

**Interim Report  
to the  
New England Association of Schools and Colleges  
Commission on Institution of Higher Education**



**Submitted by:  
Three Rivers Community College  
Norwich, Connecticut  
September 29, 2017**

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## Introduction

On May 25, 2016, the president of Three Rivers Community College, Mary Ellen Jukoski, called together faculty and staff to form nine Standard Committees for the generation of a fifth-year interim report for NEASC. The purpose of each committee was to gather information and report on the work the College has conducted since the last 10-year self-study in 2012. These committees convened in September 2016 and worked throughout the fall. By December 2016, the committees sent their reports to the dean of Academics, Jerry Ice, the director of Institutional Research, Laura Qin, and the document editor, Michael Stutz. In spring 2017, the reports were compiled into a series of drafts by the editor and then were sent out for comment to faculty and staff in February, March, and May. Revising and refining of the report continued over the summer, with additional input from: President Jukoski; the director of Institutional Research; Steve Finton, the acting dean of Student Services, Enrollment Management, and Workforce Development; Gayle O’Neill, the director of Finance; Susan Topping, professor of English, who was copy editor; April Hodson, executive assistant to the president; and the document editor.

The purpose of this interim report is to provide an update on the status of the college since the last self-study in 2012. This report gives an update on the areas of special emphasis identified by NEASC, which were noted in letters from the commission dated October 10, 2014, November 17, 2015, and July 12, 2017. These letters resulted from the ten-year reaccreditation evaluation team’s visit that occurred in the spring of 2013, a report on dual enrollment submitted to the commission by the Connecticut Board of Regents, a two-year progress report that was submitted by the College in the fall of 2015, and a report on the College’s graduation rate that was submitted in the spring of 2017. This report also gives updates on: how the College continues to meet the commission’s Standards for Accreditation; changes that have been made since the College’s self-study; and, as recommended by the commission, how the College ensures “satisfactory levels of student achievement on mission-appropriate student outcomes.” Additionally, this report will outline the College’s institutional plans for the next five years.

The generation of this report was a collaborative undertaking. In addition to the leadership of President Jukoski and Dean Ice, faculty and staff from all areas of the College were convened to form the Standard Committees. The members of these committees were:

**Table 1. NEASC Interim Report Standard Committees**

<b>Standards</b>	<b>Faculty</b>	<b>Staff</b>
I. Mission and Purposes	Cindy Arpin Todd Barry	Kem Barfield (Chair)
II. Planning and Evaluation	Mike Carta (Chair) Sandra Jeknavorian	Kacey McCarthy-Zaremba
III. Organization and Governance	Nicola Ricker (Chair) Kelly Molkenthin	Jon Brammer

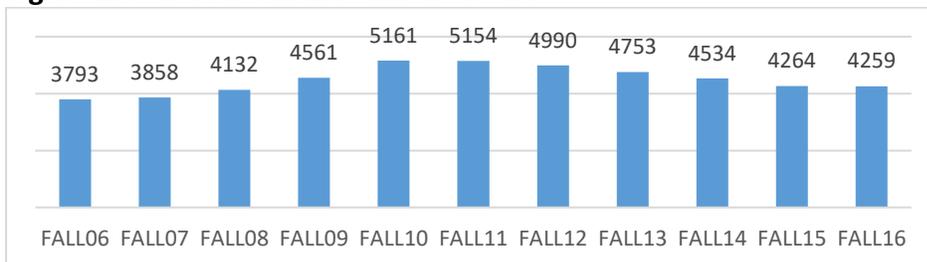
<b>Standards</b>	<b>Faculty</b>	<b>Staff</b>
IV. Academic Program	Heidi Zenie (Chair) Mike Stutz	Christine Languth
V. Students	Kevin Amenta Celeste Arrietta	Betty Williamson (Chair)
VI. Teaching, Learning, and Scholarship	Pamela Carroll (Chair) Joe Selvaggio	Jodi Calvert
VII. Institutional Resources	Brian Kennedy Ed Muenzner (Chair)	Gayle O'Neill
VIII. Educational Effectiveness	Art Braza (Chair) Lily Rafeldt Terry Delaney	Laura Qin
IX. Integrity, Transparency, and Public Disclosure	Sarah Selke (Chair) Edie Ouellet	Louise Summa Kathryn Gaffney

### Institutional Overview

Three Rivers Community College (TRCC) is a public, two-year College within the Connecticut State Colleges and University System. In 2012, the Boards of the Connecticut Community College System, the Connecticut State University System and Charter Oak College merged to form one Board of Regents for the Connecticut State Colleges and University (CSCU) system. The ConnSCU system is comprised of twelve community colleges, the four state universities (Central, Eastern, Southern, and Western) and Charter Oak State College.

Three Rivers is situated in Norwich, Connecticut, and serves students in New London County, as well as students from the surrounding region. As of Fall 2016, the enrollment for the college was 4,259 full and part-time students, a significant decrease since Fall 2010, when enrollment was 5,161 (Figure 1). This decline in enrollment is due to a decrease in the high school graduate population and an improved local economy.

**Figure 1. Ten-Year Fall Enrollment Trend**



Students come to the College with an increasing amount of technological skill, so the College has continued to invest in its educational technology and information technology infrastructure. SMART technology and AV stations are used in classrooms; there are computer desktops or laptops in faculty offices; updated MS Office suite software is regularly installed;

open labs for students are maintained; and a continuously updated learning management system is available for all classes. Additionally, multiple 21<sup>st</sup> Century classrooms have been designed and are now being used.

The College has made progress in its efforts to recognize the importance of data and its use in improving all academic activities. In the general education curriculum, where the College has invested significant faculty resources over the past decade, the General Education Task Force has taken steps to define outcomes, measure their results, and give feedback regarding new outcomes. This has been aided by several professional development days for faculty and staff over the past five years. A new governance structure that has brought general education and program assessment under the purview of the Curriculum Committee has helped to facilitate improved assessment reporting that can drive necessary curricular improvements. Additionally, participation in the Multi-State Collaborative has provided additional professional development and experience in assessment for faculty and staff at the college.

In particular, the Nursing Program is noteworthy in the use of assessment-derived data gained from program review. The Nursing faculty participate in ongoing assessment for the purpose of assuring that program outcomes are met. Graduation completion rates, NCLEX-RN<sup>®</sup> pass-rates, job placement and education progression are measured each academic year. These outcomes are shared with national and state accrediting agencies (The Connecticut State Board of Nurse Examiners and the Accreditation Commission for Education in Nursing [ACEN]). NCLEX-RN<sup>®</sup> pass-rates are consistently above the national average, job placement rates are between 90-100 percent in the past three academic years, and education progression rates range from the mid 40 percent to low 50 percent in the past three academic years. In 2010, the National League for Nursing Accreditation Commission (NLNAC), now the ACEN, granted the Nursing Program a full eight-year accreditation. In 2015, the CT State Board of Nurse Examiners granted full approval of the Nursing Program.

As is the case with public institutions all over New England, Three Rivers is facing challenges with regard to planning associated with the budget. The State is constrained by funding reductions across all state agencies, including its community colleges, impacting the college's Connecticut General Fund Block Grant. These constraints continue to impact the College in significant ways, and these challenges of declining enrollment and funding reductions are coming immediately following a period when the College had experienced its highest growth in enrollment. These budgetary challenges have led to staffing reductions in recent years, restructuring of administrative departments in the College, and have also propelled the College to find ways to streamline its workflow while continuing to meet student needs.

While planning has been difficult in the current budgetary climate, the College has continued to make the most of its vital resources, which are its faculty and staff, to ensure that the educational goals of its students are met. Three Rivers is an essential community resource and continues to provide programs of high quality in order to meet the educational needs of the region.

## Responses to Areas Identified for Special Emphasis

### **1. 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.**

The College's dual enrollment program is in total compliance with the Commission's Policy on Dual Enrollment Programs. The College is involved in two dual enrollment programs, the College Career Pathways, and a partnership with Three Rivers Middle College.

#### *College Career Pathways*

The College Career Pathways (CCP) program is a concurrent, or dual enrollment, program administered by Three Rivers Community College (TRCC). Students gain exposure to the academic challenges of college while in their familiar high school environment, earning college credit and a college transcript when they successfully complete the course. Concurrent enrollment supports the collaboration between high school teachers and college faculty, thus encouraging the alignment of secondary and postsecondary curriculum.

CCP courses are taught during the regular high school day by qualified high school teachers who have been certified as adjunct instructors for TRCC by the corresponding academic departments. In order to be part of the CCP program, a memorandum of understanding (MOU) is created for each partner high school upon teacher certification and curriculum approval, stipulating that: CCP courses taught by high school instructors are as rigorous as the TRCC on-campus counterpart; and that TRCC and each high school collaborate to ensure the content, assignments, and assessments of CCP courses are the same as courses offered on the TRCC campus.

Prior to the 2014-15 academic year, the College began planning to change some aspects of the CCP program in order to better align it with NEASC policies on dual enrollment. During this transition year, veteran teachers who taught courses in the past were provisionally approved while TRCC formalized the policies and procedures, including the development of an instructor application and handbook. From that point on instructors of dual enrollment courses were expected to have the same qualifications and meet the same criteria as on-campus adjunct instructors, including that instructors have a master's degree in the discipline in which they teach. Instructors are selected, supervised, and evaluated by the college. Annual professional development is required for all instructors. The academic departments approve the curriculum for every course. The TRCC syllabi and textbook requirements, as specified by individual departments, are required of all courses offered in dual enrollment programs. The academic department reviews the course and the course approval form is kept on file. In addition, TRCC faculty liaisons from each academic department evaluate dual enrollment high school teachers. Meetings between TRCC faculty and the high school instructors occur at least once per academic year. Despite the stricter requirements, concurrent enrollment remains popular among the service region's high schools. As Table 2 indicates, concurrent enrollment has increased from 347 (AY 2012) to 582 (AY 2016).

**Table 2. Concurrent Enrollment Trend**

CCP Enrollment	2012	2013	2014	2015*	2016
<b>Headcount</b>	347	443	425	907	582
<b>Total Credits Taken</b>	4065	5237	4968	8075	1883

\*During the 2015 transition year, both junior & senior high school CCP enrollment were counted.

*Three Rivers Middle College*

Three Rivers Middle College, a magnet high school for juniors and seniors, began accepting students in 2013 after a two-year approval process that entailed research and writing an application to receive state funding. For the last two years, when the Middle College has had its students for the two-year term it currently offers, the number of students accessing the college for credit-bearing courses has increased. In 2015, 27 students earned 749 credits, an average of 27 credits per student. Five of those students completed the equivalent of a semester’s worth of credits and sixteen completed the equivalent of a full year of College. In 2016, 35 students earned 879 credits, an average of 25 credits per student. Seven students completed the equivalent of a full semester and 20 students the equivalent of a full year. Last year the Middle College had its first student graduate with an associate’s degree in May and a high school diploma in June. Since the Middle College began graduating students, it has had a 100% college placement rate.

**2. Report on achieving enrollment goals and maintaining financial resources sufficient to support its mission in light of the reorganization of higher education governance and level of funding by the state of Connecticut.**

*Enrollment and Retention Goals*

In the Fall of 2012, TRCC's enrollment was down 3.4% compared to the previous year at the same time. Unfortunately, this trend was projected to continue as the result of a declining high school graduate pool, prompting the College to develop an enrollment management strategy. A number of initiatives were enacted that brought student enrollment to a higher level than projected, including: advising and recruitment events; increased marketing efforts; yearly surveys to students; and data collection on enrollment and completion. Student placement processes have been modified to a multiple measures model, which increases the percentage of students placed directly into college-level classes, which could increase retention. Assessment of these initiatives is ongoing.

With the implementation of these plans over the last two years, enrollments were stabilized, and by the Spring of 2017, TRCC ranked number three in headcount and FTE for the seventeen CSCU colleges. TRCC's enrollment management plan initiatives were essential to sustaining college enrollments and current services for students, especially during Connecticut's challenging budgetary climate. Even more challenging was the CSCU Budget Office's enrollment targets based on the average of the previous three years. Fortunately, by following a systematic and organized enrollment strategy, TRCC exceeded the Budget Office's targets on a routine basis. Each year during the spring term, the enrollment management plan (for recruiting and

marketing) is assessed and summarized for the previous year. For 2017/2018, TRCC will add a retention plan, as a result of the Enrollment Management Plan Task Force, which has been meeting since December 2016.

Additionally, TRCC is one of four community colleges in CT and 69 in the country to implement the Second Chance Pell Experimental Program, which allows incarcerated students the ability to utilize Pell funding for credit certificates. Since Fall 2016, the College has served 169 students in eleven courses and secured volunteer tutors. This has broadened the College's scope of enrollment and revenues and provides inmates with education that assists with job retention once they are paroled.

Three Rivers is approved as a federally funded training site for SNAP-eligible students to obtain jobs. Since the summer of 2016, over 30 of these students have participated in employment and training activities and received extensive case management services. The majority of students have enrolled in Allied Health Programs and have then been certified for entry-level health positions. For the 2017-2018 program year, the College is adding career-based credit certificates to the catalogue of programs available to SNAP students.

While much of the focus is on the credit side, TRCC's non-credit programs are growing the College's fiscal bottom line at a remarkable rate. In the last 3 years, TRCC has diversified its program mix to meet the demands of local industry and the Eastern Workforce Development Board. Since 2016, the College has implemented a 3-year, US Department of Labor, \$6 million Workforce Innovation Fund grant. The "Eastern CT Manufacturing Pipeline," taught at Grasso Technical High School, provides customized trades training in manufacturing, welding, and design. TRCC has trained over 180 under and unemployed students for these high demand trades in the manufacturing sector, and the program boasts a 92% entered employment rate. The success of these programs has generated additional credit and non-credit manufacturing programs supported by CT DOL Apprenticeship funding at Electric Boat and smaller manufacturers in the region.

Planning within the Student Services Division, which now includes Workforce and Community Education (WCE), is frequently driven by grant funding, which is proactively sought. For example, the college continues to apply for and receives the ConnCAS grant. WCE submitted TRCC's application for the USDOL TAA Grant: CT Advanced Manufacturing Initiative (CAMI). TRCC was awarded \$1.3 million to design a metals manufacturing certificate program in response to regional workforce development needs. This program is currently being piloted, and its progress will be monitored and assessed.

The Academic Standards and Advising Committee (ASAC) has continued to support faculty and staff in their efforts to provide a meaningful advising experience that promotes student success, reduces attrition, and increases the College's graduation rate. In the past few years, the ASAC has developed a series of initiatives designed to support new and developing advisors (e.g., the Faculty Mentor Program) in their work with advising students. The ASAC has also focused on offering professional development opportunities to at risk students, in particular

first generation students and undecided students. There have also been opportunities where faculty members have increased their advising hours. One initiative, the Open Advising Days, was very successful. Three Rivers currently offers three orientations per year, two for fall enrollees and one for spring enrollees. In the last few years, we have expanded student attendance, the services provided, and faculty participation at the orientations.

*Financial Resources*

Three Rivers Community College receives funding from two primary sources. Approximately 62% of the 34 million dollars in operating revenue is received from the State of Connecticut in the form of appropriations. The balance is collected from tuition and fees charged to students. For eligible students, financial aid covers tuition, fees, and books. Many students receive a refund of their surplus grant money to cover living expenses and transportation costs. Table 3 shows the College’s sources of revenues in the last three fiscal years.

**Table 3. College Revenues FY2015 – FY2017**

Revenues	FY15	FY16	FY17
Tuition	\$10,134,825	\$10,408,973	\$9,539,854
Fees	\$273,840	\$2,805,709	\$2,664,839
Other Revenues	\$965,759	\$940,000	\$851,570
Total Other than General Fund	\$11,374,424	\$14,154,682	\$13,056,263
General Fund	\$20,017,496	\$20,768,619	\$20,714,706
Percentage of revenue provided by the State	63.77%	59.47%	61.34%

As state appropriations become more limited, the College continues to evaluate the number of programs and services offered. Program reviews are conducted and evaluated against information received from industry leaders to ensure that the College is offering the ideal mix of programs that meet the needs of students and facilitate student success. As part of these reviews, programs are analyzed to determine their sustainability and opportunities for growth.

The College works to maintain a balanced budget through improvement in energy utilization, profitable food service operation, and staffing reductions. The College continues to plan, evaluate, and implement the efficient use of resources in order to ensure financial stability. For example, in recent years, multiple positions have been eliminated to reorganize and right-size the institution, and low-enrolled programs have been terminated. Conservative fiscal management, campus-wide collaboration, and limited discretionary spending have been instituted. Table 4 show the breakdown of faculty and staff positions from FY2015 to FY 2017.

**Table 4. Faculty and Staff Positions FY2015 – FY2017**

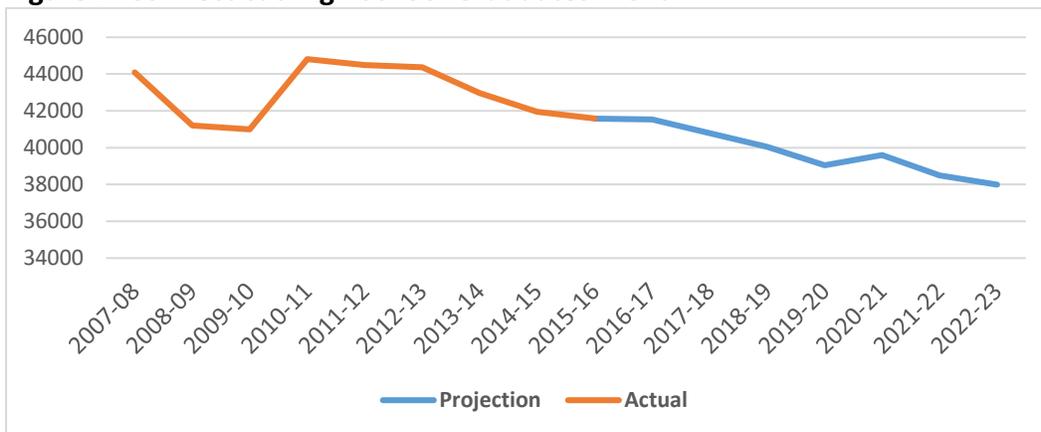
Position category	FY15	FY16	FY17
Full Time	190	160	157
Temporary Part-Time	78	67	88
Part Time Lecturers	238	270	218
Total number of faculty and staff positions	506	497	463

Faculty work load has been carefully managed to ensure that classes are exceeding break-even point. Cost savings continue to be directed toward academic and student support functions. An example of a place where the College has maximized resources is the current strategic planning process. Instead of hiring an outside firm to write the plan, the Three Rivers is utilizing the College’s faculty and staff to help craft the plan, with the guidance of faculty consultants from the Coast Guard Academy. This is helping the College use the current strategic planning process to aid in maximizing resources in the face of increasing budgetary constraints, statewide initiatives, and evolving BOR goals and priorities.

Another area that the College has sought to streamline is in terms of accreditation. Independently accredited programs have reviewed the necessity and utility of accreditation for their programs and, where deemed appropriate, have decided not to renew accreditation. In November 2015, the Technologies Department recommended to the president not to renew its ETAC accreditation because of the cost, increased workload for faculty, and lack of accreditation relevance for 2-year programs. In January 2016, the president notified ETAC of ABET of the College's decision not to seek re-accreditation for any programs. In 2016, the Business Department also decided not to renew its accreditation.

Although fund balance is only one indicator of financial fitness, the College has maintained a positive position over the past 5 years. Recent increases to the College’s unrestricted net assets gives the College the flexibility to respond to unforeseen financial challenges should they develop in the future. One such factor that will have the greatest financial impact on the College is the projected significant declining population of high school graduates (Figure 2) and the current fiscal condition of the State of Connecticut. With projected declining tuition revenue from enrollment and decreasing state funding, the College needs to be fiscally responsible and nimble in order to offer the same high quality educational programs to its students.

**Figure 2. Connecticut High School Graduates Trend**



Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016

In terms of the goal of increasing enrollment and revenue, a comprehensive marketing plan is being developed, spearheaded by the new Director of Marketing. This plan focuses on increasing enrollment through web, social media, and other digital platforms. On September 7, 2016, the College launched a completely redesigned website, [www.threerivers.edu](http://www.threerivers.edu), as part of the new marketing plan. The goal of the website is to build student enrollment and community pride. It focuses primarily on prospective students that are either interested in a degree or career enhancement through a certificate or workforce program. A Request Information Form was submitted by over 450 prospects within the first three months. It also provides a public platform for Three Rivers. The new website is mobile friendly and has user-friendly navigation, making it easy for users to find what they need. Key contacts are listed on most pages, and a directory makes phone numbers easy to find. The site also makes interactions between the visitor and the College simple.

In sum, the College’s multi-pronged efforts on admission, advising, retention, and marketing have resulted in stabilizing the College’s enrollment. As Table 5 indicates, while the College’s enrollment saw a -3% to -6% annual decrease from fall 2012 to fall 2015, there was no decrease in its fall 2016 enrollment compared to 2015.

**Table 5. Percentage Change in Enrollment Compare to Previous Year**

	FALL 11	FALL 12	FALL 13	FALL 14	FALL 15	FALL 16
Headcount	5154	4990	4753	4534	4264	4259
% Change	N/A	-3%	-5%	-5%	-6%	0%

**3. Report on continuing to build capacity to support its use of evidence and data to make improvements throughout the college.**

At the institutional level, the College has broadened its culture of planning and assessment significantly. The process is overseen by members of the President’s Cabinet, who review institutional performance indicators (Table 6) that reflect strategic planning goals for all units.

**Table 6. TRCC Institutional Priority Performance Indicators**

Key Indicator	2012	2013	2014	2015	2016	1-year Change	5-year Average
1 Enrollment Headcount	4990	4753	4534	4264	4259	↓	4560
2 Enrollment FTE	2846	2752	2630	2491	2460	↓	2636
3 Fall-to-Spring Retention Rate	76%	72%	75%	74%	71%	↓	74%
4 Fall-to-Fall Retention Rate	55%	51%	56%	51%	N/A	↓	53%
5 Developmental Course Pass Rate	51%	49%	52%	48%	N/A	↓	50%
6 College-Level Course Pass Rate	72%	70%	70%	70%	N/A	→	70%
7 Distance-Learning Course Pass Rate	68%	66%	67%	68%	N/A	↑	67%
8 Average First Year Credit Earned (Full-Time)	20	20	21	22	N/A	↑	21
9 Average First Year Credit Earned (Part-Time)	9	10	10	10	N/A	→	10
10 Degrees Awarded	549	537	510	546	N/A	↑	536
11 Certificates Awarded	123	95	76	71	N/A	↓	91

These performance indicators measure the institutional priorities stated in the College's strategic plan and provide a foundational and functional framework for monitoring institutional assessment. Achievement of the College's strategic priorities is documented through an institutional assessment report generated twice a year and disseminated to the President's Cabinet for review. Institutional surveys such as the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), and the National Community College Benchmark Project (NCCBP) continue to be administered at the College, and the results are integrated into program and institutional assessment. Within the divisions of the College, goals and action objectives are formulated for each academic year in alignment with the strategic plan. Reports are generated to document the achievement of the articulated action objectives on either a biannual or annual basis. These reports are compiled by extracting information from the various work units that operate under each division.

In the past few years the College has made good progress in academic assessment. One substantial change has been for program reviews, a change due to policy and procedural changes at the BOR. Program reviews are conducted on a five-year cycle and are part of a common schedule and include feedback from students and advisory boards. Every five years, academic program coordinators are required to submit program reviews or external accreditation self-studies, documenting program and course-level achievement data, and discussing strategies for improving student learning outcomes. Different programs vary in the depth and breadth of their assessment practices and professional accreditation requirements. The areas in which program quality is evaluated may include, but are not limited to:

- Student enrollment, retention, graduation and transfer to 4-year institutions.
- Student advisement, engagement, and support data based on results from CCSSE.
- The quality of educational programs including assessment of student learning (course-level grade distribution), student artifacts, general education assessment data, etc.
- The sustainability of institutional resources to maintain the quality of the program.
- The strengths and weaknesses of the program.

A distance learning assessment has been implemented this year to ensure the quality of distance courses. Assessment of the college's delivery of developmental education is ongoing since the implementation of PA 12-40 legislation, including an evaluation of grade distribution and withdrawal data for students taking the intensive and embedded English and Math courses.

The General Education Task Force oversees yearly assessment of the College's General Education Competencies, which are assessed based on a five-year calendar. Assessment results are presented to the Curriculum Committee, relevant departments, and the larger faculty body, and action plans are used to address areas that need improvement. Participation in the Multi-State Collaborative (MSC) to Advance Learning Outcomes Assessment continues and has helped to increase awareness and understanding of assessment theory and practices. These gains have most immediately translated into having a broader pool of trained faculty to participate in the College's General Education assessment. Concurrently with this, and due to professional development of faculty members on the General Education Task Force, input from

the Director of Institutional Research, and help from the Director of Educational Technology, the College's General Education assessments have improved significantly over the past few years to include a broader pool of artifacts assessed. Additionally, there has been a more detailed and meaningful analysis of assessment results, including incorporating analysis with student data and involving more faculty in the assessments.

The College is using the strategic planning process to: glean feedback more regularly across all programs for the various constituencies that the College serves (e.g. graduate feedback); establish more clearly defined benchmarks and follow-up implementation reports to action plans within various work units of the institution; as well as establish more definitive timelines to aid in goal achievement. The role of the Office of Institutional Research has become increasingly more central to decision making at the College. The office regularly collects, analyzes, and disseminates student demographic, enrollment, retention, completion, and transfer data to the campus community. These data are used by senior leadership, faculty, and staff for trend analysis, enrollment projection, program review, and institutional assessment.

One of the studies conducted include an analysis of the correlation between student high school GPA and first semester success. In 2013, under a legislative mandate, the College began to place students into their first English and Math courses using Multiple Measures. For this method of placement, advisors use at least two of the following measures: High school transcript, SAT scores or ACT scores, ACCUPLACER scores, and a student background questionnaire, all taken within the last five years. Students have been placed into initial Math and English courses on the basis of Multiple Measures for three years. Recent research by our Institutional Research director has shown that high school GPA is strongly correlated with course completion, success, and first term GPA at TRCC. Institutional Research has also evaluated the registration patterns based on the placement recommendations. IR also assessed the success of students who enrolled at the level recommended or at a higher or lower level. First semester success was defined by course grade, pass rate, and term GPA. Success was correlated to Accuplacer cut off scores and High School GPA as well as advisor recommendation. Findings indicate: 1) High school GPA was the best indicator for student academic success across the board, 2) Developmental courses with embedded tutor support saw better student success. The results were studied at the Advising and Counseling meetings and are being incorporated into the College's placement strategies. The results have also been presented at Math and English Department meetings. Due to this finding, student GPA is now included as one factor in the Multiple Measures for student placement. Additionally, because high school GPAs were accessed from the hard copy transcripts but because of this study, the GPA will now be entered into Banner for easier access for placement and continuous assessment of the Multiple Measure process.

In addition, advising staff have been working with Institutional Research to assess the success of advising strategies and develop best practices for counselors, academic advisors and faculty advising partners. For example, the pairing of both 6-credit Math and English developmental courses in the first semester was studied for success rates at varying developmental levels. Analysis of students' GPA and retention rates suggested that those students who took one

developmental and one college-level course performed better than those who took two developmental courses during their first semester. Consequently, efforts were made to offer developmental students with paired developmental and college-level courses (with no pre-requisite). Advisors were made aware of the results to be able to advise for success.

Surveys are used to a great extent to proactively solicit student opinions regarding services and course environment. Library surveys are routinely conducted each semester. Title IX campus climate surveys have been completed in 2015 and 2016 with plans to provide them on a continued basis each year. Student services surveys in the areas of advising, retention, career services, transportation, childcare, and enrollment have been provided since 2011.

There have also been improvements made due to findings from the College's 2012 self-study. It was noted in the 2012 NEASC visiting team's report that the college's Tutoring and Academic Success Center (TASC) was crowded. Based on this feedback, the Language Lab was moved to its own dedicated room. Additionally, the College realigned its master plan to expand the existing Tutoring Center. The plan was approved by the Board of Regents, virtually doubling current square footage, and is opening in fall 2017.

Regarding the former Standard 10 (Public Disclosure), the Visiting Team's concern was that "[a]lthough claims about student employment and placement are not made, the college does not provide this data which could aid students and families." This data is now made available through a recent collaborative initiative between the BOR and Department of Labor.

One of the five-year projections from the 2012 Self-Study was to expand access to information through additions to the website. For example, it was stated that the Institutional Research Office would work to move more data regarding diversity, retention rate, employment placement, and statistics from the Intranet to the College website. This data is now available to the public on the College's website and can be found through the following link:  
[http://www.trcc.commnet.edu/President/Inst\\_Research/FactBook.shtml](http://www.trcc.commnet.edu/President/Inst_Research/FactBook.shtml)

#### **4. Report on how the College has implemented initiatives to understand student success and how it has used student success data for improvement.**

As described in the previous section, many of the efforts the College has undertaken in the past five years in regards to using data and evidence for decision making has been focused on student success, specifically focusing on using evidence to make changes and create the conditions where students are most successful. One important area of effort is in the use of surveys, such as CCSSEE, SENSE, NCCBP, Title IX Campus Climate surveys, library surveys, and Student Services surveys. Assessment has also been a major priority for the College, including Program Reviews, General Education Assessment, and Distance Learning Assessment. Additionally, the College's current Strategic Planning process is being conducted in an open way that invites input from the College community.

The Institutional Research Office has also taken on a more central role in decision-making at the College, such as the role it played in studying the connection between high school GPA and first-semester student success, which led to the adoption of the Multiple Measures of Success placement, which is used for placing new students into their initial Math and English courses. Using this placement rubric gives advisors a more comprehensive view of each student's academic performance and potential success in college-level Math and English courses. Before using Multiple Measures, the rate of placement of new students into college-level Math and English courses was below 40 percent. It has now increased to between 56-59 percent, while course success rates have remained the same as before this change.

In response to analyses of the current graduation and retention rates for the College, and with the goal of improving both to further student success, a major retention initiative that the college is pursuing is the Guided Pathways for Success (GPS), a national initiative focused on student retention and student success. The major components to the plan include: structured schedules, clearly defined areas of interest (also known as "meta majors"), proactive advising/early alert mechanisms, academic roadmaps, and 15 credits to completion. Based on the results from the 2013 SENSE survey, the College determined that GPS would meet the needs of students who felt that they did not fully understand the program of study and the process of obtaining a degree. Also, by integrating academic and student services into a coherent and intentional system, this approach can better guide and support students to reach their educational goals.

Three Rivers has made a significant investment in the GPS initiative. An active committee has been working on the initiative for two years and has planned two college-wide professional days that have been devoted to faculty and staff training in Guided Pathways. These professional days have included national speakers, hands-on exercises, and department driven exercises. A faculty and a staff member attended the 2016 national Guided Pathways Conference that also had in attendance Connecticut State legislators, CSCU System Office staff, and faculty from other state community colleges. The College has developed and is implementing major areas of interest, proactive advising, and midterm grades. The pilot phase of GPS began in Fall 2016 with the implementation of structured schedules for four majors from across the College. This pilot is meant to test the effectiveness of: students taking 15 credits a semester; using student cohorts to increase retention; and student preferences regarding structured, full-time schedules. The Office of Institutional Research is working closely with the GPS committee to monitor the program's impact on student GPA, retention, and progress towards graduation. In fall 2016, the GPS Committee instituted a new registration event named Advising Days that was held for two days just prior to first day of registration for continuing students. Advising Days included faculty representatives from all departments (or department clusters), Student Services, including advisors and staff from the offices of the Registrar, Financial Aid, and the Cashier's Office. All of these personnel were located together for a streamlined drop in "one-stop" advising and registration event. In total, 34 faculty participated and over 180 students were advised.

In addition to working on initiatives that are designed to strengthen enrollment and make students more successful academically, Three Rivers has also undertaken initiatives that are meant to help make students successful outside of the classroom. For instance, the College assesses all students who attend the new student orientation and has implemented programmatic changes based on student input, such as providing interactive student activities based on student requests, as well as providing student speakers to more thoroughly engage students in their transition to the postsecondary environment. The College has eliminated breakout sessions that were not well received or in demand, and has also modified the content and approach of the parent/family orientation sessions to reflect parents' shifting concerns, which are gleaned from evaluation feedback. Another student event that is assessed is Fresh Check Day, which is the signature mental health and campus engagement fair on campus each fall. The College assesses all student attendees and modifies messaging, activities, and food options based on student feedback. The College continues to be extremely responsive to student opinions and provides a powerful model of campus activity and engagement to connect students to TRCC at all levels.

The College's Veterans' Committee has surveyed the campus veteran population several times and has made changes accordingly. Changes were made to the Oasis Center in response to student comments. The Oasis hours were increased, the location was changed, and the center was remodeled. As a result of another survey, the College now identifies for students which academic advisors are veterans and has added special recognition of our veterans at our graduation ceremony. As a result of a survey of participants at the Veteran's Resource Fair, the College has broadened the services offered to include career services and transfer colleges. The College has also scheduled a veterans' counselor to come to campus regularly.

## **Standard One: Mission and Purposes**

### **Mission, Vision, and Values Statement**

#### **Mission**

Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.

To accomplish its mission, Three Rivers Community College:

- Offers post-secondary educational opportunities;
- Encourages life-long learning;
- Provides a well-rounded and rewarding educational experience with an emphasis on critical thinking, effective communication, and the College's institutional values;
- Fosters an appreciation of the natural and social sciences, humanities, technology and the arts;
- Helps students achieve their goals;
- Serves as a community resource for people and institutions within its service area;
- Delivers its services efficiently and measurably; and

- Contributes to economic development of this region and the state.

### **Vision**

Three Rivers Community College will be a college of choice with a reputation for innovation, quality, and accessibility, serving a dynamic student population.

### **Values**

- Teaching and Learning
- Integrity and Service
- Community and Diversity

### **Values in Action**

- Teaching and Learning – Instruction that stresses close consideration, critical analysis, and careful design; collaborative, nurturing, learning communities that foster student success; active, innovative teaching strategies, including a commitment to learning through service; learning for lifelong achievement, growth, development and satisfaction;
- Integrity and Service – Responsibility to oneself, one’s peers, one’s colleagues and one’s community; trust and confidence in our academic programs; an atmosphere of collegiality across the academy;
- Community and Diversity – Access for all regardless of age, race, ethnicity, culture, gender, orientation, or disability; civic engagement within and outside the college; academic, social and technical resources for citizens within our service area.

*Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.*

### Mission Statement (Adopted 2007)

The core principles of educational accessibility, affordability, and diversity are the basis for all institutional activities at Three Rivers Community College. The first Mission Statement was developed in 1992 when Three Rivers Community College was formed from a merger of Mohegan Community College and Thames Valley State Technical College. The Mission was revised in 2001 and again in 2007, when Vision and Values Statements were added. The College community understands and supports the current Mission Statement. In 2011, a survey of faculty and staff showed that 97.1% thought the Mission Statement reflected the College’s work; 96.1% thought the College Vision Statement was appropriate; and 88.3% thought the institutional Values captured the values of the College community. In response to the 2011 survey, physical copies of the Mission Statement were displayed at three places on campus and in the Student Handbook. It is also available on the College website.

The Mission and Purpose of the College remain widely accepted and understood by the College community and its students. At a professional day in fall 2016, faculty and staff were surveyed

using a Likert scale to indicate their level of agreement in understanding the Mission Statement and Vision Statement, as well as college values such as affordability, diversity, accessibility, and meeting a variety of educational needs. Those that responded to the survey constituted a representative sample of the faculty and staff at the College. Most faculty and staff members agreed or strongly agreed to statements indicating an understanding of the Mission and Values Statements.

There were zero faculty and staff who disagreed or strongly disagreed with a statement indicating an understanding of the Mission and Values Statements. Likewise, in fall 2016, students were surveyed electronically and the survey respondents tracked closely with the College's general student body. The higher number of respondents were in the 19 and younger, 20-24, and 25-34 age ranges; with female numbers significantly higher than males; with white, Latino, and African American students being the highest race or ethnic groups; and with part-time students higher than full-time. The majority of students indicated that they agree or strongly agree that the College is affordable and diverse. The majority of the students agreed that components of the Mission and Values including teaching, learning, community, and diversity are emphasized at the College, which shows an understanding of the Mission. Less than a majority, 44%, of the students indicated that service was emphasized.

The Mission and Values Statements embrace the mission of community colleges adopted in the United States nearly 100 years ago to serve as a community-based institution of higher education. At the annual planning meetings, the Mission and Values are always the centerpiece of discussions. The Mission Statement drives the College's decision making at all levels, providing the foundation for identifying priorities and setting organizational goals.

## **Standard Two: Planning and Evaluation**

The College has continued to focus on improving its planning and evaluation. Many of the planning and evaluation activities undertaken since 2012 are discussed in areas of emphasis two and three. Two major areas of focus have been related to strategic planning and a change to the College's governance structure.

At the time of the 2012 self-study, the College was operating under the 2009-2014 Strategic Plan, which then transitioned to the 2013-2016 Strategic Plan ("Bridging to the Future"). The impetus for this change was in part to align with the changing goals and priorities of the Board of Regents (BOR). Multiple sources of information were used to frame priorities, including published documents and reports describing regional trends; interviews with senior administrators; and a series of listening sessions with internal campus groups and external constituencies that were used to gauge stakeholder perceptions and expectations of the College.

The College has maintained alignment of its strategic priorities with statewide initiatives and system-level goals. Each of the College's priorities builds on the strengths of the College and optimally uses its resources for the continuing development of the success of the institution.

With the implementation of the 2013-2016 plan, the focus shifted to: facilitating and supporting student success; ensuring responsiveness and relevance of curricula, services, and delivery systems to constituency needs; establishing working partnerships and collaboration with sending and receiving organizations; establishing and affirming a brand identity that distinguishes the College as a first choice educational provider in the service region; fostering a culture of inclusiveness, collaboration, and innovation; and exercising responsible stewardship of resources.

In an effort to streamline processes and maximize resources, the College aligned the preparation of this interim report with its strategic planning preparation for the 2017-20 planning cycle. This allows the college to integrate this comprehensive Interim Report preparation into strategic planning activities and committee work. Through interviewing the various constituencies served by the College, reviewing projections, conducting SWOT analyses, metrics for each of the goals within the strategic plan, etc., the College has made great strides in laying a foundation for the development of the 2017-2020 Strategic Plan. Through this approach of concurrent fifth-year report preparation and strategic planning, this integrative process has proven to be inclusive and allowed broad participation from across the institution.

To assist in the strategic planning process, two external consultants were brought in to facilitate meetings and brainstorming sessions. While the College is comprehensive in its planning and evaluation efforts, meetings held with the strategic planning consultants helped to underscore the College's momentum in enhancing continuous improvement planning through myriad approaches and considerations. Some of these include:

- Placing an increased emphasis on capitalizing on the College's strengths (alumni relationships, TRCC Foundation support, relevant academic programming, relationships with local industry/workforce partners, technology infrastructure/distance learning).
- Soliciting feedback more regularly across all programs for the various constituencies that the College serves (e.g. graduate feedback).
- Establishing more clearly defined benchmarks and follow-up implementation reports to action plans within various work units of the institution, as well as more definitive timelines for goal achievement.
- Maximizing resources in the face of increasing budgetary constraints and statewide initiatives, evolving BOR goals and priorities, etc.
- Building on the successes of the College's Enrollment Management Plan.

Projections over the next three to five years indicate that 30-40% of the current faculty will be eligible for retirement and the College will be incorporating this into the next five-year planning cycle. For example, a faculty leadership institute is planned to help fill the anticipated faculty vacancies with new faculty leaders. Efforts are currently underway within the Academic Division to begin the formation of a task force to begin planning and implementation of the TRCC Faculty Leadership Institute. Additionally, departments have developed 3-5 year succession plans for Cabinet review.

The College is projecting additional changes in goals and overall planning throughout all levels of the institution as a result of a new Governance structure that took effect in AY 15-16. Shared Governance has been reorganized and is comprised of the President of the College, the Cabinet, and the College Congress. The Governance Charter outlines specific, clear-cut policies for proposals and decision-making at the College to ensure that information is made available to the College community in a transparent and timely fashion. Under the new College Congress charter, the previous College committees have been consolidated to include up to eight permanent standing committees. To date, the following four committees have been chartered:

- Curriculum
- Professional Development
- Student Support and Advising
- Community Support and Involvement

Since this Governance structure is relatively new, it is not fully known how it will impact planning and evaluation, but it is projected that it will help to streamline processes at the College. This change, along with other changes on the horizon, will lead to updates for work unit goals and planning related to goal achievement. Overall, an integrated process has been implemented to ensure and improve planning and evaluation college wide. The president requires all work units to develop and submit formalized goals, actions steps, strategies for improvement, and measurement of goal achievement on a systematic basis. This comprehensive system helps address concerns stated in the 2012 NEASC self-study with respect to the College's planning and self-evaluation activities.

### **Standard Three: Organization and Governance**

The College operates under the oversight of the Connecticut Board of Regents for Higher Education (BOR). The BOR is the governing body of the four Connecticut State Universities (not including the University of Connecticut), the twelve Connecticut Community Colleges, and Charter Oak State College. As stated on the CT BOR website, the BOR:

*“sets statewide tuition and student fee policies; establishes financial aid policies; reviews, licenses, and accredits academic programs; and, in collaboration with institutional stakeholders, conducts searches for and selects campus presidents. In addition to governance responsibilities, the board also holds broad responsibilities for development and coordination of statewide higher education policy.”*

Each institution under the BOR establishes and follows its own governance model, with the President of each college serving as a link to the BOR through the Council of Presidents. In addition to the BOR, there is the Connecticut State University System (CSCU) Executive level that, as stated on the CSCU website, “works with campus leaders, faculty, and staff to help increase the educational attainment and workforce development of Connecticut’s adult population.”

In the time that has elapsed since TRCC's last self-study, many leadership changes have occurred at the BOR, at the CSCU executive level, and at TRCC. The Chair of the BOR has changed three times, with the most recent Chair, Matt Fleury, being appointed by Governor Malloy to a four-year term in July 2016. Governor Malloy also appointed the fourth CSCU Executive President, Mark Ojakian, to an interim two-year term in September 2015. President Ojakian was given a three-year contract extension in December 2016.

In addition to the changes at the BOR and executive CSCU level, multiple high-level administrative changes have occurred at the College since 2012. In the summer of 2014, a new College president was appointed. In June 2014, the dean of Student Services accepted a position outside of the CSCU system; after one year with an interim dean of Student Services, the position was eliminated in 2015. In March 2015, two new positions, dean of Student Services, Enrollment Management & Workforce Development, and acting director of Student Success, were created. In August 2015, the dean of Administration moved to another position within the CSCU system; the dean of Administration duties were assumed by the dean of Information Technology. In January 2016, a new position, director of Marketing and Public Relations, was created. In May 2016, the dean of the Academic Division accepted the position of Vice President for Academic Affairs at Molloy College, and an interim dean of the Academic Division was hired.

The president of Three Rivers Community College is the chief executive officer and has the final authority in all decision making at the college. There are two advisory boards to the President: the College Cabinet and the College Congress. The College Cabinet is comprised of upper management directors, deans, the College Congress president, and an elected representative from Student Government.

In the fall of 2016, TRCC instituted a new Governance Structure that was voted in by the College community in the spring of 2016. The change in structure was an effort to increase transparency and participation within the TRCC community. The new structure facilitates clear and open communication between all divisions within the TRCC community, including the Administrative Division. The newly created Governance Structure consists of: the College Congress, the Faculty Senate, the Staff Senate, the College Senate and eight standing sub-committees (of which only four have been named) that report directly to the College Congress.

The newly formed College Congress ensures equal representation from the full-time non-managerial staff divisions and the full-time tenure track faculty division of the college, as well as the Student Government. The Congress is composed of full-time members of each division who are elected by full-time members of said division and one Student Government representative. The Congress meets monthly, at a minimum, and is a forum for all college issues and policy matters to be actively discussed and for all matters that need to be voted on. The results of the voting by the Congress and any other pertinent information is brought to the President's Cabinet by the College Congress president for the College president to take under advisement.

The Faculty and Staff Senates are forums for all full and part-time members of each division to discuss issues and actions relevant to that division. The Faculty Senate meets at least twice per semester and the Staff Senate meets at least once per semester. The College Senate is a forum in which issues relevant to the entire College are discussed at least once an academic year. The discussions from each Senate meeting are reported back to the College Congress for action or for informational purposes. In addition, the Academic dean, at his discretion, holds informational meetings with all academic faculty to inform faculty of any relevant issues, new policy implementation or changes, or any other matter that may have direct bearing on academic members.

Overall, TRCC has attempted to correct the past pervasive distrust of upper management and the lack of transparency at the institutional level with the new Governance Structure. This achievement was accomplished with the help of the new TRCC president, who along with the interim dean of Academics, has actively sought to create an environment of open discourse, transparency, and reflection. The newly instituted Governance Structure is in its infancy, and an amendment process within the document allows for easy corrective measures for deficiencies in the document that may become evident as TRCC moves forward.

Multiple unions represent the employees of the College. The largest two of the six unions operating at TRCC, the Congress of Connecticut Community Colleges (4C's) and American Federation of Teachers (AFT), represent all full and part-time faculty members at TRCC. In addition to faculty, the 4C's represents administrators, library staff and counselors, and AFT also represents counselors. Clerical staff employees are represented by the American Federation of State, County, and Municipal Employees (AFSCME) Clerical Unit. Administrators not represented by 4C's are represented by AFSCME Administrators Unit. Payroll, accountants, and purchasing staff are represented by the Administration and Residual (A&R) Union. Building supervisors and maintainers are represented by the Connecticut Employees Union Independent (CEUI). All collective bargaining units are bound by their respective contracts which are usually renegotiated every three to four years. The state employees unions concluded contract negotiations this summer, which will extend the current union contracts through June 30, 2022.

#### **Standard Four: The Academic Program**

In 2012, the Connecticut Board of Regents approved the Transfer and Articulation Policy, which was created to facilitate timely and seamless transfer from the state's public community colleges to the state's public universities. The core elements of this policy sought to "create pathways for students that are easily accessible, include appropriate lower division general education, move students toward the competencies the states employers are looking for, and relate to specific majors offered at the state universities" (BOR TAP Policy). The approval of this policy led to work at the institutional and system levels to create the major transfer pathways and to create a common set of general education competencies that would then be mapped to each institution's course catalogue that met local general education requirements.

This project began in the summer of 2012 with a system-wide group that met to draft the outlines of the criteria for TAP and to devise competencies and draft outcomes for the competencies. Beginning in fall 2012, system-wide major pathway groups were created, which were based on traditional disciplinary majors and included faculty from the community colleges and state universities. To date, the pathways that have been approved at Three Rivers are: Accounting, Art, Biology, Business, Business Administration, Chemistry, Communication, Computer Science, Criminology, Early Childhood Teacher Credential, English, Exercise Science, Finance, History, Management, Marketing, Mathematics, Physics, Political Science, Psychology, Social Work, Sociology, and Spanish.

In addition to these major pathways, the TAP Policy specified that the TAP Gen Ed reflect competence in the following competencies that were part of the NEASC Standard IV General Education Standard of 2012: Aesthetic Dimensions, Continuing Learning/Information Literacy, Critical Analysis/Logical Thinking, Ethics, Quantitative Reasoning, Historical Knowledge and Understanding, Oral Communication, Scientific Reasoning, Scientific Knowledge and Understanding, Social Phenomena, and Written Communication. Each college in the system has to certify that the general education curriculum at their college meets these competencies. At Three Rivers, the College adopted these competencies as the College's General Education Competencies in spring 2013.

In AY14-15, the General Education (Gen Ed) Committee (now a task force as of AY16-17) facilitated the mapping of courses that meet the Designated Competencies for the TAP general education core, known as the Framework 30. This process was part of the greater system-wide TAP initiative and was conducted with the goal of helping streamline the process for students to transfer from one BOR institution to another. Also, a successful Framework 30 will reduce the time to completion of degree for students. A member of the state-wide Framework and Implementation Review committee (FIRC) is on the Gen Ed Task Force and helps maintain clarity of objectives and enhances the flow of communication.

Through the process of mapping the Framework 30 courses for Three Rivers, the College, Gen Ed Committee, departments, and faculty members engaged in a process that was designed to evaluate and enhance the general education curriculum at TRCC. In the fall of 2014, the Gen Ed Committee designed the process for designating competencies, decided on a format for faculty members to submit course forms for competency designation, and disseminated this message throughout the Academic Division through departments, email, and the Academic Division meetings. The course forms were sent to the Gen Ed co-chairs by January. The committee devised a review process whereby four review groups, each with three members from Gen Ed, would be charged with reviewing the forms submitted by two departments.

In order to facilitate communication with the submitting departments as well as to ensure an adequate level of disciplinary knowledge of at least one review group member, each review group had members from the submitting departments. In total, 163 forms were submitted for competency designation review. The review groups then reviewed the course forms and reported back to Gen Ed with the results. If the reviewers recommended the form, then this

was noted in the Gen Ed Course Mapping Report. For forms that raised questions, a secondary review process was devised. In this second review, the review group would ask for feedback from a faculty expert in a discipline related to the competency and then brought the form to the entire Gen Ed Committee for a vote. In some cases, the committee requested the advice of departments before voting whether to recommend the form or not. The final secondary reviews were completed in late April and 156 mapped courses were approved at the May 1, 2014 Curriculum Committee meeting. This process is ongoing, with further submissions being submitted in AY15-16 and AY16-17. Mapped courses can be found on the POS Appendices and at <http://www.ct.edu/files/tap/TRCC-Appendix-1.pdf>.

The results of General Education assessment are presented annually to the relevant departments, faculty, and the Curriculum Committee, by representatives from the General Education Task Force. These reports include the results of the General Education assessment, as well as any necessary action plans that would help courses better meet the General Education Competencies. At the end of the academic year, a representative from the General Education Task Force updates the Curriculum Committee regarding any changes that were made to courses in order to fulfill the goals of the action plan.

In 2014, the BOR passed a policy on credit normalization that required Associate degree programs to be 60 credits; academic programs continue to work toward a credit normalization of 60 credits. There are some exceptions, such as Nuclear Engineering and Nursing programs, which have outside curricular restraints. Oversight for the normalization directive starts at the program and departmental levels and then is brought through the Curriculum Committee and is ultimately the responsibility of the Academic Dean's office.

Academic oversight is a critical part of assuring the quality of our educational programs and is accomplished primarily via the Curriculum Committee, which serves as the academic policy-making body on all issues pertaining to courses and degrees.

Since the College's last self-study, there have been significant changes in the makeup and leadership within the Curriculum Committee. With the passage of a new Governance document in spring 2016, the leadership of the Curriculum Committee has shifted from the Academic dean to a faculty chair elected by the committee each academic year. The remainder of the committee is comprised of elected members from each department, rather than department chairs, and key administrative staff, including the Registrar and the assistant to the academic dean. The academic dean attends meetings and adds to the conversation, but is not a voting member. Since the change in leadership, the Curriculum Committee has begun to review and address issues such as the number of low enrollment certificates offered at the College. A task force was charged to create criteria to evaluate the need and relevance for creation of future certificates. It is the Curriculum Committee's recommendation that all current certificates be reviewed for relevance using the new standards being developed. The Curriculum Committee relies on the input from the General Education Task Force and the Educational Technology Task Force to help assess the effectiveness of classes and programs.

## Standard Five: Students

Three River's mission of being accessible, affordable, and culturally diverse is evident in the environment of the college. Three River's student-focused atmosphere promotes the intellectual, academic, and personal growth and development of all of its students. Despite the decline of student enrollment from over 5,000 students to the currently enrolled 4,200 students, Three Rivers has developed a marketing plan that helps to assist in the recruiting of potential students. The College is committed to the recruitment, admittance, retainment and support of our student population.

The Admission's Office works to provide information during all high school and adult education visits and tours, during College Nights on Financial Aid, and through Tutoring and Support Services and Scholarships, which are available through the College's Foundation. Also described in the College's printed and digital materials are statements on open admissions and provide support services for students with disabilities. Three Rivers' open admissions policy means that all students who have completed their secondary education, either by graduating from high school or earning their GED, are accepted. This information is listed in the Freshman Success Guide, TRCC Student Handbook, and on the College's newly updated website. It is discussed during all recruiting initiatives, whether the audience is high school students, non-traditional adult students completing their GEDs, or groups of teachers and guidance personnel from high schools or adult education programs.

If the institution recruits and admits individuals with identified needs that must be addressed to support their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences. In an effort to provide a more comprehensive approach to accurately placing new students into Math and English courses, Three Rivers has implemented the "Multiple Measures" method of placing students into classes. High School transcripts, SAT/ACT scores, in addition to the results from the Accuplacer Placement Test, are utilized. Additionally, for ESOL students, the Accuplacer Placement Test has a Spanish component and the professor of ESOL reaches out to students individually to ensure that they are placed accurately. There is also a series of non-cognitive questions on the Placement Test to determine "grit," or how likely the student is to persist in their academic classes. For students with learning or physical disabilities, accommodations are provided to ensure that each student has the support that they need in order to be successful.

Three Rivers has several ways for students to get information or connect with college officials, including its directory, FAQs, quick links, and request information form. Students can email [TR-WebAdmin@threerivers.edu](mailto:TR-WebAdmin@threerivers.edu), which acts as an email switchboard to help them connect to the appropriate offices and individuals. [TR-DistanceLearning@threerivers.edu](mailto:TR-DistanceLearning@threerivers.edu) is the same for distance learning students. The Extranet, which is a web resource for students, staff, and faculty, has a suggestion box on the main page which allows students to post comments that

are reviewed directly by the dean of Administration. This allows students' concerns to get Cabinet-level attention.

Three Rivers offers services to meet the needs of students with disabilities in distance learning courses, and these services are evaluated on an individual basis. When students identify to faculty members that they have learning disabilities, they work with the faculty members to access accommodations. In most cases, faculty members provide additional time for assignments and assessments within the learning management system. Tools such as adaptive release and edit options allow faculty teaching distance-learning courses to work with date and time availability as well as adjust the membership to provide custom settings for students with disabilities. Faculty members can receive additional guidance by following up with the Counseling and Student Development and Educational Technology departments.

Three Rivers offers financial aid through federal, state, and private programs in the form of scholarships, grants, loans, and work-study funds. Both full-time and part-time students may qualify. All students are encouraged to complete the online Free Application for Federal Student Aid (FAFSA). All of this information is included in the Student Handbook, the website, and on the Extranet. In addition, students and parents are given publications such as "Do You Need Money for College?" which is a comprehensive booklet from Federal Student Aid (FSA), about all facets of Student Aid. Also, "Federal Student Aid at a Glance" a one-page handout from FSA that allows the College to customize the handout with our TRCC FAFSA School Code (009765) and the College's Financial Aid Office phone numbers and e-mail address. The College also provides the FAFSA publications "How to create an FSA ID," "FAFSA on the Phone," "IB...S Date Retrieval Tool (IB...S DRT)" and a publication titled "Three Rivers Community College Financial Aid Guidelines."

Three Rivers' Financial Aid Office continues to process and certify Direct Loans (DL) for each semester. To date, the Loan Default Rate (LDR) has stayed steady at 11.4% for the past two cycles. Students are not offered loans as part of their Financial Aid Awards, but the College informs them about loans through their Award Letters, Websites, and the Student Handbook. Over half of our financial aid students are awarded enough aid to pay for their expenses of Tuition, Fees, and Books. For those students who need (or want) loans, there are several steps they must complete in order to receive the DL.

Each student must see a Financial Aid counselor to discuss why they need the DL and the particulars about loans, such as interest rates, repayment options, services, default, and exact amounts to be entered into the College's Banner database system. The College also includes the following steps of the student loan process: attending a loan information session; passing an exam testing knowledge of student loan borrower information; having instructors sign Attendance Verification Forms; and completing Entrance Counseling and signing a Master Promissory Note (MPN). Students receiving loans for fall/spring must complete an Exit Interview on this same site and another Attendance Verification Form after the spring semester census date. This process is necessary for students to gain financial literacy, which the DOE has emphasized throughout this past decade.

The College supports and provides co-curricular activities and provides opportunities for student leadership and participation in campus organizations and governance. Student Government is a governing student body with the fiscal responsibility of overseeing the distribution and usage of all student activity funds. There is a wide breadth of activities provided for all students, including ski trips, yoga classes, baseball games, NYC bus trips, museum tours, on-campus lectures, comedians, free movies, and cultural events. TRCC is a member of the National Society of Leadership and Success and any student with a GPA of 2.7 or higher may participate. TRCC also has honor chapters of Phi Theta Kappa and Kappa Beta Delta. There are 33 student clubs with individual constitutions and elected executive boards. Each club has a faculty or staff advisor to assist as needed.

Three Rivers has continued to demonstrate its dedication to student success. The Student Service Division is aligned in its own wing of the campus and houses Student and Counseling Development, Financial Aid, Admissions, Registrars, Testing, Disability Services, and the Cashier's Office. The division also has support services for the College's veteran population, adult learners, and workforce and community education, which reaches out to the community and provides training for the region's employers, as well as offers certificates in various career training programs focused on job placement.

### **Standard Six: Teaching, Learning and Scholarship**

The faculty body of Three Rivers is dynamic, well-qualified and dedicated to fulfilling the college's mission. TRCC faculty represent the spirit of diversity embedded in the mission. Faculty members belong to one of two collective bargaining units: the Congress of Connecticut Community Colleges (4 Cs) and the American Federation of Teachers (AFT). Work responsibilities are defined through collective bargaining agreements. These agreements support active and committed engagement in accomplishing the mission and purpose of the college.

Since the college's 2002 NEASC self-study, enrollment has grown approximately 20%. As reported in the 2002 self-study, FTE headcount was 3,574 during the FY 2000-01 while the 2016 headcount was 4,259. As of fall 2016, the College employs 68 full-time faculty and 185 adjunct faculty. Of the 68 full-time faculty, 5 represent 1-year, non-tenure track positions. Today the College has slightly fewer full-time faculty (n=4) to serve 685 more learners. Meeting the needs of students is increasingly difficult due to perpetual budget cuts in Connecticut public higher education, the reductions in full-time faculty, and the increases in enrollment over time.

However, the College is committed to utilizing its resources in order to support educational excellence. The College recently built two 21<sup>st</sup> Century classrooms which provide a flexible, dynamic environment that promotes student engagement in active learning. Three Rivers students also have the opportunity to maintain online learning portfolios. With this ePortfolio, learners expand their metacognitive skills as they monitor their growth in college-wide learning. To support students outside of the classroom, the Tutoring and Academic Success Center

provides one-on-one lessons responsive to learner variability. During the 2013-14 academic year, in excess of 3,500 student appointments were rendered. The current expansion of the TASC facility will help ensure that students will continue to receive the tutoring services they need.

Faculty continue to provide quality educational experiences for students. In addition to supporting the new initiatives in student advising such as the two-day “Advising Days,” members of the faculty strive to create vibrant scholarly environments that stimulate student learning in and beyond the classroom. Instructional methods are appropriate to students’ learning needs and capabilities. Course content is experienced by learners in numerous ways, including but not limited to: cooperative learning, internships, field work, simulator labs, service learning, clinical placements, practicums, independent studies, fully online courses, as well as online and classroom hybrid courses.

Faculty also actively work to generate effective ways to meet external demands while retaining academic integrity. To address the divergent educational backgrounds of incoming students and in order to comply with the PA 12-40 mandate, the College offers the Transitional Scholars Program (TSP). This program serves approximately 100 students per semester whose skills range between third and eighth level in English and/or Mathematics. Novel instructional techniques and materials are used to provide one-semester remediation courses to prepare this cohort for acceptance into one-semester developmental courses in Mathematics and English, as well as college-credit courses, as appropriate. In spring 2016, 61% of students passed the course or courses in which they were enrolled.

In addition, the new Sheet Metal Manufacturing Program illustrates how instructional techniques further program goals and course objectives. Instructors receive professional development in problem-based learning techniques, and because instructors are immersed in daily operations of the manufacturing field, they create learning activities that teach students how to analyze data. Problem-based learning techniques are also used in many subjects such as Mathematics and programs like Architectural Design Technology train students to be problem-solvers.

Recently, the Library Technology Certificate program was modified after its assessment by outside stakeholders, including the Connecticut Library Association, which determined the program should be fully online. Instructional techniques and delivery systems were modified accordingly. TRCC’s Library Technology Certificate program is the only one in New England accredited by the American Library Association.

Individual faculty have also received assistance from the College’s Director of Educational Technology in order to meet the needs of students with disabilities who are enrolled in online courses. In one case, an instructor received instruction in utilizing assistive technology options and was introduced to colleagues from sister colleges with expertise in software enhancements for blind learners in order to facilitate a legally blind student’s success in an online course.

Having satisfied all degree requirements, the student is now a proud alumnus of TRCC's Human Services program.

Faculty continue to strive to provide students with consistent and coherent experiences throughout their educational journeys. Foundational courses in Mathematics and English have adopted state-wide common outcomes generated by CCET and approved by the BOR. However, departments are also deliberate in balancing consistency with respect for academic freedom, faculty expertise, and individual teaching styles.

This desire for balance between consistency and academic freedom can be seen in many areas where multiple sections of the same course are offered. For example, in the Department of English and Communication, multiple sections of ENG 101 (College Composition), a required course in all degree programs, use a common custom textbook and require common assignment sequences. However, faculty structure their courses based on their individual expertise and strengths. Some instructors develop an overall course theme while others build several units that emphasize particular readings of texts. Some instructors employ group assignments and others dedicate significant time to one-on-one conferencing with student writers. The English 101 Task Force revised the Instructor Guidebook for ENG 101 to provide full and part-time faculty with resources to teach the course while allowing for a variety of pedagogical approaches.

Similarly, courses in the Science Department are taught by faculty with diverse approaches. The department chair expressed that an intentional effort is made to hire faculty with different professional experiences and educational backgrounds to expose students to the variety of modes within the disciplines. For example, about half of the faculty take a systems approach to science, while the other half are more reductionists. The students know as they progress through their courses that they will be introduced to both ways of approaching the sciences so that when they leave TRCC they are cognizant of their preferred framework. In chemistry, there is currently one full-time and two one-year instructors. One is a physical chemist, another analytical and the third a biochemist. In the biological sciences, learners work with a mycologist, a molecular specialist with substantial comparative anatomy experience and an evolutionary population geneticist. The Science Department also has individuals that specialize in very different aspects of ecology and the marine sciences, as well as a general physicist. This approach to hiring within the science department has served students and the institution by providing access to professionals who have expertise in many areas of the sciences.

The College encourages faculty to continue their professional and academic development in a number of ways. The College's Center for Teaching continues to promote teaching excellence and innovation by offering programs where instructors teach instructors about incorporating teaching strategies such as the "flipped classroom" or mindfulness and contemplative learning activities into their teaching practice. CFT also ensures that faculty can share the results of their academic projects that resulted from individual sabbaticals through CFT-sponsored events. Faculty and staff continue to attend conferences, workshops, and trainings, and also pursue coursework that enhances their professional credentials. Additionally, several faculty have

completed doctoral degrees in the past five years. Finally, individual faculty have received recognition for excellence in teaching and research by the Connecticut Board of Regents through the BOR's annual Faculty Awards.

The evaluation process for full-time faculty is defined in the Collective Bargaining Agreement. The faculty are evaluated through a peer review process and are evaluated in the areas of teaching performance, student advisement, college service, and professional involvement in their discipline. The faculty receive copies of all evaluative materials in order for them to be aware of their strengths and areas of concern. Faculty have opportunities to respond to these evaluative materials through writing and meeting with the reviewer, department chair, and Academic dean. Adjunct faculty are evaluated on a regular basis by department faculty on such areas as student evaluations, course materials, and classroom observation.

### Standard Seven: Institutional Resources

#### *Human Resources*

The College president, in conjunction with the deans and departments, decides on hiring priorities. These decisions are typically based on student and college needs as well as available funding. The Board of Regents, as well as Department of Administrative Services, outline the hiring procedures and required qualifications. A committee selected from the College community is charged and, with the guidance of Human Resources and the equity and diversity officer, suitable candidates are vetted and recommended for consideration. The president makes the final decision on all hires.

Over the past few years, the funds provided by the State of Connecticut have been subject to mid-year budget rescissions. Budget concerns have led to more hiring on a temporary basis (1-year appointments). Even with these recent changes, Three Rivers still maintains the majority of its classes taught by full-time faculty. Table 7 illustrates the magnitude of these mid-year changes:

**Table 7. Mid-year Budget Recissions FY2012 – FY2017**

Fiscal Year	Original	Midyear Rescission	Available General Fund	% of change
FY12	\$11,107,403	\$322,351	\$10,785,052	2.90%
FY13	\$10,507,191	\$544,159	\$9,963,032	5.18%
FY14	\$10,702,797	\$44,790	\$10,658,007	0.42%
FY15	\$11,737,539	\$123,651	\$11,613,888	1.05%
FY16	\$11,917,845	\$94,453	\$11,823,392	0.79%
FY17	\$11,833,201	\$326,902	\$11,506,299	2.76%

During orientation all new faculty are made aware of college and HR policies. These are readily available online on the College website. These policies, in addition to collective bargaining agreements, outline the procedures to redress grievances. Collective bargaining agreements

outline salary and other benefits for all faculty, staff, and administrators. They also detail the evaluation procedures that are conducted at the departmental levels for faculty and staff. Professional development exists for everyone throughout the College. Typically, the College runs a professional development day once a semester. Also, as various professional development opportunities arise from the system, contractually funded reimbursement programs, grants through the Three Rivers Foundation, state or outside sources throughout the year, the deans and the president distribute this information throughout the college and departments. Faculty and staff also benefit from the statewide Center for Teaching (CFT) committee. This committee conducts and facilitates numerous professional development opportunities throughout the school year, as well as various summer programs.

*Financial Resources*

Externally audited financial statements are prepared annually in accordance with generally accepted accounting principles as defined by the Governmental Accounting Standards Board (GASB). The Three Rivers College Foundation’s primary function is to fund raise to supplement the resources available to the College. They are considered a component unit of the College and their information is presented discretely as part of the College’s financial statements.

Although fund balance is only one indicator of financial fitness, the College has maintained a positive unrestricted net asset position over the past 5 years. Recent increases to our unrestricted net assets gives the college the flexibility to respond to unforeseen financial challenges should they develop in the future. Table 8 illustrates the balances at the end of each fiscal year:

**Table 8. End of Year Net Assets FY2012 – FY2016**

<b>Fiscal Year</b>	<b>Unrestricted Net Assets</b>
FY12	\$3,394,000
FY13	\$3,243,000
FY14	\$3,518,000
FY15	\$4,800,000
FY16	\$6,554,000

The Composite Financial Index (CFI) developed by KPMG in 1999 is the commonly accepted metric for evaluating units of higher education. The CFI is a blend of four core financial ratios which provide a balanced view of an institution’s financial status.

Using these ratios and threshold values developed by KPMG, the following are the CFI calculations for the most recent years:

	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>
<b>Composite Financial Index</b>	-.96	-.11	.18

Synopsis of the 4 financial ratios that make up the Composite Financial Index (CFI):

	<b>FY13</b>	<b>FY14</b>	<b>FY15</b>
<b>Return on Net Assets Ratio</b> Measurement of economic return	-04	-01	.01
<b>Operating Margin Ratio*</b> Operating surplus (deficit)	-.11	-.07	-.07
<b>Primary Reserve Ratio</b> Measures financial strength and flexibility	.09	.09	.013
<b>Equity Ratio</b> Comparison of Net Assets to Total Assets	1.05	1.19	.93

\*Note: Transfers were not included in this analysis. If they were included, the ratio for FY15 would've been -.05

This ratio is not a perfect analysis, but serves as a reliable trend gauge. Three Rivers receives approximately 62% of its funding from State of Connecticut tax revenues. Since this funding stream is not guaranteed and subject to political pressures, there is some volatility that is not recognized with this type of analysis. However, it is worth noting that the CFI has been trending upward, despite challenging budget years. The College will encounter significant challenges and opportunities in future years. The factors that will have the greatest financial impact on the College are the projected declining high school graduation rates and the current fiscal condition of the State of Connecticut.

Annually, the College develops a spending plan which is first approved locally and then formally submitted to the Board of Regents at an April budget hearing. Once all of the plans for the Connecticut State Colleges and Universities system (CSCU) have been approved, this becomes the budget for the next fiscal year. The budget is monitored by the college throughout the year and a mid-year report is provided to the System Office in January. Budget updates are provided to the College community periodically.

The College utilizes SCT Banner to manage student records and financial information. Requisitions are automatically checked against available budget balance prior to any commitments being generated. Purchasing authority is granted only to specific employees by the president and permissions are entered into Banner to ensure appropriate checks and balances.

*Information, Physical and Technical Resources*

Three Rivers moved into the new facilities in 2009. This gave the College an increase in space for the library, information, and physical resources. All classroom and faculty office spaces are wired for computer/internet access. The wireless network covers all areas of the facility. All students have access not only to this virtual space, but also to the physical space, which includes comfortable and safe lounge and study areas, in accordance with CT law. Each classroom possesses a computer workstation, document camera, and projector. Three Rivers also maintains two 21<sup>st</sup> century classrooms with smartboards, group tables and monitors, air

media to project information to devices in the classroom, excess whiteboard space, and a smartboard on wheels. Blackboard is the online software available with all courses and is used to compliment the learning and communication opportunities beyond the classroom.

As a community college, Three Rivers primary focus is on learning rather than research. The College determines staffing levels and hours of operation with periodic reviews of available resources. The College is working on the library system to improve student access to the library database to renew books and videos, build lists of favorites, export citations to Refworks and Endnote, and have access to search all library holdings in the CSCU system. In addition to work within the library proper, dedicated staff members are available for in-class presentations on a variety of topics.

The College utilizes an enterprise network that is operated and monitored by Three Rivers Information Technology Department staff. Storage systems provide redundant operations, protecting and preventing the loss of retention sensitive data. A data backup system is installed off-site to prevent the loss of data on active storage servers in the Data Center, providing hourly updates. An enterprise anti-virus system provides active monitoring of end user devices for malware and virus activity. Controls, policies, and profiles are in place for all users and device types to ensure proper access and data protection.

### **Standard Nine: Integrity, Transparency, and Public Disclosure**

The feedback received from the 2012 Visiting Team in the area of public disclosure stated that “TRCC . . . demonstrated a commitment to public disclosure and compliance with relevant state and federal right to know laws.” Regarding integrity and transparency, it was stated in 2012 that, “TRCC is committed to access and diversity, coupled with fairness and a continued pursuit of clarity and transparency.”

As was noted in the College’s 2012 self-study, Three Rivers “provides information that is complete, accurate, timely, accessible, clear, and sufficient for students, prospective students, and other interested members of the public to make informed decisions about the institution.” Some information is circulated internally. For example, the General Education Task Force’s assessment of the College’s General Education Competencies continues to be robust, and assessment results are now reported directly to the Curriculum Committee. In fall 2016, TRCC faculty presented their assessment model at a system-wide Transfer and Articulation Program workshop, and it was extremely well-received by the CSCU system leadership.

Despite the demonstrated strengths of the College, it was noted with concern by the 2012 visiting team that “[a]lthough administration works hard to be communicative and transparent . . . the perception among faculty and staff is that information is not timely or consistent” (former Standard 11– Integrity). Changes at TRCC in the last four years have addressed this concern, in direct and indirect ways. Chief among these changes is the installation of new leadership in the President’s office, the Academic Division, and the Student Services Division. Dr. Mary Ellen Jukoski became president in July 2014. In May 2016, Dr. Jerry Ice began a two-

year term as interim dean of the Academic Division. Lastly, Stephen Finton is now the dean of Student Services.

From Day One, President Jukoski fostered an environment where collegiality is valued and communication is transparent. On October 10, 2014, she convened the first of many all-college meetings, and she releases a President's newsletter quarterly. Currently, a large team of faculty, staff, and administrators are participating in strategic planning. A campus-wide Google-based common calendar is being created, overseen by the President's office. This calendar enables anyone to view all public college events and meetings of standing committees. In addition, one of President Jukoski's first initiatives was a review and revision of the existing Governance Structure. This faculty and staff-driven process resulted in a completely overhauled Governance Structure that was implemented in fall 2016. Highlights of the change include the reimagining of the Curriculum Committee and the creation of an all-college Congress.

Regarding the former Standard 10 (Public Disclosure), the Visiting Team's concern was that "[a]lthough claims about student employment and placement are not made, the college does not provide this data which could aid students and families." TRCC's student employment and placement data can now be found on the College's Student Consumer Information website: [http://www.trcc.commnet.edu/President/Inst\\_Research/HEA.shtml](http://www.trcc.commnet.edu/President/Inst_Research/HEA.shtml)

The direct link to wage and placement data is:

[http://www.trcc.commnet.edu/President/Inst\\_Research/PDF/Employment.pdf](http://www.trcc.commnet.edu/President/Inst_Research/PDF/Employment.pdf)

This data is made available through a recent collaborative initiative between the BOR and Department of Labor. In addition, as part of the College's Guided Pathways to Success (GPS) initiative, TRCC rolled out Focus 2 Career software for career exploration in Spring 2017.

One of the five-year projections from the 2012 Self-Study was to expand access to information through additions to the website. For example, it was stated that the Institutional Research Office would work to move more data regarding diversity, retention rate, employment placement, and statistics from the Intranet to the College website. One major initiative undertaken to advance the goal of expanding access to information was the creation of the College's new website, [threerivers.edu](http://threerivers.edu).

The process of creating this site started with a Web Task Force that evaluated the original site and oversaw the search for the web design firm, MRW Connected. Once on board, MRW conducted a 10-day web blitz involving over 50 people who worked hand-in-hand with the firm to determine what kind of information prospective students want to see, sorting out navigation, evaluating design, coming up with facts and figures, writing content, and proofing pages. The website was created in less than three months and represents the spirit, energy, and promise of Three Rivers Community College. The work did not stop there. [Threerivers.edu](http://threerivers.edu) is a living, breathing site, and as such undergoes continuous review, updates and improvements.

Staff and faculty throughout the College have roles as editors and are responsible for content in their areas.

Because this new site is geared toward prospective students, it was decided to keep the old website, [trcc.comnet.edu](http://trcc.comnet.edu), for current students, faculty, and staff. It is an extranet, so password protected sections can be accessed from off campus. Going by the name TRCC Extranet, it is the home for all of the day-to-day needs of the TRCC community, linking to Banner, MyCommnet, and other internal support sites. The Extranet will eventually be streamlined and reflect the look of the new site.

As of December 7, 2016, three months after the launch of the new website, over 62,000 users had visited the site, viewing over 535,000 pages. This compares to the Extranet, which had received 67,000 users, viewing over 439,000 pages. The new site's bounce rate (percentage of single-page visits, i.e. visits in which the person left the site from their entrance page without interacting with the page and visiting other parts of the site) is an impressive 67%, compared to 29% for the old site. Continued user growth of the new site is predicted, as it is recognized by search engines and benefits from ongoing marketing efforts.

## **Reflective Essay on Educational Effectiveness**

### **Standard Eight– Educational Effectiveness**

Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning. To accomplish its mission, the College has developed a holistic educational approach that serves students in a variety of ways throughout their college experiences.

One important change that has happened since the last self-study is Public Act 12-40, a law that was passed by the Connecticut Legislature in 2012 and has reconfigured developmental education in Connecticut. The important components of this law in terms of remedial education is that it framed college courses as being on one of three levels: 1) college-level, 2) college-level with embedded support, and 3) intensive college readiness program or one semester of a remedial course. This impacted the College's developmental English and Math courses, both of which had a multi-semester pre-college level sequence of courses. In response to this, the Math and English Departments reworked their developmental courses as one-semester remedial courses, as well as college-level Math and English courses that provide embedded teacher and tutor support in the classroom. For students that score below the developmental level, they are enrolled in an intensive pre-college Transitional Math and/or English class. The pass rate for developmental classes has stayed about the same as they were before the PA 12-40 curricular changes.

#### *New Student Orientation Process*

Student assessment begins with their application to the College. To promote educational effectiveness, accepted students and their parents are invited to attend a student orientation;

two are offered for the fall semester and one for the spring semester. There, students are introduced to academic programs and degree requirements. Moreover, recognizing that student engagement beyond the classroom is an integral part of student success, information on college-wide activities are disseminated. New students are assessed and then placed using multiple-measures into their first semester courses. Based on students' programs of interest, they are then assigned to an academic advisor to continue to support and advise the students.

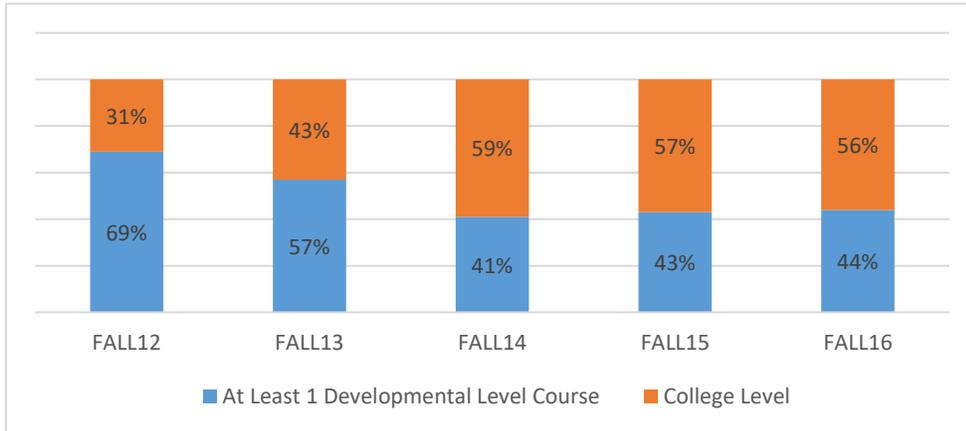
*Multiple Measures Process at Three Rivers Community College*

Three Rivers Community College initiated the practice of using multiple measures to assess and discern the appropriate and best placement for student success in English and Math courses in fall semester of 2014. The change from the sole use of the College Board Accuplacer Test as the determining English and Math course placement tool to the inclusion of additional measures was based on Connecticut's PA-1240 legislation (<http://www.ct.edu/files/pdfs/12-40-overview.pdf>) and the growing body of professional research and literature indicating that high school GPA and non-cognitive factors such as student motivation, perseverance, self-efficacy, etc. were equally, if not more strongly, indicative of student academic success and retention. Multiple Measures are used for placing students, both new and transfer. The process involves using at least two of the measures listed below to assess and discern placement in English and Math courses when the student has not completed the first college level course in English or Math. The components of Multiple Measures are:

- Accuplacer test scores
- High school transcripts
- SAT or ACT scores, if available
- AP scores or early college credit granted from an accredited college or university
- Student background questionnaire (determined and vetted by Three Rivers)
- Conversation with advisor

In all cases, students have the opportunity to discuss their course placement with an academic advisor, either individually or during an Advising and Registration Workshop. Prior to fall 2014, less than 40% students were placed directly into college-level courses. Since that semester, 56%-59% students were consistently being into college-level courses (Table 9). At the same time, there has not been a noticeable change in the college-level course success rate (Table 10). This suggests that students are spending less time and money in non-credit bearing development courses, and progress more quickly towards degree completion.

**Table 9. Course Placement for New Students Fall 2012 – Fall 2016**



**Table 10: Course Success Rate**

Course Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
College Level	70%	72%	70%	70%	70%
Developmental	51%	51%	49%	52%	48%
Distance Learning	67%	68%	66%	67%	68%

\* Success is defined as receiving a grade of C or above.

As part of the Multiple Measures placement, some students are identified as eligible for additional support and resources the college has to offer. For example, the ConnCAS program is designed specifically to serve first-year students who have both financial and academic needs and have a focused commitment to completing an Associate Degree in three years. Another example is the Transitional Strategy Program (TSP), designed for students who were placed below developmental level courses offered by the College.

*Redesigned Developmental and College Level courses*

In addition to using multiples-measures for course placement, PA 12-40 also required limiting developmental coursework to one semester. As a result, English and Math developmental courses are compressed into 6 credit courses with embedded tutor support. Early student success data suggests that the redesigned Math developmental curriculum allowed more developmental students to progress to college-level in a shorter time frame compared to the previous developmental curriculum. Furthermore, students that are determined to be near college-ready academic skills, using Multiple Measures, are “placed up” into college-level courses with additional contact hours and embedded tutoring support. Preliminary data shows comparable pass rates between students in the 3-credit (regular) and 6-credit (intensive) English courses, and between students in the 3-credit (regular) and 4-credit (intensive) Math courses. Previously, students in these intensive courses would have been placed into the developmental courses, which would have lengthened their time and add cost. Further analysis indicates that students who passed the intensive Math and English courses are enrolling and

passing subsequent courses at similar ratios as those who passed the regular Math and English courses.

### *Transitional Strategy Program*

The Transitional Scholars Program (TSP) at Three Rivers is a requirement of Connecticut Public Act No. 12-40. TSP serves students who have earned a high school diploma or General Equivalency Degree, but enroll at TRCC underprepared for college-level academic work. At no cost to the students, TSP provides one-semester remediation courses in English and Math, necessary instructional materials, a dedicated advisor, tutoring, and learning cohorts. The Transitional Scholars face challenges beyond their academic limitations. The program provides all students with an advisor to help them achieve academic success. Transitional advising focuses on intensive intervention advising techniques. In addition, the program focuses on the unique challenges and needs of young, first generation students. TSP serves roughly 100 students per semester, and there is institutional belief that many students who initially fail their introduction to college English and Math courses should have originally been placed into the Transitional Program. The severity of the need varies; TSP students' skills range between the expectations of third through eighth grade requirements in Math and English. Table 11 shows the pass rate of TLC English and Math courses from Fall 2015 to Summer 2017.

**Table 11. TLC Math or English Course Pass Rate**

Semester	TLC Math Pass Rate	TLC English Pass Rate
Fall 2015	34%	27%
Spring 2016	68%	54%
Summer 2016	86%	Course not offered
Fall 2016	55%	37%
Spring 2017	72%	48%
Summer 2017	55%	80%

### *Connecticut College Access and Success Program*

The strategic goals of the Connecticut College Access and Success Program (ConnCAS) are to provide support for low-income students from underrepresented populations including students of color and non-traditional students. The program is overseen by a coordinator who uses a variety of strategies, including intensive advising, specialized tutoring, skills workshops, and engagement beyond the classroom, collectively intended to promote success for enrolled students. For the twenty-seven students enrolled in the program (2015-2016), the semester-to-semester retention rate was one hundred percent, with an average GPA of 2.9.

### *Support of at Risk Students*

AY16-17 was the third year of the Connecticut Colleges Access and Success Program (CONNCAS) at TRCC. CONNCAS recommends and reinforces intrusive advising for at risk students. Students are provided guided pathways with a 3-year plan that focuses on courses necessary for graduation and potential transfer to a 4-year academic institution. The program includes the

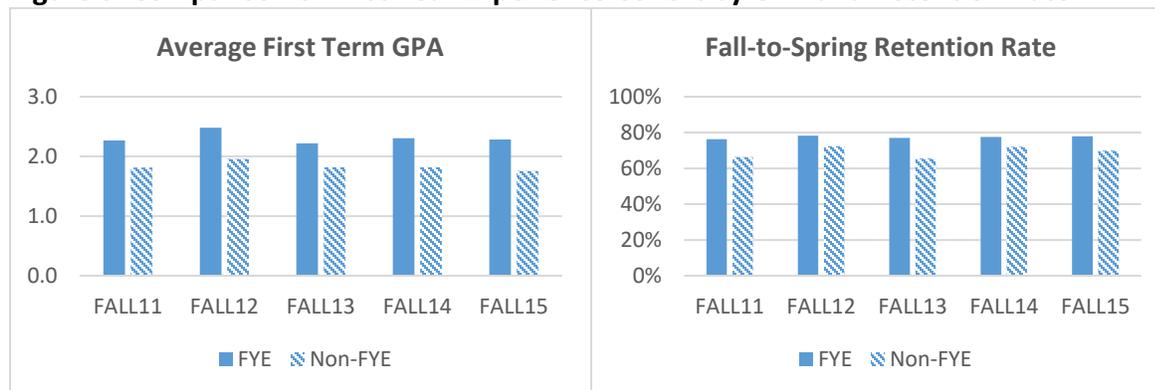
development of a “College Learning Community” with a focus on continued development of student peer support within the cohorts. Within this context, the weekly Student Town Hall Meetings include team building and group strategy sessions for student success. Workshops on study skills and study habits, goal setting, career building, time management, test taking skills, transfer strategies, job skills, critical thinking, problem solving, reframing tasks and engaging motivational strategies, stress management, networking, and scholarship searches are provided.

The Advising and Counseling Center created the Academic Success Workshops for students who were struggling and those on academic probation. It was required for students on probation who wanted to take more than 9 credits. The workshops helped students reflect on their motivation, goals, and strengths, as well as the barriers that they have encountered in academics. The program ran from winter 2012 to spring 2014. This program required student reflection by way of the academic success work packet before attending the workshop, or meeting with a counselor.

*First Year Experience*

First Year Experience (FYE) is a 3-credit course housed in the Humanities Department. Since fall 2010, the course has been required for almost half of the College’s associate degree programs. Students are expected to take the course before accumulating 30 credits. First Year Experience is designed to engage students as active participants within the college environment. Emphasis is placed on interdisciplinary learning strategies, life management skills, active participation in the college community, classroom discussion and other public speaking, and critical thinking skills necessary for any college student. Approximately 300-400+ students take the course each semester. In fall 2015, the average first term GPA for students who took FYE was 2.3 versus 1.8 for students who did not enroll in the course (Figure 3). In addition, the fall 2015 to spring 2016 retention rate for students who took FYE was 77% versus 69% for those who did not take the course. These data reflect the positive effect FYE courses have on first-year students.

**Figure 3. Comparison of First Year Experience Cohort by GPA and Retention Rate**



*Guided Pathways to Success (GPS) Initiative*

The College began to implement a pilot phase of Guided Pathways to Success (GPS) in fall 2016. By integrating academic and student services into a coherent and intentional system, this

approach can better guide and support students to reach their educational goals. For the fall 2016 pilot semester, the College developed a more proactive and intentional advising process for students at every stage. New students were assigned and notified of their academic advisors before the first day of class. Undecided students were advised to choose from one of the newly developed “Areas of Interest.” Each Area of Interest includes a collection of academic programs that have common or related courses. This offers students the flexibility to explore multiple majors. Since all of the majors among any Areas of Interest share at least one semester of common courses, students can decide on a major later or switch majors and have the same courses apply to their declared major. The College has also developed user-friendly academic maps that clearly outline the courses students need to complete to earn an associate degree. Courses are sequenced from beginning to end in a specific order to build foundational skills and meet all pre-requisite requirements. Critical courses and milestones that students must complete to stay on track are also highlighted on the academic maps. The next steps include adding transfer and career outlook information to better inform student choice.

As the College’s leading example of implementation of GPS, the Business Department developed a pathway after review of data on enrollment, retention, completion, and time to graduation. The following career programs were part of the Business Department Review: Accounting, Management, Finance & Banking, Marketing, Small Business & Entrepreneurial Studies, Hospitality Casino Management, Hospitality Hotel Management, and Hospitality Restaurant Management. As part of the process, the Business Department determined that some programs could be combined or eliminated. As a result, the Business Department determined that there should be two career programs: An Accounting Career Degree Program, and a Business Administration Degree Program with options. By creating the Business Administration Degree program with options, the Business Department would be able to better manage the programs under one “umbrella.” The Business Department took the following actions: rebuilt all of the programs of study for the career options and the accounting program to align the fundamental core courses across all the degrees on a semester-by-semester basis; used limited electives or directed electives for each program; eliminated programs with few or no graduates (Hospitality Casino Management). The College is currently following the Business Department model in developing GPS for all programs.

#### *CAMI Program*

The Precision Sheet Metal Manufacturing Certificate Program, offered at Three Rivers Community College through the Connecticut Advanced Manufacturing Initiative, is a one-of-a-kind training program. Students learn about sheet metal fabrication careers, blueprint reading, manufacturing math, quality control, metrology, sheet metal layout and fabrication, and welding in newly renovated labs with state-of-the-art machinery. The program was designed to fit the specific needs of sheet metal manufacturers in eastern Connecticut. It includes thirty credits, with the opportunity to also earn an additional twelve credits in either Advanced Fabrication or Advanced Welding certifications.

The program began at TRCC in Fall 2015 with twenty students in the first cohort. Another twenty were registered for the second cohort that began in summer 2016, and another twenty

one were registered for the third cohort that began in fall 2016. Of the Fall 2015 cohort, eleven graduated in December 2016; of the Summer 2016 cohort, six graduated in May 2017; of the Fall 2016 cohort, ten are projected to graduate in December 2017 (Table 12). The grant funding from the U.S. Department of Labor ends September 30, 2017.

**Table 12. CAMI Program Enrollment and Graduation**

Cohort	Enrolled	Projected Graduation
Fall 2015	20	11
Summer 2016	20	6
Fall 2016	21	10

Because of programs like this the College was recognized by the U.S. Department of Education as one of twenty-five community colleges nationwide for the college’s effectiveness in serving low-income students with relatively high outcomes:

[http://www.ct.edu/newsroom/two\\_ct\\_community\\_colleges\\_among\\_top\\_in\\_nation\\_to\\_advance\\_opportunities\\_for](http://www.ct.edu/newsroom/two_ct_community_colleges_among_top_in_nation_to_advance_opportunities_for)

*Tutoring Center*

With the colocation of the two campuses the College’s Tutoring and Academic Success Center (TASC) saw a significant increase in students served. The new TASC center combined regular tutoring with the Writing Center and the Math Lab in one location. In the previous situation, the number of students served never exceeded 2500 per semester. In the new location, TASC has served between 3500 and 4000 students per semester until 2015 when, matching declining enrollment at the College, the numbers have been closer to 3000 students per semester. The TASC Center is currently being expanded to better accommodate student demand.

*Student Engagement with Faculty*

Three Rivers Community College currently has 33 active clubs on campus. Club life has been proven to increase student retention, satisfaction, and interaction with faculty and staff. There are academic clubs where the mission is to engage students in academic pursuits outside of the classroom, including attendance at conventions, community service, and workshops. The College also has many social and sports clubs. Students and faculty work side by side on a number of community service projects, such as a monthly food truck, community health fairs, and the Board of Regents’ “Connecticut makes a difference” day. There is also an annual Winter Ball sponsored by Student Programs that raises money for student scholarships and is very well attended by faculty, staff, administrative staff and students.

*Advising*

For continuing students, the College began to offer Advising Days at the start of the registration period to increase student access to advisors and faculty. Instead of only meeting with advisors when they have academic and financial issues, students were able to receive cohesive information in a one-stop-shop setting. As a result, 289 students were advised during the 2-day Advising Days, and the college had an increase of 103 students registering on the first day

compared to the prior year, equating to an increase of 66 FTE. Building on this success and momentum, the College will continue to offer Advising Days in the future.

The Faculty Advisor Mentor Program has been active since 2009 and includes ongoing and regular faculty advising training at the basic, intermediate, and advanced mentor levels. Faculty mentors receive regular advising updates and assistance from experienced faculty throughout the semester. Assistance and support from Student Services professional advisors is provided during the pre-semester months of August and January.

#### *Curriculum Committee*

To ensure educational effectiveness, the College has numerous venues where assessment occurs, all overseen by the Curriculum Committee in an effort to strengthen the College's culture of assessment. As mentioned earlier in this report, for the academic year 2016-2017, a new Governance Structure realigned the Curriculum Committee, changing the chair from the Academic dean to a faculty person, elected by the committee, who in turn are elected by their academic departments. Several other committees, including General Education, Educational Technology, and Program Assessment, were changed into task forces that report to Curriculum. Consequently, any academic assessment, from programmatic evaluations, to pedagogical delivery methods, to course-level artifact assessment, will report to curriculum. To date, the Committee has already accepted the "report card" (figure 4 on the next page) used by the General Education Task Force to present the findings of assessment teams, recognizing it will make for a more uniform presentation of results and will help to streamline the tracking of recommendations that are made.

A similar report card is in development for programmatic review with the intention of ensuring that recommendations are followed up on and that the loop is closed, completing the process. The value of such report cards is that it enables the capability of sharing the assessment results across the college via shared drives (intranet) or on the college website (public internet).

As part of a comprehensive system-wide review of programs, several degree programs in the Business and Technologies Departments fell short of new graduation standards. In order to continue to meet the needs of the local business community and the College's students, each department created an umbrella program, aligning courses in the early semesters before having students move into specific concentrations. The work done by the Business Department is described above. The Technology Department took three low-enrolled programs of study, with correspondingly low graduation rates, Construction Management, Architectural Engineering Technology, and Civil Engineering Technology, and created one umbrella program, Construction Technology. Like the Business Department, students in this umbrella program share courses in almost the entirety of the first year. In year two, they focus on courses unique to the concentration, some of which are shared, while some are not.

Figure 4. General Education Report Card

Measurement and Analysis of Student Learning and Performance Report to Curriculum																				
Performance Indicator	Definition																			
1. Student Learning Results	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:																			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)															
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																			
<b>Oral Communication 2015-16 Rating Scale 4=Mastery; 3 = Proficient; 2 = Developing; 1 = Beginning</b>																				
Respond to Rhetorical Situations	Direct, Formative & Internal. See footnote for description of measurement instrument.	Goal is a majority students will score 2.0 or better. Students achieved a 2.8 on this rubric	Goal partially met. However, A3 and A4 were unscorable because they were not observable in the artifacts.	Elements will be added to the assignments that meet A3 and A4. Grant Funding requested for equipment and videographer.	<table border="1"> <tr><td>Average of A</td><td>2.80</td><td><b>Response to Rhetorical Situations</b></td></tr> <tr><td>Average of A1</td><td>2.77</td><td>Identify and adapt to audience and purpose</td></tr> <tr><td>Average of A2</td><td>2.68</td><td>Effective message influences through logical, emotional appeals</td></tr> <tr><td>Average of A3</td><td>0.00</td><td>Recognizes when others don't understand and manages</td></tr> <tr><td>Average of A4</td><td>0.00</td><td>Listens effectively and responds app to speech of others</td></tr> </table>	Average of A	2.80	<b>Response to Rhetorical Situations</b>	Average of A1	2.77	Identify and adapt to audience and purpose	Average of A2	2.68	Effective message influences through logical, emotional appeals	Average of A3	0.00	Recognizes when others don't understand and manages	Average of A4	0.00	Listens effectively and responds app to speech of others
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Average of A4	0.00	Listens effectively and responds app to speech of others																		
Use Sources	Direct, Formative & Internal. See footnote for description of measurement instrument.	Goal is a majority students will score 2.0 or better. Students achieved a 2.6 on this rubric	Goal Met	Continue to evaluate rubric norming and fit to assignments.	<table border="1"> <tr><td>Average of B</td><td>2.59</td><td><b>Uses Sources</b></td></tr> <tr><td>Average of B1</td><td>2.69</td><td>Locate, evaluate, use and acknowledge app sources</td></tr> <tr><td>Average of B2</td><td>2.60</td><td>Summarize, quote accurately ideas of others, differentiate from own</td></tr> </table>	Average of B	2.59	<b>Uses Sources</b>	Average of B1	2.69	Locate, evaluate, use and acknowledge app sources	Average of B2	2.60	Summarize, quote accurately ideas of others, differentiate from own						
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Average of B1	2.69	Locate, evaluate, use and acknowledge app sources																		
Average of B2	2.60	Summarize, quote accurately ideas of others, differentiate from own																		
Craft Logical Arguments	Direct, Formative & Internal. See footnote for description of measurement instrument.	Goal is a majority students will score 2.0 or better. Students achieved a 2.7 on this rubric	Goal Met	Continue to evaluate rubric norming and fit to assignments.	<table border="1"> <tr><td>Average of C</td><td>2.69</td><td><b>Craft Logical Arguments</b></td></tr> <tr><td>Average of C1</td><td>2.58</td><td>Select app and effective medium for communicating</td></tr> <tr><td>Average of C2</td><td>2.65</td><td>Provides clear, logical evidence, support or illustration for assertions</td></tr> <tr><td>Average of C3</td><td>2.60</td><td>Uses app, effective organizing methods with transitions and signposts</td></tr> </table>	Average of C	2.69	<b>Craft Logical Arguments</b>	Average of C1	2.58	Select app and effective medium for communicating	Average of C2	2.65	Provides clear, logical evidence, support or illustration for assertions	Average of C3	2.60	Uses app, effective organizing methods with transitions and signposts			
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Average of C3	2.60	Uses app, effective organizing methods with transitions and signposts																		
Apply Language Conventions	Direct, Formative & Internal. See footnote for description of measurement instrument.	Goal is a majority students will score 2.0 or better. Students achieved a 2.7 on this rubric	Goal Met	Continue to evaluate rubric norming and fit to assignments.	<table border="1"> <tr><td>Average of D</td><td>2.65</td><td><b>Apply Language Conventions</b></td></tr> <tr><td>Average of D1</td><td>2.69</td><td>Uses diction, tone, level of formality app to audience, purpose, situat</td></tr> <tr><td>Average of D2</td><td>2.59</td><td>Uses pronunciation, grammar, articulation, nonverbal app to message</td></tr> </table>	Average of D	2.65	<b>Apply Language Conventions</b>	Average of D1	2.69	Uses diction, tone, level of formality app to audience, purpose, situat	Average of D2	2.59	Uses pronunciation, grammar, articulation, nonverbal app to message						
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Average of D2	2.59	Uses pronunciation, grammar, articulation, nonverbal app to message																		
Formulate Effective Writing Strategies	Direct, Formative & Internal. See footnote for description of measurement instrument.	Goal is a majority students will score 2.0 or better. Students achieved a 2.7 on this rubric	Goal partially met. However, E1 and E4 were unscorable because they were not observable in the artifacts.	Elements will be added to the assignments that meet E1 and E4. Professional Development will be lead by Department Chair.	<table border="1"> <tr><td>Average of E</td><td>2.68</td><td><b>Formulate Effective Communication Strategies</b></td></tr> <tr><td>Average of E1</td><td>0.00</td><td>Reflect on and explain effectiveness of choices for audience, purpose</td></tr> <tr><td>Average of E2</td><td>2.96</td><td>Speak ethically, accepting responsibility for practices, open and direct</td></tr> <tr><td>Average of E3</td><td>2.75</td><td>Revise and rehearse speeches before delivery</td></tr> <tr><td>Average of E4</td><td>0.00</td><td>Collaborates with others, manages discussions, tasks and information</td></tr> </table>	Average of E	2.68	<b>Formulate Effective Communication Strategies</b>	Average of E1	0.00	Reflect on and explain effectiveness of choices for audience, purpose	Average of E2	2.96	Speak ethically, accepting responsibility for practices, open and direct	Average of E3	2.75	Revise and rehearse speeches before delivery	Average of E4	0.00	Collaborates with others, manages discussions, tasks and information
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Action Plan Completed 2016-17, will continue to reinforce assessment strategies with department and adjunct faculty. Camera purchase complete. Assignment redesigned. Will share rubric information with system committee.																				

### *General Education Task Force/TAP*

The General Education Task Force (Gen Ed or GETF) was established in 2007 and created its own competencies and rubrics. In 2013, the Connecticut State Colleges and Universities (CSCU) established a general education core of ten competencies based on the work of faculty in respective disciplines. To streamline the College's assessment work, these new competencies were adopted as the College's General Education Competencies. For the past three years, two different competencies have been assessed per year. New for AY16-17 was the changing of the committee into a task force, which now reports to the Curriculum Committee. Assessment reports include analysis of the data and are sent to the Curriculum Committee for college-wide dissemination and recommendations.

Assessment of student learning has been a process of continuous improvement at Three Rivers. Initially, the College utilized the General Education Task Force to create outcomes and rubrics. TRCC utilized this process until the Connecticut Board of Regents assigned specific competencies for the CSCU system to utilize. The competencies are comprehensive measures of general education that all programs must demonstrate competence in:

- written and oral communication in English
- the ability for scientific and quantitative reasoning,
- for critical analysis and logical thinking;
- the capability for continuing learning, including the skills of information literacy.

They will also demonstrate knowledge and understanding of:

- scientific,
- historical, and
- social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

The CSCU requires the above outcomes, but also allows each of the colleges in the system to utilize additional outcomes to meet the individual college's needs. The General Education Task Force has mapped individual courses to specific outcomes. Those courses provide student-produced artifacts used by reading teams for assessment. The reports of the teams form the basis for "closing the loop" and continuous improvement. The mapping project initially asked faculty to submit course data that was indicative of "Designated Competencies" and directly met the rubrics for each outcome. The second phase asked faculty to submit course data indicative of "Embedded Competencies" which indirectly meet the rubrics. The criteria for designating a competency include:

- Is the entire competency form completed, including course description, content, outcomes, and assignments?
- Is there a substantive amount of teaching/learning of the subject matter relevant to the competency? (at least 2/3 of the course).
- Are there assignments related to the competency?
- Is the model assignment appropriate to the competency?
- Would the absence of the material/assignments relevant to the competency substantially alter the course?

- If the competency is outside of the submitting faculty member's primary field, was a disciplinary expert for a field within the competency's primary area consulted?

The extensive work of mapping outcomes to competencies is particularly important in the final phase of outcomes assessment. Should a competency not be met, the college can map it back to the respective areas and take action to improve that competency. The Curriculum Committee and the General Education Task Force have implemented a report card in order to track recommendations that stem from the assessment and ensure that the College has "closed the loop."

#### *General Education Assessment*

In response to these changes, the General Education Task Force created an assessment plan that modified the General Education Assessment Cycle to work with the new competencies. Also, the task force has worked with key staff and faculty members at TRCC to formulate a plan for implementing the use of Digication, a student-centered ePortfolio platform, for general education assessment. The College began using Digication to collect student work for general education assessment in AY13-14. A Digication implementation group was formed with members from Gen Ed, the Educational Technology Director, an Ed Tech staff member, and the director of Learning Initiatives. This group trained faculty on the use of Digication, went to classes to give tutorials on the platform, and hosted open eLabs for students, faculty, and classes to learn about and work on portfolios. The effort was successful and resulted in a substantive increase in receiving student work for General Education assessment.

The Gen Ed Task Force is helping to facilitate student understanding of the Gen Ed Curriculum by having students play the vital role of uploading their own work to the Gen Ed template in Digication. The process for how students upload their work into Digication was changed over the summer of 2014 to allow faculty to view student submissions, allowing it to be integrated more fully into teaching and learning. Through the introduction of assessment with this method of artifact collection, and because this should be happening in the majority of any given TRCC student's classes, students have become more familiar with the General Education Competencies at the college and gain a better understanding of how their coursework is meeting those competencies. The process for use of Digication for submission of student work was again streamlined in 2015 and continues to be strengthened.

Beginning in AY15-16, the Gen Ed Task Force agreed to shift the assessment cycle slightly, with artifact collection in the fall semester, and assessment teams convening and reviewing artifacts in the spring semester. This revised cycle allows for the task force to push for more artifact submissions during the fall semester. Gen Ed is also continuing work on raising the profile of General Education and assessment by giving presentations at the Academic Division meetings and by relaying important information to appropriate respective departments. Additionally, in AY 16-17, the General Education Committee was re-organized as a task force under the Curriculum Committee and now is charged by and reports directly to this committee. This change, brought on by the College's governance re-structuring, has brought the General Education Task Force more meaningfully into curricular decisions. Gen Ed assessment results

are now presented to the Curriculum Committee (in addition to related departments and the faculty body), which is strengthening the feedback from assessments, and provides a launching point if curricular changes are needed. At these meetings, faculty considered how data connected to the College mission and the General Education Competencies.

#### *Educational Technology Task Force*

Multiple processes support the success of our distance learning courses. Course delivery practices, development of faculty, regular review of best practices and use of feedback are integral to educational effectiveness. When a department or faculty member would like to use online pedagogy as the delivery mode, they meet with the Educational Technology Director and develop three weeks of course material for review and enhancement. A checklist identifying best practices clarifies elements essential to the course. Faculty new to distance learning also enroll in modules and work with the Director of Educational Technology to develop their practice. Self-assessment, evaluation, and revision support continual improvement of courses. A formalized process of review for best practice elements occurs per a biennial review process. The faculty member, Director of Educational Technology, and Educational Technology Task Force support the review process. Distance education courses are considered to be completely integrated and internal to the academic degree and certificate programs and thus regular program reviews take them into account.

The College conducted a survey of TRCC distance learning students in spring 2016 to measure student experience in distance learning courses at the college. Over 200 students responded to the 12-question survey. The Educational Technology Taskforce reviewed survey results and found that overall, the vast majority of students are satisfied with their distance learning courses. The students found their DL course easy to navigate, thought the instructor was sufficiently engaged in the course, would take another DL course at TRCC, and think that the College should expand its DL academic offerings. Furthermore, the task force recommended that the College should communicate to registering students, via the advising process, the survey's results regarding important skills and characteristics for successful distance learning students. Results from the National Community College Benchmark Program indicate that students receiving a passing grade from those completing DL courses at TRCC place the College in the 85<sup>th</sup> percentile nationally. Moreover, the College placed in the 91 percentile for students who receive A's and B's in DL courses. In spring 2016, based on program analysis and community needs, the College approved a fully online Library Technology Certificate program. The effectiveness of the DL curriculum suggests that the college should consider expanding offerings of other online certificates and degrees for specified markets.

#### *Program Assessment Taskforce*

The Program Assessment Committee was formed in the 2015-2016 academic year with a charge of facilitating the preparation of program reviews utilizing a new comprehensive program review process. The program review requires detailed information including:

- Program Description and Consistency with College Mission
- Policies, Agreements, and Professional Affiliations
- Program Curriculum, Outcomes, and Alignment with NEASC Standards

- Program Faculty, Support Services, and Resources/Facilities
- Student Engagement, Advisement, and Support
- Constituency Satisfaction and Employment
- Assessment of Program Outcomes and Program Effectiveness
- Performance Indicators: Enrollment, Course, Retention, Graduation/Transfer
- Conclusions and Directions for the Future

Programs reviewed include LAS/GS, Library Technology Certificate, Health Career Pathways Certificate, and Advertising/Public Relations Certificate. As a result, several certificate programs were terminated based on program reviews. The revised Curriculum Committee developed a program review Report Card in order to efficiently track programmatic recommendations that came about during the review process. The committee evaluated the review process and made several proposals: a systematic approach to the review, the adjunct hiring process and documentation be formalized and centralized, professional developmental opportunities for adjunct faculty be expanded, implementation of a short form review for programs which met certain criteria, and need for program advisory Boards.

#### *Multi-State Collaborative*

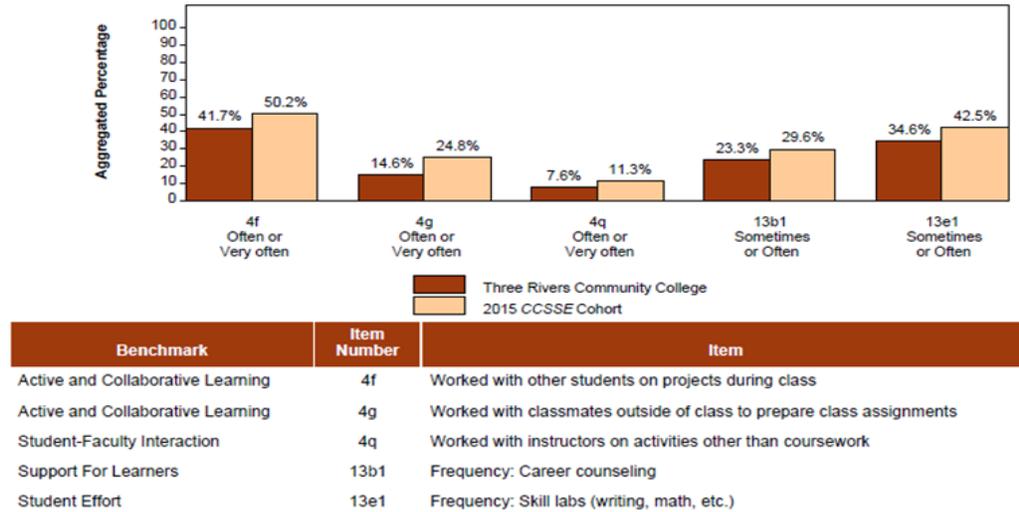
In 2013, Three Rivers was invited to be part of a team that represented Connecticut in the Multi-State Collaborative, a cross-state assessment feasibility study working in conjunction with the American Association of Colleges and Universities (AAC&U), funded in part by the Gates Foundation. Each of the ten states involved developed teams that included three two-year colleges and three four-year schools. During academic year 2014-2015, the College collected artifacts for Written Communication and Quantitative Literacy, a process that was different from previous collections at the College due to the requirement that participating students needed to have completed at least seventy-five percent of the credits required for their program of study.

As a participant, the College sent three faculty members to Kansas City for a training program on norming, rubric alignment, and artifact reading. While the study proved the feasibility of multiple states collecting and assessing artifacts, it was the dissemination and discussion of the institutional-level data with the campus community that affirmed and further encouraged participation in the College's own General Education assessment effort. One of the results of participation in the MSC was that the Nursing Program identified the need for a statistics course based on the MSC assessment results. The following year's artifact collection was expanded to a third category, Critical Thinking, with results still pending.

#### *CCSSE/SENSE results*

The Community College Survey of Student Engagement (CCSSE) provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. Survey of Entering Student Engagement (SENSE) is a similar survey administered to new students during the first weeks of their first semester on campus.

**Figure 5. 2015 CCSSE Survey Results, Aspect of Lowest Engagement**



In a CFT sponsored workshop faculty were introduced to the 2015 CCSSE data. Faculty discussed the various aspects of the lowest engagement among the College’s students (Figure 5) and shared practices and strategies that could potentially improve student engagement. As the campus increasingly understands the importance of intentionally engaging students, the College continues to encourage conversations on this topic among faculty and advisors through workshops, brown bag lunches, and professional development days.

*National Community College Benchmark Project*

With more than 150 benchmarks, defined and refined by over 400 community colleges over 10 years, results from participating in the National Community College Benchmark Project (NCCBP) helps the College measure its performance and set meaningful and relevant standards. Findings from Three Rivers participation in this project in 2016 highlighted the institution’s strengths and opportunities for improvement (Table 13), and further confirmed the findings of the College’s internal assessment activities.

**Table 13. TRCC Institutional Strengths & Opportunities for Improvement**

Strengths	Opportunities for Improvement
% of students that received a passing grade of those that completed speech (91st percentile)	% of net revenue from total revenue (5th percentile)
% of students that received a passing grade of those that completed speech (91st percentile)	% of part-time, first-time students that completed or transferred in 3 years (6th percentile)
% of students that received a passing grade of those that completed English Comp II (86th percentile)	% of part-time, first-time students that completed in 3 years (6th percentile)

% of students receiving a passing grade from those completing distance learning classes (85 percentile)	% of full-time, first-time students that completed or transferred in 2 years (7th percentile)
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NCCBP placed Three Rivers in the ninety-first percentile for percent of students who completed Speech with a passing grade. The College’s internal assessment of Oral Communication showed that students exceeded the benchmark in all elements of the competency. The Center for Teaching could use these findings for further professional development opportunities. Based on the results of the NCCBP that identified “Opportunities for Improvement,” particularly the completion and transfer percentiles, the College began work on the Guided Pathways to Success.

*Adventure in Life Long Learning*

Adventures in Life-Long Learning (ALL) is an organization started in 1995 to give retired individuals an opportunity to continue with their learning. The College has hosted this group, giving them dedicated classroom space, mailing privileges, and administrative support. In return, ALL has sponsored student scholarships, financially supported public presentations for students, and opened some of their lectures to the College community. The group offers its members a variety of activities, including a writing group, book and film discussions, field trips, and lectures. Over the last two years, ALL has offered between fifty and fifty-five classes a semester, with Three Rivers’ faculty involved in eighteen to twenty-four percent of them. In fall 2016, there were 244 students registered for one or more of the 38 lectures the College offered.

*Post Graduate Outcomes*

Regarding the College’s mission to prepare students for academic and professional challenges, data collected from the TRCC 2016 Graduate Survey revealed that consistent with the College’s mission:

- 86% of graduates rated their TRCC college experience as “Excellent” or “Good.”
- 90% of graduates who transfer to four-year colleges report that their majors at the transfer institutions are “Directly” or “Somewhat related” to the majors they pursued at TRCC.
- More than 90% of graduates stated that TRCC’s education prepared them well for future college study.
- They also stated that their TRCC education helped them get a new job (55%), get a salary increase (28%), get a promotion (15%), or maintain current job (39%).

In addition to the college-wide graduate survey, individual program such as Nursing, Business, Early Childhood, and Criminal Justices also conduct graduate surveys to measure the satisfaction of program graduates. Furthermore, data obtained from the Department of Labor reveal (Table 14) that the average wages for TRCC graduates has consistently increased after completing their coursework. For example, 2013-2014 graduates saw a 25% wage increase comparing 1<sup>st</sup> quarter pre-TRCC and 1<sup>st</sup> quarter post-TRCC.

**Table 14. Wage Differences of TRCC Students Pre- and Post- Graduation**

Academic Year	Average Wage 1st Quarter Pre TRCC	Average Wage 1st Quarter Post TRCC	Difference (\$)	Differences (%)
2009 - 2010	\$ 5,751.3	\$ 6,929.7	\$1,178	20%
2010 - 2011	\$ 6,386.0	\$ 7,547.6	\$1,162	18%
2011 - 2012	\$ 5,552.3	\$ 7,746.0	\$2,194	40%
2012 - 2013	\$ 4,769.7	\$ 6,171.9	\$1,402	29%
2013 - 2014	\$ 5,167.3	\$ 6,437.4	\$1,270	25%

*Source: Department of Labor*

Three Rivers continues to work to provide the best open-admissions educational environment for the region. The College has spent much of the last five years adjusting to the changes highlighted in this report, including the external constraints brought about by the creation of the Board of Regents, financial constraints brought about by state budgetary issues, and a declining high school graduate population.

However, Three Rivers has worked to respond to these changes in order to continue to improve the College’s quality of education. The changes required due to the PA-1240 legislation required the College to streamline the developmental course sequences to one semester. While these changes have been challenging, a review of these courses has shown similar success rates as there were before the legislation, which can expedite the course sequences for students that succeed. The Transitional Scholars Program provides a supportive learning environment for students that place well below college level. And the Multiple Measure advising tools provides advisors with a more holistic picture of a student’s academic abilities, which leads to more accurate course placement.

Additionally, the student success initiatives outlined above also provide additional ways to facilitate student success. The Guided Pathways for Success initiative is a proven national model that has provided an opportunity for faculty and staff to work together to create course schedules that are practical for students’ lives, while scheduling students into cohorts that allow them to make connections with one another. Clubs provide students with non-academic ways to engage with other students, faculty, and staff. The expanded Tutoring Center will allow more students to access tutoring services, while providing a more comfortable environment for students to study.

Finally, the College continues to invest in improving its use of data. The College uses external data from CCSSE/SENSE and the US Department of Labor. The College has also benefitted from being a part of the national Multi-State Collaborative. And the College continues to conduct its own assessments of programs, general education, distance learning courses, and graduates. The work outlined here has positioned the College to continue to improve its educational offerings into the future.

## **Institutional Plans**

### **The Future for Three Rivers**

Three Rivers Community College is one of twelve community colleges in the Connecticut State College and University System (CSCU). Given the significant budget shortfall the state of Connecticut is facing, along with decreased funding from the legislature for the community college system in the state, President Mark Ojakian announced in spring 2017 that he would not close any community colleges, but would rather consolidate the 12 colleges into one college with a single accreditation, naming it The Community College of Connecticut. This action would decrease costs while preserving and providing quality, affordable, and accessible two-year degrees, certificates, and workforce programs to the residents of Connecticut.

During the spring semester, President Ojakian held town hall meetings at each of the community colleges and the state universities to explain the rationale for this consolidation. He created a consolidation committee with representatives from each of the community colleges chaired by a community college president, Michael Rooke. The charge of this committee is to develop an organizational structure for one college with a single accreditation. David Levinson and Mary Ellen Jukoski, current community college presidents and recent CIHE commission members, were appointed to this committee. An all-day retreat with the community college presidents was held in May to solicit their feedback regarding an organizational structure for creating a single community college accreditation. In addition, President Ojakian met with members of the CIHE at their annual retreat in June to share initial plans regarding this reorganization into one community college accreditation. The consolidation committee has met regularly since the May retreat to discuss and develop an appropriate organizational structure which would incorporate the twelve colleges into one college. The committee hopes to have a draft organizational structure developed by the end of August for the System Finance Office to complete a cost analysis. At the start of the fall 2017 academic semester, President Ojakian intends to meet with representative members of the various governance bodies to share the committee's work and to seek their input and feedback. These include but are not limited to the faculty academic councils, governance forums, and the Board of Regents Academic Affairs Committee.

Concurrent with this process, the System Office is preparing a substantive change report, which will detail how the single community college accreditation is in compliance with the CIHE Standards. The goal is to have an organizational structure for the one college with a single accreditation, with updated position job descriptions, and academic policies to be implemented in July 2019.

## **Appendix**

## **Affirmation of Compliance**



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

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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.)

Table with 2 columns: Category (URL, Print Publications, Self-study/Interim Report Page Reference) and Value (http://www.trcc.commnet.edu/president/policies/credit\_hour.shtml)

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.)

Table with 2 columns: Category (URL, Print Publications, Self-study/Interim Report Page Reference) and Value (http://www.trcc.commnet.edu/Div\_StudentServices/admissions/transfer.shtml, Page 20)

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.)

Table with 2 columns: Category (URL, Print Publications, Self-study/Interim Report Page Reference) and Value (http://www.trcc.commnet.edu/President/Policies/college\_policies.shtml, Page 23, Page 30, Page 74)

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.)

Table with 2 columns: Category (Method(s) used for verification, Self-study/Interim Report Page Reference) and Value (Registration process with Banner database; assignments of student IDs with passwords; pedagogical best practices)

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.)

Table with 2 columns: Category (URL, Print Publications, Self-study Page Reference) and Value (empty)

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

Chief Executive Officer: [Signature] Date: 2 October 2017

**Most Recent Audited Financial Statement &  
the Auditor's Management Letter**

Financial Statements,  
Required Supplementary Information, and  
Additional Supplemental Information

# Connecticut Community Colleges

June 30, 2016

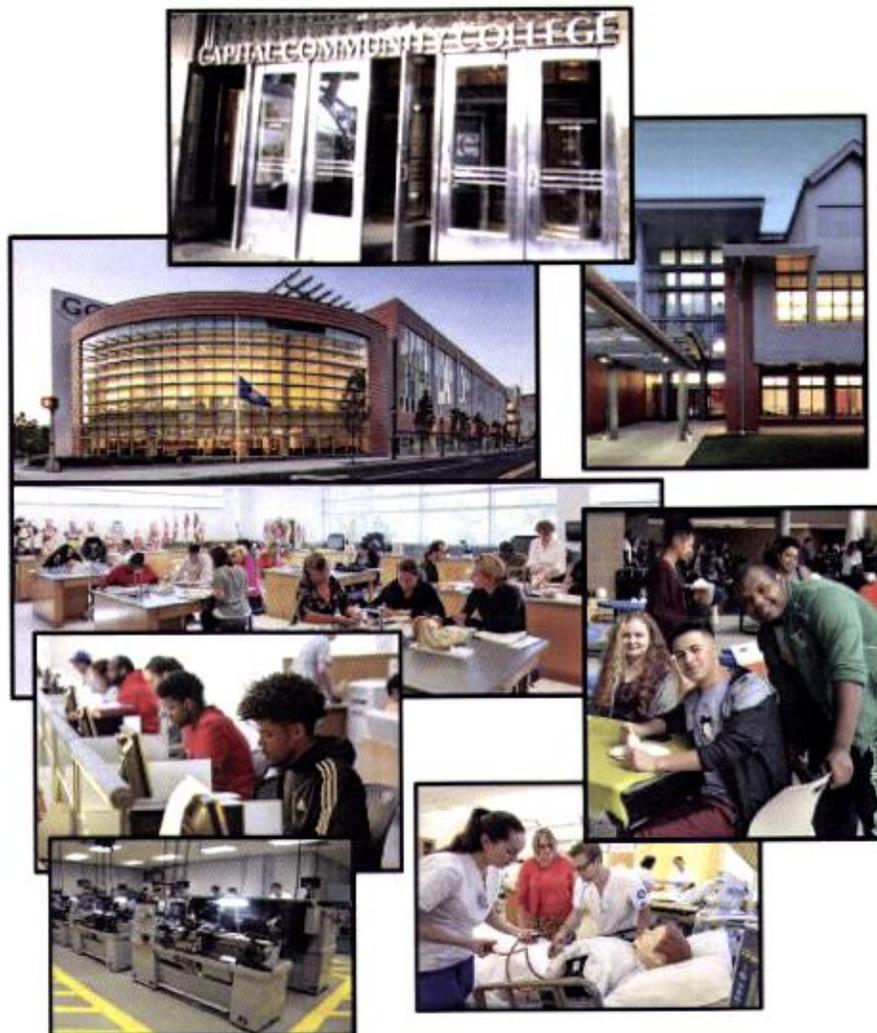


**CSCU**

Connecticut State  
Colleges & Universities

## Connecticut Community Colleges Mission Statement

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



**Members of the Board of Regents for Higher Education  
(Between 7/1/15 – 6/30/16)**

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

**Regents as of 6/30/16 (2 vacancies)**

Nicholas M. Donofrio, Chairman

Yvette Meléndez, Vice Chair

Richard J. Balducci

Naomi K. Cohen

Lawrence J. DeNardis

Matt Fleury

Merle W. Harris

David R. Jimenez

William J. McGurk

JoAnn H. Price

Elise E. Wright

Holly Palmer (Charter Oak State College (COSC) Student; elected April 2016)

Gordon Plouffe (CT Community College (CCC) student; elected September 2015)

**Ex-Officio, Non-voting members**

Stephen Adair – Chair of the Faculty Advisory Committee (FAC)

Barbara E. Richards – Vice Chair of the Faculty Advisory Committee (term began January 2016)

Raul Pino – Commissioner of the CT Department of Public Health (appointed December 2015)

Dianna R. Wentzell – Commissioner of the State Board of Education

Scott Jackson – Commissioner of the CT Department of Labor (appointed January 2016)

Catherine Smith – Commissioner of the CT Department of Economic and Community Development

**Former Board members (who served between 7/1/15 – 6/30/16)**

Jewel Mullen – Commissioner, CT Department of Public Health (term ended November, 2015)

Sharon Palmer – Commissioner, CT Department of Labor (term ended December, 2015)

Sarah E. Greco, CT State University (CSU) Student (resigned March 2016)

Robert E. Brown – VC of FAC (term ended December 2015)



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

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  
Paul Broadie II, President

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 (Retired  
10/1/15)  
Dr. Michael Rooke (Effective 11/27/2015)

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. Carlee Drummer, President

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

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

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

Dr. Gregory W. Gray, President (Special Adviser to the President Effective 9/28/2015)  
Mark E. Ojakian, President (Effective 9/28/2015)

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## **Introduction**

The Management's Discussion and Analysis (MD&A) provides an overview of the financial position and activities of the Connecticut Community Colleges ("CCC" or "System") and its component units for the fiscal year ended June 30, 2016, along with comparative information for the fiscal year ended June 30, 2015. 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 2016.

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 2015 semester, 52,761 students enrolled in credit courses and Full-Time Equivalent ("FTE") enrollment was 30,430. During calendar year 2015 29,443 students also took a variety of non-credit skill-building programs. The CCC's offer two-year associate degrees and transfer programs, short-term certificates, and individual coursework in both credit and non-credit programs, often through partnerships with business and industry. In total, CCC employed approximately 2,200 full time employees at June 30, 2016.

The CCC system is composed of twelve primary institutions that make up the primary reporting entity. The primary reporting entity is financially accountable for the organizations that make up its legal entity. The System's twelve primary institutions include the following community colleges:

- Asnuntuck Community College ("Asnuntuck") in Enfield
- Capital Community College ("Capital") in Hartford
- Gateway Community College ("Gateway") in New Haven and North Haven
- Housatonic Community College ("Housatonic") in Bridgeport
- Manchester Community College ("Manchester") in Manchester
- Middlesex Community College ("Middlesex") in Middletown and Meriden
- Naugatuck Valley Community College ("Naugatuck Valley") in Waterbury and Danbury
- Northwestern Connecticut Community College ("Northwestern") in Winsted
- Norwalk Community College ("Norwalk") in Norwalk
- Quinebaug Valley Community College ("Quinebaug") in Danielson and Willimantic
- Three Rivers Community College ("Three Rivers") in Norwich
- Tunxis Community College ("Tunxis") in Farmington and Bristol

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

## **Using the Financial Statements**

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

public colleges and universities, and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35 fiscal year 2016 financial statements and footnotes are presented, for the CCC *primary institution*, as well as for certain other organizations that have a significant related party relationship with CCC (the “component units”).

The component units are the twelve college foundations (the “Foundations”) and the Great Path Academy (“GPA”), a magnet high school at Manchester Community College (“MCC”). Magnet high schools which are operating on CCC campuses are legally separate, tax-exempt non-profit organizations. Each magnet school established is evaluated for inclusion within the System financial statements as a component unit. As further discussed in Note 1 of the financial statements, under “Restatement of Opening Net Position Balance – Magnet Schools Component Unit”, prior to FY 16 two magnet schools were considered to be component units, however that designation was reconsidered in FY 16 to include only GPA in the System financial statements. Refer to Note 1 of the financial statements for further information related to this matter. The Great Path Academy (GPA) at MCC meets the criteria for inclusion as a component unit in the financial statements of CCC and is discretely presented and identified in a single column on the face of the CCC financial statements. The Foundations are legally independent, tax-exempt non-profit organizations separate from College control, founded to foster and promote the growth, progress and general welfare of the Colleges and to solicit, receive and administer donations for such purposes. The Foundations manage the majority of the Colleges’ endowments. However, the assets of these component units are not available to CCC for use at its discretion. The MD&A discusses CCC’s financial statements only and not those of its component units.

During fiscal year 2016, management identified certain errors in the fiscal year 2015 financial statements related to accounting and reporting for pensions and reporting Pell revenues. As a result, amounts reported in fiscal year 2015 within the FY16 management discussion and analysis have been restated to reflect the correction of these errors. Refer to footnote 1 of the financial statements for further details related to amounts adjusted in connection with the pension accounting. With respect to changes in reporting of Pell revenues, prior to fiscal year 2016, Pell revenues had been incorrectly reported as operating revenues rather than non-operating revenues. This change impacted operating results (vs. non-operating results), but had no impact on change in net position. All amounts presented in the following MD&A have been restated to reflect the corrected amounts for fiscal year 2015.

## **Financial Highlights**

The Connecticut Community Colleges had total assets of \$959.3 million, liabilities of \$706.1 million, and a total net position balance of \$356.5 million at June 30, 2016. Of this amount, (\$466) million is classified as unrestricted net position, a \$9.9 million increase from 2015. The large negative balance in unrestricted net position has been created by the adoption of GASB 68 in the prior fiscal year. Adoption of GASB 68 required the System to recognize a liability for pension plans, which were previously disclosed only at the State level. The offset to the pension liability was a reduction in unrestricted net position as further discussed below.

Total operating revenues from student tuition and fees, grants and contracts, and other college activities (net of scholarship allowances) were \$136 million, a 3% increase over the previous year. Operating expenses were \$548.3 million, an increase of 3% from the previous year, resulting in an operating loss of \$412.3 million during the year ended June 30, 2016. Net non-operating revenues and other changes were \$489.2 million, up 15% from the previous year, which were the result of a \$60.6 million increase in bond appropriations, a \$31.3 million decrease in general fund appropriations and a State take back of \$1.8 million from CCC unrestricted cash. Overall the CCC’s experienced an increase in net position of \$76.9 million during fiscal year 2016.

Cash and cash equivalents were \$237.8 million at June 30, 2016, including \$31.2 million of cash equivalents in the form of State bond appropriations administered by the CCC’s, and \$113.4 million of State bond appropriations administered by the Department of Administration Services (“DAS”) on behalf of the System. DAS-administered cash equivalents (bond appropriations) increased from \$59.7 million at June 30, 2015 to \$113.4 million at June 30, 2016. Total current assets were \$283.4 million at June 30, 2016. The ratio of unrestricted current assets of \$125.9 million to unrestricted current liabilities of \$53.0 million is 2.4:1 in 2016, and was 2.3:1 in 2015. 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 9% from \$589.8 million at June 30, 2015 to

\$642.4 million at June 30, 2016. This significant liability includes \$607.0 million for the CCC allocation of the state pension plan obligation and \$35.2 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). These large and essentially unfunded liabilities continue to represent a long-term obligation impacting 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.

**Condensed Statements of Net Position**

June 30, 2016, and 2015

(in thousands)

	2016	2015 (Restated*)	% Change
<b>ASSETS</b>			
Current assets	\$ 283,409	\$ 227,235	25 %
Non-current assets	675,919	649,324	4 %
Total assets	<u>959,328</u>	<u>876,559</u>	<u>9 %</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	105,988	71,584	48 %
<b>LIABILITIES</b>			
Current liabilities	63,702	57,277	11 %
Non-current liabilities	642,394	589,771	9 %
Total liabilities	<u>706,096</u>	<u>647,048</u>	<u>9 %</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	2,697	21,448	(87) %
<b>NET POSITION</b>			
Invested in capital assets	675,766	649,126	4 %
Restricted-nonexpendable	20	20	-
Restricted-expendable	146,783	106,380	38 %
Unrestricted	<u>(466,046)</u>	<u>(475,879)</u>	<u>2 %</u>
Total net position	<u>356,523</u>	<u>279,647</u>	<u>27 %</u>
Total liabilities and net position	<u>\$ 1,062,619</u>	<u>\$ 926,695</u>	<u>15 %</u>

\*FY 15 is restated for certain amounts previously reported for the adoption of GASB 68 in fiscal year 2015 which were incorrect. As a result the net position, and deferred outflows of fiscal year 2015 have been restated.

Current assets consist of cash and cash equivalents and accounts receivable. The \$56.2 million increase in current assets from the previous year is largely attributable to a \$42.9 million increase in the cash equivalents and a \$10.3 million increase in cash. Cash equivalents fluctuate as sizeable building projects are funded and then expended over a period of often two to three years. Accounts receivables increased \$3.5 million and was primarily attributable to a \$1.7 million increase in tuition receivables. Investment of cash is handled by the State of Connecticut Treasurer's Office, which invests cash balances in a Short Term Investment Fund ("STIF") on behalf of State agencies. The CCC's do not carry any other separate investments.

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



*Non-current assets* increased 4.0% from \$649.3 million at June 30, 2015, to \$675.9 million at June 30, 2016. Net capital assets account for all but \$153 thousand of non-current assets. The \$153 thousand represents student loan receivables. At June 30, 2016, capital assets in service totaled \$927.9 million, offset by \$317.6 million in accumulated depreciation; this compared with \$921.8 million and \$291.9 million, respectively, at the end of fiscal year 2015. The \$6.1 million increase in capital assets included \$5.7 million in buildings and building improvements, and \$1.2 million in furnishings and equipment, offset by a decrease in Library Books of \$800 thousand. The only newly completed project greater than a million was for Quinebaug Valley, where several roof top units were replaced and HVAC upgrades completed for a total of \$1.2 million. The Tunxis “600 Building” addition and “300 Building” renovations, though substantially complete in FY14, incurred \$1.1 million in additional costs in FY16. Construction-In-Progress accounted for the remaining \$46.3 million increase in capital assets. The largest of these were: \$17.6 million for renovations to Naugatuck Valley’s Founders Hall, \$9.1 million for renovations to Housatonic’s Lafayette Hall, \$5.8 million for Northwestern’s replacement for their Joyner Building, \$6 million of site improvements at Naugatuck Valley and \$3.5 million for an addition to the manufacturing center at Quinebaug Valley.

Total liabilities were \$706.1 million at the end of fiscal year 2016, an increase from \$647 million at the end of fiscal year 2015. *Current liabilities* consist primarily of accrued payroll and related benefits of \$37.0 million and unapplied payments of \$10.6 million, primarily collected in advance for late-summer and fall 2016 academic terms. Additional current liabilities include deferred revenues of \$3.8 million for restricted grant activities to be performed in the future, vendor accounts payable of \$4.7 million, agency fund liabilities of \$1.4 million, and \$3.5 million for the estimated value of accrued compensated absences (sick and vacation time benefits) that will be paid within the coming year to employees who terminate or retire, as well as \$1.8 million of retainage on facility projects.

*Non-current liabilities* consist almost exclusively of \$607.0 million in pension liability and long-term accrued compensated absences (“ACA”) – \$35.2 million net of \$3.5 million of current liabilities – to be paid out to terminating employees over time in the future beyond one year. The total ACA liability of \$38.7 million (long-term and current) and pension liability of \$607.0 million represents approximately five times the existing unrestricted current assets that are available to pay for these previously earned employee benefits, and causes the reported unrestricted net position balance to be significantly reduced. In practice, however, much of these payouts are funded through current-year revenues rather than through existing net position.

*Pension liability* is the CCC’s proportionate share of the State Employee Retirement System’s (SERS) and the Teachers Retirement System’s (TRS) net pension liability. In June 2012 GASB released Statement No. 68, Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27, with an effective date of June 30, 2015. This Statement established standards for measuring and recognizing future defined benefit pension liabilities. As defined in this Statement, SERS is considered a single employer plan and the CCC System is considered a cost-sharing employer of TRS. The CCC system pays the State for a portion of fringe costs based on a fringe rate but ultimately the State pays the pension systems on behalf of employees. These accounting requirements do not impact the System’s funding requirements for the

# Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

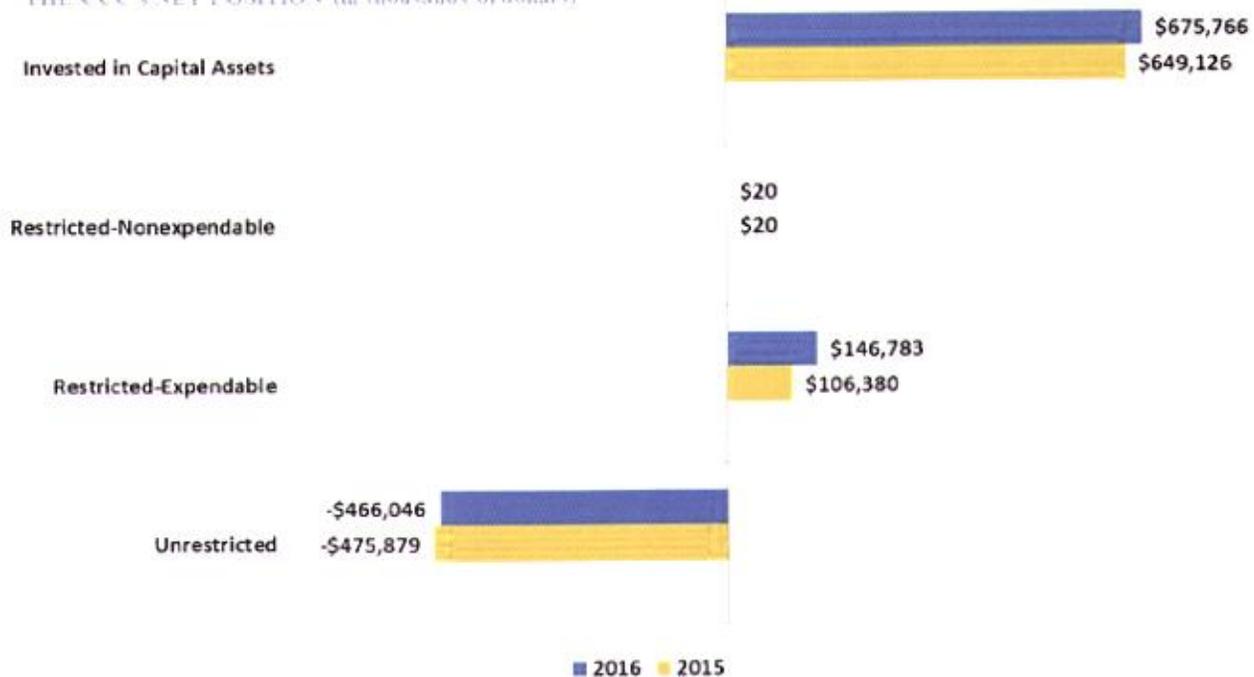
June 30, 2016



pension plans. The System’s total net pension obligation was \$607.7 million and \$551.7 million at June 30, 2016 and June 30, 2015 respectively.

The total *net position* balance includes \$675.8 million *Invested in capital assets* net of related debt and depreciation. The Connecticut Community Colleges do not carry any capital debt, as property acquisitions, facility construction and major renovations are financed by capital appropriations made to one or more of the CCC’s. Bonding and debt repayment are the responsibility of the State of Connecticut and are not reflected in the CCC financial statements. The Connecticut Community Colleges continue to implement a long-range capital plan to provide for new and renovated campus facilities necessary to meet academic program needs.

THE CCC’S NET POSITION (in thousands of dollars)



The \$114.3 million in new bond fund appropriations in fiscal year 2016 included \$16.4 million for System administered projects, repairs, and equipment, and \$98.0 million for DAS-administered projects. The System-administered dollars funded a variety of small projects and IT initiatives. The \$98 million included \$25 million for the new Joyner building at Northwestern, \$25 million for renovations at Asnuntuck, including an expanded manufacturing and new technology center, \$40 million for Phase III renovations at Housatonic and \$6 million for major site improvements at Naugatuck Valley.

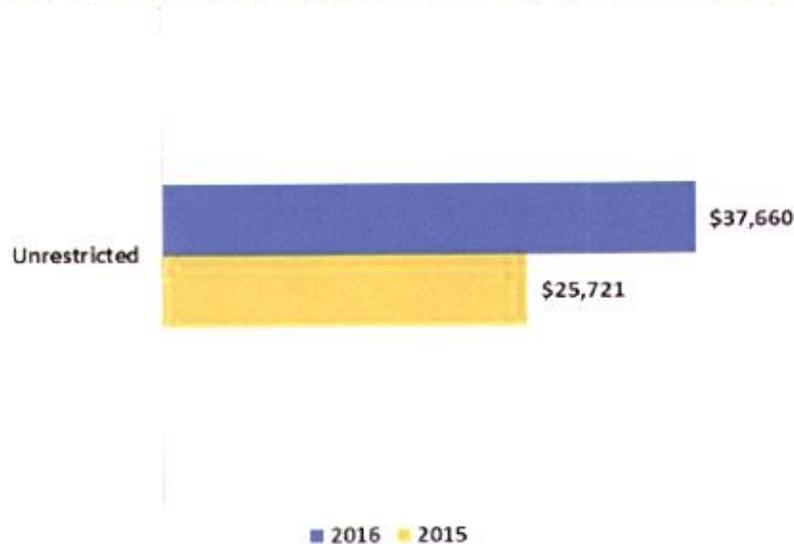
The CCC’s have a minimal level of *Restricted-Nonexpendable* net position as the colleges do not generally carry any permanent endowment as a direct activity. *Restricted-Expendable* net position represents primarily bond fund appropriation balances at June 30, 2016 (\$31.2 million in funds managed by the CCC’s and \$113.4 million for projects managed by DAS), funds held in restricted accounts pending distribution under the terms of the Board’s collective bargaining agreement with its professional unions (\$4.5 million), loan fund balances (\$0.1 million), as well as private gifts and donations, mostly for scholarships, whose revenues have been recognized but not yet expended. Changes in restricted-expendable net position are related primarily to the change in bond fund appropriation revenues and expenses in connection with various facility projects.

*Unrestricted net position* (“UNP”) has shifted to a negative balance with the recognition of the pension liability. This negative balance improved by \$9.8 million during fiscal year 2016. Excluding the activity related to the actuarially determined unfunded pension liability, UNP increased by \$12.0 million to \$37.7 million during fiscal year 2016, following

an increase of \$12.4 million in 2015 and a \$1.9 million decrease in 2014. The table below illustrates the fluctuations in aggregate CCC UNP over the past several years:

<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>	<u>FY11</u>	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>		
\$6.5	\$4.1	\$7.2	\$10.2	\$16.2	\$29.8	\$32.8	\$24.2	\$37.9	\$39.2	\$28.3	\$15.2	\$13.3	\$25.7	\$37.7		
												UNP Adjusted for Pension Liability:		(\$492.0)	(\$475.9)	(\$466.0)

THE CCC'S UNRESTRICTED NET POSITION (less NPL) - in thousands of dollars



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

The Statement of Revenues, Expenses and Changes in Net Position presents CCC's results of operations, as well as the non-operating revenues and expenses. Total *operating revenues* for fiscal year 2016 were \$136 million after the reduction for scholarship allowances, a increase of 3.4% from \$131.5 million in fiscal year 2015. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis, but are offset by student financial aid and waivers resulting in net tuition and fee revenue of \$97.9 million after scholarship allowances. This differs from budgetary practices, which recognize revenue on a gross basis without offset for scholarship allowances. On a gross basis, fiscal year 2016 tuition revenues decreased 0.8% from the previous year, to \$174.1 million. These revenues reflect a FTE credit enrollment decrease of 4.6% in fiscal year 2016 and 3.0% in fiscal year 2015. Extension fee revenues increased slightly from \$24.8 million in fiscal year 2015 to \$24.9 million in fiscal year 2016.

The Connecticut Community Colleges recorded an operating loss of \$412.3 million during the year ended June 30, 2016. This results primarily from the fact that the State general fund appropriation and related fringe benefits, as well as State bond fund appropriations are classified as *non-operating revenues*, although the expenditure of these resources on personnel, non-capital equipment and depreciation are considered to be an operating expense. Other non-operating activity includes private gifts and donations, investment income earned on cash balances invested by the State treasurer's office, and non-mandatory transfers between individual colleges and the System Office. The State general fund appropriation for salaries increased by 5.2% and the associated revenues to cover fringe benefit costs increased by 8.1%, to \$162.8 million and \$120.6 million, respectively. An additional \$17.2 million of targeted General Fund appropriations was received to fund the CCC's portion of the BOR initiative titled "Transform CSCU 2020". Specifically, the majority of these additional funds were provided to support (1) developmental education efforts undertaken by the CCCs, and (2) a supplement in lieu of increases to tuition and fees which would have been required to cover cost increases. Unlike other General Fund appropriations, this \$17.2 million included no component for fringe. Bond fund appropriation revenues increased from \$53.7 million in 2015 to \$114.3 million

in 2016. When the full value of the general fund appropriation and fringe benefits, capital appropriations, and other non-operating revenue and expense is taken into account, the System recorded a total 2016 net increase in net position of \$76.9 million compared with \$21.1 million decrease in 2015.

**Condensed Statements of Revenues, Expenses and Changes in Net Position**

**Years Ended June 30, 2016 and 2015**

**(in thousands)**

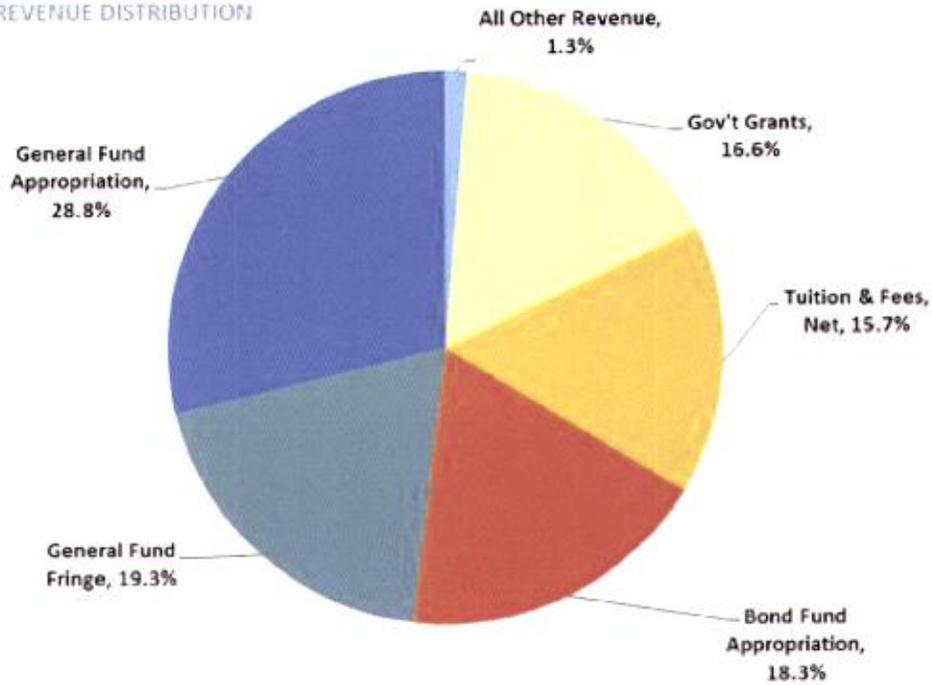
	2016	2015 (Restated*)	% Change
<b>OPERATING REVENUES</b>			
Tuition and Fees, Net	\$ 97,929	\$ 95,994	2%
Government grants and contracts	29,608	27,638	7%
Additional operating revenues	8,432	7,839	8%
Total operating revenues	<u>135,969</u>	<u>131,471</u>	3%
<b>OPERATING EXPENSES</b>			
Expenses before depreciation and amortization	518,601	505,185	3%
Depreciation	29,674	29,191	2%
Total operating expenses	<u>548,275</u>	<u>534,376</u>	3%
Operating loss	<u>(412,306)</u>	<u>(402,905)</u>	-2%
<b>NON-OPERATING REVENUES (EXPENSES)</b>			
State appropriations - general fund	300,639	287,196	5%
State appropriations - bond fund	114,349	53,746	113%
PELL Grants	74,295	81,395	-9%
Other non-operating revenues (expenses), net	(101)	1,660	-106%
Total non-operating revenues	<u>489,182</u>	<u>423,997</u>	15%
<b>NET POSTION</b>			
Change in net position	76,876	21,092	264%
Net position, beginning of year	279,647	258,555	8%
Net position, end of year	<u>\$ 356,523</u>	<u>\$ 279,647</u>	27%

\* Amounts previously reported for beginning net position for the adoption of GASB 68 in fiscal year 2015 have been restated. In addition, PELL grant revenues has been reclassified from operating revenues to non-operating revenues.

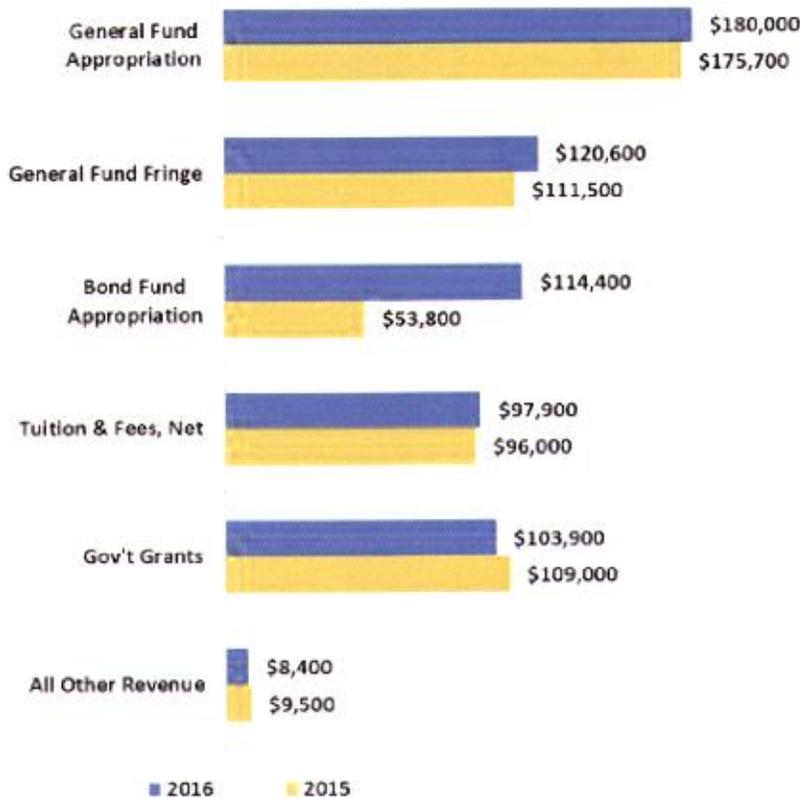
Government grant revenues are comprised primarily of student financial aid programs including the Supplemental Education Opportunity Grant ("SEOG") programs. Other government grants include funding for various program-related activities. Government grant revenues at June 30, 2016 were \$103.9 million; federal dollars were down \$4.8 million and state dollars were down \$0.3 million from the previous fiscal year.

Other revenues totaled \$8.4 million in 2016, up from \$7.8 million in fiscal year 2015. Other revenues include sales or commission revenues from college- or vendor-operated cafeterias, bookstores, and daycare centers, early childhood education, food services, and private gifts and grants.

REVENUE DISTRIBUTION



REVENUE SUMMARY (in thousands of dollars)



Total operating expenses for fiscal year 2016 were \$548.3 million, after reductions for the amount of student financial aid and waivers applied to student tuition and fees. This reflects an operating expense increase of 3% from \$534.4 million in fiscal year 2015. The \$13.9 million decrease in fiscal year 2016 crossed all functions and categories of expense.

Operating expenses include \$412.1 million for salary and wages and related fringe benefits, or 75.2% of total operating expense. In addition, operating expenses include \$30.9 million in net scholarship aid expense refunded to students, \$29.7 million in depreciation expense and \$75.6 million for all other service and supply costs. Supplies and services include \$13.7 million in non-capital telecommunications and information technology-related services and supplies; premises and property-related expenses including utilities, security, maintenance and repairs, custodial and grounds, and other related costs totaling \$29.1 million; and all other non-personnel costs of operating the colleges.

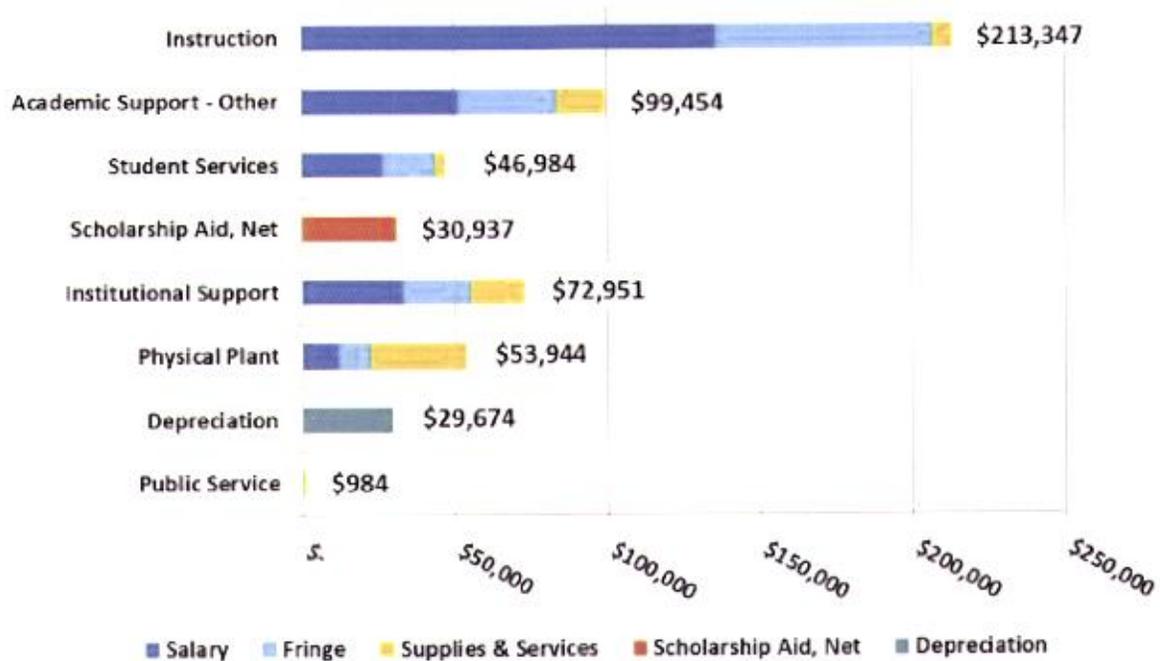
# Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

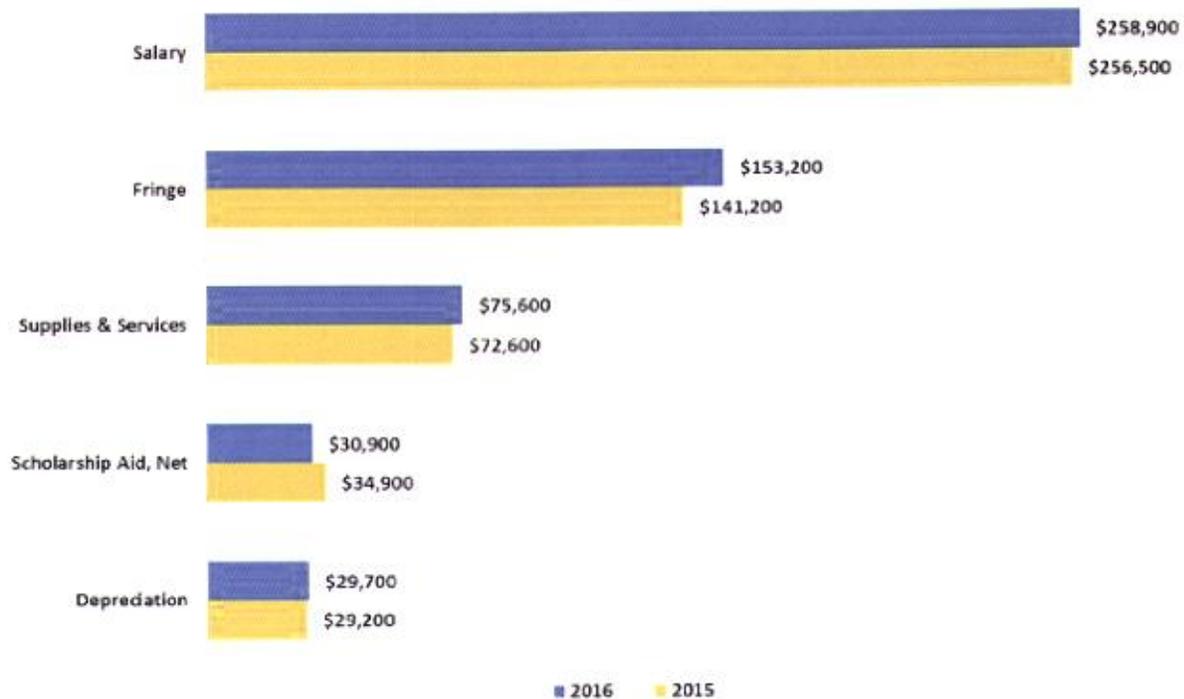
June 30, 2016



2016 OPERATING EXPENSES (in thousands of dollars)  
by Program and Account Type



EXPENSE BY ACCOUNT TYPE (in thousands of dollars)



**Statement of Cash Flows**

The statement of cash flows presents the significant sources and uses of cash. Major sources of *operating activity* cash inflows include receipts of student tuition and fees of \$95.2 million, flat from 2015 and receipts from government grants and contracts of \$30.0 million, down 1.7% from 2015. Cash is also received from private grants and contracts, miscellaneous auxiliary and educational sales, and other activities. The largest operating cash outflows include salaries paid to employees of \$255.7 million, up 0.3% from 2015, fringe benefits paid on behalf of employees of \$149.6 million, up 5.3% from 2015, vendor payments of \$82.6 million, up 1.9% from 2015 and payments to students of \$36.2 million, down 3.9% from 2015 including financial aid grants and loans (above the amounts applied to tuition and fee charges), student work study or other employment, and tuition and fee refunds. Net cash used by operating activities increased 0.29% during fiscal year 2016.

The largest inflow of cash related to *non-capital financing* is State appropriations, which were \$307.2 million, including general fund appropriations for salaries and related fringe benefits, and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. Other non-capital financing cash inflows include PELL grants of \$74.3 million, private gift receipts of \$1.4 million and Federal Family Education Loan Program (FFELP) receipts of \$9.7 million.

*Capital financing* cash flows result primarily from the receipt or reallocation of capital appropriations and from cash outlays made to purchase capital assets either by the CCC's directly, or by DAS on the System's behalf. During fiscal year 2016, capital financing net cash inflows of \$105.2 million reflected the receipt of bond appropriations, \$45.3 million of which went to college facility projects administered by DAS, and \$10.8 million for repairs and maintenance, capital equipment and system technology initiatives at the colleges and system office. Cash provided by *investing activities* represents interest income earned on operating fund cash balances invested by the State treasurer on behalf of the System, and distributed quarterly. Cash inflows from the Short Term Investment Fund ("STIF") rose from \$134 thousand in fiscal year 2015 to \$219 thousand in fiscal year 2016.

**Condensed Statements of Cash Flows**

Years Ended June 30, 2016 and 2015

(in thousands)

	2016	2015 (Restated*)	% Change
<b>NET CASH PROVIDED BY (USED IN)</b>			
Operating activities	\$ (387,014)	\$ (385,889)	0%
Noncapital financing activities	390,855	382,411	2%
Capital and related financing activities	49,105	20,743	137%
Investing activities	219	134	63%
Net change in cash and cash equivalents	53,165	17,399	206%
<b>CASH AND CASH EQUIVALENTS</b>			
Cash and cash equivalents, beginning of year	184,668	167,269	10%
Cash and cash equivalents, end of year	\$ 237,833	\$ 184,668	29%

\* Restated to reflect PELL revenue as noncapital financing activities rather than operating activities.

**Economic Outlook**

The Connecticut Community Colleges will confront significant challenges and a call for change in the years ahead. The factors that will have the greatest financial impact on the CCC are projected flattening and declining high school graduates and the current fiscal condition of the state of Connecticut, which projects significant 2018 and 2019 budget deficits.

The following table illustrates Fall Full Time Equivalent (“FTE”) student attendance at the CCCs:

Fall Headcount Enrollment and Full Time Equivalent				
Year Ended 30-Jun	Undergraduate	% Change	Full Time Equivalent	% Change
2016	52,761	-4.3%	30,430	-4.6%
2015	55,154	-3.2%	31,886	-3.0%
2014	56,976	-2.2%	32,882	-1.6%
2013	58,228	1.9%	33,410	0.6%
2012	57,152	-1.0%	33,200	-2.0%

The past three years have seen declining full time equivalent students, and the five-year trend shows decline as well. CCC continues to attract non-traditional students and as discussed below, strategic initiatives are underway to expand the potential student population. In addition, the IPEDS data does not currently measure the attendance in non-credit programs which is a significant offering at the CCCs.

The mission of CSCU was established at the time the system was created, as follows:

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. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.

The Board of Regents set forth the following five goals to accomplish its mission:

- Goal 1: A Successful First Year: Increase the number of students who successfully complete a first year of college.
- Goal 2: Student Success: Graduate more students with the knowledge and skills to achieve their life and career goals.
- Goal 3: Affordability and Sustainability: Maximize access to higher education by making attendance affordable and our institutions financially sustainable.
- Goal 4: Innovation and Economic Growth: Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world.
- Goal 5: Equity: Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

Embedded in these goals are the concepts of affordability, access, and sustainability which form the basis for all strategic and tactical decision-making within the system.

In the interest of continuing progress towards achieving goals and for dealing with an ever-changing operational environment and fiscal challenges, management has formed six workgroups to identify ways in which to foster greater organizational effectiveness, improve processes and practices, promote innovations and strategic partnerships, and identify potential costs savings. The workgroups were formed in summer 2016 and are comprised of staff, presidents, and faculty members. The teams have planned, evaluated current circumstances, identified opportunities for improvement, solicited input from stakeholders and subject matter experts, and arrived at preliminary recommendations. The areas under focus are human

# Connecticut Community Colleges

Management Discussion and Analysis (Unaudited)

June 30, 2016

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resources, compliance programs, contracting and purchasing, recruitment and retention, financial aid, and marketing. Final recommendations are expected to be presented to the Board in spring 2017.

## **Additional Information**

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



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## **REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS**

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

### **Report on the financial statements**

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut Community Colleges, an enterprise fund of the State of Connecticut, (collectively, the "System") as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the index.

### **Management's responsibility for the financial statements**

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

### **Auditor's responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of one aggregate discretely presented component unit (the affiliated foundations ("Foundations")), which statements reflect total assets of \$51.1 million and total net assets of \$49.2 million as of June 30, 2016 and total revenues, capital gains and losses, and other support of \$7.2 million for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

#### Opinions

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component unit of the Connecticut Community Colleges as of June 30, 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### Emphasis of Matter

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut, and do not purport to, and do not, present fairly the financial position of the State of Connecticut as of June 30, 2016, the changes in its financial position, or, where applicable, its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

As discussed in Note 1, the beginning net position as of July 1, 2015 has been restated in connection with a correction of an error related to the adoption of a new accounting standard related to pension accounting. Our opinion is not modified with respect to this matter.

#### Other matters

##### *Required supplementary information*

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 13 and the Schedule of Net Pension Liability and Related Ratios and Schedule of Contributions on pages 42 and 43 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Supplementary information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the College's basic financial statements. The supplemental Combining Statement of Net Position, Combining Statement of Revenues, Expenses and Changes in Net Position, Combining Statement of Cash Flows, Combining Statement of Net Position by Fund Group, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group included on pages 46 through 50 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

*Grant Thornton LLP*

Westborough, Massachusetts

January 19, 2017

Connecticut Community Colleges  
Statement of Net Position  
June 30, 2016



	Primary Institution (in thousands) 2016	Component Unit Magnet High School-GPA (in thousands) 2016
<b>Assets</b>		
<b>Current assets</b>		
Cash and cash equivalents	\$ 237,833	\$ 424
Accounts receivable, due from the State	29,317	44
Accounts receivable other, net	15,572	7
Prepaid expenses	687	-
Total current assets	<u>283,409</u>	<u>475</u>
<b>Non-current assets</b>		
Capital assets, net	675,766	26,044
Student loans, net	153	-
Total non-current assets	<u>675,919</u>	<u>26,044</u>
Total assets	<u>\$ 959,328</u>	<u>\$ 26,519</u>
<b>Deferred outflows of resources</b>		
Deferred pension contributions	105,988	-
Total deferred outflows of resources	<u>\$ 105,988</u>	<u>\$ -</u>
<b>Liabilities</b>		
<b>Current liabilities</b>		
Accounts payable	\$ 4,681	\$ 82
Accrued expenses - salary and fringe benefits	37,024	63
Accrued compensated absences - current portion	3,545	7
Deferred revenue	3,818	24
Unapplied payments	10,568	-
Retainage	1,813	-
Agency and loan fund liabilities	1,441	-
Other liabilities	812	-
Total current liabilities	<u>63,702</u>	<u>176</u>
<b>Non-current liabilities</b>		
Pension liability	606,997	-
Accrued compensated absences - long term portion	35,243	67
Other long-term liabilities	154	-
Total non-current liabilities	<u>642,394</u>	<u>67</u>
Total liabilities	<u>706,096</u>	<u>243</u>
<b>Deferred inflows of resources</b>		
Deferred pension asset gains	2,697	-
Total deferred inflows of resources	<u>\$ 2,697</u>	<u>\$ -</u>
<b>Net position</b>		
Invested in capital assets, net of related debt	675,766	26,044
Restricted		
Nonexpendable	20	-
Expendable	146,783	80
Unrestricted	(466,046)	152
Total net position	<u>\$ 356,523</u>	<u>\$ 26,276</u>

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

	<b>Component Unit Foundations</b> (in thousands) <b>2016</b>
<b>Assets</b>	
Cash and cash equivalents	\$ 7,805
Accounts receivable, net	22
Contributions receivable, net	1,700
Grants receivable	5
Other receivables	410
Prepaid expenses and other assets	56
Investments	<u>41,146</u>
Total assets	<u>\$ 51,144</u>
<b>Liabilities</b>	
Accounts payable and accrued expenses	\$ 564
Annuities payable	55
Scholarships payable	26
Other liabilities	<u>1,348</u>
Total liabilities	<u>1,993</u>
<b>Net Assets</b>	
Unrestricted	3,976
Temporarily restricted	15,550
Permanently restricted	<u>29,625</u>
Total net assets	<u>49,151</u>
Total liabilities and net assets	<u>\$ 51,144</u>

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

# Connecticut Community Colleges

Statements of Revenues, Expenses and  
Changes in Net Position  
Year Ended June 30, 2016



	Primary Institution (in thousands) 2016	Component Unit Magnet High School-GPA (in thousands) 2016
<b>Operating revenue</b>		
Student tuition and fees	\$ 174,093	\$ -
Less: Scholarship discounts and allowances	(76,164)	-
Net tuition and fees	<u>97,929</u>	<u>-</u>
Federal grants and contracts	20,839	2,799
State and local grants and contracts	8,769	7
Private grants and contracts	3,454	-
Sales and services of educational departments	724	-
Other operating revenues	4,254	1,128
Total operating revenues	<u>135,969</u>	<u>3,934</u>
<b>Operating expenses</b>		
Instruction	213,347	2,051
Public service	984	-
Academic support	88,546	219
Library	10,908	99
Student services	46,984	516
Scholarship aid, net	30,937	-
Institutional support	72,951	1,148
Physical plant	53,944	581
Depreciation	29,674	909
Total operating expenses	<u>548,275</u>	<u>5,523</u>
Operating loss	<u>(412,306)</u>	<u>(1,589)</u>
<b>Nonoperating revenues</b>		
State appropriations - general fund	300,639	775
State appropriations - bond funds	114,349	-
PELL grants	74,295	-
Private gifts	1,408	-
Interest income	276	-
Mandatory transfer to State	(1,800)	-
Other non-operating revenues, net	15	-
Net non-operating revenue	<u>489,182</u>	<u>775</u>
Change in net position	76,876	(814)
Net position, as restated at July 1, 2015 *	279,647	27,090
Net position at end of year	<u>\$ 356,523</u>	<u>\$ 26,276</u>

\* Both the Primary Institution and the Component Unit have been restated, refer to Note 1 for additional information.

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

	<b>Component Unit Foundations (in thousands) 2016</b>
<b>Revenue, capital gains and losses and other support</b>	
Gifts and grants	\$ 6,718
Gifts in kind	88
Events and activities	1,002
Dividends and interest income	296
Net realized and unrealized gain/(loss) on investments	<u>(931)</u>
Total revenue, capital gains and losses and other support	<u>7,173</u>
<b>Expenses</b>	
Fundraising events	724
Campus facilities, projects and equipment	200
Grants	416
Museum	101
Program services	2,344
Scholarships, awards, and financial aid	1,954
Management and general	1,811
College advancement	<u>962</u>
Total expenses	<u>8,512</u>
Change in net assets	(1,339)
<b>Net assets</b>	
Net assets at beginning of year	50,490
Net assets at end of year	<u>\$ 49,151</u>

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

# Connecticut Community Colleges

## Statement of Cash Flows

June 30, 2016



	<b>Primary Institution</b>
	(in thousands)
	<b>2016</b>
<b>Cash flows from operating activities</b>	
Student tuition and fees	\$ 95,237
Government grants and contracts	30,040
Private grants and contracts	3,823
Sales and services of educational departments	725
Payments to employees	(255,675)
Payments for fringe benefits	(149,616)
Payments to students	(36,218)
Payments to vendors	(82,607)
Payments by Department of Construction Services	(100)
Other receipts, net	7,377
Net cash used in operating activities	<u>(387,014)</u>
<b>Cash flows from investing activities</b>	
Interest income	219
Net cash provided by investing activities	<u>219</u>
<b>Cash flows from capital and related financing activities</b>	
State appropriations	105,196
Payments by Department of Construction Services	(45,293)
Purchase of capital assets	(10,798)
Net cash provided by capital and related financing activities	<u>49,105</u>
<b>Cash flows from noncapital financing activities</b>	
State appropriations	307,188
PELL grants	74,295
Private gifts	1,449
Federal Family Education Loan program ("FFELP")	9,723
Mandatory transfer to state	(1,800)
Net cash provided by noncapital financing activities	<u>390,855</u>
Net change in cash and cash equivalents	53,165
Cash and cash equivalents at beginning of year	<u>184,668</u>
Cash and cash equivalents at end of year	<u>\$ 237,833</u>
<b>Reconciliation of operating loss to net cash used in operating activities:</b>	
Operating loss	\$ (412,306)
Adjustments to reconcile operating loss to net cash used in operating activities:	
Depreciation expense	29,674
Loss on disposal of capital assets, net	136
Operating application of FFELP Receipts	(9,723)
Changes in operating assets and liabilities:	
Accounts receivable, net	(1,172)
Prepaid expenses and other assets	535
Accrued compensation and other	2,089
Pension Liability	55,261
Accounts payable	708
Deferred revenue	939
Changes in deferred outflows and inflows of resources:	
Deferred pension contributions	(34,404)
Deferred pension asset gains	(18,751)
Net cash used in operating activities	<u>\$ (387,014)</u>

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

## 1. Summary of Significant Accounting Policies

### Organization

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

CSCU consists of seventeen separate institutions including four state universities, twelve community colleges and Charter Oak State College. CSCU also includes the Connecticut Distance Learning Consortium ("CTDLC") as part of COSC, which provides services and support to help educational institutions and other learning-focused organizations develop and deliver technology enhanced learning opportunities to promote workforce training and development. The CSCU system offers associate degrees, baccalaureate, graduate and certificate programs, applied doctoral degree programs in education as well as short term certificates and individual coursework in both credit and noncredit programs.

### Basis of Presentation

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

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

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

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

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

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

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

**Restatement**

During fiscal 2016, it was determined that certain amounts previously reported for deferred pension contribution, pension expense, state appropriations, and related disclosures associated with the adoption of GASB 68 in fiscal year 2015 were incorrect. As a result, the beginning net assets of fiscal year 2016 have been restated.

A summary of the net effects of these errors on the fiscal year 2015 financial statements and related disclosures follows:

<b>Net Position - beginning of year as previously reported</b>	\$ 234,803
To adjust opening net position for incorrect amounts previously reported	<u>\$ 44,844</u>
<b>Net position - beginning of year as restated</b>	<u>\$ 279,647</u>

**Restatement of Opening Net Position Balance- Magnet Schools Component Unit**

During fiscal year 2016, CCC determined that Quinebaug Middle College (“QMC”), an inter-district magnet high school located on the Quinebaug Valley Community College campus that was previously presented as a discretely presented component unit on CCC’s previously issued financial statements, no longer meets the definition of a component unit. Specifically, CCC was not financially accountable for QMC and the exclusion of QMC from CCC’s financial statements is not misleading to the users of the CCC financial statements.

Accordingly, an adjustment was recorded to the beginning net assets of the Magnet High Schools discretely presented component unit as of July 1, 2015, to remove QVMC as a component unit of CCC. The effect of this adjustment is summarized below:

	<b>Component Unit Magnet High Schools (in thousands)</b>
<b>Net position - beginning of year as previously reported</b>	\$ 49,848
To adjust opening net position to remove QVMC as a component unit	\$ (22,758)
<b>Net position - beginning of year as restated</b>	<u>\$ 27,090</u>

**Net Position**

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

- **Invested in Capital Assets, Net of Related Debt**  
Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Similar net assets are included in unrestricted net assets in the statements of the component units.
- **Restricted Nonexpendable**  
Net position subject to externally imposed stipulations that they be maintained in perpetuity by CCC. Similar net assets are referred to as permanently restricted net assets in the statements of the component units.
- **Restricted Expendable**  
Net position whose use by CCC is subject to externally imposed stipulations that can be fulfilled by actions of CCC pursuant to those stipulations or that expire by the passage of time. Similar net assets are referred to as temporarily restricted net assets in the statements of the component units.
- **Unrestricted**  
Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the BOR or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs.

### **New GASB Pronouncements**

On March 2, 2015, the Governmental Accounting Standards Board (GASB) released Statement No. 72, *Fair Value Measurement and Application*, which would generally require state and local governments to measure investments at fair value. GASB's goal is to enhance comparability of governmental financial statements by requiring fair value measurement for certain assets and liabilities using a consistent definition and accepted valuation techniques. This standard expands fair value disclosures to provide comprehensive information for financial statement users about the impact of fair value measurements on a government's financial position. The requirements are effective for financial statements for periods beginning after June 15, 2015, with early application encouraged. CCC implemented GASB 72 in fiscal year 2016. There was no significant impact as a result of the adoption.

In June 2015 the Governmental Accounting Standards Board (GASB) released Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency. This Statement replaces the requirements of Statements No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*, for OPEB. Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, establishes new accounting and financial reporting requirements for OPEB plans. Management is evaluating the impact this pronouncement will have on CCC.

### **Classification of Assets and Liabilities**

CCC presents short-term and long-term assets and liabilities in the statements of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from June 30, 2016. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from June 30, 2016. Cash and cash equivalents and investments presented as short-term in the statements of net position include balances with a maturity of one year or less from June 30, 2016. Long-term cash and cash equivalents and investments include balances with a maturity of greater than one year from June 30, 2016 and balances that have externally imposed restrictions as to use.

### **Cash and Cash Equivalents**

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

The largest inflow of cash related to non-capital financing is State appropriations and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-

capital items. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement.

**Fair Value of Financial Instruments**

Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits.

For the year ended June 30, 2016, the Colleges adopted the provisions of GASB Statement No.72, "Fair Value measurements and Application" ("GASB 72"). This statement addresses the accounting and financial reporting issues related to fair value measurements, as well as requires certain disclosures to be made about fair value measurements, the level of fair value hierarchy, and valuation techniques. GASB 72 defines fair value as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. This statement also provides guidance for determining a fair value measurement for financial reporting purposes. The Colleges assessed the impact of GASB No. 72 on its financial statements and as all College investments are recorded at fair value based on quoted market prices, implementation of GASB 72 did not have any impact on the presentation of investments or the net position of CCC.

**Investment in Plant**

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

Asset Class Description	Useful Life
Land	Not applicable
Land/site improvements	20-40 years
Buildings and building Improvements	20-40 years
Lease related	Life of lease
Library books	10 years
Furniture and equipment	3-15 years
Vehicles	4 years
Artwork non-collection	10 years
Fine arts & historical treasures	Not applicable
Software	5 years
Other personal property	10 years

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

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

Connecticut State Colleges and Universities comprehensive long-term capital infrastructure investment plan (“CSCU 2020”), was developed consistent with master facilities plans established by the individual Colleges. In regards to CSCU 2020 projects, DCS administers the larger projects – generally those with a budget in excess of \$2 million. For CSCU 2020 projects, the state general obligation bond proceeds are deposited into the CSCU 2020 Fund. When funds are allotted for CCC specific projects and the projects are approved, CCC recognizes the appropriation revenue. The revenue recognized for CSCU 2020 projects being administered by DCS is included in “State appropriations restricted for capital purposes”.

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

**Accrued Compensated Absences (ACA)**

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

**Due from/Due to the State of Connecticut**

Accrued salaries and related fringe benefit costs for CSCU employees within CCC, whose salaries will be charged to the State of Connecticut General Fund, totaled \$29.3 million as of June 30, 2016. CCC has reflected a related receivable from the State of Connecticut for these costs which will be charged to the General Fund appropriation for the following year, in accordance with the state budget approved prior to June 30, 2016.

**Pension Obligations**

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

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

**Unapplied Payments**

Unapplied payments consist primarily of tuition and fees collected as of year-end, for the upcoming summer or fall semesters. Revenues related to these semesters are reported in the period the tuition and fees are recognized as income.

**Tuition and Fees Revenue**

Student tuition and fee revenues are recognized in the period earned. Student tuition and fee revenue is presented net of scholarship aid applied to student accounts, while other financial aid refunded directly to students is presented as scholarship aid expenses, as required by GASB 35. Student tuition, college services fees, student activity fees, extension credit and non-credit program fees, and other miscellaneous student fees, recorded as gross tuition and fee revenues, represent the largest portion of operating revenue, but are offset by student financial aid grants from federal, state, local and private sources as well as by institutional aid in the form of tuition remission and statutory and other tuition and fee waivers, used to pay off student tuition and fee charges, resulting in net tuition and fee revenue after scholarship allowances. The revenue for a summer session is split between the two fiscal years, with appropriate amounts being recognized in the accounting period in which they are earned or incurred and become measurable.

**Operating Activities**

Operating activities as reported on the statements of revenue, expenses and changes in net position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Nearly all of CCC expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, as defined by GASB 35, including state appropriations, PELL grants, gifts and investment income.

**Income Taxes**

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

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes at June 30, 2016 and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension liability, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

**Subsequent Events**

In accordance with generally accepted accounting principles, CSCU has evaluated subsequent events for the period after June 30, 2016, through December 19, 2016, the date the financial statements were issued and no items needing to be reported were noted.

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

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

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

Cash and cash equivalents also include operating funds held by the State of Connecticut in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rate at June 30, 2016 was 0.44%.

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

Cash	\$ 93,213
Cash equivalents	144,620
Cash and cash equivalents total	<u>\$ 237,833</u>

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

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

*Concentration of Credit Risk* – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5% or more of the total value of investments. 100% of CCC total cash, cash equivalents and investments was invested in the STIF or consist of State general fund and capital bond fund appropriations allocated to CCC as of June 30, 2016.

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

**3. Accounts Receivable, Net**

Accounts receivable consist of the following at June 30 (in thousands):

	<b>2016</b>
Tuition	\$ 6,213
College services fees	496
Student activity fees	34
Extension fees	1,137
Payment plans and returned checks	380
Other student fees	271
Subtotal	<u>8,531</u>
Less: Allowance for doubtful accounts	<u>(3,353)</u>
Subtotal student tuition and fee receivables, net	<u>5,178</u>
Third party contracts	605
Government grants and contacts	7,641
STIF	93
Other receivables	2,982
Subtotal	<u>11,321</u>
Less: Allowance for doubtful accounts	<u>(927)</u>
Subtotal other receivables, net	<u>10,394</u>
Total accounts receivable, net	<u>\$ 15,572</u>

Student tuition and fees are due at a date established by each college not earlier than six weeks nor later than three weeks before the first day of classes unless other payment arrangements have been made. Any account not fully paid after the second week of class (end of add/drop) is entered into collections. Any unpaid account at June 30 that relates to a term from a previous fiscal year is considered doubtful and an allowance is established.

#### 4. Capital Assets

Capital assets for the Primary Institution consist of the following at June 30, 2016 (in thousands):

	Balance at June 30, 2015	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2016
Land and land/site improvements	\$ 25,407	\$ 25	\$ -	\$ -	\$ 25,432
Infrastructure	516	-	-	-	516
Building and building improvements	802,294	988	-	4,669	807,951
Furnishings and equipment	86,097	4,316	(3,087)	(4)	87,322
Library books	7,009	288	(1,053)	4	6,248
Software	439	-	-	-	439
	<u>921,762</u>	<u>5,617</u>	<u>(4,140)</u>	<u>4,669</u>	<u>927,908</u>
Less: Accumulated depreciation	<u>(291,871)</u>	<u>(29,674)</u>	<u>3,909</u>	<u>-</u>	<u>(317,636)</u>
	<u>629,891</u>	<u>(24,057)</u>	<u>(231)</u>	<u>4,669</u>	<u>610,272</u>
Construction-in-progress	<u>19,235</u>	<u>50,928</u>	<u>-</u>	<u>(4,669)</u>	<u>65,494</u>
Capital assets, net	<u>\$ 649,126</u>	<u>\$ 26,871</u>	<u>\$ (231)</u>	<u>\$ -</u>	<u>\$ 675,766</u>

Capital assets for the GPA Magnet School consist of the following at June 30, 2016 (in thousands):

	Balance at June 30, 2015	Additions	Disposals and Adjustments	Transfers	Balance at June 30, 2016
Building and building improvements	\$ 31,106	\$ -	\$ -	\$ -	\$ 31,106
Furnishings and equipment	1,320	-	(65)	-	1,255
	<u>32,426</u>	<u>-</u>	<u>(65)</u>	<u>-</u>	<u>32,361</u>
Less: Accumulated depreciation	<u>(5,472)</u>	<u>(909)</u>	<u>64</u>	<u>-</u>	<u>(6,317)</u>
Capital assets, net	<u>\$ 26,954</u>	<u>\$ (909)</u>	<u>\$ (1)</u>	<u>\$ -</u>	<u>\$ 26,044</u>

**5. Accrued Compensated Absences**

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

	<b>2016</b>
Accrued vacation	\$ 16,060
Accrued sick leave	13,588
Other accrued fringe benefits	<u>9,140</u>
Total accrued compensated absences	38,788
Less: current portion	<u>(3,545)</u>
Accrued compensated absences - non-current portion	<u>\$ 35,243</u>

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

<b>Balance as of June 30, 2015</b>	\$ 39,871
Increases in 2016	1,930
Payouts in 2016	(3,013)
<b>Balance as of June 30, 2016</b>	<u>\$ 38,788</u>

These accruals represent amounts earned by all eligible employees through the end of the fiscal year. These accrued compensated absences ("ACA") will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of ACA, is estimated to be 9.14% of the total liability and is reflected as a current liability.

**6. Bonds Payable**

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

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

## 7. Retirement and Other Post Employment Benefits

### Plan Description

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

Tier III or the Hybrid Plan are the 2 primary SERS plan options available to CSCU employees first hired into state service on or after July 1, 2011 (some employees are eligible to elect the Teachers Retirement System – TRS). Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, Tier III, or TRS depending on several factors. CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut. The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and the State Employee Bargaining Agent Coalition (SEBAC), provides a retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a five percent employer match and four percent interest in lieu of a defined benefit.

Alternatively, employees may choose to participate in the Alternate Retirement Plan which is managed by Prudential. Under this arrangement, plan participants contribute 5% of their pay and the State contributes 8% to individual participants' investment accounts managed by Prudential. CSCU pays a fringe benefit charge to the State which includes the 8% employer contribution and an administrative charge. The aforementioned 2011 SEBAC agreement provides CSCU employees who were both hired before July 1, 2011 and participating in ARP with a one-time irrevocable option through a date not yet determined of electing to transfer their membership from ARP to the Hybrid Plan and purchasing credit in the Hybrid Plan for their prior services at full actuarial cost.

### Funding Policy

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

Tier I Plan B regular and Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The rate was 43.42% and 30.35% for SERS and TRS respectively for fiscal year ended June 30, 2016. The State contributed \$49.4 million and \$1.9 million, on behalf of the System, for SERS and TRS respectively for fiscal year ended June 30, 2016, equal to 99.5% of the required contributions that year. Administrative costs of the plan are funded by the State.

**Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions**

The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2016 was measured and valued as of June 30, 2015 and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, at June 30, 2016 the System's proportion was 0.11 %. For the SERS plan, at June 30, 2016 the System's proportion was 3.60 %.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CCC System is tracked separately. The net pension liability for the CCC System as of June 30, 2016 for SERS and TRS was \$594.9 million and \$12.0 million respectively.

**Actuarial Assumptions**

**SERS:**

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

Inflation	2.75%
Salary increases including inflation	4.00% to 20.00%
Investment rate of return net of pension plan investment expense, including inflation	8.00%

Mortality rates were based on the RP-2000 Employees table projected 15 years for men and 25 years for women with the Scale AA.

The actuarial assumptions used in the June 30, 2015 valuation (which was the basis for recording the June 30, 2016 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2015.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The best estimates of geometric rates of return for each major asset class as of June 30, 2015 are summarized in the following table:

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

**TRS:**

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

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

Mortality rates were based on the RP-2000 Combined Mortality Table RP-2000 projected 19 years using scale AA, with a two year setback for males and females for the period after service retirement and for dependent beneficiaries.

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

<u>Asset Class</u>	<b>Long-Term Expected</b>	
	<u>Target Allocation</u>	<u>Real Rate of Return</u>
Mutual Equity	25%	7.3%
Developed Markets ISF	20%	7.5%
Emerging Markets ISF	9%	8.6%
Core Fixed Income	13%	1.7%
Emerging Market Debt	4%	4.8%
High Yield	2%	3.7%
Inflation Linked Bonds	6%	1.3%
Liquidity Fund	6%	0.7%
Real Estate	5%	5.9%
Private Investment	10%	10.9%
	100%	

**Discount Rate**

**SERS:**

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

**TRS:**

The discount rate used to measure the total pension liability was 8.50%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

**Sensitivity of Net Pension Liability (Asset) to Changes in Discount Rate**

The following presents the current-period net pension liability of the CCC System calculated using the current-period discount rate assumption of 8.0% for SERS and 8.5% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (SERS-7.0%) (TRS-7.5%)	Current Discount (SERS-8.0%) (TRS-8.5%)	1% Increase (SERS-9.0%) (TRS-9.5%)
SERS	\$ 707,743,266	\$ 594,977,843	\$ 499,974,527
TRS	15,156,288	12,018,490	9,351,334

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

For the year ended June 30, 2016, the System recognized pension expense of \$58.6 million. Deferred outflows of resources and deferred inflows of resources for pensions attributed to the CCC System were related to the following sources for the year ended June 30, 2016:

	SERS	TRS	Total
<b>DEFERRED OUTFLOWS OF RESOURCES</b>			
Net difference between projected and actual earnings on pension plan investments	\$ 93,691	\$ 86,410	\$ 180,101
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	47,802,830	1,463,220	49,266,050
Employer contributions after measurement date	54,994,531	1,547,269	56,541,800
<b>Total</b>	<b>\$ 102,891,052</b>	<b>\$ 3,096,899</b>	<b>\$ 105,987,951</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	\$ 2,622,245	\$ 74,885	\$ 2,697,130
<b>Total</b>	<b>\$ 2,622,245</b>	<b>\$ 74,885</b>	<b>\$ 2,697,130</b>

The net amount of deferred outflows of resources and deferred inflows of resources related to the pensions attributed to the CCC System that will be recognized in pension expense during the next five years is as follows:

	SERS		TRS		Total
2016	\$	9,104,714	\$	224,363	\$ 9,329,077
2017		9,104,714		224,363	9,329,077
2018		9,104,639		224,364	9,329,003
2019		13,210,413		458,958	13,669,371
2020		4,749,797		342,695	5,092,492
<b>Total</b>	<b>\$</b>	<b>45,274,277</b>	<b>\$</b>	<b>1,474,743</b>	<b>\$ 46,749,020</b>

**Other Post-Employment Benefits**

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

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post-retirement health care and life insurance benefits. The obligations related to this benefit have not been reflected in these financial statements.

**8. Operating Leases**

CCC is party to one non-cancellable operating lease contract. Future minimum lease payments, all due over the next five fiscal years and thereafter under all existing operating lease contracts (cancellable and non-cancellable), are as follows:

2017	\$	1,608,314
2018	\$	1,334,991
2019	\$	1,327,200
2020 to 2025	\$	1,327,200 per year
2025 to 2032	\$	970,200 per year

The commitments above include a lease agreement entered into on July 1, 2012 by Gateway Community College with the City of New Haven for parking in the Temple Street Parking Garage for \$970,200 a year for 20 years. Rental and lease expense was \$3,271,543 for the year ended June 30, 2016.

**9. Commitments and Contingencies**

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

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

CCC had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30, 2016. These commitments are not recorded as liabilities until materials or services are received. The commitments of total net position balances at June 30, 2016 were as follows:

Asnuntuck Community College	\$	297,971
Capital Community College		421,936
Gateway Community College		411,854
Housatonic Community College		1,606,929
Manchester Community College		2,244,048
Middlesex Community College		695,332
Naugatuck Valley Community College		1,786,825
Northwestern Connecticut Community College		156,890
Norwalk Community College		676,368
Quinebaug Valley Community College		1,968,417
Three Rivers Community College		335,856
Tunxis Community College		226,626
System Office		5,912,454
Total	\$	<u>16,741,506</u>

**10. Natural Classification with Functional Classification**

The operating expenses by functional classification were as follows (in thousands):

	Year Ended June 30, 2016					
	<u>Salaries and Wages</u>	<u>Fringe Benefits</u>	<u>Supplies and Services</u>	<u>Scholarship Aid</u>	<u>Depreciation</u>	<u>Total</u>
Instruction	\$ 135,666	\$ 71,215	\$ 6,466	\$ -	\$ -	\$ 213,347
Public service	115	68	801	-	-	984
Academic support-other	45,470	28,653	14,423	-	-	88,546
Academic support-library	6,029	3,688	1,191	-	-	10,908
Student services	26,488	17,040	3,456	-	-	46,984
Scholarship aid	-	-	-	30,937	-	30,937
Institutional support	33,102	22,150	17,699	-	-	72,951
Physical plant	11,998	10,410	31,536	-	-	53,944
Depreciation	-	-	-	-	29,674	29,674
Total operating expenses	<u>\$ 258,868</u>	<u>\$ 153,224</u>	<u>\$ 75,572</u>	<u>\$ 30,937</u>	<u>\$ 29,674</u>	<u>\$ 548,275</u>

**REQUIRED SUPPLEMENTARY INFORMATION**

**Connecticut Community Colleges**

Schedule of Net Pension Liability  
And Related Ratios (Unaudited)  
Year Ended June 30, 2016



**Schedule of Net Pension Liability and Related Ratios**  
**State Employee Retirement System Plan**  
Last 10 Fiscal Years <sup>1</sup>

	<u>2016</u>	<u>2015</u>	<u>2014</u>
System's proportion of the net pension liability	3.60%	3.38%	3.24%
System's proportionate share of the net pension liability	\$ 594,977,843	\$ 540,627,381	\$ 537,771,592
System's covered-employee payroll	\$ 130,285,239	\$ 117,736,763	\$ 108,774,557
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	457%	459%	494%
Plan Fiduciary net position as a percentage of the total pension liability	39.23%	39.54%	N/A <sup>1</sup>

<sup>1</sup> Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

**Teachers Retirement System Plan**  
Last 10 Fiscal Years <sup>1</sup>

	<u>2016</u>	<u>2015</u>	<u>2014</u>
System's proportion of the net pension liability	0.11%	0.11%	0.11%
System's proportionate share of the net pension liability	\$ 12,018,490	\$ 11,108,644	\$ 12,252,555
State's proportionate share of the net pension liability associated with the System	\$ 12,018,480	\$ 11,094,288	N/A <sup>1</sup>
Total	<u>\$ 24,036,970</u>	<u>\$ 22,202,932</u>	<u>\$ 12,252,555</u>
System's covered-employee payroll	\$ 4,326,646	\$ 4,197,020	\$ 4,000,839
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	278%	265%	306%
Plan Fiduciary net position as a percentage of the total pension liability	59.50%	61.56%	N/A <sup>1</sup>

<sup>1</sup> Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

**Schedule Contributions**  
**State Employee Retirement System Plan**  
 Last 10 Fiscal Years <sup>1</sup>

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 49,636,667	\$ 42,836,587	\$ 34,343,204
Contributions in relation to the contractually required contribution	<u>(49,388,484)</u>	<u>(42,836,587)</u>	<u>(34,308,861)</u>
Contribution deficiency (excess)	<u>\$ 248,183</u>	<u>\$ -</u>	<u>\$ 34,343</u>
System's covered-employee payroll	\$ 130,285,239	\$ 117,736,763	\$ 108,774,557
Contributions as a percentage of covered employee payroll	37.91%	36.38%	31.54%

<sup>1</sup> Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

**Teachers Retirement System Plan**  
 Last 10 Fiscal Years <sup>1</sup>

	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 1,077,970	\$ 1,039,005
Contributions in relation to the contractually required contribution	<u>(1,969,729)</u>	<u>(1,927,454)</u>
Contribution deficiency (excess)	<u>\$ (891,759)</u>	<u>\$ (888,449)</u>
System's covered-employee payroll	\$ 4,326,646	\$ 4,197,020
Contributions as a percentage of covered employee payroll	45.53%	45.92%

<sup>1</sup> Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

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**1. Changes in Benefit Terms**

For the June 30, 2014 valuation, there were two changes in benefit terms:

- The 2011 SEBAC Agreement changed the benefit multiplier for the portion of benefit below the breakpoint from 1.33% to 1.4%. This change was made effective for all active members who retire on or after July 1, 2013 in Tier II, IIA and III.
- A one-time decision was granted to members not eligible to retire by July 1, 2022 to elect to maintain the same normal retirement edibility applicable to members eligible to retire before July 1, 2022. Employees who elected by July 1, 2013 to maintain the eligibility are required to make additional employee contributions for the length of their remaining active service with SERS. The additional contribution was up to 0.72% of pensionable earnings.

For the June 30, 2015 valuation, there were no changes in benefit terms.

**SUPPLEMENTARY SCHEDULES**

Connecticut Community Colleges

Consolidated Financial Statements

June 30, 2016

(in thousands)



	Primary Institution												System Office	Combined Total	
	Ansonia Community College	Capital Community College	Gateway Community College	Housatonic Community College	Manchester Community College	Middlesex Community College	Norwalk Community College	Northwestern Connecticut Community College	Norwalk Community College	Quinnipiac Valley Community College	Three Rivers Community College	Duquesne Community College			
<b>Assets</b>															
<b>Current assets</b>															
Cash and cash equivalents	\$ 23,616	\$ 10,129	\$ 5,159	\$ 52,513	\$ 10,751	\$ 4,097	\$ 15,586	\$ 25,856	\$ 10,678	\$ 11,678	\$ 12,311	\$ 8,112	\$ 26,237	\$ 233,833	
Accounts receivable, due from the State	1,144	2,329	3,441	2,564	3,774	1,358	1,712	1,217	3,117	1,174	2,163	2,302	837	29,317	
Accounts receivable, other, net	794	1,125	1,500	1,740	1,797	1,044	2,858	124	878	581	1,015	951	914	15,372	
Prepaid expenses	9	1	3	18	31	21	21	-	7	1	9	4	562	683	
Total current assets	27,367	13,584	10,105	57,835	16,265	6,720	42,179	24,997	14,675	15,457	15,498	9,369	28,810	283,409	
<b>Non-current assets</b>															
Capital assets, net	13,661	44,149	170,881	85,096	61,290	8,010	72,101	28,171	14,370	16,144	75,439	48,544	9,684	673,766	
Student loans, net	3	214	-	(5)	-	10	121	1	(71)	-	32	77	-	153	
Total non-current assets	13,664	44,363	170,881	85,091	61,290	8,020	72,102	28,172	14,364	16,144	75,511	48,621	9,684	673,919	
Total assets	41,031	57,947	271,086	142,926	77,555	14,740	114,281	53,169	29,039	31,601	91,009	58,090	38,514	957,328	
<b>Deferred outflows of resources</b>															
Deferred pension contributions	-	-	-	-	-	-	-	-	-	-	-	-	105,988	105,988	
Total deferred outflows of resources	-	-	-	-	-	-	-	-	-	-	-	-	105,988	105,988	
<b>Liabilities</b>															
<b>Current liabilities</b>															
Accounts payable	156	156	280	289	405	243	780	160	945	252	267	272	1,119	4,681	
Accrued expenses, salaries, and fringe benefits	1,455	7,809	4,719	1,141	4,597	1,974	4,829	1,181	4,273	1,136	2,674	2,867	857	37,024	
Accrued compensated absences-current portion	157	280	408	274	148	204	401	153	391	141	270	257	276	1,585	
Deferred revenue	11	572	430	421	349	170	345	219	410	93	176	36	388	3,818	
Unapplied payments	245	258	1,405	683	1,013	728	1,671	294	1,336	148	509	1,258	-	10,508	
Ratelage	206	-	-	668	-	-	196	407	-	263	-	-	77	1,815	
Agency and loan fund liabilities	29	60	95	36	158	122	304	48	255	47	171	74	-	1,441	
Other liabilities	9	(281)	61	461	75	105	29	10	17	10	(481)	31	-	812	
Total current liabilities	2,228	1,937	7,498	3,983	7,741	3,543	8,415	2,674	7,379	2,292	4,016	4,879	2,713	63,702	
<b>Non-current liabilities</b>															
Pension liability	-	-	-	-	-	-	-	-	-	-	-	-	606,997	606,997	
Accrued compensated absences-long term portion	1,160	2,784	4,060	2,721	3,461	2,012	4,012	1,511	3,912	1,404	2,685	2,554	2,741	35,243	
Other long-term liabilities	-	-	-	-	-	-	-	-	-	-	60	94	-	134	
Total non-current liabilities	1,160	2,784	4,060	2,721	3,461	2,012	4,012	1,511	3,912	1,404	2,745	2,648	609,738	642,374	
Total liabilities	3,388	4,721	11,558	6,704	11,202	5,555	12,427	4,185	11,291	3,696	6,761	7,527	612,451	706,076	
<b>Deferred inflows of resources</b>															
Deferred pension asset gains	-	-	-	-	-	-	-	-	-	-	-	-	2,697	2,697	
Total deferred inflows of resources	-	-	-	-	-	-	-	-	-	-	-	-	2,697	2,697	
<b>Net position</b>															
Invested in capital assets, net of related debt	13,661	44,149	170,881	85,096	61,290	8,011	72,100	28,171	14,370	16,144	75,439	48,544	9,684	673,756	
Restricted	-	-	-	20	-	-	-	-	-	-	-	-	-	20	
Non-expendable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expendable	23,054	2,387	2,177	37,901	1,556	1,401	24,940	19,882	2,184	6,405	2,255	1,742	16,076	140,783	
Unrestricted	914	1,575	(3,029)	11,605	3,608	(254)	4,811	925	748	5,336	6,254	(1,853)	(496,406)	(486,046)	
Total net position	\$ 37,639	\$ 51,111	\$ 169,429	\$ 134,222	\$ 66,454	\$ 9,161	\$ 101,857	\$ 48,978	\$ 47,502	\$ 21,885	\$ 82,168	\$ 48,461	\$ (130,646)	\$ 358,523	

Connecticut Community Colleges

Consolidated Statements of Revenues, Expenses and Changes in Net Position  
 Year Ended June 30, 2016  
 (in thousands)



	Primary Institution													System Office	Combined Total	
	Ansonia 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			
<b>Operating revenues</b>																
Student tuition and fees	\$ 6,412	\$ 11,818	\$ 24,297	\$ 18,131	\$ 73,196	\$ 9,728	\$ 22,811	\$ 4,378	\$ 22,223	\$ 5,207	\$ 15,273	\$ 14,008	\$ 49	\$ 174,993		
Fees - Scholarship discounts and allowances	(2,755)	(2,384)	(11,202)	(8,585)	(8,976)	(5,449)	(9,129)	(2,034)	(7,611)	(2,710)	(6,290)	(5,195)	-	(76,161)		
Net tuition and fees	3,657	9,434	13,095	9,546	64,220	4,279	13,682	2,344	14,612	2,497	8,983	8,813	49	98,832		
Federal grants and contracts	433	1,957	794	1,287	4,497	712	2,358	707	4,443	425	517	624	1,681	20,839		
State and local grants and contracts	228	148	1,066	736	836	753	1,672	231	830	907	692	496	4	8,769		
Private grants and contracts	58	526	121	266	162	137	172	39	1,180	167	301	71	224	3,154		
Sales and services of educational departments	15	29	40	151	32	5	125	-	225	-	-	116	-	724		
Other operating revenues	115	355	451	272	549	194	371	82	265	147	761	294	55	4,254		
Total operating revenues	4,776	7,137	16,156	16,678	70,316	7,280	18,982	3,363	21,515	4,143	9,256	10,376	2,011	135,989		
<b>Operating expenses</b>																
Instruction	9,581	17,432	30,358	17,233	26,139	11,553	28,532	6,765	24,531	6,932	16,682	16,634	1,054	213,247		
Public service	1	9	3	-	1	15	727	193	7	24	-	3	1	984		
Academic support	4,285	6,251	8,666	8,667	9,815	5,492	11,999	5,101	10,777	3,322	5,536	5,568	3,271	88,546		
Library	405	946	1,326	1,014	1,190	815	1,029	669	974	705	572	1,132	30	10,908		
Student services	2,306	3,955	5,597	4,090	4,420	2,543	4,944	2,141	6,122	3,947	3,852	2,581	752	66,984		
Scholarship aid, net	821	2,604	4,311	4,021	3,611	1,393	3,978	701	3,671	1,112	2,539	2,163	8	30,917		
Instructional support	2,374	4,940	5,764	4,601	7,141	3,343	6,245	2,811	5,674	2,550	3,642	3,835	19,921	72,951		
Physical plant	1,895	3,544	8,447	5,356	6,301	1,641	6,741	2,001	6,595	2,167	3,376	2,938	2,674	53,944		
Depreciation	851	2,147	5,456	3,374	1,101	993	3,227	1,587	2,958	690	2,811	1,801	2,661	29,674		
Total operating expenses	22,221	41,921	69,930	47,910	62,954	25,888	67,222	19,507	60,383	19,687	38,133	39,743	30,360	548,273		
Operating loss	(17,445)	(34,784)	(53,774)	(31,232)	(42,638)	(18,608)	(48,240)	(16,144)	(38,868)	(15,544)	(28,877)	(29,367)	(28,349)	(412,306)		
<b>Nonoperating revenues (expenses)</b>																
State appropriations - general fund	12,514	21,787	34,759	25,690	31,794	14,283	35,073	11,468	26,997	11,688	21,317	21,304	31,983	300,659		
State appropriations - bond funds	25,324	776	652	60,790	1,203	381	8,886	25,018	1,574	2,016	447	424	5,864	116,349		
PELL grants	2,133	6,983	11,671	8,931	8,526	3,642	9,709	1,678	7,605	2,461	2,942	3,032	-	76,295		
Private gifts	112	5	7	-	-	62	57	306	810	373	33	5	-	1,408		
Mandatory transfer to State	-	-	-	-	-	-	-	-	-	-	-	-	(1,800)	(1,800)		
Interest income	6	16	10	47	28	8	28	11	22	20	30	7	96	276		
Other non-operating revenues (expenses), net	-	-	5	-	1	-	1	-	6	-	-	-	-	12		
Net non-operating revenues	40,109	29,561	47,084	75,468	41,534	18,371	54,704	58,279	36,812	16,558	27,809	26,772	36,293	449,182		
Net income (loss) before other changes	22,664	(4,623)	(6,686)	34,236	(1,064)	(1,237)	6,064	22,135	(2,052)	1,214	(3,668)	(3,595)	7,944	76,876		
<b>Other changes</b>																
Capital and other additions (deductions)	374	-	-	(1,090)	597	419	83	139	428	(1,041)	196	905	(5,223)	-		
Interagency transfers	(2,222)	(1,084)	(1,104)	(1,384)	(755)	(1,332)	(1,250)	908	(212)	(5,159)	829	(3,731)	(13,021)	-		
Total other changes	(1,848)	(1,084)	(1,104)	(2,667)	(158)	(813)	(1,167)	1,047	(784)	(4,933)	(2,904)	(2,826)	(18,244)	-		
Change in net position	19,816	(5,687)	(7,870)	30,505	(1,222)	(80)	7,900	23,192	(1,806)	5,364	(1,043)	41	(10,200)	76,876		
Net position as stated at July 1, 2015	13,458	55,243	175,015	91,772	63,676	9,241	94,460	25,816	49,138	22,521	85,311	48,422	1,660,146	279,647		
Net position at end of year	\$ 33,274	\$ 49,556	\$ 167,145	\$ 122,277	\$ 62,454	\$ 9,161	\$ 102,360	\$ 48,978	\$ 47,332	\$ 27,885	\$ 84,268	\$ 48,463	\$ 1,670,646	\$ 356,523		

Connecticut Community Colleges

Continuing Strategic Plan for Fiscal Years

Year Ended June 30, 2016

(in thousands)



	Primary Institution													Combined Total	
	Ansonia 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	Quinnipiac Valley Community College	Three Rivers Community College	Tanaka Community College	System Office		
<b>Cash flows from operating activities</b>															
Student tuition and fees	\$ 1,325	\$ 4,266	\$ 12,501	\$ 7,523	\$ 14,098	\$ 5,801	\$ 12,674	\$ 2,236	\$ 14,719	\$ 2,418	\$ 6,247	\$ 8,733	\$ 301	\$ 95,237	
Government grants and contracts	629	2,458	2,208	1,451	4,467	1,146	5,213	954	6,887	1,460	1,062	1,035	1,070	30,940	
Private grants and contracts	55	466	251	211	312	148	181	246	1,348	140	413	72	-	3,823	
Sales and services of educational departments	15	21	41	174	12	5	124	-	226	-	-	107	-	725	
Payments to employees	(10,700)	(20,320)	(31,816)	(21,453)	(29,656)	(13,479)	(32,718)	(9,492)	(28,315)	(9,642)	(18,405)	(19,587)	(9,901)	(255,675)	
Payments for fringe benefits	(6,599)	(11,966)	(18,051)	(12,136)	(18,274)	(7,648)	(20,367)	(5,973)	(14,894)	(5,362)	(10,694)	(12,188)	(5,274)	(149,616)	
Payments to students	(1,882)	(2,856)	(4,891)	(4,847)	(3,958)	(2,070)	(4,094)	(865)	(4,183)	(911)	(3,083)	(2,271)	(44)	(36,218)	
Payments to vendors	(1,705)	(5,386)	(10,296)	(7,272)	(8,099)	(3,828)	(7,360)	(2,226)	(11,922)	(2,742)	(4,966)	(4,271)	(10,588)	(82,927)	
Payments to Department of Public Works from receipt payments, net	-	2	19	-	-	-	-	114	-	11	-	191	(1)	(10)	
Net cash used in operating activities	(18,652)	(32,832)	(48,846)	(36,999)	(40,120)	(19,653)	(45,471)	(14,821)	(17,290)	(14,453)	(28,333)	(28,575)	(21,710)	(387,214)	
<b>Cash flows from investing activities</b>															
Interest income	5	14	7	33	22	3	20	9	18	16	23	5	40	219	
Net cash provided in investing activities	5	14	7	33	22	3	20	9	18	16	23	5	40	219	
<b>Cash flows from capital and related financing activities</b>															
State appropriations	24,775	485	91	40,476	81	180	6,908	24,770	118	1,714	98	85	5,527	105,196	
Payments to Department of Public Works	(3,088)	-	-	(8,493)	(58)	-	(23,694)	(9,414)	(1,056)	(3,590)	(72)	(76)	(3)	(45,293)	
Purchase of capital assets	(438)	(950)	(131)	(429)	(647)	(280)	(211)	(121)	(342)	(450)	(450)	(248)	(16,221)	(10,758)	
Interagency transfers	-	30	53	14	-	-	-	-	3	2,088	-	20	(2,093)	-	
Net cash used in provided in capital and related financing activities	(21,261)	(657)	(711)	(32,086)	(677)	(1,000)	(17,004)	(16,185)	(11,273)	(126)	(320)	(2,119)	(13,890)	(49,105)	
<b>Cash flows from noncapital financing activities</b>															
State appropriations	13,043	21,828	35,100	25,782	22,611	14,290	32,392	11,729	28,225	11,805	21,696	21,296	14,837	302,188	
FTELL grants	2,153	6,985	11,621	8,941	8,526	3,642	9,709	1,678	7,805	2,461	5,942	5,032	-	74,299	
Private gifts	44	5	42	-	-	113	42	108	610	320	57	3	-	1,449	
Federal Family Education Loan Program (FFELP)	1,528	854	1,241	1,238	507	798	968	175	354	-	1,103	807	-	9,723	
Mandatory Transfer to State	(74)	(1,166)	(220)	(185)	(200)	(90)	(215)	(72)	(175)	(76)	(135)	(134)	(106)	(1,800)	
Interagency transfers	1,357	1,478	1,347	1,018	1,444	1,931	1,472	980	(581)	1,116	925	1,496	(11,743)	-	
Net cash provided by noncapital financing activities	17,994	31,014	49,231	38,914	40,992	20,684	49,648	14,938	35,842	15,754	29,543	28,915	19,964	391,855	
<b>Net increase/(decrease) in cash and cash equivalents</b>	20,658	(1,865)	277	32,938	239	434	(12,807)	(8,971)	(819)	1,493	861	129	(7,592)	53,165	
<b>Cash and cash equivalents at beginning of year</b>	5,508	11,996	8,882	30,575	10,522	3,163	48,193	4,685	11,497	12,185	11,650	5,983	34,129	184,668	
<b>Cash and cash equivalents at end of year</b>	\$ 26,166	\$ 10,131	\$ 9,159	\$ 63,513	\$ 10,761	\$ 4,097	\$ 35,386	\$ 23,656	\$ 10,678	\$ 13,678	\$ 12,511	\$ 6,112	\$ 26,537	\$ 237,833	

**Connecticut Community Colleges**  
Combining Statement of Net Position by Fund Group  
Year Ended June 30, 2016  
(in thousands)



	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	
<b>Assets</b>						
<b>Current assets</b>						
Cash & cash equivalents	\$ 91,712	\$ 1,501	\$ 31,230	\$ 113,390	\$ -	\$ 237,833
Accounts receivable-general fund	29,317	-	-	-	-	29,317
Accounts receivable-other	15,534	38	-	-	-	15,572
Prepaid expense	131	-	556	-	-	687
Total current assets	<u>136,694</u>	<u>1,539</u>	<u>31,786</u>	<u>113,390</u>	<u>-</u>	<u>283,409</u>
<b>Non-current assets</b>						
Land and land/site improvements	-	-	-	-	25,432	25,432
Infrastructure	-	-	-	-	516	516
Buildings and building improvements	-	-	-	-	807,951	807,951
Furnishings and Equipment	-	-	-	-	87,322	87,322
Library books	-	-	-	-	6,248	6,248
Software	-	-	-	-	439	439
	-	-	-	-	927,908	927,908
Less: Accumulated depreciation	-	-	-	-	(317,636)	(317,636)
	-	-	-	-	610,272	610,272
Construction in progress	-	-	-	-	65,494	65,494
Capital Assets, net	-	-	-	-	675,766	675,766
<b>Student loans, net</b>						
Student loans receivable	-	153	-	-	-	153
Less: Allowance for doubtful loans	-	-	-	-	-	-
	-	153	-	-	-	153
Total non-current assets	-	153	-	-	675,766	675,919
Total assets	<u>\$ 136,694</u>	<u>\$ 1,692</u>	<u>\$ 31,786</u>	<u>\$ 113,390</u>	<u>\$ 675,766</u>	<u>\$ 959,328</u>
<b>Deferred outflows of resources</b>						
Deferred pension contributions	105,988	-	-	-	-	105,988
Total deferred outflows of resources	<u>105,988</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>105,988</u>
<b>Liabilities</b>						
<b>Current liabilities</b>						
Accounts payable	\$ 2,515	\$ -	\$ 2,166	\$ -	\$ -	\$ 4,681
Accrued expense - salary and fringe benefits	37,024	-	-	-	-	37,024
Accrued compensated absences-current portion	3,545	-	-	-	-	3,545
Deferred revenue	3,818	-	-	-	-	3,818
Unapplied payments	10,568	-	-	-	-	10,568
Retainage	-	-	74	1,739	-	1,813
Other liabilities	812	1,441	-	-	-	2,253
Total current liabilities	<u>58,282</u>	<u>1,441</u>	<u>2,240</u>	<u>1,739</u>	<u>-</u>	<u>63,702</u>
<b>Non-current liabilities</b>						
Pension liability	606,997	-	-	-	-	606,997
Accrued compensated absences-long term portion	35,243	-	-	-	-	35,243
Student loans	-	154	-	-	-	154
Total non-current liabilities	<u>642,240</u>	<u>154</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>642,394</u>
Total liabilities	<u>700,522</u>	<u>1,595</u>	<u>2,240</u>	<u>1,739</u>	<u>-</u>	<u>706,096</u>
<b>Deferred inflows of resources</b>						
Deferred pension asset gains	2,697	-	-	-	-	2,697
Total deferred inflows of resources	<u>2,697</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,697</u>
<b>Net position</b>						
Invested in capital assets, net of related debt	-	-	-	-	675,766	675,766
<b>Restricted</b>						
Non-expendable	-	20	-	-	-	20
Expendable	5,509	77	29,546	111,651	-	146,783
Unrestricted	(466,046)	-	-	-	-	(466,046)
Total net position	<u>\$ (460,537)</u>	<u>\$ 97</u>	<u>\$ 29,546</u>	<u>\$ 111,651</u>	<u>\$ 675,766</u>	<u>\$ 356,523</u>

**Connecticut Community Colleges**  
Combining Statement of Revenues, Expenses and  
Changes in Net Position by Fund Group  
Year Ended June 30, 2016  
(in thousands)



	Primary Institution					Total
	Operating and General Funds	Endowment, Loan, and Agency Funds	Agency Administered Bond Funds	DCS Administered Bond Funds	Invested in Capital Assets	
<b>Operating revenues</b>						
Tuition and Fees	\$ 174,093	\$ -	\$ -	\$ -	\$ -	\$ 174,093
Less: Scholarship discounts and allowances	(76,164)	-	-	-	-	(76,164)
Net tuition and fees	97,929	-	-	-	-	97,929
Federal grants and contracts	20,839	-	-	-	-	20,839
State and local grants and contracts	8,769	-	-	-	-	8,769
Private grants and contracts	3,454	-	-	-	-	3,454
Sales and services of educational departments	724	-	-	-	-	724
Other operating revenues	4,227	-	-	-	27	4,254
Total operating revenues	135,942	-	-	-	27	135,969
<b>Operating expenses</b>						
Salaries and wages	258,868	-	-	-	-	258,868
Fringe benefits	153,224	-	-	-	-	153,224
Supplies and services	57,269	-	17,978	164	161	75,572
Scholarship aid, net	30,937	-	-	-	-	30,937
Depreciation	-	-	-	-	29,674	29,674
Total operating expenses	500,298	-	17,978	164	29,835	548,275
Operating loss	(364,356)	-	(17,978)	(164)	(29,808)	(412,306)
<b>Nonoperating revenues (expenses)</b>						
State appropriations - general fund	300,639	-	-	-	-	300,639
State appropriations - bond funds	-	-	16,370	97,979	-	114,349
PELL grants	74,295	-	-	-	-	74,295
Private gifts	1,380	-	-	-	28	1,408
Interest income	276	-	-	-	-	276
Mandatory transfer to State	(1,800)	-	-	-	-	(1,800)
Other non-operating revenues (expenses), net	15	-	-	-	-	15
Net non-operating revenues	374,805	-	16,370	97,979	28	489,182
Net income (loss) before other changes	10,449	-	(1,608)	97,815	(29,780)	76,876
<b>Other changes</b>						
Capital and other additions (deductions)	(1,314)	-	(8,316)	(46,790)	56,420	-
Interagency transfers	54	-	(1,185)	1,131	-	-
Total other changes	(1,260)	-	(9,501)	(45,659)	56,420	-
Change in net position	9,189	-	(11,109)	52,156	26,640	76,876
Net position as restated at July 1, 2015	(469,726)	97	40,655	59,495	649,126	279,647
Net position at end of year	\$ (460,537)	\$ 97	\$ 29,546	\$ 111,651	\$ 675,766	\$ 356,523

## Interim Report Forms

### General Information

Institution Name:

OPE ID:

	0	<b>Annual Audit</b>	
	0	Certified:	Qualified
Financial Results for Year Ending:	<input style="width: 150px;" type="text" value="6/30/2016"/>	Yes/No	Unqualified
Most Recent Year	<input style="width: 150px;" type="text" value="2016"/>	No	
1 Year Prior	2015	Yes	Unqualified
2 Years Prior	2014	Yes	Unqualified

Fiscal Year Ends on:  (month/day)

Budget / Plans

Current Year	2017
Next Year	2018

Contact Person:	<input style="width: 250px;" type="text" value="Steve Goetchius"/>
Title:	<input style="width: 250px;" type="text" value="Dean of Administration"/>
Telephone No:	<input style="width: 250px;" type="text" value="860-215-9002"/>
E-mail address	<input style="width: 250px;" type="text" value="sGoetchius@threerivers.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	<a href="http://www.threerivers.edu/about/institution-administration/mission-vision-values/">http://www.threerivers.edu/about/institution-administration/mission-vision-values/</a>	N/A

*Three Rivers is an accessible, affordable, and culturally diverse community college that meets varied educational needs by creating an environment that stimulates learning.*

Mission Statement (Adopted 2007)

**Standard 2: Planning and Evaluation**

**PLANNING**

Year approved by governing board	Effective Dates	Website location
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**Strategic Plans**

Immediately prior Strategic Plan

2008	2009-2014	<a href="http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml">http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml</a>
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Current Strategic Plan

2013	2013-2016	<a href="http://www.trcc.commnet.edu/President/Inst_Research/PDF/TRCC_Comprehensive_Strategic_Plan_2013-2016.pdf">http://www.trcc.commnet.edu/President/Inst_Research/PDF/TRCC_Comprehensive_Strategic_Plan_2013-2016.pdf</a>
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Next Strategic Plan

2017	2017-2020	
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Year completed	Effective Dates	Website location
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**Other institution-wide plans\***

Master plan

2005		<a href="http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml">http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml</a>
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Academic plan

2016	2016-2017	<a href="http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml">http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml</a>
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Financial plan

2015	2012-current	<a href="http://www.trcc.commnet.edu/Div_Administrative/FinAdmin/Fin_statements.shtml">http://www.trcc.commnet.edu/Div_Administrative/FinAdmin/Fin_statements.shtml</a>
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Technology plan

2012	2012-current	<a href="http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml">http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml</a>
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Enrollment plan

2017	2017-2020	<a href="http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml">http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml</a>
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Development plan

		<a href="http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml">http://www.trcc.commnet.edu/Intranet/AllTRCC/plans.shtml</a>
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**Plans for major units (e.g., departments, library)\***

?			
EVALUATION			Website location

**Academic program review**

Program review system (colleges and departments). System last updated:

?	<a href="http://www.trcc.commnet.edu/Intranet/AllTRCC/index.shtml">http://www.trcc.commnet.edu/Intranet/AllTRCC/index.shtml</a>
---	---

Program review schedule (e.g., every 5 years)

	<a href="http://www.trcc.commnet.edu/Intranet/AllTRCC/index.shtml">http://www.trcc.commnet.edu/Intranet/AllTRCC/index.shtml</a>
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### 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

Connecticut Board of Regents
<a href="http://www.ct.edu/regents">http://www.ct.edu/regents</a>
<b>Website location</b>
<a href="http://www.ct.edu/regents/bylaws">http://www.ct.edu/regents/bylaws</a>
<a href="http://www.ct.edu/regents/members">http://www.ct.edu/regents/members</a>

**Governing Board**

By-laws

Board members' names and affiliations

(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY 2015)	1 year prior (FY 2016)	Current year (FY 2017)
?					
?	Main campus	Norwich, CT	5,576	5,647	5,639
?	Other principal campuses				
?	Branch campuses (US)				
?	Other instructional locations (US)				
?	Branch campuses (overseas)				
?	Other instructional locations (overseas)				

**Educational modalities**

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2015)	1 year prior (FY 2016)	Current year (FY 2017)
Distance Learning Programs					
Programs 50-99% on-line			0	15	33
Programs 100% on-line					
?	Correspondence Education				
	Low-Residency Programs				
	Competency-based Programs				
	Dual Enrollment Programs				
	Contractual Arrangements involving the award of credit				

**Standard 4: The Academic Program**

**(Summary - Degree-Seeking Enrollment and Degrees)  
Fall Enrollment\* by location and modality, as of Census Date**

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	1,322							1,322
Main Campus PT	2,382							2,382
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
<b>Unduplicated Headcount Total</b>	3,704	0	0	0	0	0	0	3,704
<b>Total FTE</b>	2,239.00							2,239.00
<b>Enter FTE definition:</b>	1 FTE = 15 credit hours							
<b>Degrees Awarded, Most Recent Year</b>	546							546

**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	Non IV-Eligible Certificates: Student Seeking Certificates	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	42	19	1	62	1,322	1,384
Main Campus PT	147	335	11	493	2,382	2,875
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	189	354	12	555		4,259
Total FTE				0		0.00
Enter FTE definition:	1 FTE = 15 credits					
Certificates Awarded, Most Recent Year	71	*For students seeking certificates, 189 (FT and PT) enrolled in Title-IV eligible certificate programs, 12 (FT and PT) enrolled in non- Title-IV eligible certificate programs.				

**Standard 4: The Academic Program**

**(Headcount by UNDERGRADUATE Program Type)**

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
For Fall Term, as of Census Date					
<b>Certificate</b>	126	105	96	201	195
<b>Associate</b>	4254	4056	3854	3704	3593
<b>Baccalaureate</b>					
<b>Total Undergraduate</b>	4,380	4,161	3,950	3,905	3,788

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

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
For Fall Term, as of Census Date					
<b>Master's</b>					
<b>Doctorate</b>					
<b>First Professional</b>					
<b>Other</b>					
<b>Total Graduate</b>	0	0	0	0	0

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

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
<b>Undergraduate</b>	41286	39444	37359	36904	35797
<b>Graduate</b>					
<b>Total</b>	41,286	39,444	37,359	36,904	35,797

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

Main campus

Sessions embedded in a class

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

**URL of Information Literacy Reports**

Please enter any explanatory notes in the box below

-3% projection for next year's headcount and credit hours

48	52	39	40	3
				8


Standard 5: Students

**(Admissions, Fall Term)**

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

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Goal (specify year) (FY 2018)
<b>Freshmen - Undergraduate</b>	?				
Completed Applications	1,626	1,562	1,442	1,431	1,388
Applications Accepted	1,626	1,562	1,442	1,431	1,388
Applicants Enrolled	966	896	849	848	823
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	59.4%	57.4%	58.9%	59.3%	59.3%
Percent Change Year over Year					
Completed Applications	na	-3.9%	-7.7%	-0.8%	-3.0%
Applications Accepted	na	-3.9%	-7.7%	-0.8%	-3.0%
Applicants Enrolled	na	-7.2%	-5.2%	-0.1%	-3.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?				
<b>Transfers - Undergraduate</b>	?				
Completed Applications	647	659	608	721	699
Applications Accepted	647	659	608	721	699
Applications Enrolled	377	370	356	442	429
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	58.3%	56.1%	58.6%	61.3%	61.3%

Please enter any explanatory notes in the box below

-3% projection for next year's applicants.

**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	2 Years	1 Year	Current	Goal
	Prior	Prior	Prior	Year	(specify
	(FY	(FY	(FY	(FY	year)
	2014)	2015)	2016)	2017)	(FY 2018)
<b>UNDERGRADUATE</b>	?				
First Year Full-Time Headcount	1,114	980	978	976	947
Part-Time Headcount	1,773	1,713	1,669	1,719	1,667
Total Headcount	2,887	2,693	2,647	2,695	2,614
Total FTE	1,709	1,580	1,583	1,583	1,536
Second Year Full-Time Headcount	495	507	429	408	396
Part-Time Headcount	1,371	1,334	1,188	1,156	1,121
Total Headcount	1,866	1,841	1,617	1,564	1,517
Total FTE	1,043	1,050	908	878	852
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	1,609	1,487	1,407	1,384	1,342
Part-Time Headcount	3,144	3,047	2,857	2,875	2,789
Total Headcount	4,753	4,534	4,264	4,259	4,131
Total FTE	2,752	2,630	2,491	2,461	2,387
% Change FTE Undergraduate	na	-4.4%	-5.3%	-1.2%	-3.0%
<b>GRAND TOTAL</b>					
Grand Total Headcount	4,753	4,534	4,264	4,259	4,131
Grand Total FTE	2,752	2,630	2,491	2,461	2,387
% Change Grand Total FTE	na	-4.4%	-5.3%	-1.2%	-3.0%

Please enter any explanatory notes in the box below

-3% projection for next year's headcount and credit hours

**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 serves students with diverse cultural and educational background.

? Three-year Cohort Default Rate  
 ? Three-year Loan repayment rate  
 (from College Scorecard)

(FY 2011 )	(FY 2012)	(FY 2013)
11.30%	11%	14.70%
		50%

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	\$14,313,427	\$14,110,242	\$13,860,436	\$12,423,299	\$12,050,600
Grants	\$11,728,021	\$12,253,398	\$12,242,215	\$11,133,237	\$10,799,239
Loans	\$2,415,246	\$1,692,500	\$1,461,533	\$1,147,306	\$1,112,887
Work Study	\$170,160	\$164,344	\$156,688	\$142,756	\$138,473
Total State Aid	\$1,408,296	\$557,068	\$524,985		\$0
Total Institutional Aid	\$3,088,305	\$3,142,406	\$3,108,226	\$3,384,230	\$3,282,703
Grants	\$3,088,305	\$3,004,367	\$2,995,983	\$3,267,192	\$3,169,176
Loans					
Work Study		\$138,039	\$112,243	\$117,038	\$113,527
Total Private Aid	\$0	\$200	\$0	\$46,500	\$45,105
Grants		\$200		\$46,500	\$45,105
Loans					

Student Debt

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

Undergraduates	11%	13%	15%	11%	11%
Graduates					
First professional students					

For students with debt:

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

Undergraduates	\$14,523	\$14,723	\$13,631	\$14,404	\$14,000
Graduates					
First professional students					

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

Undergraduates					
Graduate Students					
First professional students					

English as a Second/Other Language	4%	4%	5%	4%	4%
------------------------------------	----	----	----	----	----

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English (reading, writing, communication skills)	19%	19%	19%	22%	22%
Math	34%	27%	27%	25%	25%
Other					

Please enter any explanatory notes in the box below

**Standard 6: Teaching, Learning, and Scholarship**

(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2014 )	(FY 2015)	(FY 2016)	(FY 2017)

**? Number of Faculty by category**

Full-time	82	81	68	68
Part-time				
Adjunct	192	183	185	210
Clinical	17	20	23	24
Research				
Visiting				
Other; specify below:				
<b>Total</b>	<b>291</b>	<b>284</b>	<b>276</b>	<b>302</b>

**Percentage of Courses taught by full-time faculty**

57.82%	59.41%	56.76%	54.20%
--------	--------	--------	--------

**? Number of Faculty by rank, if applicable**

Professor	35	37	39	37
Associate	17	13	8	10
Assistant	11	11	11	7
Instructor	5	6	5	4
Other; specify below:				
Lecturer	14	14	5	10
<b>Total</b>	<b>82</b>	<b>81</b>	<b>68</b>	<b>68</b>

**? Number of Academic Staff by category**

Librarians	1	1	1	1
Advisors				
Instructional Designers	1	1	1	1
Other; specify below:				
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Standard 6: Teaching, Learning, and Scholarship**

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
	(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)	
	FT	PT	FT	PT	FT	PT	FT	PT
<b>? Number of Faculty Appointed</b>								
Professor								
Associate								
Assistant	1							
Instructor	1		2					
No rank								
Other	2	2	2	22	6	25	5	25
Total	4	2	4	22	6	25	5	25
<b>? Number of Faculty in Tenured Positions</b>								
Professor	33		34		35		38	
Associate	11		8		6		6	
Assistant								
Instructor								
No rank								
Other								
Total	44	0	42	0	41	0	44	0
<b>? Number of Faculty Departing</b>								
Professor								
Associate					1		1	
Assistant			1					
Instructor			1					
No rank								
Other			8				1	
Total	0	0	10	0	1	0	2	0
<b>? Number of Faculty Retiring</b>								
Professor	3		1		4		4	
Associate	1		1					
Assistant								
Instructor								
No rank								
Other								
Total	4	0	2	0	4	0	4	0

**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](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2014 )			(FY 2015)			(FY 2016)			(FY 2017)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	82	209	291	81	203	284	68	208	276	68	234	302
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	1	0	1	1	0	1	1	0	1	1	0	1
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	25	0	25	29	0	29	18	0	18	21	0	21
Management Occupations	15	0	15	12	0	12	12	0	12	11	0	11
Business and Financial Operations	12	0	12	12	0	12	11	0	11	11	0	11
Computer, Engineering and Science	8	0	8	8	0	8	8	0	8	7	0	7
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	9	0	9	10	0	10	7	0	7	10	0	10
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	11	0	11	12	0	12	12	0	12	11	0	11
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	16	0	16	19	0	19	18	0	18	18	0	18
Natural Resources, Construction, Maintenance	4	0	4	4	0	4	4	0	4	3	0	3
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>183</b>	<b>209</b>	<b>392</b>	<b>188</b>	<b>203</b>	<b>391</b>	<b>159</b>	<b>208</b>	<b>367</b>	<b>161</b>	<b>234</b>	<b>395</b>

**Standard 7: Institutional Resources**

**(Statement of Financial Position/Statement of Net Assets)**

Fiscal Year ends - month & day: ( 06/30 )		2 Years Prior (FY 2014 )	1 Year Prior (FY 2015 )	Most Recent Year	Percent Change 2 yrs-1 yr prior 1 yr- most recent	
<b>ASSETS (in 000s)</b>						
?	Cash and Short Term Investments	\$9	\$9	\$9	-0.00%	-0.00%
?	Cash held by State Treasurer	\$11,945	\$11,641	\$12,303	-2.5%	5.7%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$2,897	\$2,748	\$3,177	-5.1%	15.6%
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses	\$0	\$0	\$0	-	-
?	Long-Term Investments				-	-
?	Loans to Students	\$75	\$70	\$73	-6.7%	4.3%
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$77,682	\$77,612	\$75,467	-0.1%	-2.8%
?	Other Assets				-	-
	<b>Total Assets</b>	<b>\$92,608</b>	<b>\$92,080</b>	<b>\$91,0290</b>	<b>-0.6%</b>	<b>-1.1%</b>
<b>LIABILITIES (in 000s)</b>						
?	Accounts payable and accrued liabilities	\$3,023	\$2,997	\$3,206	-0.9%	7.0%
?	Deferred revenue & refundable advances	\$721	\$694	\$604	-3.7%	-13.0%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	\$216	\$167	\$206	-22.7%	23.4%
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities	\$3,046	\$2,911	\$2,745	-4.4%	-5.7%
	<b>Total Liabilities</b>	<b>\$7,006</b>	<b>\$6,769</b>	<b>\$6,761</b>	<b>-3.4%</b>	<b>-0.1%</b>
<b>NET ASSETS (in 000s)</b>						
	Unrestricted net assets					
	Institutional\$8	<b>\$3,518</b>	<b>\$4,800</b>	<b>\$6,554</b>	36.4%	36.5%
?	Foundation				-	-
	<b>Total</b>	<b>\$3,518</b>	<b>\$4,800</b>	<b>\$6,554</b>	36.4%	36.5%
	Temporarily restricted net assets					

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	Institutional				-	-
?	Foundation				-	-
	<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	-	-
	Permanently restricted net assets					
	Institutional	<b>\$82,084</b>	<b>\$80,511</b>	<b>\$77,714</b>	-1.9%	-3.5%
?	Foundation				-	-
	<b>Total</b>	<b>\$82,084</b>	<b>\$80,511</b>	<b>\$77,714</b>	-1.9%	-3.5%
	<b>Total Net Assets</b>	<b>\$85,602</b>	<b>\$85,311</b>	<b>\$84,268</b>	-0.3%	-1.2%
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$92,608</b>	<b>\$92,080</b>	<b>\$91,029</b>	-0.6%	-1.1%

**Standard 7: Institutional Resources**

(Statement of Revenues and Expenses)

Fiscal Year ends - month & day: ( 06 /30 )	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY2016)	Current Year (FY2017)	Next Year Forward (FY2018)	
<b>OPERATING REVENUES (in 000s)</b>						
?	Tuition and fees	\$13,809	\$13,445	\$13,275	\$13,308	\$13,853
?	Room and board					
?	Less: Financial aid	-\$6,578	-\$6,527	-\$6,290	-\$6,255	-\$6,510
	Net student fees	\$7,231	\$6,918	\$6,985	\$7,053	\$7,343
?	Government grants and contracts	\$7,782	\$7,727	\$7,151	\$7,155	\$7,200
?	Private gifts, grants and contracts	\$241	\$274	\$301	\$355	\$250
?	Other auxiliary enterprises					
	Endowment income used in operations					
?	Other revenue (specify):	\$307	\$279	\$440	\$1,145	\$1,018
	Other revenue (specify):	\$257	\$283	\$321	\$324	\$325
	Net assets released from restrictions					
	<b>Total Operating Revenues</b>	<b>\$15,818</b>	<b>\$15,481</b>	<b>\$15,198</b>	<b>\$16,032</b>	<b>\$16,136</b>
<b>OPERATING EXPENSES (in 000s)</b>						
?	Instruction	\$16,856	\$16,573	\$16,683	\$16,608	\$15,760
?	Research					
?	Public Service	\$6				
?	Academic Support	\$5,702	\$5,924	\$6,231	\$4,952	\$5,886

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?	Student Services	\$3,990	\$4,050	\$3,852	\$3,901	\$3,639
?	Institutional Support	\$3,868	\$4,186	\$3,641	\$3,622	\$3,439
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$3,152	\$3,294	\$3,376	\$2,865	\$3,189
?	Scholarships and fellowships (cash refunded by public institution)	\$2,996	\$2,869	\$2,811	\$2,790	\$2,740
?	Auxiliary enterprises					
?	Depreciation (if not allocated)	\$2,873	\$2,869	\$2,811	\$2,790	\$2,740
?	Other expenses (specify):					
	Other expenses (specify):					
	<b>Total operating expenditures</b>	<b>\$39,443</b>	<b>\$39,785</b>	<b>\$39,133</b>	<b>\$36,385</b>	<b>\$37,051</b>
	<b>Change in net assets from operations</b>	<b>-\$23,625</b>	<b>-\$24,304</b>	<b>-\$23,935</b>	<b>-\$20,653</b>	<b>-\$20,915</b>
	<b>NON OPERATING REVENUES (in 000s)</b>					
?	State appropriations (net)	\$20,453	\$20,751	\$21,317	\$20,034	\$19,788
?	Investment return	\$12	\$13	\$29	\$29	\$29
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$202	\$98	\$73	\$41	\$75
?	Other (specify):	\$1				
	Other (specify):					
	Other (specify):					
	<b>Net non-operating revenues</b>	<b>\$20,668</b>	<b>\$20,862</b>	<b>\$21,419</b>	<b>\$20,104</b>	<b>\$19,892</b>
	<b>Income before other revenues, expenses, gains, or losses</b>	<b>-\$2,957</b>	<b>-\$3,442</b>	<b>-\$2,516</b>	<b>-\$549</b>	<b>-\$1,023</b>
?	Capital appropriations (public institutions)	\$1,000	\$154	\$447	\$400	\$300
?	Other (specify):	\$480	\$2,997	\$1,025	\$500	\$480
	<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>-\$1,477</b>	<b>-\$291</b>	<b>-\$1,044</b>	<b>\$351</b>	<b>-\$243</b>

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(Statement of Debt)

FISCAL YEAR ENDS month & day ( 06 /30 )		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY2016 )	Current Year (FY2017)	Next Year Forward (FY2018)
	<b>Debt</b>					
	Beginning balance	\$0	\$0	\$0	\$0	\$0
	Additions					
?	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	<b>Bond Rating</b>					

(Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY2016 )	Current Year (FY 2017)	Next Year Forward (FY2018)
<b>NET ASSETS</b>					
Net assets beginning of year	\$85,602	\$85,311	\$84,268	\$83,224	\$82,224
Total increase/decrease in net assets	-\$1,477	-\$291	-\$1,044	\$1,000	-\$750
Net assets end of year	<b>\$84,125</b>	<b>\$85,020</b>	<b>\$83,224</b>	<b>\$82,224</b>	<b>\$81,474</b>
<b>FINANCIAL AID</b>					
Source of funds					
Unrestricted institutional	\$2,029	\$1,854	\$1,912	\$2,018	\$2,054
Federal, state and private grants	<b>\$7,546</b>	<b>\$7,561</b>	<b>\$6,917</b>	<b>\$7,215</b>	<b>\$7,332</b>
Restricted funds					
Total	<b>\$9,575</b>	<b>\$9,415</b>	<b>\$8,829</b>	<b>\$9,233</b>	<b>\$9,386</b>
% Discount of tuition and fees	-47.6%	-48.5%	-47.4%	-47.0%	-47.0%
?	% Unrestricted discount				
?	<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>				

**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)
	(FY2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY2018)
<b>IPEDS Retention Data</b>					
Associate degree students	61%	58%	63%	58%	60%
Bachelor's degree students					
<b>? IPEDS Graduation Data (150% of time)</b>					
Associate degree students	13%	14%	14%	15%	16%
Bachelor's degree students					
<b>? IPEDS Outcomes Measures Data</b>					
<b>First-time, full time students</b>					
Awarded a degree within six years			20%	24%	25%
Awarded a degree within eight years			22%	26%	27%
Not awarded within eight years but still enrolled			4%	3%	4%
<b>First-time, part-time students</b>					
Awarded a degree within six years			9%	11%	12%
Awarded a degree within eight years			12%	15%	16%
Not awarded within eight years but still enrolled			4%	4%	5%
<b>Non-first-time, full-time students</b>					
Awarded a degree within six years			25%	26%	27%
Awarded a degree within eight years			29%	30%	31%
Not awarded within eight years but still enrolled			1%	2%	3%
<b>Non-first-time, part-time students</b>					
Awarded a degree within six years			26%	22%	23%
Awarded a degree within eight years			28%	24%	25%
Not awarded within eight years but still enrolled			1%	2%	
<b>? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
1 Fall to Spring Retention Rate	72%	75%	74%	71%	75%
2 Fall to Fall Retention Rate	55%	51%	56%	51%	55%
<b>? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
1 Black or African American students graduation rate	5%	6%	8%	8%	9%
2 Hispanic or Latino students graduation rate	8%	9%	9%	12%	12%
<b>Definition and Methodology Explanations</b>					
1	The percentage of first-time, degree-seeking students from previous fall semester who are again enrolled in the current spring semester (Fall to Spring retention) or in the current fall semester (Fall to Fall retention).				
2	The percentage of first-time, full-time, degree-seeking students who graduated on-time (3-years for associate degree).				

**Standard 8: Educational Effectiveness**

(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Associate Cohort Entering	
		6 years ago	4 years ago
?	<b>First-time, Full-time Students</b>		
	Degree from original institution	30%	29%
	Not graduated, still enrolled at original institution	5%	9%
	Degree from a different institution	20%	7%
	Transferred to a different institution	10%	28%
	Not graduated, never transferred, no longer enrolled	35%	27%
?	<b>First-time, Part-time Students</b>		
	Degree from original institution	14%	8%
	Not graduated, still enrolled at original institution	8%	15%
	Degree from a different institution	11%	6%
	Transferred to a different institution	11%	26%
	Not graduated, never transferred, no longer enrolled	56%	44%
?	<b>Non-first-time, Full-time Students</b>		
	Degree from original institution	26%	34%
	Not graduated, still enrolled at original institution	5%	7%
	Degree from a different institution	31%	17%
	Transferred to a different institution	11%	23%
	Not graduated, never transferred, no longer enrolled	27%	20%
?	<b>Non-first-time, Part-time Students</b>		
	Degree from original institution	22%	22%
	Not graduated, still enrolled at original institution	5%	9%
	Degree from a different institution	35%	27%
	Transferred to a different institution	12%	20%
	Not graduated, never transferred, no longer enrolled	26%	22%

**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 )

<b>? State Licensure Examination Passage Rates</b>									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Not applicable								

<b>? National Licensure Passage Rates</b>									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	National Council of State Boards of Nursing	71	68	84	79	82	78	82	76
2									
3									
4									
5									

<b>? Job Placement Rates</b>										
	Major/time period	*	# of grads	# with jobs						
1										
2										
3										
5										

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

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

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2014 )	(FY2015 )	(FY 2016 )	(FY 2017 )	(FY 2018 )

<b>? Completion Rates</b>									
1	Patient Care Technician					95%	88%	90%	
2	Phlebotomy Technician					100%	93%	95%	
3	Certified Nurse Aide					72%	86%	90%	
4	Dental Assistant					62%	91%	95%	
5	Real Estate Principle & Practice					83%	82%	85%	

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

Last Updated	Website location where policy is posted	Responsible Office or Committee
<b>? Policies</b>		
Academic honesty	<a href="http://catalog.threerivers.edu/content.php?catoid=3&amp;navoid=99#Academic_Honors">http://catalog.threerivers.edu/content.php?catoid=3&amp;navoid=99#Academic_Honors</a>	Academic Division Admin
Intellectual property rights	2012 <a href="http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/PDF/Three_Rivers_Copyright_Fair_Use_Guidelines.pdf">http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/PDF/Three_Rivers_Copyright_Fair_Use_Guidelines.pdf</a>	Educational Technology Dept.
Conflict of interest	2005 <a href="http://www.trcc.commnet.edu/div_administrative/humanresources/Forms/PER-DE-1_Dual_Emp..pdf">http://www.trcc.commnet.edu/div_administrative/humanresources/Forms/PER-DE-1_Dual_Emp..pdf</a>	Admin. Services
Privacy rights	2016 <a href="http://www.threerivers.edu/about/policies/ferpa/">http://www.threerivers.edu/about/policies/ferpa/</a> , <a href="http://www.threerivers.edu/privacy-policy/">http://www.threerivers.edu/privacy-policy/</a> , <a href="http://www.trcc.commnet.edu/President/Affirm/privacy.shtml">http://www.trcc.commnet.edu/President/Affirm/privacy.shtml</a> ,	Student Services Admin
Fairness for students	2016 <a href="http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/documents/TRCCstudenthandbook.pdf">http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/documents/TRCCstudenthandbook.pdf</a>	Student Services Dean
Fairness for faculty	2016 <a href="http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/FullFacultyHandbook.pdf">http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/FullFacultyHandbook.pdf</a>	Academic Dean; President
Fairness for staff	2004 <a href="http://www.ct.gov/ethics/lib/ethics/guides/2014/public_officials_and_state_employees_guide_rev-jan2014.pdf">http://www.ct.gov/ethics/lib/ethics/guides/2014/public_officials_and_state_employees_guide_rev-jan2014.pdf</a>	President; BOR
Academic freedom	2016 <a href="http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/FullFacultyHandbook.pdf">http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/FullFacultyHandbook.pdf</a>	Academic Division Admin
Research	2017 <a href="http://www.trcc.commnet.edu/President/Inst_Research/index.shtml">http://www.trcc.commnet.edu/President/Inst_Research/index.shtml</a>	Institutional Research
Title IX	2014 <a href="http://www.trcc.commnet.edu/President/Affirm/">www.trcc.commnet.edu/President/Affirm/</a>	Title IX & Diversity Office
<b>Non-discrimination policies</b>		
Recruitment and admissions	2014 <a href="http://www.trcc.commnet.edu/index_extranet.shtml">http://www.trcc.commnet.edu/index_extranet.shtml</a>	Admissions Office
Employment	2014 <a href="http://www.trcc.commnet.edu/index_extranet.shtml">http://www.trcc.commnet.edu/index_extranet.shtml</a>	Administrative Services Dean
Evaluation	2014 <a href="http://www.trcc.commnet.edu/index_extranet.shtml">http://www.trcc.commnet.edu/index_extranet.shtml</a>	Administrative Services Dean
Disciplinary action	2005 <a href="http://www.ct.gov/ethics/cwp/view.asp?a=2313&amp;Q=301722">http://www.ct.gov/ethics/cwp/view.asp?a=2313&amp;Q=301722</a>	Administrative Services Office; BOR
Advancement	2005 <a href="http://www.ct.gov/ethics/cwp/view.asp?a=2313&amp;Q=301722">http://www.ct.gov/ethics/cwp/view.asp?a=2313&amp;Q=301722</a>	Admin. Services; BOR
<b>Resolution of grievances</b>		
Students	2016 <a href="http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/documents/TRCCstudenthandbook.pdf">http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/documents/TRCCstudenthandbook.pdf</a>	Student Success Director/Acad. Dean
Faculty	2005 <a href="http://www.ct.gov/ethics/cwp/view.asp?a=2313&amp;Q=301722">http://www.ct.gov/ethics/cwp/view.asp?a=2313&amp;Q=301722</a>	Academic Dean/President
Staff	2005 <a href="http://www.ct.gov/ethics/cwp/view.asp?a=2313&amp;Q=301722">http://www.ct.gov/ethics/cwp/view.asp?a=2313&amp;Q=301722</a>	Administrative Dean
Other; specify		
<b>? Other</b>	Last Updated	Website location or Publication
	Responsible Office or Committee	

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

<b>Information</b>	<b>Website location and/or Relevant Publication(s)</b>
How can inquiries be made about the institution? Where can questions be addressed?	<a href="http://www.threerivers.edu/">http://www.threerivers.edu/</a> , <a href="http://www.threerivers.edu/academics/">http://www.threerivers.edu/academics/</a> , <a href="http://www.trcc.commnet.edu/index_extranet.shtml">http://www.trcc.commnet.edu/index_extranet.shtml</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="http://www.trcc.commnet.edu/Div_Administrative/FinAdmin/Fin_statements.shtml">http://www.trcc.commnet.edu/Div_Administrative/FinAdmin/Fin_statements.shtml</a>
Processes for admissions	<a href="http://www.threerivers.edu/admissions/">http://www.threerivers.edu/admissions/</a>
Processes for employment	<a href="http://www.threerivers.edu/jobs-at-trcc/">http://www.threerivers.edu/jobs-at-trcc/</a>
Processes for grading	<a href="http://catalog.threerivers.edu/content.php?catoid=3&amp;navoid=99">http://catalog.threerivers.edu/content.php?catoid=3&amp;navoid=99</a>
Processes for assessment	<a href="http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/FullFacultyHandbook.pdf">http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/FullFacultyHandbook.pdf</a>
Processes for student discipline	<a href="http://www.trcc.commnet.edu/President/Policies/college_policies.shtml">http://www.trcc.commnet.edu/President/Policies/college_policies.shtml</a> , <a href="http://catalog.threerivers.edu/content.php?catoid=3&amp;navoid=99">http://catalog.threerivers.edu/content.php?catoid=3&amp;navoid=99</a>
Processes for consideration of complaints and appeals	<a href="http://catalog.threerivers.edu/content.php?catoid=3&amp;navoid=99#Academic_Warning,_Probation_and_Suspension_Policy">http://catalog.threerivers.edu/content.php?catoid=3&amp;navoid=99#Academic_Warning,_Probation_and_Suspension_Policy</a> , <a href="http://www.trcc.commnet.edu/Div_StudentServices/FinancialAid/NEWFAQ.shtml">http://www.trcc.commnet.edu/Div_StudentServices/FinancialAid/NEWFAQ.shtml</a>

<b>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.</b>	
<b>Statement/Promise</b>	<b>Website location and/or publication where valid documentation can be found</b>
Institutional goals for student's education	<a href="http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/FullFacultyHandbook.pdf">http://www.trcc.commnet.edu/Div_academics/Admin/Handbook/FullFacultyHandbook.pdf</a>
Description of campus setting	<a href="http://www.threerivers.edu/about/">http://www.threerivers.edu/about/</a> , <a href="http://www.trcc.commnet.edu/President/about/index.shtml">http://www.trcc.commnet.edu/President/about/index.shtml</a> , <a href="http://www.trcc.commnet.edu/President/about/PDF/trccmap.pdf">http://www.trcc.commnet.edu/President/about/PDF/trccmap.pdf</a>
<b>Date of last review of:</b>	
Print publications	
Digital publications	

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

Information	Website location
Institutional catalog	<a href="http://catalog.threerivers.edu/">http://catalog.threerivers.edu/</a>
Obligations and responsibilities of students and the institution	<a href="http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/documents/TRCCstudenthandbook.pdf">http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/documents/TRCCstudenthandbook.pdf</a>
Information on admission and attendance	<a href="http://www.threerivers.edu/admissions/">http://www.threerivers.edu/admissions/</a>
Institutional mission and objectives	<a href="http://www.trcc.commnet.edu/President/about/mission.shtml">http://www.trcc.commnet.edu/President/about/mission.shtml</a>
Expected educational outcomes	<a href="http://www.threerivers.edu/about/institution-administration/institutional-research/student-right-to-know-act-information;">http://www.threerivers.edu/about/institution-administration/institutional-research/student-right-to-know-act-information;</a> <a href="http://catalog.threerivers.edu/content.php?catoid=4&amp;navoid=176">http://catalog.threerivers.edu/content.php?catoid=4&amp;navoid=176</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://www.threerivers.edu/about/institution-administration/mission-vision-values/">http://www.threerivers.edu/about/institution-administration/mission-vision-values/</a>
Requirements, procedures and policies re: admissions	<a href="http://www.threerivers.edu/admissions/how-to-enroll/#1470925481824-cb8db1a6-9b1f">http://www.threerivers.edu/admissions/how-to-enroll/#1470925481824-cb8db1a6-9b1f</a>
Requirements, procedures and policies re: transfer credit	<a href="http://www.threerivers.edu/life-after-trcc/transferring-to-4-year-college/#1470842875737-68d76bd4-8edf">http://www.threerivers.edu/life-after-trcc/transferring-to-4-year-college/#1470842875737-68d76bd4-8edf</a>
A list of institutions with which the institution has an articulation agreement	<a href="http://www.threerivers.edu/life-after-trcc/transferring-to-4-year-college/#1470842570859-3646d2f9-46f8">http://www.threerivers.edu/life-after-trcc/transferring-to-4-year-college/#1470842570859-3646d2f9-46f8</a>
Student fees, charges and refund policies	<a href="http://www.threerivers.edu/about/policies/refund-of-tuition-and-fees/">http://www.threerivers.edu/about/policies/refund-of-tuition-and-fees/;</a> <a href="http://www.threerivers.edu/admissions/how-to-enroll/tuition-fees/">http://www.threerivers.edu/admissions/how-to-enroll/tuition-fees/</a>
Rules and regulations for student conduct	<a href="http://www.trcc.commnet.edu/President/Policies/BOR-StudentCodeofConductPolicy.pdf">http://www.trcc.commnet.edu/President/Policies/BOR-StudentCodeofConductPolicy.pdf</a>
Procedures for student appeals and complaints	<a href="http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/documents/TRCCstudenthandbook.pdf">http://www.trcc.commnet.edu/Div_StudentServices/StudentPrograms/documents/TRCCstudenthandbook.pdf;</a>
Other information re: attending or withdrawing from the institution	<a href="http://www.trcc.commnet.edu/div_studentservices/registrar/add_drop_info.shtml">http://www.trcc.commnet.edu/div_studentservices/registrar/add_drop_info.shtml</a>
Academic programs	<a href="http://www.threerivers.edu/academics/degrees-certificates/">http://www.threerivers.edu/academics/degrees-certificates/</a>
Courses currently offered	<a href="http://www.online.commnet.edu/pls/x/bzskfcls.P_CrseSearch">http://www.online.commnet.edu/pls/x/bzskfcls.P_CrseSearch</a>
Other available educational opportunities	<a href="http://www.threerivers.edu/academics/workforce-community-education/">http://www.threerivers.edu/academics/workforce-community-education/;</a>
Other academic policies and procedures	<a href="http://www.threerivers.edu/about/policies/">http://www.threerivers.edu/about/policies/;</a> <a href="http://catalog.threerivers.edu/content.php?catoid=4&amp;navoid=171">http://catalog.threerivers.edu/content.php?catoid=4&amp;navoid=171</a>
Requirements for degrees and other forms of academic recognition	<a href="http://www.threerivers.edu/academics/degrees-certificates/honors-program/">http://www.threerivers.edu/academics/degrees-certificates/honors-program/</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="http://www.trcc.commnet.edu/President/Directory/admin_cred.shtml">http://www.trcc.commnet.edu/President/Directory/admin_cred.shtml</a>

## Three Rivers Community College, 5<sup>th</sup> Year Report, 2017

Names and positions of administrative officers	<a href="http://www.trcc.commnet.edu/President/Directory/phone.shtml">http://www.trcc.commnet.edu/President/Directory/phone.shtml</a> ; <a href="http://www.threerivers.edu/directory/">http://www.threerivers.edu/directory/</a>
Names, principal affiliations of governing board members	<a href="http://www.ctregents.org/">http://www.ctregents.org/</a>
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	<a href="http://www.trcc.commnet.edu/div_studentservices/registrar/Registrar2.shtml">http://www.trcc.commnet.edu/div_studentservices/registrar/Registrar2.shtml</a> ; <a href="http://www.online.commnet.edu/pls/x/bzskfcls.P_CrseSearch">http://www.online.commnet.edu/pls/x/bzskfcls.P_CrseSearch</a>
Programs, courses, services, and personnel not available in any given academic year.	<a href="http://catalog.threerivers.edu/index.php?catoid=4">http://catalog.threerivers.edu/index.php?catoid=4</a>
Size and characteristics of the student body	<a href="http://www.trcc.commnet.edu/President/Inst_Research/FactBook.shtml">http://www.trcc.commnet.edu/President/Inst_Research/FactBook.shtml</a>
Description of the campus setting	<a href="http://www.threerivers.edu/about/campus/">http://www.threerivers.edu/about/campus/</a>
Availability of academic and other support services	<a href="http://www.trcc.commnet.edu/Div_academics/LearningInitiatives/AcademicSupport.shtml">http://www.trcc.commnet.edu/Div_academics/LearningInitiatives/AcademicSupport.shtml</a>
Range of co-curricular and non-academic opportunities available to students	<a href="http://www.threerivers.edu/student-life/">http://www.threerivers.edu/student-life/</a> ; <a href="http://www.trcc.commnet.edu/Div_academics/Admin/ExpLearn/ExperientialLearning.shtml">http://www.trcc.commnet.edu/Div_academics/Admin/ExpLearn/ExperientialLearning.shtml</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="http://www.threerivers.edu/about/campus/">http://www.threerivers.edu/about/campus/</a>
Institutional goals for students' education	<a href="http://www.trcc.commnet.edu/gened">http://www.trcc.commnet.edu/gened</a>
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	<a href="http://www.trcc.commnet.edu/President/Inst_Research/HEA.shtml">http://www.trcc.commnet.edu/President/Inst_Research/HEA.shtml</a>
Total cost of education and net price, including availability of financial aid and typical length of study	<a href="http://www.threerivers.edu/paying-for-trcc/net-price-calculator/">http://www.threerivers.edu/paying-for-trcc/net-price-calculator/</a> ; <a href="http://www.threerivers.edu/admissions/how-to-enroll/tuition-fees/">http://www.threerivers.edu/admissions/how-to-enroll/tuition-fees/</a>
Expected amount of student debt upon graduation and loan payment rates	<a href="http://www.threerivers.edu/paying-for-trcc/">http://www.threerivers.edu/paying-for-trcc/</a>
Statement about accreditation	<a href="http://www.threerivers.edu/about/institution-administration/accreditation/">http://www.threerivers.edu/about/institution-administration/accreditation/</a> ; <a href="http://www.trcc.commnet.edu/President/about/accreditation.shtml">http://www.trcc.commnet.edu/President/about/accreditation.shtml</a>

### E-Series Forms: Making Assessment More Explicit

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Accounting Career	<a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;moid=252&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;moid=252&amp;returnto=104</a>	<p>Practicum Evaluation Goals:                      a) At least 70% of the students will receive a score of 70% or better                      Has been met.</p> <p>Students are meeting the General Education, Business Core and Accounting Program goals.</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow.                      Program changes are discussed and approved by the Curriculum Committee.                      Changes are then presented to both the Academic and Student Services divisions.</p> <p>The business department administered and graded the exam. The college is instituting a comprehensive General Education Assessment plan based on outcomes articulated through a join committee system process.</p>	<ol style="list-style-type: none"> <li>1. Program information packet made available</li> <li>2. Classes scheduled to meet the needs of both day and evening students.</li> <li>3. Enhanced assessment of outcomes</li> <li>4. Increased affiliations with business and industry.</li> <li>5. Increased Advisory Board meetings.</li> <li>6. Student Survey</li> </ol>	2015 for Business program ACBSP

**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.
<p>Accounting Career</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) 2-year report (February 2015)**</p>	<p>In April 2013 TRCC completed the Association of Collegiate Business Schools and Programs (ACBSP) Reaffirmed the accreditation for the TRCC Business programs with no conditions. The Quality Assurance Report was completed in February 2015 with the following conditions:</p> <p>Condition on Overview Item 05: The standard requires the institution to identify all programs that are in your business unit that are not accredited by ACBSP, and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.</p> <p>Condition on Overview Item 09: No evidence is provided to confirm the institution is meeting the requirement to disclose to the public student performance information regarding student learning. The link provided is for the Business Department web page. A lengthy search provided the 2011-12 self-study, but current student performance data was not found.</p>	<p>Performance indicators: Student Learning Results Student- and Stakeholder-Focused Results Budgetary, Financial, and Market Results Faculty- and Staff-Focused Results Organizational Performance Results</p>	<p>Academic Year 2018</p>

\*\*It was determined to no longer continue with the ACBSP accreditation.

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Accounting Transfer	<a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=254&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=254&amp;returnto=104</a>	<p>Practicum Evaluation Goals: a) At least 70% of the students will receive a score of 70% or better Has been met.</p> <p>Students are meeting the General Education, Business Core and Accounting Program goals.</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow. Program changes are discussed and approved by the Curriculum Committee. Changes are then presented to both the Academic and Student Services divisions.</p> <p>The business department administered and graded the exam. The college is instituting a comprehensive General Education Assessment plan based on outcomes articulated through a join committee system process.</p>	<ol style="list-style-type: none"> <li>1. Program information packet made available</li> <li>2. Classes scheduled to meet the needs of both day and evening students.</li> <li>3. Enhanced assessment of outcomes</li> <li>4. Increased affiliations with business and industry.</li> <li>5. Increased Advisory Board meetings.</li> <li>6. Student Survey</li> </ol>	2015 for Business program ACBSP

**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.
<p>Accounting Transfer</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) 2-year report (February 2015)**</p>	<p>In April 2013 TRCC completed the Association of Collegiate Business Schools and Programs (ACBSP) Reaffirmed the accreditation for the TRCC Business programs with no conditions. The Quality Assurance Report was completed in February 2015 with the following conditions:</p> <p>Condition on Overview Item 05: The standard requires the institution to identify all programs that are in your business unit that are not accredited by ACBSP, and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.</p> <p>Condition on Overview Item 09: No evidence is provided to confirm the institution is meeting the requirement to disclose to the public student performance information regarding student learning. The link provided is for the Business Department web page. A lengthy search provided the 2011-12 self-study, but current student performance data was not found.</p>	<p>Performance indicators: Student Learning Results Student- and Stakeholder-Focused Results Budgetary, Financial, and Market Results Faculty- and Staff-Focused Results Organizational Performance Results</p>	<p>Academic Year 2018</p>

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

Institutions selecting E1b should also include E1a.

\*\*It was determined to no longer continue with the ACBSP accreditation.

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Business Administration Transfer	<a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;pooid=260&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;pooid=260&amp;returnto=104</a>	<p>Practicum Evaluation Goals:</p> <p>a) At least 70% of the students will receive a score of 70% or better Has been met.</p> <p>Students are meeting the General Education and Business Core goals.</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow. Program changes are discussed and approved by the Curriculum Committee. Changes are then presented to both the Academic and Student Services divisions.</p> <p>The business department administered and graded the exam. The college is instituting a comprehensive General Education Assessment plan based on outcomes articulated through a joint committee system process.</p>	<ol style="list-style-type: none"> <li>1. Program information packet made available</li> <li>2. Classes scheduled to meet the needs of both day and evening students.</li> <li>3. Enhanced assessment of outcomes</li> <li>4. Increased affiliations with business and industry.</li> <li>5. Increased Advisory Board meetings.</li> <li>6. Student Survey process.</li> </ol>	2015 for Business program ACBSP

**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.
<p>Business Administration Transfer</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) 2-year report (February 2015)**</p>	<p>In April 2013 TRCC completed the Association of Collegiate Business Schools and Programs (ACBSP) Reaffirmed the accreditation for the TRCC Business programs with no conditions. The Quality Assurance Report was completed in February 2015 with the following conditions:</p> <p>Condition on Overview Item 05: The standard requires the institution to identify all programs that are in your business unit that are not accredited by ACBSP, and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.</p> <p>Condition on Overview Item 09: No evidence is provided to confirm the institution is meeting the requirement to disclose to the public student performance information regarding student learning. The link provided is for the Business Department web page. A lengthy search provided the 2011-12 self-study, but current student performance data was not found.</p>	<p>Performance indicators: Student Learning Results Student- and Stakeholder-Focused Results Budgetary, Financial, and Market Results Faculty- and Staff-Focused Results Organizational Performance Results</p>	<p>Academic Year 2018</p>

\*\*It was determined to no longer continue with the ACBSP accreditation.

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Business Administration with Options:  Management  Finance & Banking  Marketing  Small Business & Entrepreneurial Studies  Hotel Management  Restaurant Management	<a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;pooid=259&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;pooid=259&amp;returnto=104</a>	Practicum Evaluation Goals: a) At least 70% of the students will receive a score of 70% or better Has been met.  Students are meeting the General Education and Business Core goals.	Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow. Program changes are discussed and approved by the Curriculum Committee. Changes are then presented to both the Academic and Student Services divisions.  The business department administered and graded the exam. The college is instituting a comprehensive General Education Assessment plan based on outcomes articulated through a joint committee system process.	1. Program information packet made available 2. Classes scheduled to meet the needs of both day and evening students. 3. Enhanced assessment of outcomes 4. Increased affiliations with business and industry. 5. Increased Advisory Board meetings. 6. Student Survey	2015 for Business program ACBSP

**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.
<p>Business Administration with Options</p> <p>Association of Collegiate Business Schools and Programs (ACBSP)</p>	<p>Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) 2-year report (February 2015)**</p>	<p>In April 2013 TRCC completed the Association of Collegiate Business Schools and Programs (ACBSP) Reaffirmed the accreditation for the TRCC Business programs with no conditions. The Quality Assurance Report was completed in February 2015 with the following conditions:</p> <p>Condition on Overview Item 05: The standard requires the institution to identify all programs that are in your business unit that are not accredited by ACBSP, and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.</p> <p>Condition on Overview Item 09: No evidence is provided to confirm the institution is meeting the requirement to disclose to the public student performance information regarding student learning. The link provided is for the Business Department web page. A lengthy search provided the 2011-12 self-study, but current student performance data was not found.</p>	<p>Performance indicators: Student Learning Results Student- and Stakeholder-Focused Results Budgetary, Financial, and Market Results Faculty- and Staff-Focused Results Organizational Performance Results</p>	<p>Academic Year 2018</p>

\*\*It was determined to no longer continue with the ACBSP accreditation.

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Computer Science Technology	In the catalog online at: <a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;pooid=271&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;pooid=271&amp;returnto=104</a>	Course embedded assessments; evaluated as; “exceed expectations”, “meet expectations”, or “does not meet expectations”. The goal is that 75% of the students will meet or exceed expectations.  Community College Graduate Survey  Transfer Database Warehouse; Goal is that 60% transfer and/or obtain employment in IT field	Faculty from the Computer Science program review outcome evidence with input from other members of the Technology division. This information is reported to the Academic Dean in the program review. Support for present practices and recommendations for program changes are discussed and approved by the Curriculum Committee which includes the Academic Dean. Changes are then presented to both the Academic and Student Services divisions.	Course content is revised as the technology changes. Discussions with industry contacts focus on fundamental software engineering, web, and database concepts, and in particular, on assuring the students are prepared to move onto higher level degree programs, including bachelors, masters, and beyond. Digital Circuits and Logic course has been added in keeping with intended goal of teaching students fundamental computer science concepts in anticipation of articulation in a baccalaureate program. Data structures using Java course has been incorporated into the program of study, as well, also with the intended goal of teaching students fundamental CS concepts that will prepare them for a baccalaureate program. Visual Basic has been removed from the program of study as this technology is not considered a critical competency by either the university system for degree transfer nor by area employers. All programming courses are now based on Java in keeping (formerly C++) in keeping with trends in higher degree academic institutions with whom we have articulation agreements and in industry.	2006

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Construction Technology, Associate of Applied Science	<p><u>Three Rivers (website)</u>  <a href="http://www.threerivers.edu/academics/degrees-certificates/construction-technology/">http://www.threerivers.edu/academics/degrees-certificates/construction-technology/</a></p> <p><u>2012 NEASC Self-study</u>  <a href="http://www.trcc.commnet.edu/president/about/PDF/Self-Study_2012_Three_Rivers_Community_College-Web.pdf">http://www.trcc.commnet.edu/president/about/PDF/Self-Study_2012_Three_Rivers_Community_College-Web.pdf</a></p>	<p>There are Practicums within each of the three concentrations in the Degree.                      Architecture: ARC 213/L Arch. Design II                      Civil: CIV 200/1 Soils &amp; Lab                      Constr. Mgmt: CTC 229 Constr. Estimating</p> <p><u>Practicum evaluation goals:</u> At least 75% of the students will achieve a score of 75% or &gt;</p> <p>A Graduate Survey is conducted and updated at 5 yr. intervals and tracks: acceptance to transfer institution; advanced degree earned; position of employment; salary and employment scope; and any certification and/or licensure exams completed.</p> <p>End-of-Course-Reviews (EOCR) and assessment of in-course performance. These ensure the incremental success of students attaining the learning outcomes and allow for adjustment and continuous improvement of course content, instruction, and assessment methods as required.</p>	<p>Faculty administer reviews of the Practicums, Graduate Surveys, and EOCR's and review results yearly. These are then analyzed and reviewed with the Program's Industrial Advisory Committee (IAC) for comment and recommendations for any remedies required. Results are reported in the Program Review document along with actions taken.</p>	<p>The Construction Technology program is a new "umbrella" degree with concentrations in Architecture, Civil &amp; Constr. Mgmt. Technologies and is the direct outgrowth of previous Program Reviews of subject Programs. Essential data and evidence impacting this action included enrollment, graduation, and class sizes along with EOCR evidence of duplicative subject and content material. The resulting program provides clear pathways, consolidated content, and normalized total credit counts.</p>	<p>2012 NEASC Self-study Report: Institution-wide</p> <p>2014 Program Review (BOR format): Architecture</p> <p>2014 Program Review (BOR format): Civil</p>

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Criminal Justice	<p>Yes  <a href="http://www.threerivers.edu/academics/degrees-certificates/criminal-justice-enforcement-option/">http://www.threerivers.edu/academics/degrees-certificates/criminal-justice-enforcement-option/</a></p>	<p>There is a capstone requirement for the program.</p> <p>Also, for the last four years a pre-program and post-program assessment of students is conducted.</p> <p>Additionally, area employers are surveyed regarding program graduates.</p> <p>Both formative and summative assessment are ongoing</p>	<p>Criminal Justice program review outcome evidence with input from other members of the social science department. Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee.</p>	<p>A number of courses such as Perspectives in CJ and Introduction to CJ, and Evidence and Criminal Procedure and Criminal Investigations have been “coupled” to developed cohorts of students in the program. There is an ongoing evolution of assignments in the courses as feedback is obtained.</p>	<p>AY 2016/2017</p>

**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.
<p>Early Childhood Program NAEYC (National Association for the Education of Young Children)</p>	<p>TRCC site visit in Fall 12; Accreditation Received Spring 13. Annual Reports with last submission in Spring of 2015.</p>	<p>Over the past five years, our program has been well aligned and responsive to our community’s needs by offering new courses “Autism” and “Challenging Behaviors” in response to aggressive behaviors, expulsions and a higher special needs demographics.</p> <p>In the last two years, a few of our curriculum specific electives e.g. Math and Science were cancelled due to low enrollment leaving a few gaps for student teaching candidates. Pre-assessments before student teaching showed that students may know in theory what children know and understand but they need additional</p>	<p>Standards Summary Standard 1. Promoting Child Development and Learning Key elements of Standard 1 1a: Knowing and understanding young children’s characteristics and needs 1b: Knowing and understanding the multiple influences on development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p>Standard 2. Building Family and Community Key elements of Standard 2 2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in their children’s development and learning</p> <p>Key Elements of Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families 3a: Understanding the goals, benefits, and uses of assessment 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child 3d: Knowing about assessment partnerships with families and with professional colleagues</p>	<p>The Annual Report will be due to NAEYC in March of 2017.</p>

		<p>experiences to apply teaching strategies.</p> <p>After considerable pre-assessments in the student teaching practicum (past two years) it was decided that our “Method and Technique” class needed to become more rigorous and less “theory” based. Mock classes were designed with significant success. This Fall/Spring student teachers will be the test to see if students can apply their new knowledge.</p>	<p>Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families Key elements of Standard 4 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children 4b: Knowing and understanding effective strategies and tools for early education 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches 4d: Reflecting on their own practice to promote positive outcomes for each child</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum Key elements of Standard 5 5a: Understanding content knowledge and resources in academic disciplines 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.</p> <p>Standard 6. Becoming a Professional Key elements of Standard 6 6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for children and the profession</p>	
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**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Electrical, Laser and Robotics Engineering Technology (EET/PHO)	The program outcomes are published in the program Plan of Study. The Plan of Study is published under Academic Programs in the TRCC Program Catalog and Website	<p>In past years the EET program had been TAC/ABET accredited. The EET program evaluated all outcomes on an annual basis. This had been achieved by performing a more formal, documented outcomes assessment for selected courses. The program has a published rubric as a guide to performing assessments. This rubric along with student work had been used to identify areas for improvement. Areas identified include written communication skills, problem solving and teamwork. The assessments include recommendation of actions that my yield improvement. Faculty individually determine the actions specific to the courses that they teach.</p> <p>We have recently moved away from the ABET model. TRCC is putting in place a model to perform assessments across the</p>	Data from Outcomes assessment is reviewed in a number of forums. Data from EET program outcomes assessments is distributed to the EET faculty with areas for improvement and recommendations. Individual faculty determine how to implement the recommendations in their specific courses. TRCC has instituted a college wide process for outcomes assessment using Digication as a tool to gather and store student artifacts for assessment. Special committees perform the assessments and distribute results to the college.	The EET department is continually making changes to curriculum, facilities and student work in order to improve student performance against stated outcomes and enhance the student experience. One of these changes is to incorporate project work into a number of the EET courses. In these courses, student work individually and in teams to accomplish a project over the course of a semester. Individual laboratory exercises for all students are still utilized, but are given a project flair to enhance specific outcomes performance. Detailed laboratory and project reports are required. The project oriented lab work serves to address all program outcomes, but Teamwork, Written Communication, and Problem Solving activities are emphasized. The laboratory facilities have also been completely redesigned to enhance the student experience	CSCU Program Review – 2015  NEASC - 2012  ABET – 2010 -

		<p>college and also in association with other colleges. The Digication application has been made available to facilitate collection of student artifacts for assessment. The EET program has participated in the Multistate Collaborative (MSC) effort. We have supplied artifacts during the AY14/15 and AY15/16 terms. Both written communication skills and quantitative reasoning outcomes were evaluated. Student artifacts were supplied to the MSC coordinator or placed in Digication for assessment.</p> <p>Annual program industrial advisory board meetings are also held to gain industry feedback. Overall industry feedback is very positive especially in the technical areas. Industry continues to site an overall emphasis on communication skills and teamwork for all college graduates.</p> <p>During the past two years we have performed extensive rework of the EET and LFOT curriculums under the direction of the CSCU Board of Regents. Now that we have consolidated the programs into one program, program assessment process will be reviewed by the current EET/PHO faculty.</p>	<p>EET has also participated in the Mult-State Collaborative (MSC) for Written Communications and Quantitative Reasoning. Artifacts are reviewed by MSC committees. Results will be disseminated to participating colleges. General results of these assessments are also shared with Advisory Boards for vetting against industry experiences.</p>	<p>and provide a better environment for lecture/lab/project activities. New lab benches have been purchased and set up to allow students to face the instructor during a lecture session and provide additional space for build and test activities. The configuration allows for fluid movement between lecture and hands on activity. This facilitates our teach in the lab concept and provides a convenient student work environment. The labs are also open to students during off course hours. Many students use the labs to do project work, homework or just socialize with fellow students. The EET and LFOT lab space has been converted into two large laboratories to provide for easy access to equipment, parts and faculty in one large area. Smaller adjacent labs are used for specialized PHO courses or for large dedicated projects.</p> <p>A large number of components, board level systems and equipment has also been purchased to allow for build and test of more modern systems which include robotics, laser/optics, microcontrollers, sensors, software and electronic communications systems. This allows the students to rapidly implement prototypes during project work within a semester.</p>	
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				<p>Recent edicts from the CSU Board of Regents have required a number of curriculum updates. The board has determined that all programs at the college with have a maximum of 60 credits. They have also determined that certain programs should be terminated based on enrollment numbers.</p> <p>As a result, the EET and LFOT program curricula have undergone significant changes in order to meet these requirements and maintain appropriate skills development. The LFOT program has been terminated and merged into the EET program. The new program has been renamed Electrical, Laser and Robotics Technology and program outcomes have been modified appropriately.</p> <p>This has consumed much of the time normally dedicated to outcomes assessment and improvement, but still many significant changes have been made which should directly affect outcomes performance as stated previously.</p>	
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Option E1: Part a. Inventory of Educational Effectiveness Indicators

Degree program	(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)
Environmental Engineering Technology	<p>TAC/ABET Self Study and the BOR Course Program Reviews. The catalog is on the web at:</p> <p><a href="http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Environmentall%20Engineering%20Technology_AS.shtm">http://www.trcc.com/mnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Environmentall%20Engineering%20Technology_AS.shtm</a></p>	<p>Review of course project sampling.</p> <p>Assessments using rubrics. Assessments from the BOR Program Review from 2014-2015.</p> <p>All students are now required to use digication e-Portfolios for assessment.</p> <p>A capstone project is required for students.</p> <p>Mid-Course Reviews – used to ensure student comprehension and knowledge. If there are any shortcomings, revisions are made to the coursework or other provisions to ensure student success.</p> <p>Faculty from the Environmental Engineering program review outcome evidence with input</p>	<p>Course outcomes and both course embedded assessment and departmental assessment of these outcomes.</p> <p>Faculty from the Environmental Engineering program review outcome evidence with input from other members of the Science Department. This information is sent to the Environmental Industrial Advisory Committee (IAC) for review, comments and approval. The information is then reported to the</p>	<p>Increased peer mentoring and team project opportunities to enhance shared learning and best practices. Identified individual student work performance and challenges early and offer workshop sessions for quality enhancement. Our continuous improvement plan led us to revise the Environmental Engineering plan of study (POS). Input included the IAC and the department recommendations. The revised POS was approved by the Science Department and sent to the Curriculum Committee for approval in 2015. EOCs have helped to determine that new Text book editions or a more suitable textbook was needed.</p>	<p>BOR Program Review 2014-2015</p> <p>TAP Review 2015-2016</p>

		<p>from other members of the Science Department. This information is sent to the Environmental Industrial Advisory Committee (IAC) for review, comments and approval. This information is reported to the Department Chair.</p> <p>Our continuous improvement plan led us to revise the Environmental Engineering plan of study in 2015. Input included the IAC recommendations and End of Course Reviews (EOCR) – The EOCRs are reviewed on a yearly basis by the Program Coordinator (PC) and the faculty that teach the courses, and the Department Chair.</p>	<p>Academic Dean in the Program Review. Support for present practices and recommendations for change follow. Program changes are discussed and approved by both the Science Department and then the Curriculum Committee. Changes are then presented to both the Academic and Student Services divisions to ensure both divisions are aware and understand POS changes.</p>	<p>TAP review has led to better articulation for several courses in the Environmental Engineering Technology Program.</p>	
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**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Exercise Science		This program is in the process of its first program review. The materials being examined currently included: Transfer and Graduation rates Certification exam Graduate surveys	Exercise Science faculty will review the outcome evidence. Changes will be reviewed by the Department and the Curriculum Committee	Not Applicable	First Review is in progress. 2016/2017

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Graphic Design	Yes. <a href="http://www.threerivers.edu/academics/degrees-certificates/graphic-design-a-s/">http://www.threerivers.edu/academics/degrees-certificates/graphic-design-a-s/</a>	This program is new, just implemented in fall 2015, so evidence has not yet been gathered. A program review will be completed upon request. At that time, information including one or more of the following criteria will be used: +Course learning outcomes and both course embedded assessment and departmental assessment of these outcomes + Transfer and Graduation Rates + Graduate surveys + Student demonstration of required skills	Faculty from the Graphic Design program will review outcome evidence. Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee.	Not Applicable	Not Applicable. This program is in its second academic year of existence.

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Human Services	<p>The program learning outcomes are published in the College Catalog and on the College website.</p> <p>Program learning outcomes are also integrated in the syllabi for each of the individual, required courses in the Human Services Program.</p>	<p>Written evaluations from agency staff supervising graduating students completing the 90 hours of field work requirement.</p> <p>Feedback from faculty and staff advising our transfer students.</p> <p>Feedback from community-based agency staff who hire or provide learning opportunities for our Human Services students.</p> <p>Graduate survey data</p> <p>Individual course focus group discussions.</p>	<p>Faculty in Human Services Program</p> <p>The Social Science Department and then the Curriculum Review Committee annually or as requested.</p>	<p>Course requirements have been changed to accommodate articulation changes for ECSU School of Social Work changes.</p> <p>For example: BIO K115 – Human Biology is recommended, NOT BIO K121 – General Biology or Personal Health and Mathematics requirements accommodate these articulation changes for ECSU School of Social Work requirements</p>	<p>Spring 2012 –</p> <p>Spring 2017</p>

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Liberal Arts and Sciences and General Studies	<p>Outcomes for the LAS degree are published on the college website at <a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=383&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=383&amp;returnto=104</a> as part of information about the LAS degree program.</p> <p>Outcomes for the General Studies degree are published on the college website at <a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=362&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=362&amp;returnto=104</a> as part of information about the General Studies degree program.</p>	<p>The LAS and GS degree programs are hoping to begin using data/evidence from a number of sources to assess the achievement of program outcomes. First, both programs hope to begin using results from the college’s General Education assessment of the TAP competencies established by the BOR. Starting in 2013-14, the college began assessing the 10 TAP competency areas based on a 5-year cycle in which 2 competency areas are assessed each year using the rubrics developed by the TAP subcommittees. Going forward, the LAS/GS Task Force expects to be able to use Digication to identify results specifically for LAS/GS students taking courses as part of their degree programs. In order to assess the achievement of program outcomes, the LAS/GS Task Force will establish appropriate achievement benchmarks.</p> <p>In addition, the LAS/GS Task Force hopes to begin implementing student surveys and possibly also employer surveys to provide evidence about student satisfaction and student achievement of program outcomes.</p> <p>Finally, the LAS/GS Task Force hopes to explore ways to tracking the academic success of students who transfer to CSUs using Banner.</p>	This evidence will be reviewed on an annual basis by the LAS/GS Task Force and presented as needed to the College’s Curriculum Committee.	None	2016

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Marketing Transfer	<a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=315&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=315&amp;returnto=104</a>	<p>Practicum Evaluation Goals: a) At least 70% of the students will receive a score of 70% or better Has not been met.</p> <p>Students are not meeting the General Education, Business Core and Marketing Program goals.</p>	<p>Faculty from the Business program review outcomes. Support for present practices and recommendations for change follow. Program changes are discussed and approved by the Curriculum Committee. Changes are then presented to both the Academic and Student Services divisions.</p> <p>The business department administered and graded the exam. The college is instituting a comprehensive General Education Assessment plan based on outcomes articulated through a joint committee system process.</p>	<ol style="list-style-type: none"> <li>1. Program information packet made available</li> <li>2. Classes scheduled to meet the needs of both day and evening students.</li> <li>3. Enhanced assessment of outcomes</li> <li>4. Increased affiliations with business and industry.</li> <li>5. Increased Advisory Board meetings.</li> <li>6. Student Survey</li> </ol>	<p>2015 for Business program ACBSP</p>

**Option E1: Part b. Inventory of Specialized and Program Accreditation**

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Marketing Transfer  Association of Collegiate Business Schools and Programs (ACBSP)	Association of Collegiate Business Schools and Programs (ACBSP) Associate Degree Commission Accredited Institutions Quality Assurance (QA) 2-year report (February 2015)**	<p>In April 2013 TRCC completed the Association of Collegiate Business Schools and Programs (ACBSP) Reaffirmed the accreditation for the TRCC Business programs with no conditions. The Quality Assurance Report was completed in February 2015 with the following conditions:</p> <p>Condition on Overview Item 05: The standard requires the institution to identify all programs that are in your business unit that are not accredited by ACBSP, and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.</p> <p>Condition on Overview Item 09: No evidence is provided to confirm the institution is meeting the requirement to disclose to the public student performance information regarding student learning. The link provided is for the Business Department web page. A lengthy search provided the 2011-12 self-study, but current student performance data was not found.</p>	Performance indicators: Student Learning Results Student- and Stakeholder-Focused Results Budgetary, Financial, and Market Results Faculty- and Staff-Focused Results Organizational Performance Results	Academic Year 2018

\*Record results of key performance indicators in form 8.3 of the Data First Forms. Institutions selecting E1b should also include E1a.

\*\*It was determined to no longer continue with the ACBSP accreditation.

Degree program	(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)	(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)
Nuclear Engineering Technology	<p>In the catalog online at:</p> <p><a href="http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Nuclear%20Engineering%20Technology_AS.shtml">http://www.trcc.comnet.edu/Div_academics/Admin/AS_Plans_of_Study/Assoc_Prog_of_Study_Webpage/Nuclear%20Engineering%20Technology_AS.shtml</a></p>	<p>Operate the nuclear reactor simulator in the Capstone course and lab.</p> <p>Demonstrate proficiency in routine reactor systems operation and handle induced emergencies.</p> <p>Operate the radiation detection equipment.</p> <p>End of Course Review (EOCRs).</p> <p>Number of program graduate students transferring into BS programs.</p> <p>Number of students hired into commercial</p>	<p>Faculty from the Nuclear program review outcome evidence with input from other members of the Technology division and the major program scholarship sponsor- Dominion Nuclear Connecticut. Outcomes are also reviewed, discussed, and changes are recommended (if needed) by the 33-member Nuclear Advisory Committee NAC. NAC members meet annually on the first Friday of December and the membership is made up from 4 constituencies.</p> <p>This is reported to the Academic Dean in the Program Review.</p>	<p>Nuclear program faculty continue to increase their efforts with the 5 active commercial nuclear power plants in the New England area to optimize employment listings and opportunities.</p> <p>Nuclear program faculty will work with the diverse health physics industry and other nuclear businesses within Connecticut to optimize employment listings and opportunities.</p>	2016

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Nursing	<a href="http://www.threerivers.edu/academics/degrees-certificates/nursing/?sf_action=get_results&amp;sf_category=nursing-and-allied-health-department">http://www.threerivers.edu/academics/degrees-certificates/nursing/?sf_action=get_results&amp;sf_category=nursing-and-allied-health-department</a>	<p>3. Ninety percent of graduates will pass the NCLEX-RN exam on the first attempt.</p> <p>4. Seventy-five percent of students will complete the program.</p> <p>5. Eighty percent of the graduates will indicate overall satisfaction with the program.</p> <p>6. Eighty percent of employers will indicate overall satisfaction with the program.</p> <p>7. Ninety percent of graduates will be employed in the field of nursing within 6 months of graduation.</p>	<p>The faculty uses an on-going systematic plan of evaluation (SPE).</p> <p>The SPE is reviewed monthly and faculty report outcomes at the nursing curriculum meeting.</p> <p>The results are determined by data that is aggregated and analyzed.</p>	<p>Inclusion of SBAR communication skills into the curriculum as a result of employer feedback</p> <p>Restructuring of the lab/clinical schedule for freshman students. This is in response of students valuing the early hands-on learning provided in the clinical setting.</p> <p>Facebook website for TRCC nursing alumni was created as a portal to submit the nursing graduate survey</p>	<p>National Accreditation 2010</p> <p>State Board of Nurse Examiner review 2015</p>

**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.
Accreditation Commission on Education in Nursing (ACEN)	2010	Standard 1 Mission and Administrative capacity Maintain community partnerships Appoint and maintain a permanent nurse administrator Standard 2 Faculty and Staff Maintain faculty mentoring program Demonstrate scholarship as defined Standard 3 Students Maintain accuracy of all documents (paper and electronic) Standard 4 Curriculum Continue innovative teaching methodologies Standard 5 Resources Continue to cultivate financial support from the institution and community key stakeholders Standard 6 Outcomes Maintain a systematic plan of evaluation (SPE) that is on-going Review and revise the SPE according to the evaluation of student learning and program outcomes and ACEN standards Maintain a systematic plan of evaluation that includes data that is measurable	NCLEX success rates (first-time pass percentage annually)  Program completion  Program satisfaction  Employment rates	2018
Connecticut State Board of Nursing Examiners	2015	Full approval without conditions or areas of improvement	First time NCLEX-RN pass rate greater than or equal to 80% annually Program satisfaction per student, graduate, and clinical site evaluations Completion rates	2020



**STATE OF CONNECTICUT**

DEPARTMENT OF PUBLIC HEALTH

**SCHOOL OF NURSING PROGRAM REVIEW**

**NURSING EDUCATION PROGRAM: Connecticut Community Colleges Nursing Program**

**D/B/A:** Capital Community College, Gateway Community College, Naugatuck Valley Community College, Norwalk Community College, Northwestern Community College, & Three Rivers Community College

**TYPE OF PROGRAM:** Associate Degree Nursing Program

**PROGRAM ADMINISTRATORS:** CCC- Cynthia Adams, RN MSN, Ed.D, GWCC- Sheila Solemou, RN MSN, NVCC – Eileen George, RN DNP, NCC- Kathleen Fries, RN PhD, NWCC – Connie Hotchkiss, RN MSN, TRCC – Edith Ouellet, RN MSN

**REVIEWED BY BOARD OF EXAMINERS FOR NURSING ON:** November 18, 2015

**SUBJECT:** 5 year school evaluation

**FINDINGS:**

- The Connecticut Community College Nursing Program has met all regulatory requirements outlined in Criteria 1 through 17 of the Nursing Education Program Review for Registered Nurses Preparatory Programs.

**APPROVAL STATUS:** Full Approval

**NEXT REVIEW:** November 2020

**REVIEWED BY:**  **DATE:** 11/20/15  
Pamela Pelletier-Stevens, RN, MSN, Nurse Consultant



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**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Pathway to Teaching Careers	<p>Work with others, think critically and gain an appreciation for learning.</p> <p>Read, write, and communicate analytically in forms that involve the collection and documentation of outside sources. Identify the role of the teacher in the classroom.</p> <p>Describe the route to becoming a successful teacher in Connecticut. List the requirements for teaching based on academic program requirements and state certification requirements.</p> <p>Recognize broader historical, cultural, global and scientific perspectives as they relate to education.</p> <p>Promote a respect for others, coupled with an understanding of ethical behavior and civic responsibility.</p>	<p>Transfer and graduation rates.</p> <p>Feedback from the staff at ECSU as this program is designed to promote transfer to that University into the teacher credential program.</p> <p>Input from members of the External Advisory Committee; which is made up of members from TRCC faculty, ECSU faculty and advising staff and faculty who work on the Pathways to Teaching program at QVCC</p> <p>As part of the program review in 2015 the following additional information was utilized: Course outcomes and both course embedded assessment and departmental assessment of these outcomes CCSSE data Graduate surveys</p>	<p>Faculty from the program will review outcome evidence.</p> <p>Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee.</p> <p>Changes are presented to both the Academic and Student Services divisions at meetings.</p> <p>External Advisory Committee meetings and advising sessions. Advising sessions are planned as a large group as well as individual appointments.</p>	<p>Modifications have been made to the plan of study to accommodate articulation changes at ECSU. This process originated through anecdotal evidence that students were not seamlessly transferring into ECSU.</p>	<p>Spring 2015</p>

**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Sport & Leisure Management		This is a new program and has not been established long enough to have a program review. The materials that will be evaluated will be: Graduation rates Transfer rates Graduate surveys	The Sport Management Faculty will review the outcome evidence.	Not currently Applicable	

Option E1: Part a. Inventory of Educational Effectiveness Indicators

Degree program	(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)
Technology Studies: Biomolecular Science Option	<p>In the catalog online at:</p> <p><a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=329&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=329&amp;returnto=104</a></p> <p>and</p> <p><a href="http://catalog.threerivers.edu/preview_degree_planner.php?catoid=3&amp;poid=329&amp;returnto=104&amp;print">http://catalog.threerivers.edu/preview_degree_planner.php?catoid=3&amp;poid=329&amp;returnto=104&amp;print</a></p>	<p>Demonstrate proficiency in biomolecular techniques.</p> <p>Number of program graduate students transferring into BS programs.</p> <p>Number of students hired into technical positions.</p>	<p>Faculty from the Science Department review outcome evidence with input from other members of the College.</p> <p>This is reported to the Academic Dean in the Program Review.</p> <p>Support for present practices and recommendation for change are discussed and approved by the Curriculum Committee which includes the Academic Dean.</p> <p>Changes are then presented to both the Academic and Student Services divisions.</p> <p>Students <i>practice</i> the skills needed to work effectively in teams and as an individual.</p> <p>Students <i>demonstrate</i> the ability to use appropriate mathematical, computational, and graphic-thinking skills needed for technology and scientific applications.</p> <p>Students <i>combine</i> oral,</p>	<p>Science Department faculty will work with the diverse research industry and other businesses within Connecticut to optimize employment listings and opportunities. Science Department has added several sections of courses needed to complete the degree so that students may graduate in a timely fashion.</p> <p>Science Department faculty will conduct outreach activities to educate the New England area research industries about the COT: Biomolecular Science program and availability of our graduates</p>	2016

			<p>graphical, and written communication skills to <i>present</i> and <i>exchange</i> information effectively and communicate solutions.</p> <p>Students <i>know</i> of a professional code of ethics.</p> <p>improvement.</p> <p>Students will illustrate an ability to think critically and identify, evaluate and solve complex problems, demonstrate and communicate technical application and solutions effectively</p> <p>Students will <i>recognize</i> actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty, and social responsibility.</p> <p>Students will <i>recognize</i> the need to be lifelong learners.</p>		
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**Option E1: Part a. Inventory of Educational Effectiveness Indicators**

Degree program	(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)
Visual Fine Arts	They can be found at: <a href="http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=342&amp;returnto=104">http://catalog.threerivers.edu/preview_program.php?catoid=3&amp;poid=342&amp;returnto=104</a>	Course outcomes and both course embedded assessment and assessment of these outcomes through the program review process, conducted every 7 years. The first of these will be completed at the end of the spring 2017 semester. Transfer and Graduation Rates  CCSSE data Graduate surveys, informal graduate feedback.  Capstone Course: Portfolio Development  Student portfolios of written and visual work are posted to the students' e-portfolios (Digication) and are assessed by a	Evidence is continuously interpreted by the Program Coordinator.  Input is given by professionals in the field via a rubric that is filled out after 2 admissions representatives from our typical transfer schools have reviewed student portfolios.  By the external advisory board as part of the program review process.	As a result of graduate feedback and feedback from our most frequent transfer schools, we changed 2 courses on the degree to courses that not impact the program outcomes, but would improve transferability of credits for our students.  A Portfolio Self-Assessment assignment was added to the capstone course.	First review will be completed at the end of Spring 2017.

		<p>panel of art professionals as part of the program review process</p> <p>External advisory board</p> <p>Ged Ed Assessment</p>	<p>Support for present practices and recommendations for change are discussed and approved by the Department then by the Curriculum Committee on a regular basis.</p>	<p>Students in the capstone course are now required to upload their portfolios to Digication.</p> <p>Students have an exhibition of their body of work in the College Art Gallery when they graduate.</p> <p>Courses with multiple sections and different instructors have been aligned to use common assignments.</p> <p>Research assignment added to Painting I and Painting II. Art History I and II changed to have a global perspective to fulfill program outcome and to align with the course as it is taught at the CSUs.</p>	
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