						
Completed Applications		318	313	332	248	258
Applications Accepted		317	313	332	248	258
Applications Enrolled		201	191	194	143	157
% Accepted of Applied		99.7%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted		63.4%	61.0%	58.4%	57.7%	61.0%
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	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(Fall 2012)	(Fall 2013)	(Fall 2014)	(Fall 2015)	(Fall 2016)
UNDERGRADUATE						
First Year	Full-Time Headcount	505	521	498	426	443
	Part-Time Headcount	943	853	837	701	729
	Total Headcount	1,448	1,374	1,335	1,127	1,172
	Total FTE	803	796	769	652	678
Second Year	Full-Time Headcount	186	156	173	161	167
	Part-Time Headcount	460	404	382	403	419
	Total Headcount	646	560	555	564	587
	Total FTE	350	301	306	309	321
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	691	677	671	587	610
	Part-Time Headcount	1,403	1,257	1,219	1,104	1,148
	Total Headcount	2,094	1,934	1,890	1,691	1,759
	Total FTE	1,153	1,097	1,075	961	999
	% Change FTE Undergraduate	na	-4.8%	-2.0%	-10.6%	4.0%
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		2,094	1,934	1,890	1,691	1,759
Grand Total FTE		1,153	1,097	1,075	961	999
	% Change Grand Total FTE	na	-4.8%	-2.0%	-10.6%	4.0%

Please enter any explanatory notes in the box below

 To accurately determine 'first' or 'second' year status of students, a review of each student record is required to determine degree-progression. This worksheet does not effectively address enrollment patterns at QVCC.

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?

The College primarily serves students residing in Windham County.

	(FY 2010)	(FY 2011)	(FY 2012)
Three-year Cohort Default Rate	**	10.5	**
Three-year Loan repayment rate	**	90%	**

(from College Scorecard)   **Not provided as cohort includes 10 or fewer borrowers.

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
Student Financial Aid					
Total Federal Aid	$3,222,839	$3,120,455	$3,244,729	$2,484,250	$2,583,620
Grants	$3,161,465	$3,075,203	$3,185,550	$2,451,694	$2,549,762
Loans	$0	$0	$0	$0	$0
Work Study	$61,374	$45,251	$59,178	$32,556	$33,858
Total State Aid	$431,526	$240,187	$191,820	$171,151	$177,997
Total Institutional Aid	$682,880	$712,598	$729,322	$720,513	$749,334
Grants	$669,820	$701,583	$718,197	$714,263	$742,834
Loans	$0	$0	$0	$0	$0
Total Private Aid	$103,347	$85,443	$130,099	$138,614	$144,159
Grants	$47,997	$16,143	$60,124	$31,477	$32,736
Loans	$0	$0	$0	$0	$0
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	0%	0%	0%	0%	0%
Graduates					
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$0	$0	$0	$0	$0
Graduates					
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$0	$0	$0	$0	$0
Graduate Students					
First professional students					

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

English as a Second/Other Language	2%	2%	2%	2%	
English (reading, writing, communication skills)	42%	37%	28%	29%	
Math	47%	42%	27%	26%	
Other	28%	23%	26%	28%	

Please enter any explanatory notes in the box below

The college does not advocate students to take on debt; instead prefering to meet students needs through grants and institutional scholarships. Regarding goals of First-Year students in ESL and/or developmental English or math courses; the College does not have a goal regarding percentages of our students who will require such courses. The College's true goal is to meet the educational needs of all our students.   'Other' = percentage of students enrolled in both developmental English and math.

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

	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year (FY 2016)
Number of Faculty by category				
Full-time	31	29	31	31
Part-time				
Adjunct	117	99	97	97
Clinical				
Research				
Visiting				
Other; specify below:				
Total	148	128	128	128
Percentage of Courses taught by full-time faculty				
	47%	47%	49%	54%
Number of Faculty by rank, if applicable				
Professor	14	13	14	20
Associate	10	10	8	3
Assistant	4	3	7	6
Instructor	3	3	2	2
Other; specify below:				
Adjuncts	117	99	97	97
Total	148	128	128	128
Number of Academic Staff by category				
Librarians	3	3	3	3
Advisors	4	4	5	5
Instructional Designers	1	1	1	1
Other; specify below:				
Total	8	8	9	9

Please enter any explanatory notes in the box below

The reported numbers of advisors does not reflect staff who serve as advisors, but not in a full-time capacity.

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

	3 Years Prior (FY 2013)		2 Years Prior (FY 2014)		1 Year Prior (FY 2015)		Current Year (FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed								
Professor	14		13		14		20	
Associate	10		10		8		3	
Assistant	4		3		7		6	
Instructor	3		3		2		2	
No rank		112		99		97		97
Other								
Total	31	112	29	99	31	97	31	97
Number of Faculty in Tenured Positions								
Professor	14		13		14		20	
Associate	10		10		8		3	
Assistant	4		3		7		6	
Instructor	3		3		2		2	
No rank								
Other								
Total	31	0	29	0	31	0	31	0
Number of Faculty Departing								
Professor								
Associate								
Assistant					1			
Instructor								
No rank								
Other								
Total	0	0	0	0	1	0	0	0
Number of Faculty Retiring								
Professor	2		0		1			
Associate								
Assistant								
Instructor								
No rank								
Other								
Total	2	0	0	0	1	0	0	0

Please enter any explanatory notes in the box below

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

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

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

	3 Years Prior (FY 2013)			2 Years Prior (FY 2014)			1 Year Prior (FY 2015)			Current Year (FY 2016)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	31	117	148	29	99	128	31	97	128	31	97	128
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	2	0	2	1	0	1	1	0	1	1	0	1
Library Technicians	1	0	1	1	0	1	1	0	1	1	0	1
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	22	7	29	21	7	28	16	4	20	18	5	23
Management Occupations	16	1	17	17	0	17	18	0	18	11	1	12
Business and Financial Operations	5	1	6	5	1	6	5	0	5	2	1	3
Computer, Engineering and Science	4	0	4	4	0	4	4	0	4	4	0	4
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	2	1	3	2	1	3	9	2	11	8	2	10
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	8	0	8	7	0	7	9	0	9	4	0	4
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	10	0	10	8	0	8	10	0	10	12	1	13
Natural Resources, Construction, Maintenance	0	0	0	0	0	0	0	0	0	5	0	5
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	101	127	228	95	108	203	104	103	207	97	107	204

Please enter any explanatory notes in the box below

Due to changes with SOC designations, both at the System and institutional levels, comparison by years must be made with caution. For example, in later years the Library Director was categorized as Management rather than part of the Library staff.

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

Fiscal Year ends - month & day: (6/30)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year (FY 2015)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
Cash and Short Term Investments	$8	$8	$8	0.0%	0.0%
Cash held by State Treasurer	$11,758	$12,317	$11,927	4.8%	-3.2%
Deposits held by State Treasurer				-	-
Accounts Receivable, Net	$1,213	$1,307	$1,880	7.7%	43.8%
Contributions Receivable, Net				-	-
Inventory and Prepaid Expenses				-	-
Long-Term Investments				-	-
Loans to Students				-	-
Funds held under bond agreement				-	-
Property, plants, and equipment, net	$11	$11	$12	0.0%	9.1%
Other Assets				-	-
Total Assets	**$12,990**	**$13,643**	**$13,827**	5.0%	1.3%
LIABILITIES (in 000s)					
Accounts payable and accrued liabilities	$1,277	$1,318	$1,345	3.2%	2.0%
Deferred revenue & refundable advances	$411	$319	$484	-22.4%	51.7%
Due to state				-	-
Due to affiliates				-	-
Annuity and life income obligations				-	-
Amounts held on behalf of others	$44	$44	$45	0.0%	2.3%
Long-term investments				-	-
Refundable government advances				-	-
Other long-term liabilities	$1,553	$1,562	$1,598	0.6%	2.3%
Total Liabilities	**$3,285**	**$3,243**	**$3,472**	-1.3%	7.1%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$2,598**	**$3,083**	**$3,850**	18.7%	24.9%
Foundation				-	-
Total	**$2,598**	**$3,083**	**$3,850**	18.7%	24.9%
Temporarily restricted net assets					
Institutional				-	-
Foundation				-	-
Total	**$0**	**$0**	**$0**	-	-
Permanently restricted net assets					
Institutional	**$18,543**	**$18,679**	**$18,422**	0.7%	-1.4%
Foundation				-	-
Total	**$18,543**	**$18,679**	**$18,422**	0.7%	-1.4%
Total Net Assets	**$21,141**	**$21,762**	**$22,272**	2.9%	2.3%
TOTAL LIABILITIES and NET ASSETS	**$24,426**	**$25,005**	**$25,744**	2.4%	3.0%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (6/30)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Year (FY 2016)	Next Year Forward (FY 2017)
OPERATING REVENUES (in 000s)					
Tuition and fees	$5,996	$5,666	$5,685		
Room and board					
Less: Financial aid	-$3,159	-$3,086	-$3,224		
Net student fees	$2,837	$2,580	$2,461	$0	$0
Government grants and contracts	$4,342	$4,082	$3,350		
Private gifts, grants and contracts	$98	$107	$1,062		
Other auxiliary enterprises					
Endowment income used in operations					
Other revenue (specify):	$146	$135	$155		
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	**$7,423**	**$6,904**	**$7,028**	**$0**	**$0**
OPERATING EXPENSES (in 000s)					
Instruction	$6,868	$6,709	$6,975		
Research	$0	$0	$0		
Public Service	$23	$15	$30		
Academic Support	$3,930	$4,162	$4,295		
Student Services	$1,594	$1,726	$1,857		
Institutional Support	$1,891	$2,117	$2,351		
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)	$1,362	$1,469	$1,736		
Scholarships and fellowships (cash refunded by public institution)	$1,452	$1,257	$1,304		
Auxiliary enterprises	$0	$0	$0		
Depreciation (if not allocated)	$608	$597	$662		
Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$17,728**	**$18,052**	**$19,210**	**$0**	**$0**
Change in net assets from operations	**-$10,305**	**-$11,148**	**-$12,182**	**$0**	**$0**
NON OPERATING REVENUES (in 000s)					
State appropriations (net)	**$14,710**	**$11,168**	**$12,115**		
Investment return	**$8**	**$8**	**$9**		
Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	**$27**	**$158**	**$184**		
Other (specify):					
Other (specify):					
Other (specify):					
Net non-operating revenues	**$14,745**	**$11,334**	**$12,308**	**$0**	**$0**
Income before other revenues, expenses, gains, or losses	**$4,440**	**$186**	**$126**	**$0**	**$0**
Capital appropriations (public institutions)	**$5,960**	**$634**	**$418**		
Other (specify):	**$628**	**$375**	**$383**		
TOTAL INCREASE/DECREASE IN NET ASSETS	**$11,028**	**$1,195**	**$927**	**$0**	**$0**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (6/30)			3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Year (FY 2016)	Next Year Forward (FY 2017)
		Debt					
		Beginning balance	n/a	n/a	n/a	n/a	n/a
		Additions					
		Reductions					
		Ending balance	$0	$0	$0	$0	$0
		Interest paid during fiscal year					
		Current Portion					
		Bond Rating	n/a	n/a	n/a	n/a	n/a

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

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

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Year (FY 2016)	Next Year Forward (FY 2017)
NET ASSETS					
Net assets beginning of year	$15,999	$21,141	$21,762	$22,272	
Total increase/decrease in net assets	$5,142	$621	$510		
Net assets end of year	**$21,141**	**$21,762**	**$22,272**	**$22,272**	**$0**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$909	$919	$883		
Federal, state and private grants	**$3,701**	**$3,424**	**$3,645**		
Restricted funds					
Total	**$4,610**	**$4,343**	**$4,528**	**$0**	**$0**
% Discount of tuition and fees	52.7%	54.5%	56.7%		
% Unrestricted discount	15.2%	16.2%	15.5%		
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	n/a	n/a	n/a	n/a	

Please indicate your institution's endowment spending policy:

The QVCC Foundation has investment spending policies for endowment assets that attempt to provide a predicable stream of funding to programs supported by its endowments. Under this policy the endowment assets are invested using a diversified asset allocation strategy. The Foundation has a policy of appropriating for distribution each year up to 4.5% of the average of the prior twelve quarters of the fund's total worth as determined by the earnings, dividends, interest and growth as of June 30th.

Please enter any explanatory notes in the box below

Source: Independent Auditor's Report, June 30, 2015 of Quinebaug Valley Community College Foundation, Inc. Notes to Financial Statement, (5) Endowments, Page 7.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
IPEDS <u>Retention</u> Data					
Associate degree students	56%	48%	56%	57%	59%
Bachelors degree students					
IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students	14%	19%	19%	16%	20%
Bachelors degree students					
IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years				26%	33%
Awarded a degree within eight years				28%	35%
Not awarded within eight years but still enrolled				5%	5%
First-time, part-time students					
Awarded a degree within six years				12%	15%
Awarded a degree within eight years				13%	16%
Not awarded within eight years but still enrolled				4%	5%
Non-first-time, full-time students					
Awarded a degree within six years				25%	31%
Awarded a degree within eight years				26%	33%
Not awarded within eight years but still enrolled				4%	5%
Non-first-time, part-time students					
Awarded a degree within six years				16%	20%
Awarded a degree within eight years				19%	24%
Not awarded within eight years but still enrolled				1%	5%
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 IPEDS Outcomes Measures Component Summary - First reporting year: 2015-16 Data Collection System					
2					

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

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution			33%	26%
Not graduated, still enrolled at original institution			2%	3%
Degree from a different institution			n/a	n/a
Transferred to a different institution			13%	9%
Not graduated, never transferred, no longer enrolled			51%	62%
First-time, Part-time Students				
Degree from original institution			15%	13%
Not graduated, still enrolled at original institution			1%	3%
Degree from a different institution			n/a	n/a
Transferred to a different institution			7%	4%
Not graduated, never transferred, no longer enrolled			77%	80%
Non-first-time, Full-time Students				
Degree from original institution			25%	23%
Not graduated, still enrolled at original institution			0%	0%
Degree from a different institution			n/a	n/a
Transferred to a different institution			20%	26%
Not graduated, never transferred, no longer enrolled			54%	51%
Non-first-time, Part-time Students				
Degree from original institution			15%	16%
Not graduated, still enrolled at original institution			4%	1%
Degree from a different institution			n/a	n/a
Transferred to a different institution			18%	16%
Not graduated, never transferred, no longer enrolled			63%	67%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year (FY 2016)	Next Year Forward (goal) (FY 2017)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
2					
3					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1 | **Information regarding degrees awarded from other institutions is not available at the time of this report submission.**

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 2013)		(FY 2014)		(FY 2015)		(FY 2016)	
?	**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									
2									
3									
4									
?	**National Licensure Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									

	? Job Placement Rates									
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Medical Assisting/ 2014		8	6	21	20	8	8	10	NA at this time
2										
3										
4										

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

Web location of gainful employment report (if applicable)   http://qvcc.edu/wp-content/uploads/gainful_employme

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)
		(FY2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
?	**Completion Rates**					
1	Advanced Manufacturing Technology	63%	85%	63%	59%	90%
2	HIMT Coding Specialist	56%	100%	29%	50%	90%
3	Phlebotomy	200%	210%	550%	200%	
4						
?	**Placement Rates**					
1	Advanced Manufacturing Technology	94%	84%	89%	91%	100%
2	HIMT Coding Specialist	n/a	n/a	n/a	n/a	n/a
3	Phlebotomy	n/a	n/a	n/a	n/a	n/a
4						

Please enter any explanatory notes in the box below

With the exception of the Advanced Manufacturing Technology certificate, there is a low correlation between those listing a certificate as their primary major and those being awarded a certificate. While secondary majors are collectable data, most students either do not list one or update as appropriate. In addition, many students either receive a certificate in addition to a degree; or had a plan to receive more than one award. Placement data remains a challenge to the College, but one that we are aware of and are working on addressing

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year (FY 2016)	Next Year Forward (goal) (FY 2017)
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					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	80%	78%	80%	79%	90%
Retention rates (from Fall to Spring)	70%	70%	69%	73%	90%
Graduation rates	n/a				
Other measures, specify:					
Retention rates (within term)	77%	79%	75%	79%	90%

Definition and Methodology Explanations

1 Graduation Rates: Students at our Willimantic Center can be tracked for course completion, within-term retention rates, and persistence rates; however, in order to complete a program additional coursework at the Main campus is required.

2

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

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2015	https://issuu.com/qvcc7/docs/studenthandbook 16-17	Academic Affairs
Intellectual property rights		NA	
Conflict of interest		http://www.ct.edu/files/pdfs/hr-policies-	Board of Regents
Privacy rights	2016	http://qvcc.edu/ferpa/	Academic Affairs
Fairness for students	2016	https://issuu.com/qvcc7/docs/2015-	Academic Affairs
Fairness for faculty	2016	http://www.the4cs.org/files/2016/01/Rights-on-the-Job.pdf	Human Resources
Fairness for staff	2016	http://qvcc.edu/human-resources/affirmative-action/roles-responsibilities/	Human Resources
Academic freedom	2016	http://qvcc.edu/ferpa/	Academic Affairs
Research		NA	
Title IX	2016	http://www.ct.edu/files/pdfs/Policy%20Against%20Sexual%20Harrassment.doc	Human Resources
Other; specify			
ADA	2016	http://www.ct.edu/files/pdfs/policy-ADA-ccc.pdf	BOR Human Resources
Financial Aid Code of Conduct	2016	http://www.ct.edu/files/pdfs/CCC%20FinAid%20	BOR Human Resources
Violence Prevention and Response	2016	http://www.ct.edu/hr/policies#ccc	BOR Human Resources
Library	2016	http://qvcc.edu/library/policies/	Library
Adjunct Faculty Handbook	2016	http://qvcc.edu/wp-content/uploads/2016/06/Adjunct-Faculty-Handbook14JUL16.docx.pdf	Academic Affairs
College Closing Policy	2015	http://qvcc.edu/human-resources/college-closing-policy/	Human Resources

Non-discrimination policies

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Recruitment and admissions	2015	http://qvcc.edu/admissions/	Academic Affairs
Employment	2016	http://qvcc.edu/human-resources/	Human Resources
Evaluation			
Disciplinary action	2016	https://issuu.com/qvcc7/docs/2015-	Acad Affairs
Advancement		please refer to unions' websites	HR/Unions
Other; specify		please refer to unions' websites	
Unions (see 'Other')			
Affirmative Action		http://qvcc.edu/human-resources/affirmative-action/presidentstatement/	Human Resources

Resolution of grievances

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Students	2015	http://qvcc.edu/wp-content/uploads/2015-16-	Acad Affairs
Faculty	2016	http://www.the4cs.org/files/2016/01/Rights-on-	HR/ 4Cs union
Staff	2015	http://www.the4cs.org/files/2016/01/Rights-on-	HR/ 4Cs union
Other; specify			
BOR Policy (Affirmative Action Grid	2015	http://www.ct.edu/files/pdfs/BOR-AAP-	BOR Human Resources

Other	Last Updated	Website location or Publication	Responsible Office or Committee
4Cs union	2016	http://www.the4cs.org/	
NP2 (Maintenance)	2016	http://ceui.org/resourcesandlinks/	
NP-3 (Clerical)	2016	http://www.afscme.org/members/member-	
P-5	2016	http://andr.ct.aft.org/	

Please enter any explanatory notes in the box below

New: A new website was implemented on a new content management system on July 1, 2016, and content is still being added. While more information will be added, the provided links are current as of date of report submission. The current college catalog web-based platform will be migrating in fall 2016 to a new platform and at that time a new catalog for 16-17 will be published.

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?	http://qvcc.edu/contact-us/
Notice of availability of publications and of audited financial statement or fair summary	Not online. Information avaialble from the College's Business Office
Processes for admissions	http://qvcc.edu/admissions/
Processes for employment	http://qvcc.edu/human-resources/employment-opportunities/
Processes for grading	https://issue.com/qvcc7/docs/studenthandbook_16-17
Processes for assessment	http://qvcc.edu/admissions/placement-test/
Processes for student discipline	https://issue.com/qvcc7/docs/studenthandbook_16-17
Processes for consideration of complaints and appeals	https://issue.com/qvcc7/docs/studenthandbook_16-17

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**
Adv. Machine Manufacturing Technology Careers/Program Success	http://qvcc.edu/manufacturing/
Achievements of graduates and faculty	http://qvcc.edu/ (Students & Faculty section)
Achievement of Graduate Jesse Credit (2016)	http://qvcc.edu/student/credit/
Achievement of Graduate Tiffany Taylor (2016)	http://qvcc.edu/student/tiffany-taylor/
Achievement of Graduate John Zastowsky (2016)	http://qvcc.edu/student/john-zastowsky14/
Graduation and Transfer Out Rates	content/uploads/2016/07/IPEDS_DataFeedbackR
Program Learning Outcomes/Employment: Accounting	http://qvcc.edu/associate-degrees/accounting/
Program Learning Outcomes/Employment: Medical Assisting	assisting/
Program Learning Outcomes/Employment: Visual Arts	http://qvcc.edu/associate-degrees/visual-arts/
Program Learning Outcomes/Employment: Business Administration	http://qvcc.edu/associate-degrees/business-administration/
Program Learning Outcomes/Employment: Business Administration: M	http://qvcc.edu/associate-degrees/business-admin-management/
Program Learning Outcomes/Employment: Business Administration: H	http://qvcc.edu/associate-degrees/business-admin-healthcare-mgmt/
Program Learning Outcomes/Employment: Computer Services - IT Su	http://qvcc.edu/associate-degrees/computer-services-it-support-services/
Program Learning Outcomes/Employment: Computer Networking	http://qvcc.edu/associate-degrees/computer-networking/
Program Learning Outcomes/Employment: Early Childhood Education	http://qvcc.edu/associate-degrees/early-childhood-education/
Program Learning Outcomes/Employment: Pathway to Teaching Caree	http://qvcc.edu/associate-degrees/pathways-to-teaching/
Program Learning Outcomes/Employment: Engineering Science	http://qvcc.edu/associate-degrees/engineering-sci/
Program Learning Outcomes/Employment: Human Services	http://qvcc.edu/associate-degrees/human_services/
Program Learning Outcomes/Employment: Technology Sciences	http://qvcc.edu/associate-degrees/tech-studies/
Program Learning Outcomes/Employment: certficate information is also available online	

Date of last review of:	
Print publications	No print version of the college catalog. Web-based version only. Print publications of enrollment guide, student handbook, view piece, parents guide (available in Spanish and Engligh) and financial aid guide (available in Spanish and English)
Digital publications	Student handbook: https://issuu.com/qvcc7/docs/studenthandbook_16-17

Please enter any explanatory notes in the box below

New: A new website was implemented on a new content management system on July 1, 2016, and content is still being added. While more information will be added, the provided links are current as of date of report submission. The current college catalog web-based platform will be migrating in fall 2016 to a new platform and at that time a new catalog for 16-17 will be published.

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

Information	Website location
Institutional catalog	https://issuu.com/qvcc7/docs/2015-16_catalog_for_web?e=13994866/37610805
Obligations and responsibilities of students and the institution	https://issuu.com/qvcc7/docs/2015-16_catalog_for_web?e=13994866/37610805
Information on admission and attendance	http://qvcc.edu/admissions/
Institutional mission and objectives	http://qvcc.edu/who-we-are/
Expected educational outcomes	https://issuu.com/qvcc7/docs/2015-16_catalog_for_web?e=13994866/37610805
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://qvcc.edu/who-we-are/history/
Requirements, procedures and policies re: admissions	http://qvcc.edu/admissions/
Requirements, procedures and policies re: transfer credit	http://qvcc.edu/admissions/transfer-to-qvcc/transcript-evaluation/
A list of institutions with which the institution has an articulation agreement	http://qvcc.edu/advising/transferout/
	http://www.ct.edu/initiatives/tap
Student fees, charges and refund policies	http://qvcc.edu/admissions-financial-aid/tuition-fees/
Rules and regulations for student conduct	https://issuu.com/qvcc7/docs/studenthandbook_16-17
Procedures for student appeals and complaints	https://issuu.com/qvcc7/docs/studenthandbook_16-17
Other information re: attending or withdrawing from the institution	http://qvcc.edu/financial-aid/return-title-iv/
Academic programs	http://qvcc.edu/academic-programs/
Courses currently offered	https://www.online.commnet.edu/pls/x/bzskfcls.P_CrseSearch
Other available educational opportunities	http://qvcc.edu/continuing-ed/ http://qvcc.edu/academic-programs/credit-prior-learning/
Other academic policies and procedures	https://issuu.com/qvcc7/docs/2015-16_catalog_for_web?e=13994866/37610805
Requirements for degrees and other forms of academic recognition	http://qvcc.edu/academic-programs/ ; http://qvcc.edu/graduation/ ; http://qvcc.edu/academics/honors/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://qvcc.edu/employee-directory/
Names and positions of administrative officers	http://qvcc.edu/who-we-are/leadership/
Names, principal affiliations of governing board members	http://qvcc.edu/who-we-are/leadership/board-of-regents/
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	http://qvcc.edu/who-we-are/locations-and-directions/ ;
Programs, courses, services, and personnel not available in any given academic year.	NA
Size and characteristics of the student body	http://qvcc.edu/wp-content/uploads/2016/07/IPEDS_DataFeedbackReport_2015.pdf
Description of the campus setting	http://qvcc.edu/who-we-are/locations-and-directions/
Availability of academic and other support services	http://qvcc.edu/resources/
Range of co-curricular and non-academic opportunities available to students	http://qvcc.edu/student-activities/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://qvcc.edu/resources/
Institutional goals for students' education	http://qvcc.edu/who-we-are/
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	http://qvcc.edu/wp-content/uploads/2016/07/IPEDS_DataFeedbackReport_2015.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.commnet.edu/finaid/netprice/l_npcalc.htm
Expected amount of student debt upon graduation and loan payment rates	http://qvcc.edu/financial-aid/
Statement about accreditation	http://qvcc.edu/accreditation/

Appendix e

Making Assessment More Explicit
(The E Series)

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	Summary list in college catalog: (link is to subframe in catalog): http://qvcc.edu/college-catalog/	College will now be able to gather and use pertinent learning outcomes data consistently, particularly for general education requirements, as the CSCU TAP framework is implemented in the fall of 2016.	Under the framework of the new TAP project, the college will establish oversight of TAP, and the use and reporting of data. This will also be evaluated by College academic governance , through the Curriculum, Instruction, and Policy Committee, under the Academic Senate. Reports will also be sent to the System as	"Closing the loop" at this point in the process has only involved intensive participation (for nearly four years) in establishing the framework for assessment at the System and the local level under the TAP project. This phase has resulted in faculty (staff and administration) learning about the impact of this new process of institutional assessment on students, their ability to transfer to State universities, and the College processes, services, and information training needed to make it happen.	2015-16

			required by the BOR		
For general education if an undergraduate institution:	Currently these are published on the website for the Connecticut State Colleges and Universities under the Board of Regents (BOR). Now as part of a state-wide system, these outcomes must be seen in their wider context for the purposes they serve both locally, for verification and improvement of student learning, as well as for the system-wide function to facilitate transfer and articulation within the CSCU System. http://www.ct.edu/initiatives/tap	Data and evidence that will be valid and consistent is yet to be gathered under this new system. QVCC however will be requiring this to be gathered starting in the fall 2016 semester using an information system that will enable faculty and staff to review not only individual learning achievement, but also the effectiveness of programs as well as the overall transfer and articulation framework, for improvement at each of these levels. This data to begin to be meaningful and useful, will need to be gathered with consistency for at least two years.	Again, this evidence will be used by individual faculty, as well as by the college and the CSCU System at their respective levels of responsibility for implemen-tation of this project.	As of the fall of 2016 the changes (the "loops" that have been closed) involve the inter-college (and university) development of a relatively coherent system of definition of standards, outcomes, academic pathways ('major' –like program definitions at the community college level) and yet to be determined procedures for oversight of their implementation and further assessment. At the college level at QVCC this has resulted in a framework of learning assessment now to be implemented in the fall.	On a 5 year cycle, discipline areas of the college have been reviewed by department chairs under the guidance of the Academic Division Director. The latest of these were completed in the spring 2016 semester; documents from these reviews are not yet available as of late summer due to the total revision of the college website, but will be available in the fall semester.
List each degree program: As of the spring 2016 Semester, at least 10 program "pathways"	Outcomes for these are to be published in the revised college catalogue (Fall 2016); are incorporated into official course records; have been added to program advisement sheets; are to be incorporated into related	Students are to be assessed through course learning assessments defined by each instructor, following rubrics that have been approved at the college, relating to competencies and standards defined collectively at the	This evidence of learning will be interpreted and used at a number of levels, for student	This project (of at least 3 year duration) has been in the development phase of the process. Any "evidence" gathered, or "loops closed" have involved only the	2015-16

have been approved by the college through its local academic governance, as part of the System TAP program. These programs will begin to implement fully the assessment of learning called for by the TAP framework, as of fall 2016. These programs will be under the umbrella degree of Liberal Arts and Sciences, each with a discipline area focus, as a pre-major for transfer. These programs include:	syllabi for each course taught; are listed on the official BOR-TAP web site; and will be available on the college website both in separate program listings as well as through a link to the System resource pages: http://www.ct.edu/initiatives/tap and http://www.ct.edu/transfer	CSCU System level by a representative faculty committee. The variety of these assessments, their validity, and their effectiveness will be evaluated both locally and at the State level after they have been implemented over several years of this program.	assessment by individual faculty, for program assessment by discipline areas and/or departments locally, and at the System level by a yet to be determined body of representative faculty from across the CSCU System.	development and incremental improvement of the process itself. Implementation begins in fall 2016, after which relevant evidence for student and program assessment will become available.
Biology Chemistry Communication Criminology* English History Mathematics				

Political Science Psychology Social Work* Sociology					
4. Early Childhood Education	http://qvcc.edu/wp-content/uploads/2015-16-catalog-for-web.pdf#page=19	Outcomes incorporated in Syllabi, made available to students, and to be published online; also incorporated in materials for accreditation through NAEYC.	Evidence is currently being interpreted by faculty including the department chair and the Academic Division Director		2015-2016
5. Allied Health	http://qvcc.edu/certificates/allied-health/	Allied Health outcomes are published in detail in syllabi and course assignments, in relation to assessed competencies as prescribed by external accreditors.	Evidence is currently being interpreted by faculty including the department chair and the Academic Division Director		2015-2016
6. Medical Assisting	http://qvcc.edu/wp-content/uploads/2015-16-catalog-for-web.pdf#page=24	Students take the CMA examination upon completion of the program. Statistics are kept for passing rates. Students must also prove proficiency in clinical competencies. Program also collects "positive placement" data. (employment in field	Internally: Medical assisting program coordinator, medical assisting advisory board Externally: Medical Assisting Educational Review Board	CAAHEP made extensive changes to the curricular standards in 2008. MA program has made changes to address these new standards. Changes include addition of Electronic Health Records course, collection of all assessments for	2015-2016

			(MAERB) and CAAHEP transfer to Another program, enter into military)	cognitive, psychomotor, and affective domains	

Institutions selecting E1a should also include E1b.

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

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

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
CAAHEP	2012	Change chairs in clinical classroom, follow up with graduates and employers better, reformat some administrative competencies.	Retention, graduation rate, response from graduates and employers, certification exam passing rates	Annual report – 2017 Self-study - 2018
NAEYC	2016	No key issues were identified	Retention, graduation rate, response from graduates, employers, transfer to four year universities	Annual report – 2017 Self-study - 2019

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

Institutions selecting E1b should also include E1a.