



HOUSATONIC COMMUNITY COLLEGE



2022 **SELF-STUDY**

**Prepared for New England Commission
of Higher Education**

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Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date 2/7/2022

1. Corporate name of institution: Housatonic Community College
2. Date institution was chartered or authorized: 1967
3. Date institution enrolled first students in degree programs: Fall 1966
4. Date institution awarded first degrees: June 7, 1968
5. Type of control:

<u>Public</u>	<u>Private</u>
<input checked="" type="checkbox"/> State	<input type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Under New England Commission of Higher Learning (NECHE) accrediting body, Housatonic Community College can award Certificate and Associate Degrees in Science and Arts.
7. Level of postsecondary offering (check all that apply)

<input type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input checked="" type="checkbox"/> At least one but less than two years	<input type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input checked="" type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input type="checkbox"/> Four- or five-year baccalaureate degree granting program	<input type="checkbox"/> Other doctoral programs _____
	<input type="checkbox"/> Other (Specify)

8. Type of undergraduate programs (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |

9. The calendar system at the institution is:

- Semester Quarter Trimester Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate 15 credit hours
 b) Graduate _____ credit hours
 c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students: Fall 2021 Census

	Undergraduate	Graduate	Total
Full-time student headcount	1,153		1,153
Part-time student headcount	2,014		2,014
FTE	1860		1860

b) Number of students (headcount) in non-credit, short-term courses: 207

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Surgical Technology	Commission on Accreditation of Applied Health Education Programs (CAAHEP)	2017	10/2019	10/2029

Early Childhood Inclusive Education	National Association for Education of Young Children (NAEYC)	2011	7/1/2018	7/31/2025
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13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
N/A			
B. Out-of-state Locations			
N/A			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
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Early Child Ed Administrator (EJ79)	CERT	100%	2
Business Admin: General (EA67)	AS	95%	58
General Studies (EB30)	AS	95%	417
CSCU Transfer: Psych Studies (EG09)	AA	93%	103
CSCU Transfer: Business Studies (EG12)	AA	90%	36
CSCU Transfer: History Studies (EG06)	AA	89%	3
LAS: Hum/Behav & Social Sci (EB45)	AA	89%	100
Business Admin: Global Business Opt (EA65)	AS	85%	4
Business Admin: Human Resource Mgmt (EB56)	AS	85%	16
Business Admin: Management (EA60)	AS	85%	42
Business Admin: Finance (EA56)	AS	80%	26
Business Admin: Marketing (EB75)	AS	80%	30
Criminal Justice (EB13)	AS	80%	105
CSCU Transfer: Pol Sci Studies (EG08)	AA	80%	9
LAS: Journalism/Comm (EB46)	AA	80%	18
CSCU Transfer: Crim Studies (EG04)	AA	79%	22
CSCU Transfer: Spanish Studies (EG20)	AA	79%	2
CSCU Transfer: Sociology Studies (EG11)	AA	79%	4
Corrections-CT (EJ62)	CERT	78%	0
Criminal Investigation-Cert (EJ61)	CERT	78%	7
Banking (EF08)	AS	75%	1
Business Admin: Small Bus Mgmt (EA89)	AS	75%	26
CSCU Transfer: Geography Studies (EG24)	AA	75%	1
CSCU Transfer: ECTC Studies (EG14)	AS	74%	7
CSCU Transfer: English Studies (EG05)	AA	74%	10
CSCU Transfer: French Studies (EG16)	AA	74%	0
CSCU Transfer: Socl Wrk Studies (EG10)	AA	74%	25
Pathway to Teaching Careers (EC35)	AA	74%	16
Early Childhood Inclusive Ed (EA99)	AS	70%	67
CSCU Transfer: Comm Studies (EG03)	AA	69%	10
CSCU Transfer: Italian Studies (EG18)	AA	69%	0
Tech Studies: Electrical (EF06)	AS	68%	3
Child Devl Associate Prep (EJ73)	CERT	67%	1
Accounting (EA03)	AS	65%	51
CSCU Transfer: Art Studies (EG21)	AA	65%	7
Human Services (EB35)	AS	65%	66

CSCU Transfer: Theatre Studies (EG22)	AA	64%	3
Technology Studies (EF11)	AS	64%	3
Infant & Toddler Care Cert (EJ07)	CERT	63%	2
Early Childhood Ed-CT (EJ89)	CERT	60%	13
CSCU Transfer: Math Studies (EG07)	AA	55%	3
Theater Arts (EB61)	AA	55%	14
CSCU Transfer: Chemistry Studies (EG02)	AA	54%	6
Medical Assisting (EA10)	AS	52%	60
Aviation Maint (EA30)	AS	50%	1
Family Engagement (EJ74)	CERT	50%	0
Fine Arts: Art Therapy Pathway (EB77)	AA	50%	5

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Derby Public Schools	Derby, CT	Advanced Manufacturing	Certificate	34

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

- See table

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

-See Attached Organizational Charts

19. Record briefly the central elements in the history of the institution:

In 1966, Housatonic Community College (HCC) started as a branch of Norwalk Community College because of a Public Act 330 passed by the State Legislature in 1965. In 1967, HCC became an independent institution. At this time, the College was located in Stratford, using various temporary facilities.

In January 1971, Housatonic moved to the Singer Metric Building at 510 Barnum Ave. in Bridgeport. The building was leased for ten years with an option to renew for five years. HCC's Barnum Ave. address remained for almost 30 years.

In 1997 HCC had approximately 2,700 students and moved in January to its first permanent campus at 900 Lafayette Boulevard in Bridgeport, immediately experiencing a significant enrollment increase. In spring 2011, the enrollment was just under 6,000 students.

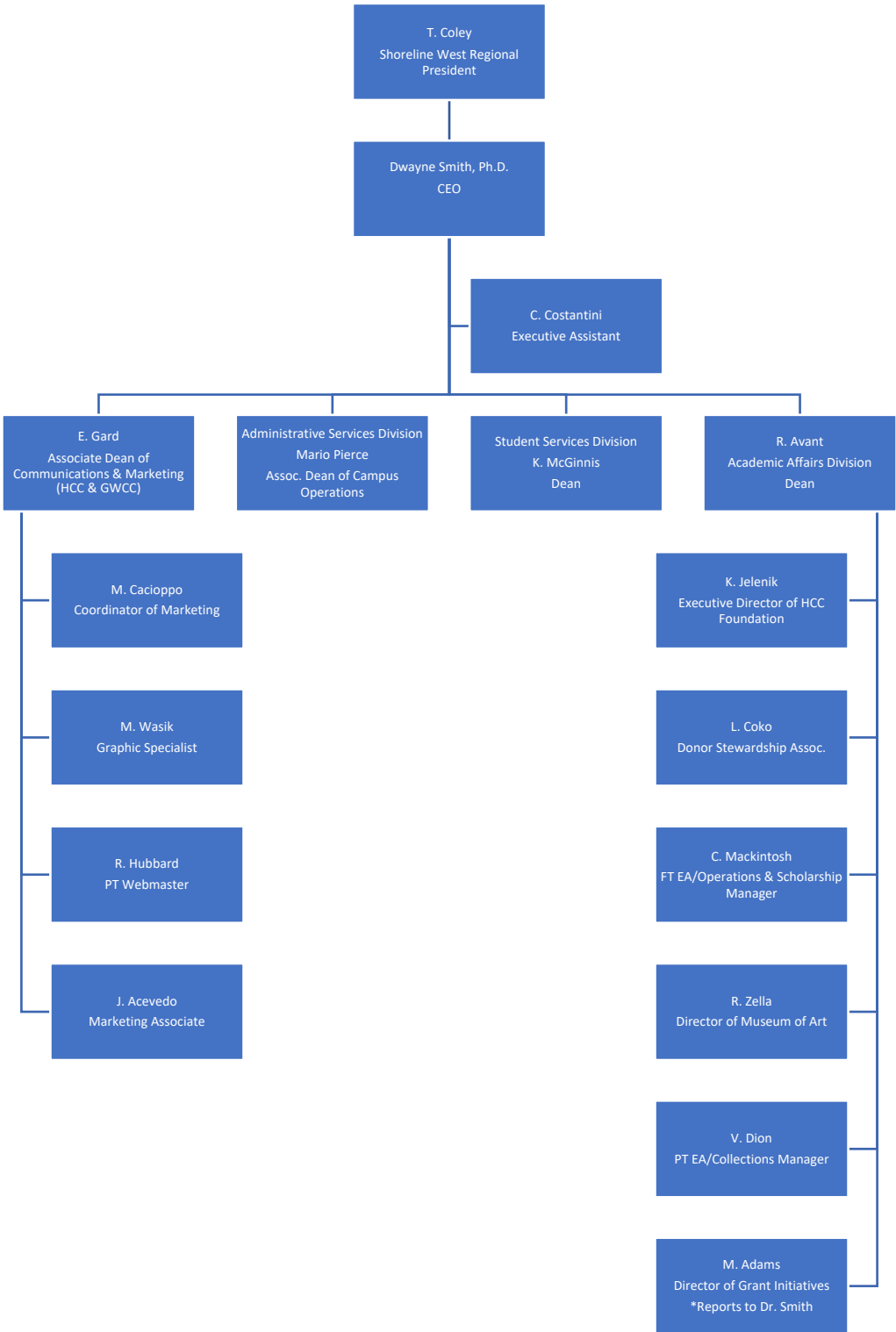
In the fall of 2006, work began on the refitting of a building at the southern perimeter of the campus that gave the College an additional, approximate 174,500 gross square feet used for classrooms, student, and community activities, an enlarged bookstore, and other facilities to serve the expanded population and accommodate community events. Beacon Hall opened its doors for the fall semester in 2008, sharing the campus with Lafayette Hall which housed the administrative, business, registrar, and financial aid offices, classrooms, the HCC Library, and the Burt Chernow Galleries.

CHIEF INSTITUTIONAL OFFICERS

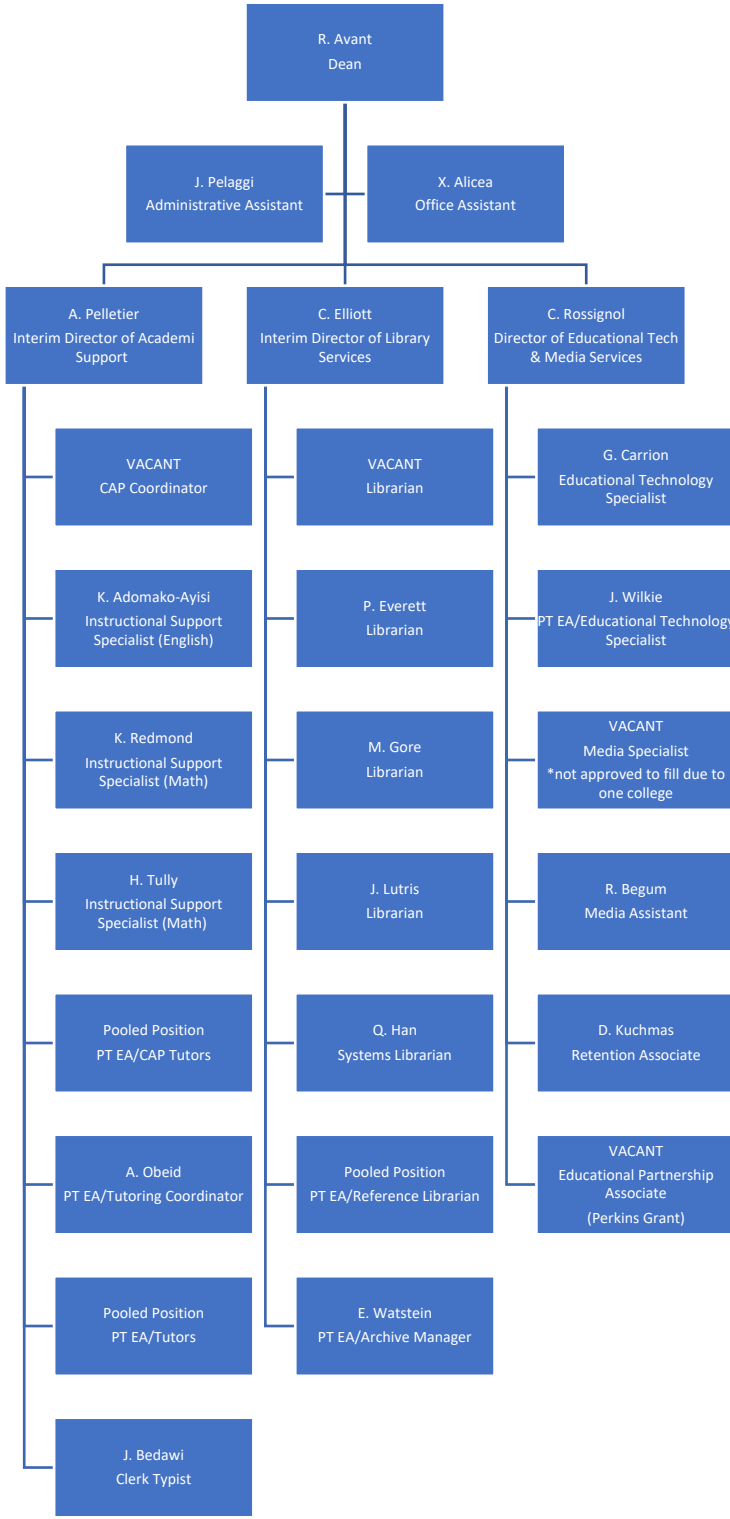
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Matt Fleury	Chair, Connecticut Board of Regents	2016
President/CEO	Dr. Dwayne Smith	Chief Executive Officer	2020
Executive Vice President	N/A	N/A	N/A
Chief Academic Officer	Robin Avant	Dean of Academic Affairs	2018
Deans of Schools and Colleges (insert rows as needed)	N/A	N/A	N/A
Chief Financial Officer	Teresa Oravetz	Director of Finance and Administrative Services	2011
Chief Student Services Officer	Dr. Kim McGinnis	Dean of Students	2018
Planning	Dr. Michael Amico	Professor of Psychology	2015
Institutional Research	Dr. Vincent Tong	Director of Institutional Research	2018
Assessment	Dr. Robert Wyckoff	Professor of English	2019
Development	N/A	N/A	N/A

Library	Curleen Elliott	Interim Director of Library	2021
Chief Information Officer	Mario Pierce	Associate Dean of Campus Operation	2020
Continuing Education	Tatiana Rampino	Interim Director of Continuing Education /Workforce Development	2021
Grants/Research	Moira Adams	Director of Grant Initiatives	2020
Admissions	Earl Graham	Director of Admissions	2015
Registrar	James Connolly	Director of Enrollment Management/Registrar	2006
Financial Aid	Omar Livingston	Director of Financial Aid	2018
Public Relations	Evelyn Gard	Regional Associate Dean of Communications and Marketing	2018
Alumni Association	Kristy Jelenik	Executive Director of HCC Foundation	2020
Other (Foundation)	Kristy Jelenik	Executive Director of HCC Foundation	2020

Housatonic Community College

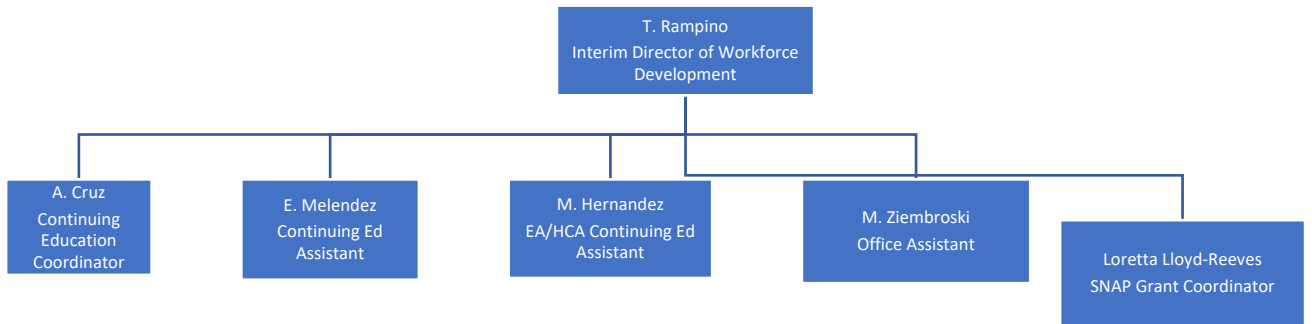


Academic Affairs

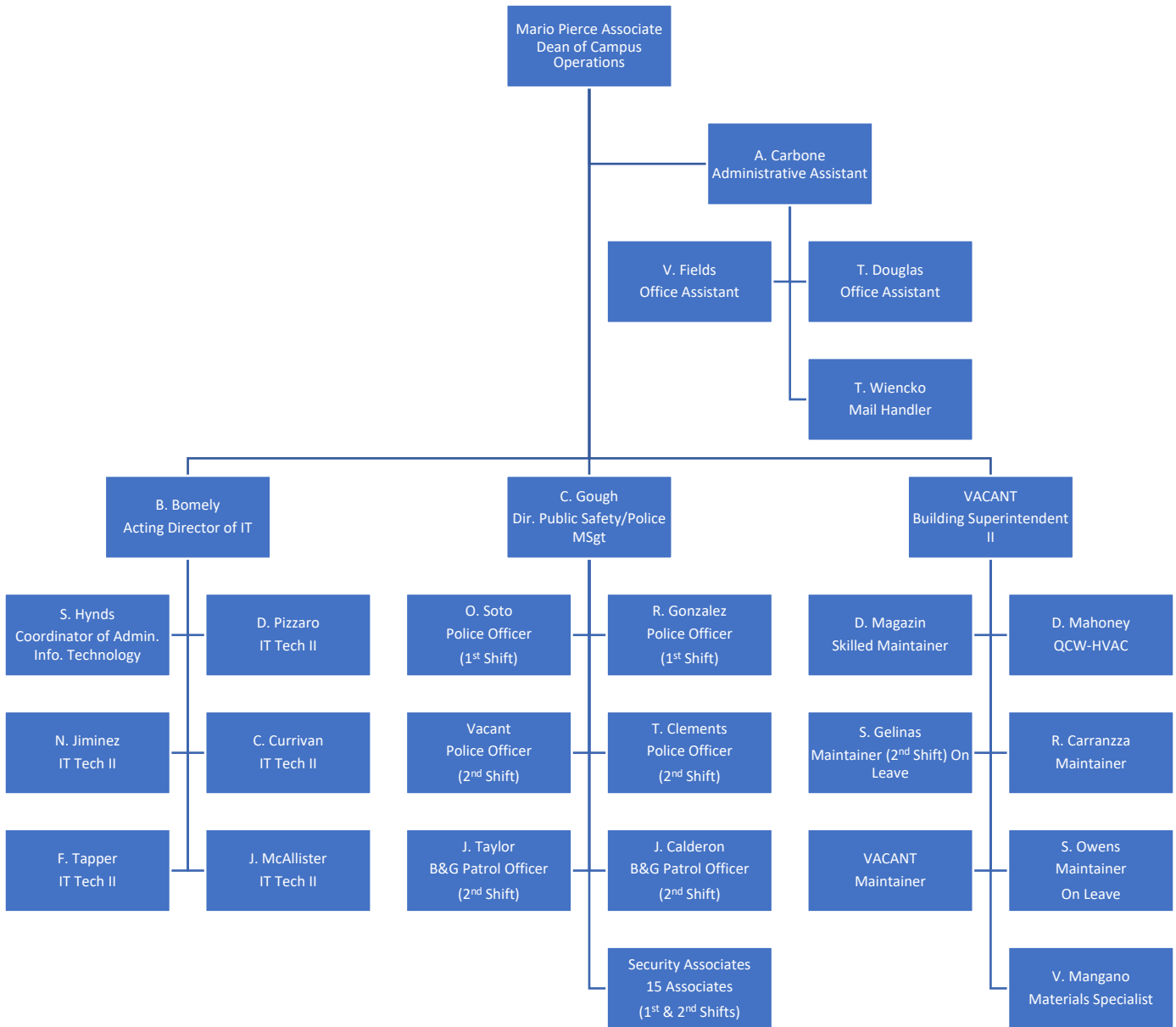


Academic AFFAIRS

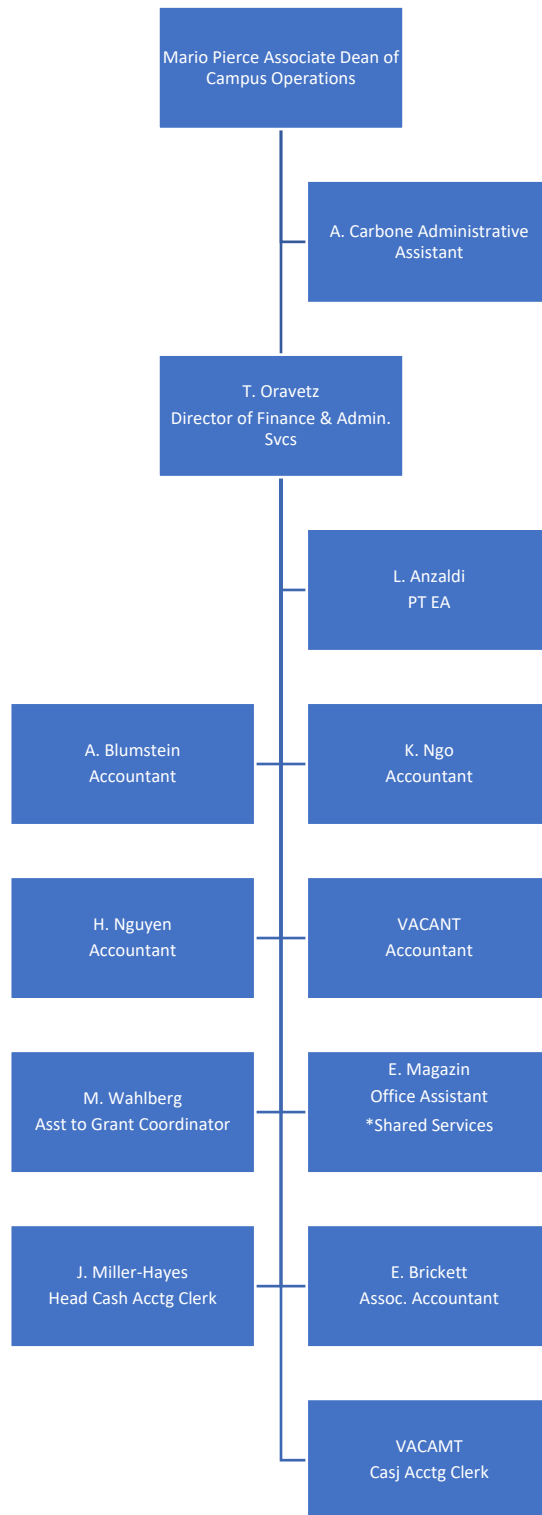
Continuing & Professional Ed



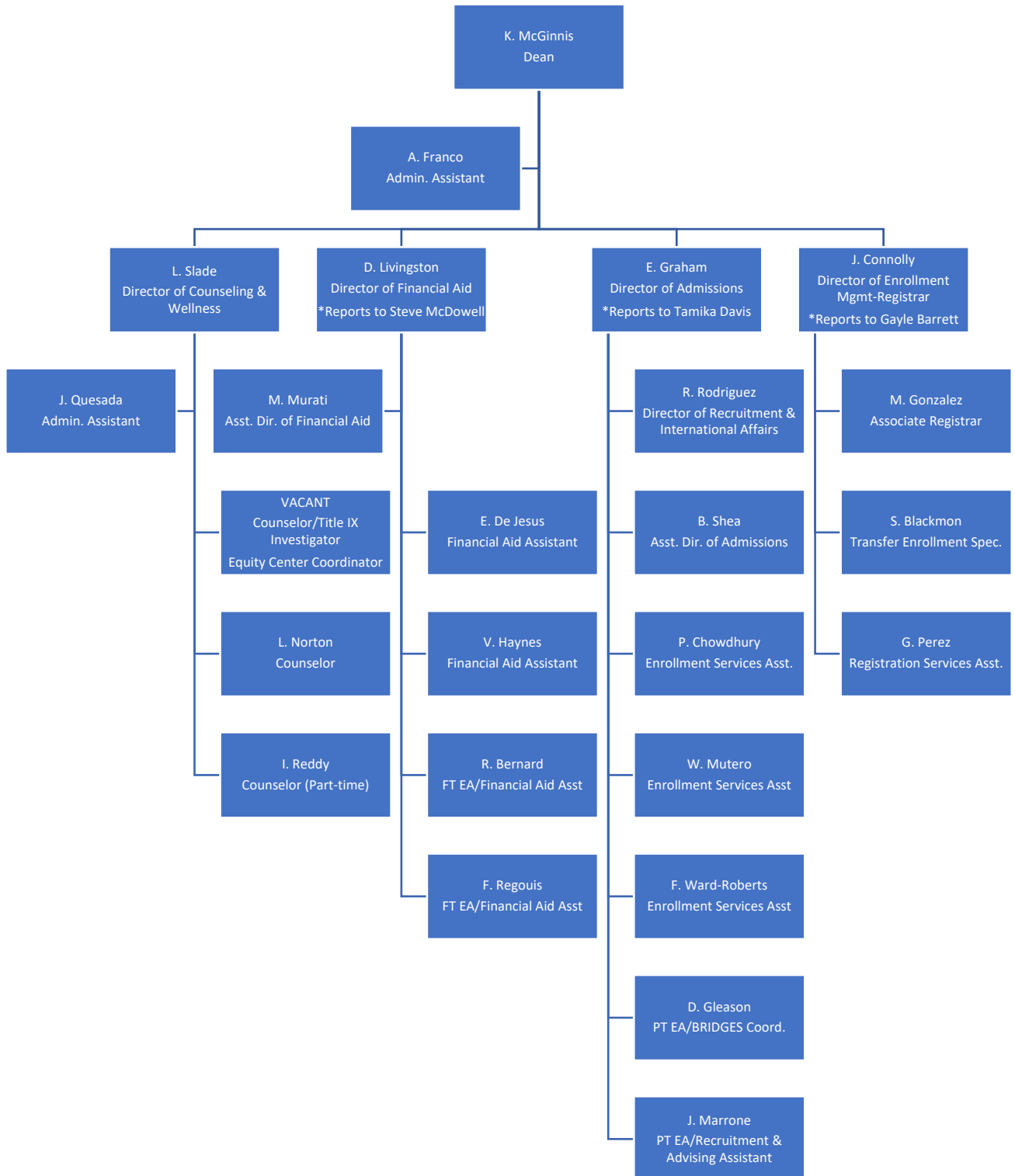
Administrative Services



Administrative Services



Student Services



Student Services



Table of NECHE Actions, Items of Special Attention or Concerns

The New England Commission of Higher Education (NECHE) indicated in its letter dated July 18, 2017 that the Housatonic Community College 2017 interim report be accepted because “it responded to the concerns raised by the Commission in its letters of October 2, 2012, October 10, 2014, and July 10, 2015 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.” In that same letter, NECHE requested that the College’s 2021 self-study, prepared for the comprehensive evaluation, give emphasis “to its continued success in addressing the areas specified for attention in the interim report” as listed below:

Date of NECHE Letter	Special Areas of Emphasis	NECHE Standard References	Self-study Page No.
July 18, 2017	The impact on the institution’s operations of the policies, priorities, and funding decisions of the Connecticut Board of Regents for Higher Education	2, 3, 4, 5, 6, 7, 8	Xxiv, 5, 11, 13, 16-19, 22, 24, 27, 32, 37, 47, 49, 54, 56, 62-72, 73, 81-87, 93-94, 96
July 18, 2017	Assuring sufficient financial resources to support the College’s programs and services and to fund the priorities identified in the institution’s strategic plan	2, 3, 5, 6, 7	9-10, 13, 36, 44, 48-49, 58, 62-72
July 18, 2017	The College’s success in achieving its goal to improve its retention and graduation rates	5, 6, 8	32-50, 56-60, 73-94

DATA FIRST FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:		Yes/No	Unqualified
Most Recent Year	06/30	Yes	Unqualified
1 Year Prior	2020	Yes	Unqualified
2 Years Prior	2019	Yes	Unqualified
	2018	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2022
Next Year	2023

Contact Person:

Title:

Telephone No:

E-mail address:

Introduction and Process

The 2022 NECHE self-study process has benefited from broad support and participation across the Housatonic campus. Despite the majority of the work occurring during the pandemic shutdown, faculty across all disciplines, staff from every department, and campus administrators all contributed to the self-study's success.

The NECHE Self-Study Steering Committee was created in Spring 2019 by then-College President Dr. Paul Broadie. Professor Rebecca Adams, named Accreditation Liaison Officer in January 2017 and One Voice Writer for the 2017 five-year Interim Report, was named Steering Committee Chair. Other Steering Committee Members were Professor Sandra Barnes, Dr. Vincent Tong, and Dean of Academic Affairs Robin Avant.

Over the summer of 2019, the Steering Committee appointed the Standard Committee Chairs. The process was deliberate. The Steering Committee sought a blend of experience and enthusiasm, pairing faculty and staff from a broad spectrum of the college. If administrators didn't serve as co-chairs, they served on committees, lending their knowledge to the process. While the Standard Chairs had the final say regarding who served on their standard committees, the Steering Committee did make the initial recommendations.

The Housatonic NECHE "kick-off" took place in September 2019 at the opening College Community Meeting. During this kick-off, the chairs for each of the nine standards were announced. In Fall 2019, Standard Chairs began their work in earnest, finalizing their committees and gathering information for their standard reports. Beginning in October 2019, the Steering Committee and Standard Chairs held monthly planning meetings to discuss their progress. At the first of these meetings, a timeline for the self-study was established. On October 17 and 18, 2019, the Steering Committee members attended the NECHE Self-Study Workshop at the Southbridge Hotel and Conference Center to better understand the task ahead. In January 2020, Professor Karyn Smith was named One Voice Writer and subsequently joined the Steering Committee. In February 2020, the Steering Committee and Standard Chairs held their final in-person meeting.

A month later, the campus was closed due to the Covid-19 pandemic, and the focus of the entire campus community turned to transitioning to online operations and creating a robust and supportive virtual environment for students, staff, and faculty. In April, Housatonic reconvened our self-study work. Now working remotely, Professor Adams arranged a virtual Steering Committee meeting to reassess the self-study timeline in light of the pandemic. The spring semester had been designated for each standard committee to do research, gather evidence for the self-study, and use Data First Forms to guide the committee process. The campus faced many difficulties conducting business virtually that spring, and many students struggled personally and academically during those early months during the campus closing. Steering Committee members continued to meet as needed with standard committee chairs, but most of the college's focus was on getting through the spring semester and trying to help as many students as possible successfully complete their spring 2020 semester.

Fall 2020 saw the continuation of a virtual campus. On September 14, 2020, Dr. Pat O'Brien, Senior Vice President of NECHE conducted a virtual "kick-off," giving NECHE Steering Committee members the knowledge of what makes a robust self-study process, including the final report. On October 29, 2020, Dr. Laura Gambino gave a virtual presentation on assessment to all relevant Housatonic campus stakeholders (standard chairs, department chairs, program coordinators, and area directors).

Throughout this semester, Standard Committees finalized their reports for the One Voice Writer, who coordinated monthly workshop meetings for Standard Chairs to discuss drafts.

One of the significant challenges of meeting virtually was the time constraints of when members of a standard could meet and work through their section. There were plenty of virtual meetings, but the outcomes were often limited. In addition, some faculty and staff members were more overwhelmed than others due to conducting online classes and meetings while balancing their personal lives, which were also greatly affected by COVID-19. As a result, some committees were on task while others fell behind. Some committee members could not spend the amount of time they ordinarily would on the project. It would be an understatement to say it was a struggle to produce reports. Some committees were precise in their process, meeting monthly or bi-weekly. Others, off to a slow start, met more frequently toward the end. However, in the end, standard committee chairs and members worked determinedly to get the job done. Dr. Smith was on-hand throughout this work to ensure that each Standard Committee had what it needed to complete its work in a timely manner. Everyone pulled together through a challenging time, and by June 1, 2021, every standard committee had submitted its report.

Once the reports were all submitted, Professor Adams and Professor Smith took turns reading drafts, contacting members of the college community as necessary to update and clarify data and reporting, working through the spring and into the summer. In November 2021, the report was sent to the campus community, who provided feedback. In December 2021, CEO Dwayne Smith gave the report a thorough reading and provided insights on both language and content. From there, Professor Smith fine-tuned the reports, cleaning up the language, rearranging sentences, and sharpening the tone, while Professor Adams continued gathering all supporting documentation. Dr. Vincent Tong and Jamicia Lackey, both from the Institutional Research department, assisted with clarifying all of the data as well as creating the tables and figures for the document. In January, the ongoing College “Chat and Chews” (started during the pandemic as a way to increase and enhance communication with students and the entire college community) began including information and discussion on the upcoming reaccreditation visit; these events, hosted by College deans and live streamed on College social media, gave the public the opportunity to weigh in.

The final project is a testament to the dedication of every member of the campus. Everyone involved worked extremely hard, and it is to them and our entire campus community that gratitude is due.

Self-Study Steering Committee

Rebecca Adams, Chair, Professor of English
Robin L. Avant, Dean of Academic Affairs
Sandra Barnes, Professor of Biology
Karyn L. Smith, Professor of English & Coordinator of the Writing Center
Vincent P. Tong, Director of Institutional Research

Self-Study Standard Committees:

Standard One and Two

Michael Amico, Chair, Professor of Psychology, Planning and Assessment Committee Chair
Edward Becker, Professor of Business & Chairperson of the Business Department
Deborah Kuchmas, Retention Associate

Michael La Barbera, Associate Professor of Mathematics & Chairperson of the Math & Science
Department
Bernard Shea, Assistant Director of Admissions

Standard Three

Rachel Cain, Chair, Assistant Professor of Biology & Chair of College Senate
Eleanor Bloom, Chair, Professor of English & Chair of College Senate (retired January 2022)
Marianne Tecun, Director of the Academic Support Center (retired May 2021)
Esther Watstein, Archive Manager

Standard Four

Kyle Zander, Chair, Professor of Biology and Anatomy & Physiology & Chair of Curriculum
Committee
Robin L. Avant, Dean of Academic Affairs
James Connolly, Director of Enrollment Management/Registrar
Asantewa Dawson, Associate Professor of Mathematics, First Year Studies
Matthew Dunne, Professor of History & Chair of General Education Committee
Evelyn Meléndez, Continuing Education Assistant
Jamilet Ortiz, Professor of Spanish
Bernard Pasierb, Instructor of Business Administration
Marina Philips, Professor of Mathematics
Colette Rossignol, Director of Educational Technology
Randy Sanders, Guided Pathways Advisor (left college December 2021)
Bernard Shea, Assistant Director of Admissions

Standard Five

Kim M. McGinnis, Chair, Dean of Student Services
Medgine Bright, Director of Student Activities
James Connolly, Director of Enrollment Management/Registrar
Jeanine Gibson, Director of Academic Advising and Student Retention
Earl Graham, Director of Admissions
Omar Livingston, Director of Financial Aid Services
Lisa Slade, Director of Counseling Wellness
Daniela Squizzato, Guided Pathways Advisor II & Director of Student Success Initiatives
Anisha Thomas, Director of Career Services and Internships
Kimberly Wood, Director of the Student Services Center

Standard Six

Kristen Carley, Co-Chair, Associate Professor of English & Coordinator of the Supplemental
Instruction Program
Mary Ann Vlahac, Co-Chair, Associate Professor of Business Administration
Graciela Carrion, Educational Technology Specialist
Carlton Gill, Male Success Center Coordinator
Richard Hubbard, Webmaster
Daniel B. Ruskin, Lecturer of Business

Standard Seven

Teresa Oravetz, Chair, Director of Finance and Administrative Services
Omar Livingston, Director of Financial Aid Services
Mario Pierce, Associate Dean of Campus Operations
Marilyn Wahlberg, Assistant to Grant Coordinator

Standard Eight

Robert Wyckoff, Chair, Associate Professor of English
Sherifa Douglas, Assistant Professor of Surgical Technology & Coordinator of the Surgical
Technology Program
Felisha Guriand-Fleurimond, Recruitment and Retention Coordinator
Jennifer Nohai-Seaman, Associate Professor of Mathematics, First Year Studies
Andrew Pelletier, Interim Director of the Academic Support Center & Coordinator of the Center
for Academic Progress
Susan Ratanavong, Guided Pathways Advisor I
Farshad Ravanshad, Associate Professor of Computer Science

Standard Nine

Megan Cacioppo, Co-Chair, Marketing Coordinator
Marilyn Albrecht, Co-Chair, Counselor/Title IX Investigator/Gender Equity Coordinator
(transferred to System Office position August 2020)
Medgine Bright, Director of Student Activities
Richard Hubbard, Webmaster

Institutional Overview

Housatonic Community College (HCC) is located in Bridgeport, Connecticut's largest city, and serves an eleven-town region in Southwestern Connecticut: Ansonia, Bridgeport, Derby, Easton, Fairfield, Milford, Monroe, Seymour, Shelton, Stratford, and Trumbull. The College opened its doors in 1966 as a branch of Norwalk Community College and became independent in 1967. The College took its name from the Housatonic River, approximately one mile away from its campus. In 1997, HCC moved to its present site in downtown Bridgeport. As of AY 2021-2022, the College offers 54 associates degrees (up from 40 in AY 2012-2013) and 24 certificates (down from 26 in AY 2012-2013) through five academic departments: Behavioral and Social Sciences, Business Administration, First-Year Studies (formerly Developmental Studies), Humanities, and Math and Science. The Continuing Education Department offers professional training for health care, manufacturing, business, IT, career enhancement, certification and licensure programs, and recreational courses for personal enrichment. The College also offers stackable credentials so students earning a certificate can easily build toward the degree. All College programs prepare students for either transfer to a four-year school or placement in the workforce. The College also assists local businesses and institutions to train and update the skills of their workers. Detailed descriptions of all degree offerings, program policies, course outlines, and learning goals are published in the [college catalog](#) and on the College website.

Housatonic Community College is a vibrant and diverse community. Housatonic's Mission goes beyond that of just providing an education. HCC highlights the diversity of its student body in its Values Statement about Diversity and Inclusion: "embracing cultural and intellectual differences; fostering interpersonal engagements that are respectful of individuals, uniqueness, and culture; and cultivating an environment that encourages diverse populations to contribute to and participate in the educational process." In Fall 2021, the College enrolled 3,604 students, of which 1,154 were full-time and 2,450 were part-time. Sixty-five percent (65%) of HCC students are female. Housatonic serves students from a wide array of racial and ethnic backgrounds: 36.4% Hispanic or Latino students, 29.8% Black or African American students, 24.1% White students, 2.9% Asian students, and 6.8% fall into other categories. Fifteen percent (15%) of students are not U.S. citizens; many of these students have either International status or permanent Visas.

The College provides student support such as career services, Guided Pathways academic advising and transfer counseling, internships and service learning, academic support and tutoring, library facilities and instruction, and financial literacy workshops. Additional services for students include disabilities support services, the Family Economic Security Program, and English as a Second Language courses. A wide variety of student clubs, organizations, and activities, offered throughout the year, provide students with opportunities for deeper campus engagement.

The College has one of the largest art collections of any community college in the United States. The Housatonic Museum of Art (HMA) is open to the public at no charge; the HMA's collection includes nearly 7,000 works, over 1,700 of which are displayed throughout the campus. The Museum also offers lectures, demonstrations, and changing exhibitions in the Burt Chernow Galleries. The Museum is a major cultural resource for both the HCC community and the entire region. This year, the HMA announced a landmark gift of \$500,000 from the Werth Family Foundation, a longtime supporter. The donation represents the largest single-donor contribution to the Museum in the institution's 54-year history; it will be used to establish an endowment for the Museum, which will help sustain the care and preservation of the HMA art collection.

Housatonic Community College is part of the Connecticut State Colleges and Universities System (CSCU). CSCU was established July 1, 2011, combining the three formerly distinct units of higher education in the state—the four Connecticut State Universities (CSUs), 12 Community Colleges, and Charter Oak State College (the state’s on-line college). A single Board of Regents (BOR) oversees the 17 campuses within CSCU, and the chief executive officer (CEO) of the system is the president, who is appointed by the BOR. Presidents and CEOs of the community colleges report to the system president. Housatonic Community College is part of the Shoreline West region, which also includes Gateway and Norwalk Community Colleges.

On December 17, 2017, the BOR approved the Students First (SF) plan, which will consolidate the 12 Connecticut Community Colleges into the Connecticut State Community College (CSCC). During these past transition years, HCC has begun to align its organizational structure, policies, and academic programs according to the plan. A new position, Campus CEO, was created to oversee Housatonic’s campus, and a regional president was hired to manage the three campuses within the Shoreline-West Region. Eventually, HCC’s organizational structure and academic programs will become merged with CSCC with a target date of the 2023-2024 academic year. CSCU has provided regular updates on aspects of the progress of this reorganization to NECHE, and a team presented the Connecticut State Community College NECHE Report in June 2021 during the NECHE Spring Commissioner Meeting on June 24, 2021. At Housatonic, these impending changes have been communicated out to faculty, staff, and students via email, meetings, and “Chat and Chew” conversations with students.

In Fall 2020, HCC welcomed a new CEO, Dr. Dwayne Smith, who immediately re-focused the College’s efforts around three priorities aligned under the College’s Mission and Strategic Plan: overall commitment to excellence, increased focus on collaboration and community partnerships, and increasing and finding new sources of external funding.

Under Dr. Smith’s guidance and leadership, Housatonic also continues to seek additional funding through grants and donations. In August 2021, HCC announced its receipt of the largest single donation to a community college in Connecticut history. This transformative, \$1,000,000 gift, given by longtime supporter Peter Werth, has established the Werth Innovation and Entrepreneurship Center, which provides space for business incubation and will be a hub for student activity including pitch competitions, speaker series with seasoned entrepreneurs, entrepreneurship certification programs, and so much more. Opened in Fall 2021, this Center will be an important community focal point and marks an exciting landmark as the College works to continue to meet its strategic priorities.

COVID-19 Pandemic

Every aspect of Housatonic Community College has been affected by the unprecedented challenges forced on the world by the COVID-19 pandemic. Throughout the pandemic, HCC staff, faculty, and leadership sought new ways to continue being a community. Much of what the College did worked, and some did not, but through it all faculty and staff remained committed to serving students. As the College looks to a future after the pandemic, it will use the lessons learned.

INITIAL MOBILIZATION AND RESPONSE

Early in the Spring 2020 semester, even before the official declaration of the move to a fully online college, HCC worked to prepare faculty, staff, and students for the possibility of what was hoped would be a temporary shutdown. On February 29th, an email from the Dean of Academic Affairs asked faculty to prepare for online operations by using Blackboard to post six weeks of class materials. Faculty were informed that Student Affairs would begin to identify and address student needs, and that Education Technology would begin identifying available resources and offer trainings. After this email, faculty began preparing, including assessing student needs and speaking to students about what to expect in a shutdown.

The week before the College's scheduled Spring Break, the Dean of Academic Affairs announced a "practice drill" of online learning on Wednesday and Thursday. While the campus remained open, faculty were instructed to conduct classes virtually and to make note of any problems or needs to be addressed. This "practice drill" quickly turned into an official online pivot by the end of that week. The foresight of the HCC administration helped facilitate a smoother transition to fully online operations, as the practice drill allowed the College to begin addressing problems and preparing resources before the official shutdown.

Except for essential personnel (such as Security and Facilities) all employees began working remotely on March 12, 2020. A teleworking policy was put in place and teleworking equipment was distributed to faculty and staff who needed it. Laptops and hotspots were also made available to students.

Education Technology, both at the College and system level, offered trainings to help faculty and staff use Microsoft Teams and WebEx as teaching tools for conducting live class sessions, office hours, and other student meetings. WebEx was the most widely used online platform pre-pandemic. The system office originally planned to end WebEx support in favor of Microsoft Teams, but later decided to maintain WebEx support. Faculty made their own decision about what technologies and what online modalities would be best for their own classes. Some continued to offer live class sessions at their scheduled class time, while others moved to asynchronous teaching and videos.

The HCC Center for Teaching (CFT) also played an instrumental role in helping faculty with the transition. The CFT Coordinator reinstated the CFT Blackboard shell (which has all full-time and part-time faculty enrolled as students) and uploaded relevant teaching and learning resources including: Trauma Informed Pedagogy; Compassion Fatigue; Prioritizing Self-Care While Working from Home; Teaching Through a Pandemic; and Zoom Fatigue. The CFT Coordinator also developed a Discussion Board asking faculty to contribute a teaching success they encountered while teaching online during the pandemic.

Student Services also had to quickly pivot online. In addition to the online resources already available on the advising website, a full array of online services had to be developed (registration, addressing Satisfactory Academic Progress holds, helping with transfer-in requests, and change of major, among

others). The advising office set up an online appointment system and met with students via phone, Microsoft Teams, or email (based on student preference). Any student contacting the Advising and Student Success Center was assigned to a professional or faculty advisor for a virtual appointment. Advisors were provided with contact information and Banner ID numbers for each student assigned to them to best reach out to students seeking services. Students Services also put together extensive resource pages to help students locate aid at the College and in the [community](#).

Regrettably, the College had to cancel many activities. A Biology Department research trip to Belize had been scheduled for four students, two faculty, and the Dean of Academic Affairs. The College's yearly faculty Professional Development Day, held in April, was cancelled because the program developed by the CFT Committee and the Dean of Academic Affairs could not be easily moved online. The Supplemental Instruction Program had to postpone its efforts to become the first community college in CT to be nationally accredited (the new plan is for the program to move forward with accreditation after consolidation to create a system-wide SI program). Awards Night moved online, and graduation was moved online and delayed until June.

Mental Health Supports for Students

One of the most crucial and important components of the College's COVID-19 response involved making mental health support services available for students in this new online world and stepping up mental health supports to meet the increased need during this very stressful time. The first step to support was to transition counseling and wellness services to an online platform of tele-counseling so that students could continue receiving support during COVID-19. The Counseling and Wellness Center participated in tele-health training and transitioned the department to provide tele-health counseling services in synchronous formats utilizing video-conferencing platforms such as Doxy, Microsoft Teams, and Webex.

For the many students who needed a higher level of timely care for their mental health issues during COVID-19, the Counseling and Wellness staff worked with the College's community mental health partners like Optimum Health, psychiatrist Dr. Carine Jean, the Center for Family Justice, and the Great Bridgeport Area Prevention Program (GBAPP) to eliminate the long wait times to accessing care and services in the community. HCC counselors established partnerships with these providers to fast-track our students into care, cutting down the wait time for behavioral health care from 30-60 days to no more than two weeks.

HCC faculty and staff were provided with educational resources such as training and on "How to Recognize Students in Distress," and "Listening Skills for Tutors." Students were offered multiple workshops for our Health Care Academy on "Study Skills During COVID-19 Pandemic."

Counseling and Wellness secured the Connecticut Healthy Campus Initiative Opioid and Stimulant Education Grant as well as the SAMHSA Garrett Lee Smith Campus Suicide Prevention Grant to be able to access resources to bring programming to the campus community during the pandemic on the following:

- QPR – Question, Persuade, Refer: Suicide Prevention Training: The purpose of this training is to help students, faculty, and staff identify the warning signs of suicide risk and persuade an individual to seek help.
- Restorative Justice Training Workshops: These workshops were to educate faculty and staff on how to work with complaints and issues of student conduct in a way that is equitable and allows all parties involved to understand the impact of the situation.

- Healthy Minds Workshop: addressed students, faculty, and staff on how to empathetically engage others and provide support during these difficult and uncertain times.
- Trauma and the Black Community
- Mental Health and Heart Disease
- The Truth About Street Drugs, Vaping, and Alcohol

As a Jed Campus, HCC is part of a nationwide initiative of The Jed Foundation (JED) designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build on existing student mental health, substance abuse and suicide prevention. As part of this work, HCC has a task force that meets regularly to discuss mental health strategies and programming. During the pandemic, the JED taskforce on campus began exploring including the JED Campus Student Engagement tool to extend mental health services to students.

The Counseling and Wellness Center is currently exploring opportunities to create a Mental Health App for HCC students that would increase the ability to engage and connect with students in times when COVID-19 requires us to work remotely.

Academics and Course Offerings

As part of the Connecticut State Colleges' and Universities' (CSCU) response to the COVID-19 pandemic, all Connecticut Community College students were given the option to convert any grades they earned in any or all of their classes completed during the Spring 2020 term to Credit for Transfer (CRT) / Credit (CR) / No Credit (NCE) grading. Students were allowed to make this change after final grades were posted, and they were informed of the implications of any changes, including how the grades would transfer and meet prerequisite and degree requirements. For students choosing this option, the letter grade earned would still be maintained in their records, though only the CRT/CR/NCE grade would appear on their transcript. This policy was extended and applied through the Spring 2021 semester.

Beginning in Spring 2020, future class schedules were updated to employ a wider variety of instructional modalities. To ensure safety for students, faculty, and staff, the percentage of Fall 2020 courses offered online or hybrid rose from 13% to 89%. Those courses that required on-ground components all utilized classrooms that had been assessed for capacity under the six-foot social distancing guidelines, had excess furniture removed, and had appropriate signage and PPE put in place.

The increase in online courses had some benefits. For example, many accommodations required by the Office of Accessibility Services are built into online classes. For accommodations such as additional time on assessments, a student's professor is easily able to adjust the test settings when needed. Other accommodations, such as a distraction-free testing environment, can be implemented without any special considerations as the student determines the environment in which they take an online exam.

HCC addressed the need for a platform to administer exams online starting with a pilot of Proctorio in Fall 2020. This software platform ensures academic integrity of online exams at the instructor's discretion. Software of this type is also sometimes required for both specialized accreditation and transfer. After the pilot, the College continued to use Proctorio.

Absent the ability to administer on-campus placement assessments at the beginning of the campus shutdown, the HCC Admissions department created a Supplemental Placement Form that was emailed weekly to newly admitted students. The information collected (over 1,050 submissions as of September 2, 2020) was used by the Advising Team to determine the appropriate Math, ESL and English placement

for students enrolling in classes. Additionally, Housatonic Community College reserved the right to request the completion of alternative measures, such as a writing sample for placement into English courses, if needed. The data collected from the Supplemental Placement Form was shared with both Testing Services and the Academic Support Center’s Center for Academic Progress program to offer placement test preparation support, and other resources to students.

Later in Spring 2020, CSCU responded to the COVID-19 pandemic’s impact on students’ ability to take placement tests with a formal and comprehensive new placement policy for Math and English, relying on multiple measures (Accuplacer, ACT, SAT, Next Generation and Official and Self-Reported GPA) for student placement in these subjects. As explained by then-provost Jane Gates, in all cases the criterion that placed the student in the highest-level course was to be used. Self-reported GPA was the primary placement indicator, and all other measures were to be used only to increase a student’s placement, or in the absence of a self-reported GPA. While the impact of this change in placement procedures would naturally also be influenced by the inevitable and serious impact on student success of the pandemic itself, the college gathered data on student success for both Math and English students placed during this time using the new measures. The data shows that students placed into Math and English courses using self-reported high school GPA did not succeed at the rates of those placed via Accuplacer, Next Generation, SAT and ACT scores (Standard 8).

Student Success

Initially, during the Fall 2020 semester, synchronous online courses (LRON) showed higher success versus online, asynchronous courses (ONLN) (70% v. 64% pass rates), but by Spring 2021, LRON course pass rates had fallen closer to ONLN courses (68% v. 66%). Pass rates for online courses with a campus requirement (OLCR) (for example, using on-campus exams for these courses) went up significantly during COVID-19, despite having the overall lowest pass rates. OCLR offerings were mostly math classes, which typically have a pass rate in the 40 percent range; the higher rates of passing may mean that math education online has improved during COVID-19. The traditional and hybrid course pass rates were also high during this time. This could be explained by the fact that during the pandemic, both traditional (TRAD) and hybrid (HYBR) class sizes are much smaller than the online classes, and much smaller than pre-COVID-19 TRAD classes. Thus, the student success rates in TRAD and HYBR courses point to the value of smaller class sizes.

While HCC's pass rates took a hit at the beginning of COVID-19, they have bounced back to almost pre-COVID-19 levels, as seen in Table C.1.

Table C.1 Percentages of Students Earning a C or Better in Courses Across All Modalities, Fall 2018-Spring 2021

F18	F19	F20	Sp19	Sp20	Sp21
67%	68%	64%	70%	66%	69%

This data can be explained by the fact that by Spring 2021, the College was better equipped to help students succeed. Most professors had at least some training in online pedagogy, and the College had more services in place; students were more settled in the new normal of pandemic life and thus were better able to succeed. However, it is important to look at these pass rates in the context of lower student success and retention rates in the gateway courses ENG 101 and MAT 137. More needs to be done to help students succeed in these courses (Standard 8).

MOVEMENT TO A “NEW NORMAL”: FALL 2020 TO PRESENT

Campus Safety Measures

College leadership began planning for reopening as soon as it was safe to do so, and they have expanded the reopening each semester since Fall 2020. Recognizing that accurate and timely information is important to creating a sense of safety and security, College leadership provided multiple forums and Q&A sessions for the campus community, including a faculty-led panel on the development of the vaccine.

College leadership continues to develop operational plans for each semester based on local, state, federal, and CDC guidance. A member of the Leadership Team is designated as the College’s COVID-19 coordinator and leads the COVID-19 safety operations efforts. A close working relationship has been established between the College’s COVID-19 Coordinator and the Bridgeport Department of Public Health. Together they work closely on reporting and monitoring all positive cases, safety guidelines, and contact tracing. Weekly emails are sent to the campus community, notifying them of current case counts, the latest guidance from the state, and available local testing and (starting in December 2020) vaccination locations. Additionally, a section of the College website is dedicated to COVID-19 information. The College developed and implemented strict protocols and procedures to ensure that the campus was clean and safe and that proper social distancing guidelines were established and followed in all areas. These actions and guidelines are summarized in the Safety Protocol Action Summary.

Starting Fall 2021, a Vaccine mandate was put into place for all students as well as an exemption process. The COVID-19 Coordinator provided direct 1:1 guidance to community members needing assistance in this process.

Faculty Professional Development for Online Learning

The College also solicited and used student feedback to prepare for Fall 2020. Student surveys administered before the start of the Fall 2020 semester suggested that many students did not feel their instructors communicated effectively during the pandemic. In response, the Office of Distance Learning began offering bootcamps and the more robust iTeach course to all faculty.

Throughout Summer 2020, Housatonic’s Office of Distance Learning held 1-week bootcamps in online teaching. The Bootcamp courses consisted of Bootcamp I (for faculty completely new to the online teaching environment) and Bootcamp II (for faculty with a basic knowledge level of the online teaching environment). Each course was one week long. These courses were intended to help participants become familiar with the online teaching and learning environment, the resources available from the school and the state, as well as with many of the technologies necessary to be successful and efficient in the online teaching environment at HCC. Bootcamp I was completed by 93 faculty, and Bootcamp II was completed by 115 faculty. Funding and support of BPOP, iTeach, and bootcamps helped with overseeing and verifying consistent learning experiences for all students regardless of instructor and instruction modality (Standard 4).

iTeach is a robust six-week course that introduces the best practices in online pedagogy. Individuals successfully passing the course can then earn tech badges to prove their proficiency in working in the online environment. To earn the iTeach certification, faculty take a course titled Best Practices in Online Pedagogy (BPOP) and then complete a practical exam in Blackboard design (the tech badges test).

iTeach was completed by 91 faculty, and of those, 53 took the Badges Test and became fully iTeach certified.

Also in the summer of 2020, the CFT offered a series of five summer workshops focused on teaching with technology. Housatonic had the most participants (64), with twelve more participants than the next leading college. Many of the participants (61%) attended more than one workshop, and 12% attended all 6 workshops.

In Fall 2020, a timely presentation was delivered by Cia Vershelden on “Bandwidth Recovery and Its Effects on Our College Students.” This presentation gave staff and faculty tools and techniques that could be used with students to help them move forward in their academic careers during times of stress and trauma (connected to Title III Grant).

Strategies are needed to sustain professional development activities within budget and travel limitations due to COVID-19. Faculty were given resources to assist their professional development through the system, including Peer Faculty Support Network, Pre-Blackboard Competencies Assessment, Resource Center, and others. In addition, CSCU offered Blackboard Training Sessions, an Education Technology Training YouTube Channel, Best Practices Demo Course for Faculty, and one-on-one Consultations.

Admissions & Advising

During the 2020-2021 academic year, the Advising and Student Success Center hosted an online virtual advising chat session every Tuesday and Friday. Students were also able to contact faculty and professional advisors via email for any questions about programs and for help with registration. Advising also published a full range of videos and online instructions for choosing and registering for courses for new, continuing, and re-admitted students.

Student Support Services

The Rigorous Intervention Summer Enrichment (RISE) program (Standard 5) had already had difficulty getting students to commit to the summer program, and the COVID-19 virus made participation even more problematic. Student participation declined from 34 students in Summer 2019 to 8 students in Summer 2020. Despite the low number of students, the summer of 2020 had very strong completion percentages in both Math and English.

Due to the global pandemic, the Supplemental Instruction Program (Standard 5) did not actively recruit, as it normally does, at the end of the spring 2020 semester. Even so, they were able to hire two SI Leaders to support two classes, and to expand to provide support to Digital Photography as well as continue to support Biology 105. SI Leaders training sessions were held virtually two weeks prior to the start of the Fall 2020 semester. In addition, a Trello board was established to create a virtual space to document attendance, workshop lesson plans, as well as to share suggestions and helpful hints. Bi-monthly virtual meetings continued for ongoing training virtually and to remain in contact for accountability, as well as provide student instructors any supplies requested for their workshop lessons.

Library

By the fall of 2020, the physical Library reopened for limited hours Monday through Thursday. They reconfigured the space between furniture and equipment based on CDC guidelines, and the occupancy limit was set to 29 patrons. The Library followed the College protocols of contact tracing, appointments, and cleaning of all areas and equipment between uses. The daily numbers in the Library rarely exceeded

10 people in a given day. Door counts went from 111,505 in 2019-2020, to 892 in 2020-2021. Circulation went from 16,151 to 4,681. The drop in all other areas of library usage was similar, with the exception of LibGuide usage that went from 15,008 to 16,402.

Librarians created online information literacy sessions and modules. The Library conducted 66 online information literacy sessions in AY 2020-2021, up from three in the prior year, to replace live sessions that had been previously embedded in on-ground sections. LibGuides were an essential tool during the pandemic. Librarians also used other tools in the Springshare suite. LibAnswers enabled the Library staff to chat and text with the community. LibWizard helped to conduct assessment for virtual class instruction. During the pandemic, the Library instituted Grab-n-Go, a version of "curbside" pick-up where patrons could place holds on materials from off campus and the materials would be held for them near the security check-in station in Lafayette Hall.

The pandemic also allowed Library staff to conduct a major weeding project, evaluating thousands of print materials and discarding over 2,500 outdated, superseded, or otherwise unneeded books. Also, the Library cataloged 164 laptops, Chromebooks, hotspots, and other technology for the Media Services department for circulation to students during the pandemic.

Continuing Education

The focus in Continuing Education (CE) was to increase the enrollment, student success, and tuition assistance of non-traditional students. The increase of federal and private pandemic grants in 2020 provided opportunity to develop accelerated curriculum for some of the existing non-credit programs (i.e., CNA, Sterile Processing Technician, Community Health Worker, and various Manufacturing trainings) that meet industry credentials and re-train the displaced workers who have been unemployed due to COVID-19:

1. In partnership with Bank of America, Social Ventures, and HCC Foundation, the CE department participated in the Displaced Worker Initiative Grant for Allied Health: 10 students completed the Sterile Processing Technician training in Fall 2020.
2. Coronavirus Aid, Relief, and Economic Security (CARES) Act for Allied Health: HCC participated in a system wide grant initiative to train 32 individuals in CNA, Sterile Processing, and Pharmacy Technician programs with a completion date of December 31, 2021.
3. Manufacturing: CE is collaborating with the Advanced Manufacturing Technology Center at HCC to create courses and support administrative efforts needed to deliver accelerated curriculum. The CNC Operator accelerated 8-week training was developed in Spring 2020 in partnership with the WorkPlace and Platt Technical High School with NIMS industry credentials. The Introduction to Manufacturing training offered in the Summer 2021 in partnership with The WorkPlace and Derby High School was offered to fulfill the needs of employers who require some basic machining knowledge for specific employees. Both programs can serve as a pathway into the Advanced Manufacturing Technology Center 10-month credit program.

Curriculum Committee

All curricular proposals were already online in Curriculog, allowing the Curriculum Committee to seamlessly transition to discussing proposals virtually. Assessment is similarly discussed and monitored virtually.

HCC Foundation

The HCC Foundation helped to respond to COVID-19-related needs of students through meeting technology, food, and other essential non-academic needs. As reported in the Foundation’s [2020 Annual Report](#) “Hundreds of grocery gifts cards were provided to students, as well as help covering utility bills, rent and other basic needs. Fifty Chromebooks were provided to students to support their digital learning. Over \$75,000 was received to care for over 200 HCC students during this unprecedented time.”

The Foundation provided rapid response to student emergencies to help them stay in school: 300+ students received help paying for rent, unexpected healthcare bills, groceries and technology related to school work. A grant from Sikorsky-Lockheed funded wifi and digital services and needs for many students experiencing technology-related challenges. Since food insecurity has increased during the pandemic, the Foundation established the campus’s first food pantry with partnership support from Stop & Shop. Another funder contributed and allowed a fresh food truck biweekly on campus. This food assistance has made a difference in the lives of over 400 students this past year.

COVID-19 Finances

All of the changes and related safety requirements needed due to the pandemic had a high price tag. The Federal government provided generous funding to meet the cost of COVID-19 expenses. The funding was used primarily for the following purposes: student stipends, COVID-19 related expenses, and lost revenue, including unpaid student tuition balances.

HCC allocated funding and made purchases in accordance with guidelines provided by the Coronavirus Aid, Relief, and Economic Security (CARES) Act: Higher Education Emergency Relief Fund (HEERF). This included payments to students, enabling access to technology for virtual learning, and improvements to campus ventilation systems which allowed safe access to classrooms during the pandemic. Table C.2 shows a summary of the Federal COVID-19 grants provided to Housatonic Community College in FY20.

Table C.2 – Federal COVID-19 Relief Grant Awards, Fiscal Year 2020 and 2021

Act	Date of Act	Award Type	Award Date	Award
Coronavirus Aid, Relief, and Economic Security Act (CARES)	3/27/2020	Institution	6/5/2020	\$1,725,434
		Student	4/25/2020	\$1,725,435
Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)	12/27/2020	Institution	1/19/2021	\$6,211,231
		Student	2/19/2021	\$1,725,435
TOTAL				\$11,387,535

LOOKING TO THE FUTURE

Day-to-day life has changed drastically, and HCC continues to adapt to new practices and behaviors. Normative actions now include wearing facial masks, maintaining social distance, and sometimes learning remotely. Learning about and adherence to Center for Disease Control and Prevention (CDC) guidance has become a way of life. Housatonic Community College has adapted to meet this reality and will continue to adapt as the “new normal” becomes, simply, normal.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.housatonic.edu/about-us/mission-statement	2/16/16

Mission Statement published	Website location	Print Publication
Institutional Mission Statement	https://www.housatonic.edu/about-us/mission-statement	2021-2022 Academic Catalog, Page 8

Related statements	Website location	Print Publication
Vision Statement	https://www.housatonic.edu/about-us/mission-statement	2021-2022 Academic Catalog, Page 8
Values	https://www.housatonic.edu/about-us/mission-statement	2021-2022 Academic Catalog, Page 8
Role and Scope	https://www.housatonic.edu/about-us/hcc-role-scope	2021-2022 Academic Catalog, Page 7
Strategic Plan	https://www.housatonic.edu/about-us/strategic-plan	

Please enter any explanatory notes in the box below

Standard 1: Mission and Purposes

DESCRIPTION

The Mission Statement of Housatonic Community College (HCC) is the foundation from which the College builds the character of the institution and defines its vision for the communities it serves.

Housatonic Community College Mission Statement: *Housatonic Community College, through a collaborative, learner-centered, technology-rich, and stimulating educational environment, empowers all individuals to develop to their full potential as lifelong learners. As a knowledgeable and dedicated faculty and staff, we inspire students to contribute responsibly to our dynamic regional and global society.*

Vision Statement: *By 2021, Housatonic Community College, empowered by resources and public support, will be a regional leader in higher education, workforce development, and community engagement with cutting-edge programs in science, technology, engineering, arts, mathematics, and other disciplines that address the ever-changing needs of students, employers, and society.*

Values

Educational Excellence

- Providing innovative programs that satisfy a variety of individual, regional, and global societal needs
- Emphasizing critical thinking, empowering students to become independent learners, creative problem solvers, and engaged citizens
- Sparking intellectual curiosity and promoting lifelong learning through a rich cultural and academic environment
- Ensuring personal, academic, and organizational integrity and honesty in all endeavors
- Promoting the educational belief that learning is the basis for personal growth and enrichment and that personal maturity is defined by responsibility, accountability, and transparency

Diversity and Inclusion

- Embracing cultural and intellectual differences
- Fostering interpersonal engagements that are respectful of individuals, uniqueness, and culture
- Cultivating an environment that encourages diverse populations to contribute to and participate in the educational process

Services and Resources

- Making available to students resources and support from entry to completion of goals
- Maintaining a safe and secure campus

Personal Connection and Community Engagement

- Providing opportunities for students to experience a positive connection at Housatonic that lasts a lifetime
- Building strong connections that contribute to, and support, community engagement

Additionally, this Mission Statement was used in the development of strategic planning and priorities covering Student Success, Educational Excellence, Enrollment, and Programs.

Housatonic Community College lives by this Mission Statement. As will be demonstrated throughout this self-study, it guides all College activities, including student recruitment and enrollment, advising, curricular design, and co-curricular activities. All programs at the College, including those in Continuing and Professional Education, Student Support Services, the HCC Foundation, and those funded through outside grants, work in service of the College Mission. The Mission Statement is displayed on the [website](#) and used in both print and online materials.

The Mission informs strategic decision-making at all levels. The Mission emphasizes assisting students to reach their full potential as lifelong learners who contribute to society; thus, the strategic priorities that emerged from the planning process were student success, educational excellence, enrollment, and programs. The Mission and the strategic priorities guide future plans for program development as well as resource allocation. New programs or requests for funding must be justified to administration with a clear connection to the Mission and strategic priorities.

Housatonic's fundamental purpose is to provide all students with an education that will enable them to contribute to a global society. The student body reflects the diversity of the service region: as of Fall 2021, 36.4% of the college's students are Hispanic or Latino, 29.8% are Black or African American, 24.1% are White, 2.9% are Asian, and 6.8% fall into other categories. Housatonic is an officially designated Hispanic-Serving Institution (HSI) and a Minority-Serving Institution (MSI).

The Mission Statement underwent a comprehensive review and revision in 2016, as part of a two-year process that included the development of the strategic plan, led by the Planning and Assessment Committee. Part of this process included meeting with focus groups and other stakeholders, who gave input in four areas: (1) what the College was doing right; (2) areas for improvement; (3) areas of potential growth; and (4) areas of need in the community. To gain buy-in from faculty and staff, the evaluation was a bottom-up process. The process also had multiple layers: an evaluation of the existing Mission and purpose; an examination of the Mission and purpose at other institutions; and focus groups that worked towards a new Mission and purpose. The new Mission Statement was formally adopted at a community meeting on February 16, 2016.

The HCC community was surveyed from May 17 to June 16, 2021, to determine if the Mission, Vision, and Values needed to be updated to reflect the latest demands and visions of the new College Chief Executive Officer (CEO) and administrative team. Seventy-five percent (75%) of faculty and staff participated; 78% of respondents were satisfied with the mission statement, 73% of respondents were satisfied with the vision statement, and 85% of respondents were satisfied with the values statements. The most common feedback regarded incorporating diversity, equity and inclusion (DEI) language,

updating dates, establishing alignment with consolidated college statements, and making language specific, meaningful, actionable.

APPRAISAL

As mentioned above, in 2016, the Planning and Assessment Committee evaluated and reassessed the College's Mission, Vision, and Values through an extensive planning process and data collection. From this process, the College learned that it should continue to work with community and business partners to understand their needs and to find new methods to partner with them. This means designing classes, programs, and certificates that benefit the student in employment or transfer, and that benefit the community by training employees with certain desired skillsets. Thus, based on feedback from the 2016 Mission Statement review, the College shifted some programs to meet societal needs, adding more internship programs, building the manufacturing program, and working to increase credentialing of HCC students. The College has also improved at using the Mission and strategic priorities to guide and fund program and certificate development.

Housatonic also solicits and makes use of community input. Use of labor market information, career cluster projections, and input from program industry advisory boards over the last five years has resulted in the design of new degrees, certificates and transfer programs that meet the needs of students as well as the needs of the community. Some examples are: multiple new degree transfer tickets (designed to ensure seamless transfer to the state's four-year universities), as well as degrees in Art Therapy, Surgical Technology, and LAS Pre-Nutrition. HCC has also designed recent certificates in Early Childhood Education Administration, Health Career Pathways, and Advanced Manufacturing Technology. In support of the Advanced Manufacturing Technology Certificate, the College developed a college connections program with Derby High School to support Derby students in earning this credential on their own campus (Standard 4). These cutting-edge programs and certificates meet the needs of HCC's students, local employers, and the broader higher education community.

During the 2016 planning process, the College also realized that not all faculty and staff were aware of the previous Mission. To increase Mission awareness, the College developed a strategic planning process that was from the ground-up in design. This process worked well; going forward, the College will continue to run focus groups to examine and (when necessary) rewrite the Mission.

This publicity of the Mission is an area for continual improvement going forward. The College will accomplish this using various media platforms.

Besides the Mission and Vision Statements, the College also developed Value Statements which provide direction to the curricula and other activities. The Values Statements clarified the College's commitment to Educational Excellence and to Service and Resources for the community.

The Academic Master Plan, developed by Academic Affairs, was developed and finalized in 2018; since then, the document has undergone updates to reflect the current status of academics. Student Services and Facilities have also developed a Master Plan, and a Program Review and Retention Plan was developed. These plans and objectives all reflect the overall mission of the institution (Standard 2).

PROJECTIONS

- The College is in a transition period as it collaborates with the eleven other Connecticut community colleges to become one college, Connecticut State Community College (CSCC), by 2023-2024. Through the participation of both the CEO and key institutional stakeholders who

have chosen to be a part of system-wide committees, Housatonic will continue to have a voice in the creation of a new mission for CSCC that preserves the Housatonic's commitment to access and opportunity for all.

- Who: Campus CEO, Strategic Planning Committee, Housatonic system-wide committee members
- When: ongoing
- Timely communication to employees about impacts of the merger on Housatonic's Mission will be important during the transition.
 - Who: Campus CEO
 - When: ongoing
- The College, in its commitment to closing the retention and completion equity gap, will support the new mission of CSCC.
 - Who: Housatonic Administration, Faculty, and Staff
 - When: ongoing

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

- Immediately prior Strategic Plan
- Current Strategic Plan
- Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
?	?	?
2015	2015-2016	
2017	2017-2022	https://housatonic.edu/about-us/strategic-plan

Other institution-wide plans*

- Master plan
- Academic plan
- Financial plan
- Technology plan
- Enrollment plan
- Development plan

Year completed	Effective Dates	Website location
2016		NECHE Virtual Workroom - Std 2 - Strategic Plan
2018		Academic Master Plan
2021		NECHE Virtual Workroom - Std 2 - Strategic Plan

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

Library Plan			Library Services Plan

EVALUATION

Academic program review

- Program review system (colleges and departments). System last updated: ? 2021
- Program review schedule (e.g., every 5 years) Every 5 years; every 3 years for new programs

Sample program review reports (name of unit or program)*

All Reviewed Programs	?	NECHE Virtual Workroom - Std 4 - The Academic Program

System to review other functions and units

- Program review schedule (every X years or website location of schedule)

Sample program review reports (name of unit or program)*

Other significant institutional studies (Name and web location)*

Name and web location	Date
Example: <i>Advising</i> www.notrealcollege.edu/advising	2014

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard 2: Planning and Evaluation

DESCRIPTION

Planning

Planning is an ongoing, thought out, well-reasoned aspect of Housatonic Community College's operations.

Strategic Plan

Planning begins with the Strategic Planning Committee, which is a subset of the Planning and Assessment Committee. In 2016, this Committee was charged with developing a Strategic Plan; they began by creating a process to develop HCC's Mission, Vision, and Values. The Committee examined other peer institutions' Mission, Vision, and Values, and then gathered data via focus groups.

As part of this strategic planning process, members of the committee also held focus groups with external stakeholders such as community and business leaders. This data indicated that these leaders value their relationship with Housatonic, and that there are also opportunities for continued growth. This data was thematically analyzed to develop the following strategic priorities: Student Success, Educational Excellence, Enrollment, and Programs. Under each priority, the Committee created areas of focus to serve as guideposts for the College's plans. The newly approved [Strategic Plan](#) for the years 2017-2022 was presented to the College community at a May 2016 Community Meeting.

Academic Master Plan

Housatonic's [Academic Master Plan](#) is a pathway for the development of new academic certificates, degrees, and programs; it has a bidirectional relationship with college finances. The Planning and Assessment Committee developed the plan to assist the College CEO secure proper allocation of funds for initiatives.

To develop the plan, focus groups were implemented with internal and external stakeholders. Each group was asked questions about current academic mission and practices, where they wanted the College to be academically in 5 years, and what academic programs needed to be added, grown, or consolidated. The committee also gathered data on what HCC does well and potential areas of growth. The committee combined this information with job trend data and cost-per-course data, and then developed specific programs and areas of academic growth. Throughout this process, the committee invited stakeholders to the meetings to get their input and feedback.

College policies are set by the Board of Regents, while procedures and processes are established at the campus level. The Dean of Academic Affairs is responsible for oversight and management of academics and instruction on campus. Academic and instructional issues and curricular changes are addressed by the Dean of Academic Affairs, in consultation with the department chairs and program coordinators. New programs and courses are approved by the Curriculum Committee before going through the College's Academic Council and then the Board of Regents for final approval. Other principal governing bodies include the College Senate and the CEO's Cabinet (Standard 3).

Requests for faculty positions are initiated at the campus level; upon campus approval, the Regional President then approves or denies the request. If the position is approved, campus search committees

select and interview finalists (Standard 6). The Dean of Academic Affairs, in conjunction with department chairs, has been reexamining faculty development opportunities.

Facilities Master Plan

Housatonic has a Facilities Master Plan for the resources from tuition and fees and for the financial allotment from the state of Connecticut. In addition, the HCC Foundation (Standard 7) raises funds, and the College receives resources from state and competitive grants. The CT Board of Regents has ultimate responsibility for the financial, administrative, and academic affairs of the College, using several committees and subcommittees to oversee the state institution's finances.

The Associate Dean of Campus Operations, in conjunction with the Business Office, is responsible for financial oversight at Housatonic Community College. In consultation with the senior administrators and academic officers, the Associate Dean of Campus Operations is responsible for the implementation and oversight of planning for space, buildings, resources, long-term growth and sustainability. The President or CEO connects all funding requests back to the strategic priorities.

Evaluation

Evaluation, including assessment of courses, faculty, and programs, occurs at all levels of the institution on a consistent basis. Annual reports, which include accomplishments and projections, are gathered from each area on campus. The Office of Institutional Research has been regionalized and is a key partner in evaluation efforts across the campus.

Program reviews for each academic program are required on a scheduled review cycle of every 5 years, with new programs being reviewed every 3 years (Standard 8). The review process includes a self-study, in which data is collected from multiple sources (including external sources) and analyzed. Data reviews include low-completer programs that struggle with enrollment and graduation rates. The structure of these program reviews is set by the Board of Regents in consultation with the unions.

All online courses are developed using the same curriculum and course development procedures and standards that apply to traditional courses. Each course's master course outline (MCO) provides a description of a course's credit hour, pre- or co-requisites, purpose, content, and structure and serves as a benchmark for faculty assessment of student learning regardless of instructor, delivery mode, or timeframe. In addition, the MCO confirms alignment with College and Board of Regents' policies and course learning outcomes (Standard 4).

Degree Works, a web-based program that helps students easily track their academic progress with degree mapping and a visual percentage of completion, helps students move towards graduation, allowing students to run "what-if" scenarios and more accurately choose the classes needed to complete programs. This self-evaluation has been invaluable, with advisors utilizing the program to better manage their cases.

Overall, assessment is a core focus at HCC. Quantitative data, such as the information gathered about courses and programs via Institutional Research, is provided to the respective program coordinators and department chairs. Evaluation is also sometimes qualitative in nature. Some programs ask about graduates' experiences, allowing for redesign to increase competency when graduates either transfer or enter the workforce.

Assessment data is gathered at both the program level and the course level (Standard 4, Standard 8). Most recently, the Office of Institutional Research has gathered data on the following programs: EB70-Graphic Design Multimedia, EB33-Graphic Design, EB20-Fine Arts, EA65-Business Administration Global, EB56-Business Administration Human Resource Management, EA60-Business Administration Management, EA89-Business Administration Small Business Management, EA67-Business Administration, EA 03 Accounting. Other programs have been assessed within their departments. Within these programs, data is collected on grade point average, academic warning and probation numbers, average graduation timeframes, enrollment course completions, as well as grades achieved of C or better in all required classes. These evaluation outcomes act as a warning light for programs and courses. This data has allowed programs to design interventions such as extra tutoring sessions, advising help, and providing additional resources to ensure program completion.

Services that are provided by the College are also assessed to determine their effectiveness. The goal of these evaluation processes is to ensure that everything at the College is driven by the Mission to provide cutting-edge programs that adhere to educational excellence and provide services and resources to assist students from entrance to completion.

APPRAISAL

Planning

Strategic Priority 1: Student Success

Housatonic Community College provides vital developmental education and support to students needing work on academic skills, making them more likely to successfully complete credit-bearing work. One example of HCC's successful student support is the Supplemental Instruction (SI) Program, an academic assistant program that increases student performance and retention. SI targets historically difficult courses, or those that have a high rate of D or F grades and withdrawals, rather than high-risk students. These classes are often considered the "gatekeepers" or barriers for student advancement to earning degrees in competitive fields such as STEAM, and onto four-year higher academic institutions. HCC's SI program consistently boasts increased retention, course pass rates and higher GPAs compared to non-participating HCC students (Standard 8).

Community partnerships help HCC expand the College's reach, have a greater impact on the community, and offer students more chances to become successful and productive global citizens. Recent partnerships to develop the Surgical Technology Program (Standard 4, Standard 8) and with St. Vincent's College to develop the Radiologic Sciences Program illustrate the possibilities that can become available to students through these strategic alliances. Currently, HCC has Surgical Technical Outreach/Partnerships with the following hospitals: Danbury, Norwalk, Griffin, Stamford, Milford, Bridgeport, Bristol, Middlesex, and Yale.

Additionally, the College has developed Manufacturing Partnerships that have led to Internships, Industry Advisory Board, Meet and Greet events, and Field Experiences. Eligible students are hired for internships, reporting to work on Fridays in lieu of taking courses. During the Internships, the Industry Partner is responsible for training students on proper manufacturing processes and practices. HCC holds Bi-Annual meetings with Industry Partners at the College. Throughout the program, Industry Partners come to HCC to give presentations about their companies and the expectations of an employee entering the manufacturing trade; students are encouraged to actively participate in these presentations and

interact with employers. The manufacturing program's outreach coordinator sets up trips to nearby Industry Partners throughout the year (Standard 4).

Strategic Priority 2: Educational Excellence

A 47,372 sq. ft. addition to Lafayette Hall and an extensive refurbishment, informed by the College's Strategic Plan, opened in Fall 2018 and allowed for the expansion and improvement in key Science, Technology, Engineering, Art, and Math (STEAM) areas. Academic areas most involved in these improvements included: Surgical Technology, Medical Assisting, Advanced Manufacturing Machine Technology, Art Therapy, and Industrial Design. In August 2019, Housatonic Community College was named the first Pathway Provider of Carnegie STEM Education in Connecticut. As a trained Pathway Provider, HCC has conducted the Carnegie STEM Excellence Pathway three-part strategic-planning process designed to aid schools, districts, and organizations in improving STEM education. Since this designation, HCC has successfully trained the Greater Bridgeport Ecosystem members, HCC faculty, and teachers in the K-12 schools. Within the Greater Bridgeport Ecosystem, local nonprofits, universities, science museums, zoos, the regional business council, STEM employers, and the Bridgeport School District K-12 all work together to engage and strategize to develop a shared vision in STEM literacy for all, strengthening the local STEM workforce pipeline, and promoting intergenerational STEM learning opportunities. The Bridgeport Ecosystem is supported by the Teaching Institute for Excellence in STEM (TIES).

In addition to these improvements in STEAM, the Academic Support Center, Center for Academic Progress, Career Services, and Library were all completely renovated. The addition also included a Student Services Center in Lafayette Hall, bringing admissions, financial aid, welcome and advising, registrar, and accounts payable into the same location. Funded by the State of Connecticut through bonding, this new Center allows students "One Stop Engagement," or a process by which they can complete all enrollment steps in one location. The new addition also includes new studio space for the Art program, and a renovation of Lafayette Hall to increase classroom technology and resources. Careful budgeting and resource allocation, as well as state support, made this project possible. Most recently, the college received a \$1,000,000 gift from philanthropist and business owner, Peter J. Werth Jr to establish the Werth Entrepreneurship and Innovation Center. It is the largest gift in school history (Standard 7).

Strategic Priority 3: Enrollment

Student Services developed a master plan focusing on enrollment management, including the new Guided Pathways model of advising (Standard 5). Under this new model, the advisor-student ratio was reduced from 1:750 to 1:250. Additionally, the College formed a new Student Success Committee comprised of members from faculty, staff, and administration. This Committee developed a Retention Plan and continues to work on retention strategies across all areas of the College (Standard 3, Standard 8).

Strategic Priority 4: Programs

Another identified area of importance was the Transfer and Articulation Programs (TAP) (Standard 4, Standard 8). TAP was created to facilitate curricular alignment, direct transfer to Connecticut's four-year state Universities, and to keep students from accruing unnecessary credit and expenses. TAP is focused on transfer-specific programs such as History, Social Work, Criminal Justice, Business, and Psychology. These 60-credit programs, called Transfer Tickets, include a core of general education classes as well as

specific classes in the major. TAP degrees have resulted in an increased demand for faculty in those areas. HCC hired a full-time Political Science Instructor in Fall 2020 and a full-time Psychology Instructor in Fall 2022.

Academic Master Plan

In the Academic Master Plan, faculty hires may be allotted and outlined in high need areas. Recently, program enrollment, cost per credit numbers, and faculty retirements were examined to make recommendations for faculty hires in Human Services, Criminal Justice, and Early Childhood Inclusive Education. The creation of the Surgical Technology program required HCC to hire new faculty to both teach and oversee this program. Other faculty needs are outlined in the Academic Master Plan.

Through this planning, the College recognized the need for a class designed to help students transition to college. Freshman Seminar was thus created; this course emphasizes building academic skills, self-reflection and engagement with resources and activities in the College, and it is required of all General Studies students and First Years Studies (developmental) students. Students who have completed this course have been more likely to persist and to be retained (Standard 8).

The Academic Support Center (ASC), which includes the STEAM Center of Excellence, the Writing Center, and the Center for Academic Progress (CAP), has also been expanded due to demand (Standard 5). New studio space has been built in Lafayette Hall for visual arts programs.

Facilities Master Plan

Because the College's allotment of finances from the state are subject to the state's financial position, HCC has pursued external funding, including state and federal grants, donations, and in-kinds. The 2-million-dollar Family Economic Security Program (FESP) grant provided financial, educational, and life advising and coaching to students in need. Students in this program were retained and persisted at higher rates than the student body as a whole (Standard 5, Standard 8). Achieving the Dream awarded HCC a \$100,000 Open Educational Resources (OER) grant, which assisted students by encouraging the use of free educational materials in place of textbooks (Standard 6, Standard 8).

HCC has capitalized on its partnerships with organizations such as Bridgeport Hospital, which was outfitted with a new state-of-the-art simulation and scrubbing suite, allowing the College to offer programs like Surgical Technology without taking on the full financial or space burdens (Standard 8).

In Fall 2020, Housatonic's newly appointed CEO set three priorities, aligning his vision with the College's Mission and Strategic Plan. These priorities were presented at the Fall 2020 opening campus Community Meeting, which included all faculty and staff. The three priorities are:

- 1. Housatonic Community College will strive to become a Benchmark Institution:** HCC will set a goal to become the Benchmark Institution in the region, state, and the nation. This will mean that at every level, HCC must endeavor to operate on a level of excellence that other institutions seek out and emulate. As an example of HCC's commitment to exemplary improvement and excellence, the College developed the Housatonic Enrollment Management Plan in consultation with FSL Educators, LLC, a leading enrollment management consultant. From the Enrollment Management Plan, a comprehensive retention plan was developed and launched in Fall 2021 (Standard 8).
- 2. Increase collaborations and partnerships:** This priority aims to galvanize the support of existing community partners and cultivate others. Partnerships completed this year include:

- Strengthening veterans' access to Housatonic with Home of the Braves (a local organization that supports the well-being of veterans) and The City of Bridgeport Veterans Affairs Office;
- Creation of an accelerated Sterile Processing Technician program in partnership with the Bank of America, Social Venture Partners, and the Housatonic Community College Foundation;
- The Workplace (a local workforce development program) and Derby School district for an advanced manufacturing certification program;
- A MOU with the Child & Family Guidance Center (a local mental and behavioral health provider) to advance non-traditional routes to higher education.

3. External Funding: The CEO, working jointly with the Director of Grant Initiatives and with the HCC Foundation, has explored and developed creative funding opportunities. One example of a collaborative approach (led by the CEO and Director of Grant Initiatives) was the development of a \$1.5 million National Science Foundation grant to support underrepresented groups in transferring to STEM degree programs. The CEO conferred with the regional president, who in turn conferred with the CSCU presidents to garner support. Each leader fully supported the grant proposal and wrote letters to the National Science Foundation.

Evaluation

HCC has established assessment protocols for all offices and programs. Student Services has a plan on file. In 2016 the then-Dean of Administration became the Dean of Administration and Institutional Effectiveness; the position's oversight includes fiscal management, facilities oversight, safety and security, institutional technology, institutional research, strategic planning, and data collection. The College has an organized Institutional Research Program.

Over the last five years, HCC's leadership positions have changed at the most senior levels (Regional President, CEO, Dean of Academic Affairs, Dean of Students, Associate Dean of Administration Campus Operations) (Standard 3), as well as at the department level. As new leaders took time to reexamine prior goals and objectives, and to articulate their own visions, planning efforts were sometimes modified. The five-year report stated there would be an assessment protocol for all administrative departments. This has not occurred consistently, and results have not been reported to the community.

There has been assessment across all academic departments and programs (Standard 8). Most departments maintain their own assessment schedules and procedures. For example, Math tracks final exam performance every semester in all courses; Fine Arts uses a combination of direct assessment and student surveys to assess program outcomes. Courses that meet requirements for the Transfer Articulation Programs (TAP) have been assessed according to a schedule established by the System Office, and currently the General Education Committee is organizing a more thorough assessment of the College's General Education core. In preparation for the Self-Study, the Curriculum Committee updated the schedule for Academic Program Review (APR) and charged a new Program Review and Assessment Committee to assist programs in meeting their BOR-mandated program review deadlines. Under this new process, the College realized that two of its largest programs (LAS and General Studies) had not been scheduled for APR. The General Studies program completed APR in 2021; the LAS program will complete APR in 2022.

Assessment of on-line courses using student evaluations has prompted distance learning faculty to improve their courses by providing more scaffolding in learning modules, narrating learning materials, better articulating goals and outcomes for course segments, and varying the tools used to present course content. More training has also been provided for online teaching faculty, including Best

Practices of Online Pedagogy, iTeach, Blackboard instruction, and other opportunities provided by the System Office, the College, and the Center for Teaching (Standard 6, Standard 8).

PROJECTIONS

- The Planning and Assessment Committee will facilitate the annual updates of the Strategic Plan from all departments.
 - Who: Planning and Assessment Committee
 - When: Fall 2022-Spring 2024
- The Planning and Assessment Committee will align Housatonic's strategic goals to the CSCU goals and CSCC priorities, currently identified as Excellence, Mobility, Accessibility, Orientation, Support, User-friendliness, Common Core, Transferability, Workforce Development, Efficiency, and Savings.
 - Who: The Planning and Assessment Committee
 - When: as released by CSCU and CSCC
- Housatonic is committed to maintaining its current high standards as this merger effort unfolds.
 - Who: All Employees
 - When: ongoing

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

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

Name of the sponsoring entity

Connecticut State Colleges & Universities

Website location of documentation of relationship

<https://www.ct.edu/about>

Governing Board

By-laws

Website location

<https://www.ct.edu/regents/bylaws>

Board members' names and affiliations

<https://www.ct.edu/regents/members>

Board committees *

Website location or document name for meeting minutes

?	Academic & Student Affairs
	Audit
	Finance and Infrastructure
	Human Resources and Administration
	Executive
	Special Committee on Collective Bargaining (SCCB)

<https://www.ct.edu/regents/minutes>

<https://www.ct.edu/regents/minutes>

<https://www.ct.edu/regents/minutes>

<https://www.ct.edu/regents/minutes>

<https://www.ct.edu/regents/minutes>

Major institutional faculty committees or governance groups*

Website location or document name for meeting minutes

College Senate

[NECHE Virtual Workroom - College Senate](#)

Major institutional student committees or governance

Website location or document name for meeting minutes

Student Senate

[NECHE Virtual Workroom - Student Senate](#)

Other major institutional committees or governance groups*

Website location or document name for meeting minutes

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

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

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year*
			(FY 2020)	(FY 2021)	(FY 2022)
1. Main campus	Bridgeport, CT, US	10/1/1967	6,460	5,372	4,112
2. Other principal campuses					
3. Branch campuses (US)					
4. Other instructional locations (US)					
5. Branch campuses (overseas)					
6. Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year*
			(FY 2020)	(FY 2021)	(FY 2022)
Distance Learning Programs					
Programs 50-99% on-line	50	Varies	4,579	3,488	2,653
Programs 100% on-line					
7. Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

* Current Year (FY 2022) enrollment includes Summer and Fall students only.

Standard 3: Organization and Governance

DESCRIPTION

The Connecticut State Colleges and Universities (CSCU) leadership team works with campus leaders, faculty and staff to increase the educational opportunities for Connecticut's citizens. CSCU senior staff (the Provost & Senior VP Academic & Student Affairs, the Vice President for Community Colleges, and the Vice President for the Connecticut State Universities) provide additional support and guidance for both the board and member institutions. The CSCU President is the direct supervisor of the Regional Presidents and Chief Executive Officers (CEOs) of the seventeen CSCU institutions. All campus Chief Executive Officers (CEOs) are evaluated twice a year by the Regional President. Currently, the CSCU organizational structure is transitioning to accommodate the future consolidation. HCC is now overseen by the Shoreline-West Regional President and a Chief Executive Officer (CEO).

Governing Board

The [Board of Regents](#) (BOR) 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. The BOR sets and reviews fiscal policies, approves academic programs, facilitates the development and implementation of state-wide higher education policy, and chooses the campus CEOs. The BOR is composed of fifteen voting [members](#) (thirteen appointed by the Governor and legislative leaders, and two students chosen by their peers). There are also six non-voting, ex-officio members who represent key state departments and BOR committees that interact closely with the policy development functions of the BOR. The chair of the Board of Regents is appointed by the Governor, and the Board of Regents elects a vice-chair and other officers from among its membership. These duties and offices are described in [Sec. 10a-6](#) of the Connecticut State General Statutes. In addition, the BOR has established and published its own [Mission, Vision, and Goals](#).

The BOR has full meetings of all its members several times per semester, and individual BOR committees meet separately to propose items for action. Minutes for these meetings are recorded and made public. The BOR passes on average 150 resolutions annually, including the following recurring items: tuition and fee schedules; budget approvals; internal audit plans and reports; program approvals, modifications, and terminations; honorary degrees; faculty awards; and research grants. The following items are examples of resolutions that are considered by the BOR as needed: system-wide policies (i.e., Student Vaccination Mandate – BR21-112/Policy 2-5); executive hires (i.e., Regional Presidents – BR19-057, 058, 059); and academic programming changes (i.e., discontinuations, licensures, accreditations, modifications, suspensions, and new programs).

Reporting to the CSCU President and serving on the CSCU President's leadership team, the Regional Presidents ensure that institutional operations and consolidation efforts are coordinated across all campuses in a consistent manner. They work in tandem with the current community college leaders in their regions to prepare for the establishment of Connecticut State Community College.

Jointly reporting to the CSCU President and their respective Regional President, the Campus CEO is the lead campus administrator and serves as the on-site operational leader, providing guidance on developing and implementing strategic plans, as well as providing input on budgetary, enrollment, academic, and related matters.

In 2020, the then-HCC President created a new Director of Grant Initiatives position to strengthen the campus' ability to obtain federal grant awards. Since the Director of Grant Initiatives position was filled in February 2020, the campus has submitted seven National Science Foundation grants; two U.S. Department of Health and Human Services submissions; one National Endowment for the Humanities grant; one Congressional Request; two Connecticut Department of Education Perkins grants; collaborated on two federal Central Office submissions; and explored dozens of federal funding opportunities for fit with campus priorities and interests. The campus is currently preparing two TRIO Upward Bound proposals and a Child Care Access Means Parents in School reapplication.

The Director of Grant Initiatives also developed the following grant resources for the campus: a [grant development and management webpage](#) with comprehensive information and resources; a grants manual for grant directors with references to relevant federal statutes and other grants guidance; a grant director's checklist of post-award activities and responsibilities; and a ten-year calendar of federal grant proposal deadlines.

These three priorities are in the forefront of every Community Meeting, as well as the executive and cabinet meetings, and serve as an example of a "clear and inspiring vision." The CEO meets with the regional president on a regular basis and gives updates on these priorities and receives feedback. The regional president shares these updates with the CSCU president in regional presidents' meetings. In a few instances, the CEO met with the CSCU interim president to discuss institutional priorities and to garner further support for Housatonic.

Each spring, Campus CEOs present their budget proposal for the upcoming fiscal year to the BOR for discussion and review. These proposed plans are prepared in consultation with the institution's senior staff, and CEOs are expected to represent a balanced budget. Institutional plans for faculty searches, renovations, and other programs are built into the balanced budget proposed for the next fiscal year. Each budget must be justified to the BOR in terms of the institution's mission and the strategic plans of both the institution and the system.

On December 17, 2017, the BOR approved the Student First plan and passed a resolution to consolidate the 12 community colleges into one college, a single accredited institution to sustain and enhance education quality, affordability, and accessibility. Under the resolution, the colleges are maintaining their individual accredited status until Fall 2023, when all integrated academic and student support services will be in place to achieve a single accreditation as the Connecticut State Community College (CSCC). Under the direction of the BOR, the leadership of HCC continues to ensure that the College is meeting its Mission to provide high-quality education that meets NECHE standards. HCC has a history of transparency and shared governance with respect to campus decision-making.

Internal Governance

Housatonic Community College's organizational structure and decision-making processes are well integrated with CSCU's goals to provide a student-centered, affordable, accessible, and high-quality educational experience. Housatonic Community College is committed to collaborative decision making through shared governance. [Housatonic Community College Foundations of Shared Governance](#), adopted in 2017, builds upon the work of predecessors at HCC and the foundational work of others in higher education. The five goals of HCC shared governance are: collegiality, trust, transparency, student-centered culture, and inclusion.

The legislated authority for decision making at Housatonic Community College rests with the Connecticut Board of Regents for Higher Education (BOR). The BOR delegates decision-making authority to the CEO, who is charged with building an administrative and leadership structure for the College. A shared governance process provides a route for the CEO to receive input from faculty, staff, and students to use in making decisions and policies that affect college-wide issues. The three principal bodies that comprise the HCC shared governance structure are the Leadership Team and CEO's Cabinet, the College Senate, and the Student Senate.

The CEO's Cabinet (a non-voting body) is a venue where information is reported and discussed, giving the president additional input that promotes informed and thoughtful decision making that advances the institution. The Cabinet is established by the CEO and composed of deans, directors, the College Senate chair, and others as designated by the CEO.

The College Senate (a voting body) is a channel for participatory decision making within the college. Led by a Senate Chair, it is composed of elected representatives from faculty, staff, and students. Any member of the HCC community may bring to the College Senate any ideas or concerns that affect the College community. Recommendations from the College Senate are sent to the Dean of Academic Affairs and the CEO.

Seven standing committees meet regularly and report to the College Senate:

- [Action Committee](#): The mission of the Action Committee at Housatonic Community College is to build upon the spirit of community-wide cooperation in order to foster and streamline communication among administrators, faculty, management, and staff and provide a non-traditional mechanism for problem solving.
- [Curriculum Committee](#): The mission of the Curriculum Committee is to ensure the academic integrity of the curriculum. The Curriculum Committee membership includes two faculty members from each department, as well as Registrar and other departments (as voting members), and the Dean of Academic Affairs (as a non-voting member) (Standard 4). In addition, the following committees report to the Curriculum Committee:
 - [The General Education Committee](#): The mission of the General Education Subcommittee is to ensure the academic integrity of the curriculum with regard to the composition and implementation of Housatonic's general education requirement as it informs the design of all degree programs and general education courses.
 - [Interdisciplinary Committee](#): The mission of this committee is to facilitate faculty from all departments working together to develop interdisciplinary courses and propose those to the Curriculum Committee.
 - [Program Review and Assessment Committee](#): Charged with assisting program coordinators guidance in the completion of assessment and the Program Review process.
- [Educational Resources Committee](#): The mission of the Educational Resources Committee is to facilitate collaboration among faculty and staff to find, use, create, adapt, and share educational resources, and to boost college and state-wide awareness of faculty/staff efforts to make low-cost educational resources available, including "no or low-cost textbooks" (NoLo).

- [Instructional Development Committee](#): The mission is to explore, discuss and make recommendations regarding the instructional principles, practices, and policies of the college, excluding those that relate to specific curricular matters.
- [Organizational Culture Steering Committee](#): The purpose of this committee is to create, monitor and direct processes to develop, promote and preserve a healthy organizational climate.
- [Planning & Assessment Committee](#): This committee is responsible for assisting with college-wide assessment of the Mission, NECHE work, and academic and strategic planning.
- [Student Success Committee](#): The Student Success Committee was established as part of the college's work with the CSU Student Success Center and Achieving the Dream, with staff and faculty members chosen based on their unique expertise and their demonstrated success in serving students. The Committee engages in regular meetings and undertakes projects focused on improving retention and student experience at the college.

In addition, the Annual Review and Committee Update Ad Hoc Work Group is tasked by the College Senate to update the list of principal governance bodies, standing committees, subcommittees, Ad hoc committees, task forces, and non-departmental work groups within the HCC community. This includes making official record of any groups that are no longer active or have been disbanded (work completed, not needed/overlapping mission). This workgroup ensures that the College Senate has accurate information regarding the Chair and mission statement of these kinds of groups, when they meet, and recent actions taken by the groups.

[The Student Senate](#), the college's third principal governing body, is the leadership and government arm of the student body. Composed of student representatives, it represents the entire student body on matters relating to the welfare of students. Its committees and the clubs/organizations which it charters, offer social, cultural, and awareness activities funded by student activity fees. The Student Senate is also a channel for participatory decision making within the college; motions voted on by this body are brought to the College Senate by Student Senate Representatives. Any student may bring to the Student Senate any college-related ideas or concerns. A faculty advisor and the Office of Student Life help direct and facilitate the Student Senate.

Faculty members are organized into five academic departments and represent a wide range of academic, technical, and professional fields. HCC's faculty, comprised of full-time instructors, part-time instructors, and non-classified teachers who have direct involvement with students through teaching, advising, and co-curricular activities, all report to the Dean of Academic Affairs. The full-time faculty and Dean of Academic Affairs are directly responsible for overseeing the content, academic rigor and alignment of the curriculum with industry needs, transfer partners, and professional accreditation requirements (Standard 4). In addition to these responsibilities, faculty members participate in College operations and governance by serving on College Senate, various standing committees, hiring committees and other ad-hoc groups (Standard 6).

Starting in Fall 2022, Housatonic's academic departments will be re-organized to prepare for the Fall 2023 consolidation; this department re-alignment will follow the new Guided Pathways Model. The First Years Studies department will be dissolved, with English faculty joining the Humanities Department, and Math faculty joining the Math and Science Department (to be renamed the STEM Department). Computer Sciences will move from the Business Department to the STEM Department. Surgical Technology and Medical Assisting will be moved out of Math and Science and into a new Allied Health

Department. Similarly, Advanced Manufacturing will leave Math and Science to become its own independent department.

Also reporting to the office of Academic Affairs are the Academic Support Center, Library, Educational Technology, Career College Pathways, and Continuing Education.

On the Student Services side, Housatonic's Admissions, Registrar, Academic Advising, and Financial Aid offices are all now part of the shared services of the CSCU system office. Student Life, Student Conduct, Title IX, Counseling and Wellness, Accessibility Services, Testing, Career Services, the Equity Project, the Women's and Men's Centers, and all other aspects of wrap-around student services are all under the oversight of the Dean of Student Affairs. Housatonic's Associate Dean of Administration maintains oversight of Security, Maintenance and Facilities, and some aspects of Information Technology.

Some changes are occurring in external organization to prepare for the consolidation; one example of these changes is in Continuing and Professional Education (CE). The CE department was restructured in mid-February 2021 to align with the Connecticut State Community College structure. The Interim Director of Workforce Development/CE was appointed to report to the Chief Regional Workforce Development Officer with a dotted reporting line to the Dean of Academic Affairs. The SNAP E & T Program/Coordinator was assigned to the CE Department and will report to the Interim Director (and no longer to the Dean of Students). In April 2021, a full-time secretary was reassigned to CE for additional support. Currently, the Department consists of an Interim Director of Workforce Development and Continuing Education, Continuing Education Coordinator/ESL, Continuing Education Assistant, a full-time Secretary, SNAP Coordinator, and the Health Career Academy Contextualized Learning/Continuing Education Assistant funded under the WorkPlace.

Also in preparation for the consolidation, the Office of Institutional Research now reports to the Associate Vice President of Institutional Effectiveness in the Connecticut Community College System. Currently, Marketing, Information Technology, Human Resources, and Institutional Research all report directly to the Regional President, and indirectly to Housatonic's CEO.

APPRAISAL

Governing Board

Since the initial presentation of the Students First plan, universal agreement about the plan has not occurred among the CSCU employees. Constructive participation in the implementation process has been encouraged, and the past two years have been a challenging and thought-provoking time at the 12 community colleges in Connecticut. HCC faculty and staff are given opportunities to participate in shared governance in the College and more broadly in the Students First consolidation. HCC has provided and will continue to afford multiple avenues and opportunities to hear and respond to the faculty and staff voice in the spirit of the tenets of shared governance and academic freedom.

Under the changes to prepare for the consolidated Connecticut State Community College structure, each campus now has its own Associate Dean of Campus Operations, replacing the former Dean of Administration position. The Director of Public Relations and Marketing is separate and shared at no cost to HCC.

Internal Governance

Changes in leadership have created unique and unprecedented challenges for Housatonic, along with new opportunities for growth. Since 2012, the College has undergone several changes in leadership. HCC's President retired in 2014, and a former Dean of Academic Affairs served as Interim President until a new President was hired in 2015. In 2017, it was announced that HCC's President would serve as President of both Housatonic and Gateway Community College (in nearby New Haven). That President left the system in January 2020. Upon his leaving, the College moved into the new system organizational structure, with the Shoreline-West Regional Chief Executive Officer (appointed April 2019) and a Campus Chief Executive Officer (appointed May 2020).

All of HCC's leaders have employed their own unique style of listening to stakeholders' voices. HCC's most previous President initiated a series of informal chats with various groups (faculty, staff, and students). As leadership transitioned during the pandemic, various campus leaders have held virtual chats, sometimes on social media platforms. This has continued under the newest leadership through events such as forums and "Chat & Chews."

Each new leader has brought their own vision for the College's organization and structure. When the College's most previous President (serving from 2015-2020) arrived at HCC, he eliminated the Dean of Outreach position and assigned that position's responsibilities to the Dean of Academic Affairs. Effective August 1, 2016, the Dean of Administration became the Dean of Administration and Institutional Effectiveness, including fiscal management, facilities oversight, safety and security, institutional technology, institutional research, grants pursuits and administration, strategic planning, data collection and institutional assessment. Then, in 2020, that position was replaced with an Associate Dean of Campus Operations. This new Associate Dean position is part of the one-college structure and IR no longer reports internally, having regionalized under the upcoming new structure. Compounding these changes, there has been turnover in nearly every Dean position at the college, as well as the loss of several Deans and of the campus Human Resources office. Along with the President's position, the Dean of Academic Affairs, and the Dean of Student Services positions have all experienced turnover in the past three years (in some cases, multiple times).

Neither the internal turnover nor the system's move towards consolidation has prevented Housatonic from making improvements to its own internal governance. HCC's most previous President began his tenure by making a series of improvements to internal structure and governance; he reactivated the College Cabinet and authorized the College Senate's creation of the Shared Governance Task Force (SGTF) in Fall 2015. This task force's mission was to develop a more inclusive shared governance model to better serve the College, and to provide a plan for open communication and College-wide shared decision making. The SGTF conducted campus-wide surveys to collect feedback from the community regarding these pilot shared governance models, and based on this feedback, in 2017, HCC revised its shared governance document to the new [HCC Foundations of Shared Governance](#). Revisions to this document will be needed once the CSCC shared governance structure has been adopted.

That revision to shared governance responded to a need for improved participation and regular communication. To increase stakeholder engagement, the College Senate has a seat on the CEO's Cabinet and regularly reports at Community Meetings. To allow more space for discussion and to give faculty and staff more voice, faculty and staff forums were established. These forums meet once a semester (Fall separately, Spring jointly), and issues are forwarded to the appropriate shared governance body. To improve communication, agenda and minutes of College Senate, Cabinet, and Standing Committees are stored on the [HCC Intranet](#), accessible to HCC Community. Finally, to ensure

that all principal bodies were meeting their obligations (as outlined in the HCC Foundations of Shared Governance), the Annual Review and Committee Update Ad Hoc Work Group was created.

The College Senate has become a stronger voice in shared governance, and the Senate chair now meets regularly with the campus CEO. Additionally, two members of the Student Senate serve as representatives on the College Senate, both as full voting members. The 2012 reaccreditation report indicated the need to provide full representation and participation of the College community in the College Senate, as a result, Senate leadership modified the selection process to achieve a full complement of senators from all areas of the College. The number of full-time Faculty reps to College Senate increased from 8 to 14 (50% of the expected total College Senate membership, with staff comprising the other 50%) to provide broader faculty voice within the shared governance process. College Senate minutes and formal recommendations to the CEO reflect the issues discussed, for example: security (arming police officers), student conduct, professional files, smoking on campus, and advising.

In general, most major internal changes at Housatonic have been made with shared governance in mind. For example, in Spring 2015, the Enrollment Committee, co-chaired by the Acting Deans of Students and Academic Affairs, concluded that major changes were needed in academic advising. The Advising Task Force (ATF) was created to map out and assess the College's advising program, investigate advising models and best practices, and to make recommendations for a comprehensive, coordinated, and cohesive advising system for the College. Throughout the academic year, the ATF collected both qualitative and quantitative data from all major constituencies at the College, including faculty, staff, administration, and students. The work of the ATF contributed to the current Guided Pathways models and practices, which are maintained by the [Connecticut State Community College \(CSCC\)](#).

The transition into the organizational structure of the consolidated CSCC has posed several challenges to Housatonic. The [CSCC organizational chart](#) was released in February 2022. Faculty and staff had the opportunity to weigh in on the proposed chart and ask questions when the CSCU President visited Housatonic in October 2021. Despite the clarifications made to the chart, many faculty and staff remain confused about the impact of the proposed changes and the exact timeline for their implementation. The CSCU system has promised to hold a series of Q & A sessions to address concerns. Major concerns include the potential loss of department chairs and the faculty voice they represent, as well as these chairs' ability to handle student complaints, scheduling, and classroom needs.

The campus CEO has local authority over proposals for any new hires, which come via requests from area Deans (Standard 7). The CEO checks requests for alignment with the strategic plan and against available funds. Every resignation or vacancy due to retirement is evaluated for Connecticut State Community College alignment and funding before being filled. For instance, while funding was available for an Associate Dean of Academic Affairs, a decision was made not to hire for that position due to the CSCC organizational chart.

PROJECTIONS

- The College will respond as necessary to administrative and operational merger initiatives proposed by the BOR in the Students First plan by implementing shared services and aligning organizational structures and academic programs.
 - Who: CEO
 - When: by June 30, 2023

- All committees of the CEO's Cabinet and College Senate will continue to maintain documents pursuant to their bylaws or mission, including membership, meeting procedures, schedule, agendas and minutes, on the HCC Intranet (Sharepoint).
 - Who: Committee Chairs
 - When: ongoing

**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	360							360
Main Campus PT	580							580
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	711							711
Distance education PT	1,314							1,314
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	2,965	0	0	0	0	0	0	2,965
Total FTE	1,734.90							1,734.90
Enter FTE definition:	Total credit hours/ 15							
Degrees Awarded, Most Recent Year	363							363

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

A distance education student is defined as a student taking 50% or more credits online. The modalities for online courses are ONLN (Fully Online), LRON (Live/Remote Online) and OLCR (Online with Classroom Component).

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	37	2		39	360	399
Main Campus PT	44	121		165	580	745
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT	44			44	711	755
Distance education PT	71	320		391	1,314	1,705
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	196	443	0	639	2,965	3,604
Total FTE	121.50	119.30		241	1,734.90	1,975.70
Enter FTE definition:	Total credit hours/ 15					
Certificates Awarded, Most Recent Year	117					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

A distance education student is defined as a student taking 50% or more credits online. The modalities for online courses are ONLN (Fully Online), LRON (Live/Remote Online) and OLCR (Online with Classroom Component).

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

P

For Fall Term, as of Census Date
Certificate (add more rows as needed)

	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)
Adv. Mfg. Machine Technology (EK60)	34	66	36	17	6	6
Advanced English Proficiency (EJ03)	27	2			2	2
Child Devl Associate Prep (EJ73)	9	3	5	3	3	3
Computer Info: Database Tech (EK08)	21		2	1		
Computer Info: Networking Tech (EK09)	21		2	1	3	3
Computer Info: Software Dvlpmt (EK10)	27		2	5	12	12
Computer Info: Web Development (EK12)	24		1	1	3	3
Computr Info:Softwre Test & QA (EK11)	27		1	1	1	1
Corrections-CT (EJ62)	27	2	1			
Criminal Investigation-CT (EJ61)	27	9	9	7	10	10
Early Child Ed Administrator (EJ79)	12	1	4	1	3	3
Early Childhood Ed-CT (EJ89)	30	21	39	25	25	25
Electrical-CT (EN12)	30	2	2	8	4	4
Family Engagement (EJ74)	12			2	1	1
Graphic Design-CT (EJ91)	36	8	8	4	1	1
Health Career Pathways Cert (EK55)	27	15	33	49	66	66
HS: Behav Hlthcare Spec I-CT (EJ67)	27	4	2	6	6	6
HS: Behav Hlthcare Spec II-CT (EJ68)	12	1	1		2	2
HS: Child/Youth Mntl Hlth-CT (EJ71)	27	5	3	8	9	9
HS: Disabilities Spec-CT (EJ72)	27	1	2			
Infant & Toddler Care Cert (EJ07)	24	3	5	2	3	3
Machine Technology Level I (EJ83)	16	4	4			
PC Applications (EJ01)	25	2	2		1	1
PC Repair Technology (EJ02)	21	4	2	1		
Police Management & Admin Cert (EJ06)	27	3	1	1		
Small Business Mgmt/Entrprn CT (EK05)	27	11	10	15	16	16
TechStds:CNCMachineTechnologies (EF21)	34		2	10	22	22
Theater Arts Performance Track (EJ08)	21	2	1	1	1	1
Web Design - Technology CT (EK07)	16	5	5		2	2
Web Design-Graphics Fndtn CT (EK06)	28	1	1			
Total		175	186	169	202	202

Associate (add more rows as needed)

Accounting (EA03)	60	125	125	109	97	97
Aviation Maint (EA30)	60	4	5	4	3	3
Banking (EF08)	60	4	5	3	1	1
Bus Adm: Customer Srvc/Mktg (EB55)		25	11	4		
Bus Adm: Finance (EA56)	60	52	45	37	50	50
Bus Adm: General (EA67)	60	178	150	127	99	99
Bus Adm: Global Business Opt (EA65)	60	7	11	5	7	7
Bus Adm: Human Resource Mgmt (EB56)	60	33	30	27	31	31
Bus Adm: Management (EA60)	60	93	95	76	69	69
Bus Adm: Small Bus Mgmt (EA89)	60	51	48	37	45	45
Business Admin: Marketing (EB75)	60	13	24	32	48	48
CIS: Web Development (EB63)	62	1				
Computer Information Systems (EB60)	61	147	124	86	101	101
Criminal Justice (EB13)	60	323	310	238	184	184
CSCU Transfer: Biochem Studies (EG23)	60		1	4	6	6
CSCU Transfer: Biology Studies (EG01)	60	90	107	103	95	95
CSCU Transfer: Comm Studies (EG03)	61	14	23	26	16	16
CSCU Transfer: Crim Studies (EG04)	61	47	51	52	34	34
CSCU Transfer: ECTC Studies (EG14)	61	6	16	13	10	10
CSCU Transfer: English Studies (EG05)	61	16	30	26	17	17
CSCU Transfer: French Studies (EG16)	61	1	1	2	1	1
CSCU Transfer: Geography Studies (EG24)					1	1
CSCU Transfer: History Studies (EG06)	61	9	8	11	6	6

CSCU Transfer: Italian Studies (EG18)	61		1			
CSCU Transfer: Math Studies (EG07)	60	15	18	10	6	6
CSCU Transfer: Physics Studies (EG19)	61	2	5	6	5	5
CSCU Transfer: Pol Sci Studies (EG08)	60	13	15	13	12	12
CSCU Transfer: Psych Studies (EG09)	61	73	138	151	150	150
CSCU Transfer: Spanish Studies (EG20)	61	1	2	1	3	3
CSCU Transfer:Art Studies (EG21)	60	7	19	19	12	12
CSCU Transfer:Business Studies (EG12)	61	65	107	84	56	56
CSCU Transfer:ChemistryStudies (EG02)	61	12	10	7	10	10
CSCU Transfer:Comp Sci Studies (EG13)	61	46	55	78	62	62
CSCU Transfer:SociologyStudies (EG11)	61	6	7	8	5	5
CSCU Transfer:Soel Wrk Studies (EG10)	61	47	69	60	45	45
CSCU Transfer:Theatre Studies (EG22)	61	5	6	10	5	5
Early Childhood Ed (EA95)	60	7	3			
Early Childhood Inclusive Ed (EA99)	60	174	153	129	126	126
Early Childhood: Spec Ed (EB14)		1				
Engineering Science (EB16)	64	114	108	94	83	83
Fine Arts: Art (EB20)	61	61	51	29	30	30
Fine Arts: Art Therapy Pathway (EB77)	60		5	9	7	7
Fine Arts: Illustration (EB79)	61		7	10	17	17
Fine Arts: Photography (EB78)	61		11	14	17	17
General Studies (EB30)	60	1680	1,434	931	795	795
Graphic Design (EB33)	61	74	74	56	41	41
Graphic Design: Multimedia Opt (EB70)	62	31	34	29	29	29
Human Services (EB35)	60	209	181	139	123	123
Industrial Design (EB66)	61		3	6	7	7
LAS: Computer Science (EB38)		4				
LAS: Hum/Behav & Social Sci (EB45)	61	267	196	127	155	155
LAS: Journalism/Comm (EB46)	60	46	31	26	26	26
LAS: Math/Science (EB42)	67	36	16	8		
LAS: Pre-Engineering Sci (EB47)	61	11	11	2		
LAS: Pre-Environmental Sci (EB48)	66	4	2	2		
LAS: Pre-Nutrition (EB76)	61	1	21	13	9	9
Medical Assisting (EA10)	60	93	128	116	106	106
Nursing (EA23)	66	3	2			
Occupational Therapy Asst (EA77)	66	1				
Paramedic Studies (EA12)	61	7	6	10	6	6
Pathway to Teaching Careers (EC35)	63	30	19	20	25	25
Surgical Technology (EA27)	62	41	18	19	14	14
Tech Stds: Eng Technology Opt (EF12)		11	10	4	4	4
Tech Stds: Tech & Eng Ed (EF13)					1	1
Tech Stds:Industrial Tech Opt (EF19)	67	3	1	1		
Tech Stds: Electrical (EF06)	66	3		2	4	4
Technology Studies (EF11)	66	9	9	4	4	4
TechStds:CNCMachineTechnologies (EF20)	67		8	12	19	19
Theater Arts (EB61)	60	24	34	20	25	25
Undeclared		361	402	351	437	437
Total		4,837	4,650	3,652	3,402	3,402

Baccalaureate (add more rows as needed)

Undeclared						
Total		0	0	0	0	0

Total Undergraduate

5,012 4,836 3,821 3,604 3,604

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

?	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year* (FY 2022)	Next Year Forward (goal) (FY 2022)	
Undergraduate (add more rows as needed)						
?	Behavioral/Social Science	22,101	21,507	17,828	8,873	8,873
	Business	16,059	15,818	13,199	7,008	7,008
	First Year Studies	27,190	22,269	14,779	7,357	7,357
	Humanities	5,194	6,061	4,926	2,519	2,519
	Math/Science	11,752	10,771	9,667	5,239	5,239
	Undeclared (Non-Matriculated)	4,660	4,514	5,459	3,175	3,175
	Total	86,956	80,940	65,858	34,171	34,171

Graduate (add more rows as needed)

	Total	0	0	0	0	0

Information Literacy Sessions

Main campus

Sessions embedded in a class

130	103	0	35	35
43	48	43	35	35

Free-standing sessions

Branch/other locations

Sessions embedded in a class

0	0	0	0	0
0	0	0	0	0

Free-standing sessions

Online sessions

0	3	66	50	50
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URL of Information Literacy Reports:

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Please enter any explanatory notes in the box below

* Current Year (FY 2022) credit hours for Fall term only. Current Year (FY 2022) information literacy sessions are an estimate for entire academic year.

Standard 4: The Academic Program

The College's academic offerings respond to the community's educational and employment needs and support the Mission of the College. The College offers introductory, advanced, and career-oriented courses. Courses are offered on-site, off-site (through approved satellites), as well as online and hybrid; day, evening, and weekend classes, and summer and winter sessions enhance availability for students. In Fall 2018, the College added late-start and 8-week course offerings. Courses are scheduled with sufficient frequency to support student graduation within a two-year time frame; a new "HCC in 2+" initiative further supports these retention and graduation efforts.

Knowing that traditional, on-site course offerings do not work for all students, the College has continued to add varied modalities while maintaining academic rigor and student success. All online and hybrid courses utilize the same outcomes and master course outlines as traditional courses. With the expansion of online and hybrid courses, the College now offers two fully online BOR-approved degree programs: [General Studies](#) and [Business Administration](#). The College uses Proctoria for online testing.

Based on student learning outcomes, certificate and degree completion, employment and earnings, and high levels of access and success for its diverse student body, the Aspen Institute named Housatonic a top 150 community college in 2017 and invited the College to apply for the Aspen Award. The College is also an Achieving the Dream Leader School, STEM Carnegie Pathway Provider, and co-lead of the Greater Bridgeport STEM Ecosystem.

Despite a reduction in tuition funds due to declining enrollment (from 2960 FTE in Fall 2017 to 2719 FTE in Fall 2019), the College has met changing needs from employers and four-year colleges, as well as maintained the quality of its academic programs. Improved program and course assessment led to changes and improvements in all academic departments (Standard 8). The College has focused more on retention and guiding students successfully toward graduation, including the establishment of a Student Success Committee focused on retention plans and priorities (Standard 3, Standard 8).

DESCRIPTION

Assuring Academic Quality

Academic programs are developed in compliance with the Board of Regents policy as well as through documented internal processes. The [Curriculum Committee](#) plays the strongest role in program and course oversight. The Committee's adherence to clear processes for evaluating new curricula proposals and for modifications to existing curricula provides consistency in decision-making. Course and program proposals require vetting and approval from the department of origin, the [General Education Subcommittee](#), Curriculum Committee (composed of representatives of all academic departments and key staff members), the College Senate, the Dean of Academic Affairs, and finally, from the College CEO. New program materials are submitted to the Dean of Academic Affairs Council, followed by CSCU's Students First Academic and Student Affairs Committee, and then to the Board of Regents for approval before being offered at the College. Program proposals include budget and resource projections, as well as expected revenue.

Curriculum Proposals are submitted and stored on [Curriculog](#). This program allows all interested parties the ability to track the proposal's movement through each level of approval (no log-in is required to view proposals; only to make voting decisions on them).

Programs originating at the state level, or as cooperative efforts with other community colleges, begin with the Dean of Academic Affairs, who works with the appropriate department before jointly requesting approval from the Curriculum Committee. These programs, which include the CSCU Transfer Pathway (Transfer Articulation, or TAP) Programs and curricular alignment proposals requiring campus endorsement, are not subject to modifications, but they must be discussed and endorsed by the academic department, the Curriculum Committee, and the College Senate.

To satisfy system requirements, the College follows the Board of Regents' requirement for a detailed rationale when creating new programs and changing existing programs. The programmatic needs assessment shows how proposals conform to the System's Mission, as well as to the role and scope of the College. The proposal further includes the proposed degree program's learning outcomes, required courses, any need for new resources, and the expected starting date and enrollment. Changes may be proposed in response to the ongoing assessment of courses and programs, as well as evaluation of learning outcomes, academic needs, community requirements, and professional standards. Such program changes are initiated at the department level and presented to the General Education Subcommittee and Curriculum Committee. A college may alter a program option by up to 15 credits within an existing program without Board of Regents approval; all other program requirements must remain the same.

Program terminations also follow an internal review process and are approved by the Board of Regents. Program terminations follow a teach-out strategy lasting at least two years to ensure program completion for all currently enrolled students. Through this process, 12 low-enrollment programs have been terminated at the College, allowing the College to expand offerings in higher-demand fields.

Programs are reviewed on a set three, five, or seven-year cycle monitored by the Program Review and Assessment Committee (Standard 8); this cycle may differ based on specialized accreditation requirements. Faculty assess their courses yearly, and all courses included in the General Education Core are reviewed by the General Education Subcommittee on a five-year schedule to ensure that all General Education learning outcomes are met. When reviewing an academic program, program coordinators and department faculty, along with the department chair, respond to a series of extensive questions in an instrument provided by the Program Review and Assessment Committee and aligning with information requests required by the Board of Regents and NECHE's e-Series forms. Initially, faculty report on the artifacts that will be collected to assess each learning outcome. Later, faculty describe the results of these assessments and propose updates to improve student success. These responses are compiled into official program review documents, managed and housed by the designated Program Review and Assessment faculty member.

The College developed a Strategic Plan in 2017 and an Academic Master Plan in 2018 (Standard 2) to clearly define priorities in new program development moving forward. Every program review process also incorporates external perspectives provided by an advisory council or professional colleagues invited by the College, thus ensuring graduates' marketability. Examples of program reviews are highlighted in Standard 8, and a sample of program reviews is included in the workroom.

[Undergraduate Degree Programs, General Education, The Major or Concentration](#)

Students develop their knowledge and skills in specific disciplinary or clearly articulated interdisciplinary areas through the sequential completion of 100- and 200-level courses, including unrestricted electives. Requirements are based upon learning outcomes (listed in program descriptions in the College Catalog). Many programs offer field experience; for example, [the Surgical Technology program](#) includes 12 credits

of Clinical Surgical Experience, where students work in an area hospital to gain practical experience. Each program's course of study was developed in consultation with transfer colleges and area employers to ensure that graduating students possess a complex understanding of the subject area skill sets and its interrelatedness to other areas.

[Certificate programs](#) normally require 15 to 30 credits and may either form a stackable certificate for an existing associate degree or stand alone to be taken separately to improve job-related skills to fill market requirements. The College offers 25 discipline-specific certificate programs. Certificate programs are typically developed in response to community needs and industry demands. The level of academic quality in certificate programs is consistent with degree programs. New certificate and degree programs have been added in areas such as Surgical Technology and [Nutrition](#), aligning with the institutional [Vision Statement](#) to offer "cutting-edge programs in science, technology, engineering, arts, mathematics (STEAM), and other disciplines that address the ever-changing needs of students, employers, and society." Other such new program offerings include a [Foreign Language concentration](#) of General Studies, [Theater Arts Performance Track Certificate](#), [Advanced Manufacturing](#), [Medical Assisting](#), and [Ophthalmic Assistant studies](#).

The General Studies associate degree program, a cross-departmental program, follows the same General Education Core as other programs and allows students, in consultation with their advisor, to complete approximately one-third of their program with elective course options.

Departments work consistently to ensure that course and program offerings prepare students for transfer or for entering the workforce. For example, the Behavioral and Social Sciences department expanded course offerings to include new courses in political science, world civilizations, forensic psychology, several history electives (e.g. The History of Western Sciences, The Vietnam War), and interdisciplinary courses on The War on Drugs and Climate Change. Additionally, Behavioral and Social Sciences developed a new Child Development course, a Sociology of Family course for Early Childhood Education students, and new criminal justice courses in White Collar Crime and Ethics. The Humanities Department developed language courses in Arabic, a new ethics course, Technical Writing, and several new literature courses in topics like science fiction, women in literature, and Latino literature. Journalism courses have an enhanced focus on digital media and dramatically revised their student-produced newspaper into a glossy magazine and [news website](#). The Math and Science Department has developed new courses in engineering (like a thermodynamics course), biology (e.g. Human Biology for Allied Health, Introduction to Marine Science, and Forensic Science), pre-nutrition, and Discrete Mathematics.

Adopted in 2017, the [General Education Core](#) was created in concert with the other Connecticut Community Colleges and advisement from the Board of Regents. This new core better embodies the College's definition of an educated person as defined in the Mission Statement and ensures that students graduate with a broad area of knowledge and with competencies required for employment. These updates reflect specific skills for student success, as opposed to completion of a series of courses organized by subject. For example, instead of requiring two English composition courses, students take two courses in written communication.

General Education courses now develop skills in the following areas: written communication, quantitative reasoning, scientific knowledge, appreciation of aesthetics, understanding of social phenomena, critical analysis, information literacy, and ethics. The Library provides information literacy and research skills instruction to all Freshman Seminar (FS 100), and English Composition (ENG 101) students, making information literacy an integral element of the curriculum (Standard 6). Students must

also demonstrate computer technology proficiency, either by taking a computer skills course (CSA 101) or by completing the College's Computer Literacy Test.

The College studied success rates of non-traditional course modalities, and as a result, expanded those offerings (Standard 8). Most departments now offer 8-week and late start (14-week) courses. The College had begun expanding its online offerings even before the COVID-19 pandemic, with online course offerings pre-COVID making up 13% of total course offerings. As described in the COVID-19 section, the College's online offerings have exponentially increased across all subject areas. Descriptions of online and hybrid modalities can be found in the [College Catalog](#). Every course at the College, regardless of delivery method, is provided with a shell in Blackboard (Standard 6).

Departments also refined course offerings to enhance student success opportunities. Following a state-wide decision to adjust developmental English and Math offerings, the First Year Studies department developed intensive six-hour per week formats of Introduction to College Reading, Introduction to College Writing, and Elementary Algebra Foundations. The department also developed a Freshman Seminar course (Standard 8) to help new students find success in college; this course was used in part as a model for the development of the state-wide course. The First Year Studies and Humanities Departments, working together, developed an English Composition course with a three-hour workshop to assist advanced developmental-level students who need extra help to pass the ENG 101 course. To correctly place students in the appropriate language course, Foreign Language faculty developed a language placement exam.

To further enhance students' learning experiences and to prepare them to be citizens of a global world, in 2013 the Humanities Department developed a [short-term study abroad program](#), which has been expanded to include courses in other subject areas including Business and STEM. Through week-long trips to destinations like Spain, France, Italy, Greece, and Belize, students learn about these cultures and are awarded college credit upon completing the HUM 119 course. Through this program, the Behavioral and Social Sciences department was able to offer ECIC students service-learning trips to China, the Dominican Republic, and Scandinavia, and Business students were able to travel to Costa Rica to develop cost-effective business plans for coffee farms.

The College offers programs for high school students, providing opportunities for them to take college courses and participate in activities that foster a successful transition to colleges throughout the region. The Humanities Department began offering courses in art, theater, and languages in area high schools where these disciplines had not been offered. The High School Partnership (HSP) program allows eligible juniors and seniors to take college-level classes at Housatonic. College Careers Pathways (CCP) is a federally funded program under Perkins V allowing eligible students to concurrently complete their high school education while completing college-level courses in career areas like accounting, early childhood education, and allied health. Additionally, students at Platt Technical High School are able to take Advanced Manufacturing Courses on-site for CNC Operator accelerated 8-week training, which was developed in Spring 2020 in partnership with the WorkPlace. In Summer 2021, Introduction to Manufacturing training was in partnership with The WorkPlace at Derby High School. Although these programs are integrated into the academic programs at the College, most of the high school programs are grant funded.

[The Continuing and Professional Education \(CE\) Department](#) is a fast track, high quality provider of noncredit programming. The mission of the Continuing & Professional Education Department (CE) at Housatonic is to increase student success and community enrichment by offering accessible, affordable, and quality education to a diverse student population pursuing specialized training, career

advancement, and pathways to college. Non-credit programs, courses, and workshops are offered in the Fall, Spring, and Summer semesters in Allied Health, Business and Information Technology, ESL, Health, Fitness and Recreation, Hospitality and Security, Manufacturing, STEM, and Workforce Development. The department focuses on six key areas: grant funding, new and continued programming, community outreach and development, enrollment, marketing, and special projects/training. CE's efforts include non-credit Sterile Processing, Manufacturing Precision, PCT, CNA, Real Estate, as well as developing new partnerships, funding, and workplace alliances. Most certifications are endorsed by state or national professional organizations or industry associations as a means of raising standards. Personal enrichment courses offer opportunities for individuals to pursue leisure learning.

Transfer Credit

The College's posted transfer policy states that transfer credit is only granted for courses from accredited institutions with a grade of C- or better. Credits transferred to the College are evaluated by the Academic Advising Center and, when needed, in consultation with faculty and the Dean of Academic Affairs. Course content and learning outcomes of completed courses are compared to the College's possible course equivalent using the transferring institution's course description, outlines, syllabi and other available information. Information about these policies is published in the academic catalog and on the College's [website](#). Program Review includes analysis of students who transferred into Housatonic as well as students who completed the entire program at Housatonic.

College credits transferred to other institutions are governed by articulation agreements. Copies of these agreements are available in the Dean of Academic Affairs' office, in the office of the College Transfer Counselor, and posted on the College [website](#). Individual departments are regularly involved with the development and maintenance of articulation agreements through discussion of individual courses and programs.

In partnership with the CSCU system, the College developed [CSCU Transfer Pathway \(TAP\) programs](#). Upon completion of the associate degree program, students can now transfer to one of Connecticut's four-year state colleges with at least 60 credits and junior status. All CSCU Pathway Transfer Degrees are described in the course catalog. As of Fall 2020, 733 total students are enrolled in these programs.

As part of the CSCU Transfer Pathways, Behavioral and Social Sciences developed a 2:2 program with Southern Connecticut State University, with 300 and 400 level psychology courses offered at HCC. They also developed an articulation agreement with Sacred Heart University in psychology and developed a human services articulation agreement with the University of Bridgeport, Sacred Heart University, Post University, and Albertus Magnus. The Science Department worked with four-year universities to offer a Liberal Arts & Sciences: Pre-Nutrition program (with a new articulation agreement with University of New Haven) and a Pathway to Teaching Careers program (with an elementary education articulation agreement with Western Connecticut State University). The College also has a guaranteed admission agreement with the University of Connecticut.

[The Engineering Science Pathway program](#) allows students to follow a specific course of study leading to an associate degree, preparing for the ultimate goal of earning a bachelor's degree in Engineering at University of Connecticut or Fairfield University, or for other transfer options within the CSCU system. The number of students in this program has greatly expanded from 49 in 2012 to 108 in 2019.

Integrity in the Award of Academic Credit

All associate degree programs are required to have at least 60 credits (and, generally, no more than 62 credits) of college-level work. Of these, the College requires 21-23 credits of general education, known as the General Education Core. For the remaining 37-39 credits, students complete the specific requirements for an associate degree offered by one of the College's academic departments or in the cross-departmental General Studies and Liberal Arts and Sciences majors, including a minimum of 15 credits of coursework at the 200-level. The College ensures coherence in goals, structure, and content for its programs by enforcing prerequisites and completion of a core of required courses. All course offerings and modalities by semester are posted on the College's [website](#).

The System requires that courses adhere to a common course-numbering system. Course completion is based on criteria published in Master Course Outlines and syllabi. As part of the work toward consolidation, any course offered at multiple community colleges must be at least 80% similar across colleges.

Each semester, all full-time faculty are required to submit their syllabi and final exams to the Dean of Academic Affairs, who reviews all copies of course syllabi, final exams, and first two weeks attendance records (starting in 2019, when the non-participation policy was implemented). Similarly, part-time lecturers submit this documentation to the Department Chair (or support staff), who report to the Dean of Academic Affairs.

All syllabi are required to include learning objectives, course content, required textbook, grading policy, policy on academic honesty, and a calendar of the course indicating the approximate pace at which the course material will be covered, as well as dates of projects, assignments, exams, and quizzes. Instructors use Master Course Outlines (which are standardized across all sections of a given course and linked to course descriptions on the College website) to build their individual syllabi. A syllabus supplement containing college-wide policy and procedures is distributed to all faculty and students each semester. Since the start of the COVID-19 pandemic, this document has been made available online; a printable version is available, and in 2021, the information was provided to students as a student handbook and planner. Student policies and procedures are outlined in the [Academic Procedures](#) section of the College Catalog and Student Handbook. The College has recently worked to ensure that credit awards for each course are appropriate to the amount of work required and are consistent with the commission's policy on credits and degrees.

Faculty are required to maintain grade books and to retain academic records for student grades for a period of seven years. Award of credit is based upon criteria clearly stated in syllabi, reflecting the level and amount of student learning based upon policies set by faculty and academic administration. Through the processes described above, faculty and administration ensure academic integrity for all credit awarded.

The First Year Studies Department uses end-of-semester assessments to gauge students' readiness to move forward. In reading and math, students must attain a score of 65% on a post-test (reading) or a final (math) and be passing the course with a grade of C or better in order to pass the class. The Freshman Seminar class (FS 100) (Standard 8), a required course for First Year Studies and General Studies students, includes a mandatory library orientation. A customized textbook and common final exam ensure standardized course content across all sections. Students in the Freshman Seminar courses are required to take a standardized exit exam. Five years of student surveys completed at the end of the

class support the conclusion that students find the course valuable. The College's assessment activities at the course and program level are discussed in Standard 8.

Offered through [Testing Services](#), DANTES Subject Standardized Tests (DSST) and College Level Examination Program (CLEP) award course credit to students for coursework or previous knowledge. In all cases, at least 15 credits must be completed at Housatonic (residency requirement) to be awarded a credential from the College, with the completion of the degree at the College to ensure no reduction in intermediate and advanced coursework. Students pursuing two degrees must have at least 25% difference between the coursework for each degree in order to be awarded both. Credit for pre-collegiate level courses does not count toward degrees or certificates; the same holds true for course credit that does not align with the planned degree option. While the College sometimes awards credit for prior experiential learning, this only occurs when pre-established criteria are met, and, consistent with Board of Regents policy, credit awarded cannot exceed 50% of credit required for the program.

The College provides clear policies for continuation in, termination from, and re-admission into a program and posts its graduation requirements in the [Catalog](#). Nearly every course required for degree programs is offered regularly (with a few exceptions that are offered elsewhere in the system—the Pre-Nutrition Program, for example, requires Organic Chemistry, which is not always offered due to low demand, but which is offered nearby at Gateway Community College and thus requires a transfer back of credits). Other degrees with similar exceptions are Biochemistry and Chemistry TAP degrees.

The College presently offers a limited number of courses at one off-campus location: Jonathan Law High School in Milford. Jonathan Law's courses are only for CE Advanced Manufacturing. Formal License Agreements between the College, Jonathan Law High School, and the town's Board of Education provide continued availability and use of the facilities; the College also pays a fee for use of the facilities. Provisions of the contract include the identification of the specific facilities provided, the times and dates of use, the provisions for closings, and related communications.

Every effort is made to ensure that all students complete their coursework honestly and with integrity. To enroll in an online class, a student must get a Banner ID, which can only be issued to students who have gone through College admissions processes, which include submission of secure identification in a variety of forms (such as driver's license, F1 visas, proof of residency, or a signed affidavit). The admissions and Banner ID assignment process serves to confirm the student's identity; once enrolled in an online class, the student uses their unique Banner ID and password to log into the system and complete all coursework. Any student with an active Banner ID has access to the HCC campus and online resources; these resources include academic and student services such as the Library, tutoring, counseling, and career services. Proctoria is also available to faculty to give online proctored exams. The College works to prevent cheating and plagiarism with policies stated in syllabi and with proctoring of exams. The College catalog further defines [Academic Dishonesty and Student Conduct](#).

APPRAISAL

Assuring Academic Quality

While the College is diligent in creating new programs and transfer pathways, record keeping for the processes of proposing and approving new programs was inconsistent. Furthermore, as new requirements for passing programs were being handed down from the system, there needed to be a more streamlined way to communicate these changes to faculty. To improve transparency and communication around these decisions, the College investigated various curriculum management

software options. Because of its customization options, as well as its ability to integrate the College catalog, [Curriculog](#) was chosen. Use of the program for the Curriculum Committee began in 2016, with the online catalog starting in 2017-2018. Through Curriculog’s compatibility with the College catalog, any updates to the catalog are immediate, automatic, and public. The College also recognized that the curriculum approval processes, which could take over a year, could be streamlined. With the purchase of the Curriculog software, the new program development process is now more streamlined: online, easily traceable and stored, and taking no more than four months.

Undergraduate Degree Programs, General Education, The Major or Concentration

Program requirements will soon be identical across all campuses for any program offered on multiple campuses. While the HCC College Senate passed a motion to withdraw all faculty and staff from alignment and consolidation committee work, some faculty have continued to independently participate to ensure that aligned programs will continue to serve Housatonic’s students.

A recent General Studies program review led to more precise and assessable program learning outcomes. For example, the General Studies program learning outcomes “complete the general education core requirements,” was changed to “organize and present ideas and information (including those gained from research) effectively through the standard usage of written, verbal, and digital communication skills.”

The College has used data to carefully inform its decisions about the best ways in which to offer various modalities. For example, analysis of the data showed that students who added courses late were failing those courses at significant rates. In response, the College developed Late Start sections (Standard 8). As seen in Table 4.1, in 2018-19, Late Start courses improved student success, as compared to allowing students to enroll into courses after the official add-drop date. Furthermore, the College discovered eight-week courses worked best with sequential courses that are meant to be taught back-to-back; scheduling efforts now focus on sequential pairs of eight-week courses (Standard 8).

Table 4.1 – Academic Performance of On-Time vs. Late Enrollment Students in Regular (16-Week), Late-Start (14-Week) and 8-Week Courses, AY 2018-2019

Performance Outcome	Enrolled On-Time			Enrolled Late		
	Regular, 16-Wk (n = 4,044)	Late-Start, 14-Wk (n=337)	8-Week (n=49)	Regular, 16-Wk (n = 541)	Late-Start, 14-Wk (n = 67)	8-Week (n = 4)
Grades A to C	63%	56%	43%	21%	10%	25%
Grades C- to F	33%	39%	55%	22%	10%	50%
Withdrawal (W)	0%	0%	2%	54%	76%	25%
Non-Credit Grade*	4%	5%	0%	3%	3%	0%

* Non-Credit Grades include AU (Audit), I (Incomplete), and M (Developmental Credit).

Opened in Fall 2012 with curriculum developed in collaboration with local businesses, HCC’s one-year certificate program in Advanced Manufacturing is a strong example of the College’s commitment to workforce development. HCC partners with the CT Department of Labor’s Building Pathways Connecticut apprenticeship program in manufacturing-based employment. As part of this program, HCC is currently partnered with Bassick High School (11 students), Kolbe Cathedral High School (12 students), and Derby High School (15 students) for the delivery of a significant portion of the certificate

coursework through the College Connections program. Through this program, students in their junior and senior years take prescribed manufacturing courses from the Advanced Manufacturing curriculum, earning about half of the credits needed for the certificate program. After graduating high school, students who successfully completed every course can finish the certificate program in as little as one semester as a full-time HCC student. These students earn credit toward the certificate while still in high school and are thus considered dual enrolled. Derby High School has their own Housatonic Advanced Manufacturing Technology Center on its campus where students take these classes, while schools in the Bridgeport area send their students to Housatonic for the second half of the school day. The College Connections program started shortly after the Advanced Manufacturing Technology Center at HCC opened to full-time students, and HCC plans to expand the program to more high schools through state initiatives. The curriculum for the certificate program, which includes College Connections coursework, is aligned through the College of Technology (CoT), a governing body which oversees all the technical degree pathways in the CSCU system. Currently, there are 20 companies working directly with the Housatonic Advanced Manufacturing program statewide, and there are far more companies who receive regular updates about both the program and students. The program graduated 42 students in Spring 2015 and 35 in Spring 2016. For that particular year, one hundred percent of graduates secured employment providing annual salaries or wages greater than \$30,000. The program has a very high job placement rate; nearly all students who graduate with the certificate obtain employment except for those who choose to continue their education.

During the 2020-2021 Academic Year (AY), a total of 874 students enrolled in the non-credit programs and courses, registering for 1129 seats. Figure 4.2 outlines five years of student enrollment headcount and seats for each AY. The AY2020-2021 enrollment decreased 24.39% from AY2019-2020. The decrease in enrollment is largely due to the COVID-19 Pandemic, which resulted in cancelled courses.

Non-Credit Enrollment by Academic Year

Recent gains in non-credit enrollment were lost due to the COVID-19 pandemic.

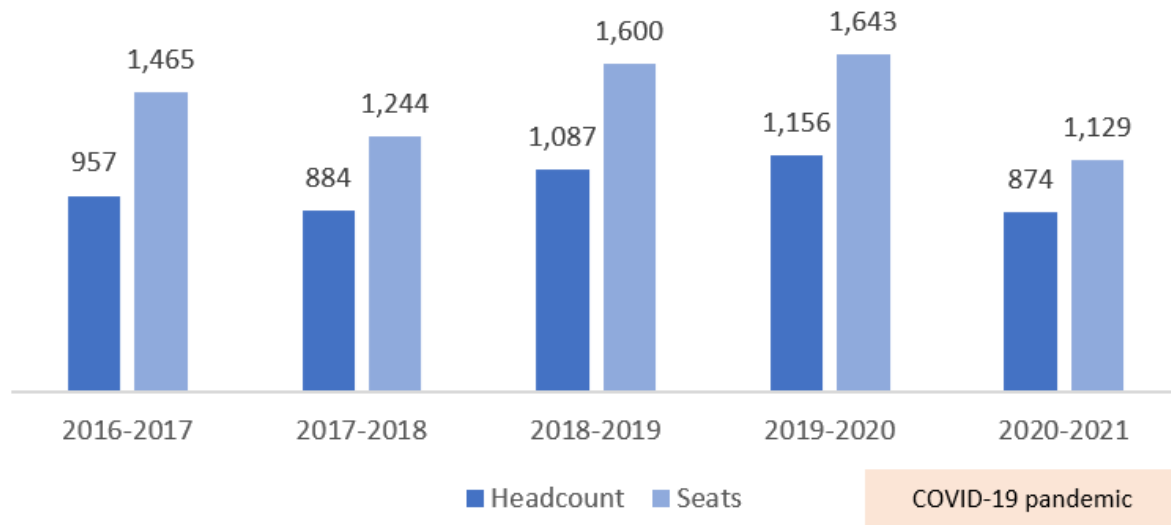


Figure 4.2 – Continuing Education (Non-Credit) Enrollment – Headcount and Seats, AY 2016-2017 to AY 2020-2021

Transfer Credit

The College has expanded [transfer articulation agreements](#) with five state institutions and 14 private colleges or universities. Students are increasingly taking advantage of these transfer opportunities.

In 2016, students who had completed their course of study were asked about their experience at the College through a survey sent to their mailing address. This alumni survey gave the College information about how students' education has prepared them for employment or advanced study, how they viewed their educational experience at the College, and how their experience might help the College improve its educational offerings. A survey of graduates found that 75% of graduates who transferred did not find difficulty doing so, with 84% transferring into a field related to their academic major at Housatonic. Going forward, out-of-state articulation agreements will now need to be approved by the System Office.

Integrity in the Award of Academic Credit

The College has improved and expanded its academic programs, with an enhanced focus on developing and assessing explicit learning outcomes, expanding transfer options for students, and the addition of career-oriented programs. There has been a concerted effort to be more open with academic policies, making them accessible and clearly stating the rationale of any policy. The College has widened faculty collaboration and created more consistent program review and program development processes, with growing clarity and sophistication in student assessment. College-wide Initiatives such as the nationally recognized Achieving the Dream grant have provided new pathways to college-level courses for developmental students. The College's approach to program development and assessment at the departmental level creates and sustains degree and certificate programs that are rich in variety, depth, and relevance. National accreditation of programs such as Early Childhood Education, Surgical Technology, and Medical Assisting validates the quality of education the College offers its students.

The expanding roster of universities (private and public, in-state, and out-of-state institutions) with which the College has [articulation agreements](#) provides additional evidence that the College is recognized for successfully preparing its students for further study.

While the College has been making progress on assessment (Standard 8), significant tension remains between the need to assess and the need for faculty to have academic freedom. In some subject areas, and even in some of the more widely offered classes, there is considerable range in the type of material covered, the textbook used, and assignments given. With the proposed consolidation, it remains unclear how much consistency will be mandated in course delivery. Currently, courses offered on multiple campuses must be at least 80% similar in course outcomes. While much future uncertainty exists, the faculty generally recognize the need for more conversation around both assessment and course standardization, and how both can be accomplished while not infringing upon academic freedom.

The College uses two national student survey instruments to monitor, evaluate, and change its programs and operations (Standard 8). In the Community College Survey of Student Engagement (CCSSE), conducted in 2015 and 2018, the College compared favorably (at the same or higher level) with other institutes of higher education of comparable size and scope on three out of five benchmarks of effective educational practice. The survey included questions about active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The latest CCSSE survey was conducted in Spring 2021; however, it was conducted online due to the ongoing pandemic and garnered low response rates across all CSCU community colleges. In 2019, incoming freshman were

surveyed three weeks after the semester started using another national instrument, the Survey of Entering Student Engagement (SENSE), which included questions about academic and social networks, engaged learners, and early connections. These surveys were used to inform decisions involving first year student coursework (Standard 8).

The First Year Studies Department, supported by a cross-college committee and grants such as Achieving the Dream, has established many initiatives: uniform course content and objectives, exit standards, innovative instruction, and comprehensive courses in English, math, and general academic skills. The department's "intensive format" sections, which offer an additional three hours of instruction time in math, reading, or writing, have been more successful than traditional three-hour sections, which has led to an expansion in the number of those sections. Each semester, faculty members from First Year Studies and Humanities teach courses in the other department, and English instructors from both departments also teach an English 101 with a mandatory workshop for more advanced First Year Studies students.

Both faculty and students have access to resources to help them navigate the Blackboard Course Management System. The CSCU System manages Blackboard and provides important faculty and staff training and 24-hour online support for students. Additionally, the Director of Educational Technology began offering training to all full-time and part-time faculty who intend to offer an online or hybrid section (Standard 6). Students are also offered the opportunity to take a free Blackboard 101 course.

PROJECTIONS

- Faculty from each discipline will implement a system-wide common, newly approved General Education curriculum, as well as academic curriculum alignment.
 - Who: Housatonic Faculty
 - When: ongoing
- TAP coordinators will better align TAP and existing degree programs, and continue to review and add new TAP programs.
 - Who: Dean of Academic Affairs, TAP Coordinators
 - When: ongoing

Standard 5: Students
(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Goal (specify year) (Fall 2022)
Freshmen - Undergraduate					
Completed Applications	2,246	2,414	1,985	1,607	1,607
Applications Accepted	2,232	2,398	1,970	1,595	1,595
Applicants Enrolled	985	1,013	790	690	690
% Accepted of Applied	99.4%	99.3%	99.2%	99.3%	99.3%
% Enrolled of Accepted	44.1%	42.2%	40.1%	43.3%	43.3%
Percent Change Year over Year					
Completed Applications	na	7.5%	-17.8%	-19.0%	0.0%
Applications Accepted	na	7.4%	-17.8%	-19.0%	0.0%
Applicants Enrolled	na	2.8%	-22.0%	-12.7%	0.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	846	707	717	653	653
Applications Accepted	839	700	707	646	646
Applications Enrolled	455	373	292	298	298
% Accepted of Applied	99.2%	99.0%	98.6%	98.9%	98.9%
% Enrolled of Accepted	54.2%	53.3%	41.3%	46.1%	46.1%
Master's Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Standard 5: Students (Enrollment, Fall Term)

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



Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)
UNDERGRADUATE						
First Year	Full-Time Headcount	997	994	854	860	860
	Part-Time Headcount	1,845	1,991	1,338	1,477	1,477
	Total Headcount	2,842	2,985	2,192	2,337	2,337
	Total FTE	1,640	1,678	1,275	1,320	1,320
Second Year	Full-Time Headcount	687	535	479	294	294
	Part-Time Headcount	1,482	1,316	1,150	973	973
	Total Headcount	2,169	1,851	1,629	1,267	1,267
	Total FTE	1,254	1,040	910	656	656
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	1,684	1,529	1,333	1,154	1,154
	Part-Time Headcount	3,327	3,307	2,488	2,450	2,450
	Total Headcount	5,011	4,836	3,821	3,604	3,604
	Total FTE	2,894	2,718	2,185	1,976	1,976
	% Change FTE Undergraduate	na	-6.1%	-19.6%	-9.6%	0.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
	Grand Total Headcount	5,011	4,836	3,821	3,604	3,604
	Grand Total FTE	2,894	2,718	2,185	1,976	1,976
	% Change Grand Total FTE	na	-6.1%	-19.6%	-9.6%	0.0%

Please enter any explanatory notes in the box below

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

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

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

<https://www.housatonic.edu/about-us/hcc-role-scope>

	Cohort		
	(FY 2015)	(FY 2016)	(FY 2017)
Measured in	FY2018	FY2019	FY2020
Three-year Cohort Default Rate	11.6%	13.8%	14.5%
Three-year Loan repayment rate (from College Scorecard)	NULL	NULL	36.0%

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year*	Goal (specify year)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Student Financial Aid

Total Federal Aid	\$10,469,827	\$10,328,623	\$7,587,775	\$3,373,837	\$7,840,000
Grants	\$9,854,190	\$9,632,082	\$7,217,717	\$3,286,236	\$7,500,000
Loans	\$483,694	\$497,506	\$249,288	\$87,601	\$200,000
Work Study	\$131,944	\$199,035	\$120,770		\$140,000
Total State Aid	\$1,090,216	\$1,018,379	\$1,191,860	\$719,433	\$1,600,000
Total Institutional Aid	\$1,435,365	\$1,363,771	\$839,059	\$647,024	\$1,250,000
Grants	\$1,308,171	\$1,243,562	\$839,059	\$647,024	\$1,200,000
Loans					
Work Study	\$127,194	\$120,209			\$50,000
Total Private Aid	\$243,869	\$101,727	\$38,891		\$40,000
Grants	\$193,869	\$76,727	\$38,891		\$40,000
Loans					
Scholarship	\$50,000	\$25,000		\$14,000	\$40,000

Student Debt

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

Undergraduates	5%	4%	5%		4%
Graduates					
First professional students					

For students with debt:

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

Undergraduates	\$14,704	\$8,538	\$11,070		\$9,000
Graduates					
First professional students					

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

Undergraduates					
Graduate Students					
First professional students					

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

English as a Second/Other Language	11%	6%	1%	5%	5%
English (reading, writing, communication skills)	40%	45%	24%	24%	24%
Math	32%	37%	15%	13%	13%
Other					

Please enter any explanatory notes in the box below

* Current Year (FY 2022) financial aid data for Fall term only. College Scorecard data for Student Debt is not available for Current Year (FY 2022).

Standard 5: Students

DESCRIPTION

Admissions

HCC is a student-centered institution and a national Achieving the Dream college. The College strives to provide high quality, accessible instructional and student services within an environment of mutual respect among faculty, staff, and students. To ensure the College is conducting outreach to diverse student populations, HCC recruits from 40 different secondary schools, as well as from many not-for-profits, cultural centers, adult education organizations, churches, and workplace centers. Bridgeport, the state's largest city, is also HCC's largest recruitment base for both traditional and non-traditional students.

Bridgeport and surrounding towns lean on Housatonic Community College as a place where they achieve secondary education and career training. The institution, along with the other community colleges in the CSCU system, has the lowest net price for tuition in CT at \$4,456 annually, making the College accessible to more state residents. In 2020, Housatonic Community College also participated in the [PACT program](#). PACT is the state's "Pledge to Advance Connecticut [PACT] through a unified, consistent community college system that is accessible, inclusive, and affordable-while maintaining excellence in education." PACT is last-dollar state funding to cover the tuition and mandatory fees gap after federal and state grants have been applied for full-time enrollment.

Housatonic Community College is an open enrollment institution available to all who have completed an accredited secondary program. The College's website includes a [Continuing Notice of Nondiscrimination](#) in both English and Spanish. Admission to Housatonic Community College is on a first-come, first-serve basis. The Admissions staff schedule appointments with area high schools, local businesses, not-for-profit organizations and other entities to assist in the admissions process.

As stated in the College catalog and on the College [website](#), Housatonic requires all students interested in admission to apply and to supply additional supporting documentation to the Admissions Office prior to the beginning of each semester or intersession. Proof of high school completion must be provided before students can enroll in a degree or certificate program. Applicants applying for another college or university must submit an official transcript of previous course work to the Admissions Office. Proof of compliance with the MMRV immunization policy is also required.

One area of focus for the Admissions Office is dual-enrollment high school students; applications from dual-enrollment students have increased from a low of 64 applications in 2016 to almost 250 in 2019. In addition, the number of dual-enrollment students who registered increased from 61 to 146. HCC is partnered with Capital Prep Harbor High School, Shelton High School, Central High School, Warren Harding High School, Bassick High School, and Fairfield Child Wheeler Magnet High School.

The initiative with Bridgeport Public Schools empowers high school students to dream about opportunities after graduation. The Admissions Office continues to create opportunities for entering students by listening to superintendents, school officials, and guidance counselors. The office created the Admit All campaign, which ensures all Bridgeport public high school graduates have an acceptance letter as they walk across the stage. The acceptance letter communicates to graduating seniors that there is a seat for them at the College if they choose to enroll, sending a message of inclusivity and

demonstrating the College’s non-discrimination policy. In 2019, over 800 graduates received acceptance; 400 chose to attend Housatonic Community College.

The enrollment goal for Fall 2021 was 4,374 students; by the freeze date, the College had enrolled 3604 students. This 4,374 goal was created by the CSCU system and while this baseline enrollment goal considered a COVID-19 "bounce-back" due to debt relief initiatives and increased aid eligibility; it did not take into account some of the specific challenges of the HCC campus, the pandemic, or the modalities being offered. The enrollment goal projected increases based primarily on PACT funding and Guided Pathways Advising. This count consisted of returning students, new (to college) students, transfer and re-admit (returning to HCC) students, and high school (dual-enrolled in high school and college) students. The Admissions Office continues to work collaboratively with other student services areas to meet overall enrollment goals. Strategies have been put into place for targeted marketing for Black or African American, Hispanic or Latino, and high school students. Campaigns include Bridgeport Information Sessions, Hispanic outreach programs, Puerto Rican Day Parade, Juneteenth Walk, and Wades Dairy food volunteering.

Thanks to efforts to increase applications after a four-year decline, Table 5.1 shows a steady increase in applications and accepted applicants from 2014 until 2020. The Admissions staff examines these numbers for trends from area high schools to predict future goals. Particular attention is focused on primary territory (most applications), secondary territory (second most applications), and tertiary markets. The majority of fall semester applicants are traditional-age high school students; thus, area high schools provide the majority of the fall incoming class. Bridgeport, CT has the highest high school drop-out rates in the state; this directly impacts enrollment and expected projections.

Table 5.1 - Undergraduate Admissions – Entering New Students, Fall 2010 - Fall 2020

	Fall Semester									
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Admission Status										COVID-19 pandemic
Applied	2,450	2,094	1,986	1,976	2,101	2,262	2,246	2,414	1,985	1,607
Accepted	2,423	2,072	1,959	1,956	2,083	2,254	2,232	2,398	1,970	1,595
Enrolled	1,226	1,050	904	1,022	1,073	1,094	985	1,013	790	690
% Accepted of Applied	98.9%	98.9%	98.6%	99.0%	99.1%	99.6%	99.4%	99.3%	99.2%	99.3%
% Enrolled of Accepted	50.6%	50.7%	46.1%	52.2%	51.5%	48.5%	44.1%	42.2%	40.1%	43.3%
Percent Change Year over Year										
Applied		-14.5%	-5.2%	-0.5%	6.3%	7.7%	-0.7%	7.5%	-17.8%	-19.0%
Accepted		-14.5%	-5.5%	-0.2%	6.5%	8.2%	-1.0%	7.4%	-17.8%	-19.0%
Enrolled		-14.4%	-13.9%	13.1%	5.0%	2.0%	-10.0%	2.8%	-22.0%	-12.7%

The College measures student readiness using a variety of tools: self-reported grade point average, high school transcript or GED, Accuplacer, SAT, ACT, disability documentation, and parent or advocate’s reports, which are only given if the parent or advocate attends a disability intake meeting with the student.

Each semester, the Director of Institutional Research presents data on student enrollment and student success measures to the College. As seen in Table 5.2 and Figure 5.1, the results show the College

performing on par with, or better than, the national average for community colleges on matters of retention and persistence, which is especially vital with declining enrollment.

Table 5.2 – Fall-to-Fall Retention Rate – First-time, Degree/Certificate Students, Fall 2011 - Fall 2020 Cohorts

Fall Cohort	Headcount		Returned or Graduated Following Fall		Retention Rate		
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total
2011	761	452	436	209	57.3%	46.2%	53.2%
2012	713	435	439	211	61.6%	48.5%	56.6%
2013	574	420	355	189	61.8%	45.0%	54.7%
2014	522	344	323	177	61.9%	51.5%	57.7%
2015	597	415	343	192	57.5%	46.3%	52.9%
2016	685	369	437	171	63.8%	46.3%	57.7%
2017	631	439	397	217	62.9%	49.4%	57.4%
2018	511	336	333	167	65.2%	49.7%	59.0%
COVID-19 pandemic 2019	589	425	282	160	47.9%	37.6%	43.6%
2020	511	243	260	79	50.9%	32.5%	45.0%

Retention Rates Comparison (IPEDS)

HCC's fall-to-fall retention rates compare favorably those of peer institutions.

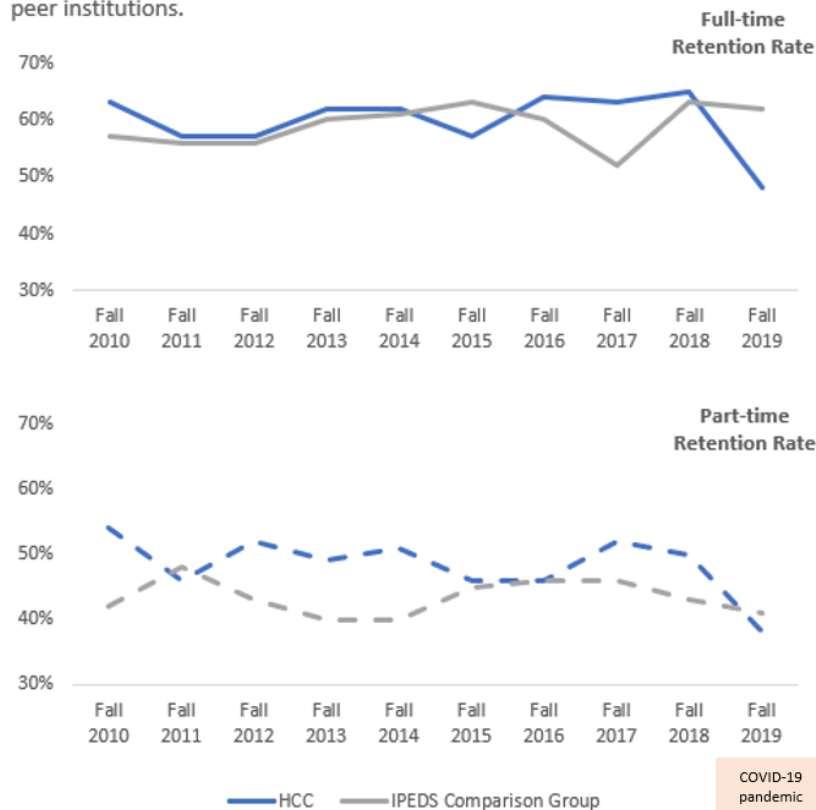


Figure 5.1 – IPEDS Retention Rates of first-time degree/certificate seeking students by attendance status, Fall 2010 – Fall 2019 cohorts.

Source: National Center for Education Statistics IPEDS Data Feedback Reports 2011-2021

Student enrollment and retention data is used to shape outreach and recruitment efforts. To better reach prospective students, the College incorporated online information sessions, virtual open houses, and a virtual accepted students' day. Additionally, a thorough communications plan—including weekly emails campaigns, text message campaigns and phone call outreach specific to new, transfer, and readmit students—has been implemented. Student Services sends new, transfer, and readmit students weekly emails that provide clear action steps on how to complete the enrollment process and contact information for assistance in completing their Financial Aid Application. Newly admitted students are sent information on the importance of completing the mandatory Online Launch Student Orientation, which introduces them to online tools that will support their college learning experience and provides helpful information on resources available to them throughout the Student Affairs areas. Admissions staff also introduce students and their families to the many resources available to them, including free tutoring, career services, counseling services, college clubs, and U-Pass, a statewide pass allowing college students in Connecticut to use public transportation for free.

Prospective students can receive preparation for placement testing through the Center for Academic Progress (CAP) (Standard 8). The CAP serves students at three distinct stages of their enrollment: before placement testing, after placement testing, and while enrolled in six-credit intensive developmental math and English courses. CAP services include “Refresher Programs” in English and math where students access online, self-paced learning materials based on their placement recommendations. Before placement testing, students can visit CAP and use the Accuplacer Preparation Workshop to prepare for that test. After placement testing, CAP staff continue to enroll students in free Skills Refresher Programs (iMath, iEnglish, Jumpstart), which allow students to retake a placement test after completing an adaptive, online course in Reading Comprehension, Sentence Skills, or Arithmetic/Algebra. In 2018, 60% of students who completed the iMath or iEnglish programs successfully completed a gateway course within 1 year, and 66% completed within 2 years. While 25% of students who completed Jumpstart Math or English successfully completed a gateway course within 1 year; after 2 years that number rises to 40%.

All intensive, six-credit English (092i, 094i) and math (095i) courses spend 25% of their instructional, regularly scheduled class time in CAP with both the professor and a CAP specialist. See Standard 8 for further evaluation of the effectiveness of these programs. Table 5.3 highlights the success rates and grades of students who visited CAP at least once for tutoring while enrolled in at least one six-credit intensive course. Success is defined as a grade of C or better. CAP staff also offer advising to approximately 400 students enrolled in intensive courses each semester. The ratio of CAP fulltime staff to students average is 1:100. CAP advising is optional for students in intensive courses; these students are still assigned a faculty advisor and can visit the Advising and Student Success Center.

Table 5.3 – Intensive Course Pass Rates for Students who Did/Did Not Visit the Center for Academic Progress (CAP) for Tutoring, AY 2017-2018 to AY 2020-2021

	Math 095I			English 092I			English 094I		
	N	Passed (C or better)	Pass Rate	N	Passed (C or better)	Pass Rate	N	Passed (C or better)	Pass Rate
Visited CAP	1,138	725	64%	448	317	71%	289	182	63%
Did not visit CAP	816	279	34%	427	192	45%	261	65	25%
TOTAL	1,954	1,007	52%	875	509	58%	550	247	45%

The goal is always to foster student success. A strong first semester builds confidence, sets students up well with financial aid, and establishes a greater likelihood of student retention.

Student Services and Co-Curricular Experiences

The College’s student service organizational structure includes all areas necessary to provide support to HCC students. Student services staff are highly qualified, and they are provided with regular training to maintain the high standards necessary to be effective. Training provided includes unconscious bias, mental health first aid, Narcan, equity/cultural humility, and technology training from the System Office. Student services ethics are guided by the National Association of Student Personnel Administrators (NASPA), Student Affairs Administrators in Higher Education, and CAS (Council for the Advancement of Standards in Higher Education) statement of shared ethical principles. HCC is an institutional member of NASPA and follows the ethical standards and guidelines of the organization.

HCC’s student-centered support services include career services, academic advising and transfer counseling, internships and service learning, academic support and tutoring, library facilities and instruction, and financial literacy workshops. Support services also include the office of Accessibility Services and English-as-a-Second-Language courses. To further support the development of the whole student, HCC hosts an array of student clubs, organizations, and activities throughout the year. Over the past ten years, through these offices and facilities, the College has developed and implemented a variety of programs and services aimed at increasing student retention, progression, and graduation.

The Code of Students’ Rights, Responsibilities and Conduct is published on the [website](#) under the Student Life tab, and it is included in the faculty and student handbooks. The student code of conduct applies to all students equally, is widely publicized, and includes definitions of violations and processes and possible sanctions for code violations. In Fall 2021, the Dean of Academic Affairs developed a student handbook separate from the catalog, which was distributed to students as a planner.

To better support academically vulnerable students, who often experience frustrating and confusing holds when placed on academic probation, the Advising and Student Success Office and Office of Academic Affairs made a joint effort to clarify and expedite student notification of academic probation status. Every January and June, all Probationary students are sent a letter from the Dean of Academic Affairs’ Office notifying them of their Probationary status and directing them to an advisor to discuss their academic history and hardship. Students complete a newly created Probationary Plan for Success worksheet, which is sent either via US Postal Service or via email. A Student Academic Probation (SAP) Plan for Success worksheet was also instated in support of Financial Aid initiatives to provide HCC’s

academically vulnerable students time to make up academic deficiencies and adjust to the rigors of college expectations without losing financial aid eligibility.

The College's focus is always on supporting its most vulnerable students. To this end, Housatonic has also partnered with Achieving the Dream to build capacity and sustainability and to close equity gaps in degree and credential attainment by race, ethnicity, and gender. HCC has been an Achieving the Dream member college since 2005 and is recognized as a Leader College. In the past two years, the College has been working on gathering data and creating work groups targeting the specific academic, career, and financial planning needs of students (Standard 8). HCC's staff and faculty have participated in Achieving the Dream's Holistic Student Support Redesign trainings on campus and DREAM conferences each year. This redesign work has been a pivotal force in the College's new Guided Pathways Advising Program.

In the fall of 2017, Housatonic was awarded a five-year (10/1/2017 -9/30/2022), \$1.8 million-dollar, Title III Strengthening Institutions Program (SIP) grant to assist the College with student success initiatives that will ultimately increase student retention and completion. Title III is designed to help higher education institutions expand their capacity to serve at-risk students by providing funds to improve and strengthen the institution's academic quality, institutional management, and fiscal stability. HCC's grant supports an advising redesign that includes a proactive/success coach approach, mandatory orientation for 90% of new degree-seeking students, and a summer learning community to help new students prepare for college-level math and English. In addition, funding for faculty and staff is provided to augment professional development programs targeted around the student success concept. The Title III proposal used the developing 2017 strategic plan as a guideline for all the Title III initiatives. The grant programs—including orientation, advising, and other student supports—focus mainly on the priorities of Student Success and Educational Excellence to strengthen and support the success of HCC students.

New Student Orientation

The new Student Orientation evolved from two different programs: Launch, and Student Orientation and Registration (SOAR). Starting in 2017, all new students who had completed the Accuplacer placement test were required to attend a mandatory Launch Group Advising session. During the advising session, students learned all aspects of navigating the academic experience, from choosing a major, to developing relationships with faculty advisors, to tracking their progress towards graduation. Following Launch was SOAR, an in-person new student orientation under the Office of Student Life. SOAR invited students and parents to visit campus for the day and engage in educational, informative, and simple, fun activities right before the start of classes.

To increase student participation and streamline staff efforts, in 2020, the Academic Advising and Student Success office reimagined the Launch program as a new mandatory online orientation. The new orientation covers the same material as Launch in an online format, assisting students in learning the skills necessary to be successful in the first year. The online materials are available year-round (for easy student access and review) on the HCC Advising and Student Success webpage. After completing online orientation, students are required to meet with advisors for academic planning, after which students can proceed with registration. This new online orientation and student advising has become an official requirement for student registration.

The Fall 2020 Orientation numbers show a difference in fall-to-fall retention for new students who were oriented versus those who were not. Out of those students who were oriented, 44.6% were retained into Fall 21 as opposed to 28.3% for those who were not oriented. This is a positive difference of almost

17 percentage points. The pandemic creates serious barriers for students, but orientating new students continues to be a very successful retention strategy.

In Fall 2019, the Advising and Student Success office spearheaded the first HCC Connect Day in collaboration with Office of Academic Affairs and other Student Services departments. Connect Day, which occurs by the 4th week of the semester, reignites student excitement and knowledge of available campus supports and resources via fun interactive activities with grand prizes awarded for participation.

Advising and Student Success Center

The Advising and Student Success Center created mission and learning objectives, which is used as a public promise to guide advisors in their student interactions and to encourage and promote student academic success and achievement. The mission states “Academic advising is a relationship where the advisor guides the students with academic and career planning. Advisors empower students to acquire the relevant information and services they need to make responsible decisions consistent with their interests, abilities, values and goals. When Academic advising is successful, students gain the ability to take control of their own educational journey.” Professional advisors are currently available to all students on a walk-in basis, especially during peak advising periods. Advising is highly recommended for all students, though it is not required for continuing students. Continuing students are encouraged to visit their faculty advisors, and they are seen and welcomed in the Advising and Student Success Center. Advisors help new students develop schedules, sometimes encouraging students to modify their schedule based on thoughtful reflection of their personal obligations outside of school, as well as their past academic performance.

To support the volume of New, Transfer, Readmit, and Continuing student traffic, and to improve faculty-staff collaboration, the office employs faculty advisors to work centrally in the Advising suite to nourish the faculty and staff advisor relationship and to train faculty in advising best practices. This collaboration began because of the recognized need for students to have a unified advising experience whether the advising was done by a faculty member or a staff member. This project was funded in part by a Title III Grant. As part of this collaboration, in Summer 2018, faculty and advising staff created the Faculty and Staff Advising Handbook, a reference document to guide faculty and professional advisors. This handbook was then shared with advisors across campus. The Office of Advising and Student Success also began shifting its advising model towards holistic, proactive case management advisement. The College will be transitioning to the use of CRM Advise to prepare for the Connecticut State Community College. Currently it is in the implementation stage; it will be in the training period for advisors by Spring 2022.

The Equity Project

[This innovative project](#), begun under the direction of the new College CEO and funded by the Housatonic Community College Foundation, elevates the college’s commitment to attract, enroll and retain more under-represented students at Housatonic. The pilot project began in Spring 2021 with a cohort of twenty students.

For many students, financial constraints pose a major challenge to gaining access to post-secondary education. Moreover, once students are enrolled, sudden emergencies such as lost wages or jobs, and unexpected healthcare or childcare bills can cause disruption that can lead to a student dropping out. In response to these needs, the Equity Project provides financial assistance for academic-based needs and

emergencies. Awards are based on student's retention from semester to semester and require students to commit to certain workshops and project presentations.

A key factor in student retention and academic success is the ability to navigate campus resources, student networks, professional development, and personal growth opportunities. Spearheaded by HCC's Center for Male Success and the Women's Center, students in the Equity Project are provided with personalized support, connecting them with resources and student groups that align with their interests and can assist them in their personal growth and academic and career advancement.

Through the Equity Project, students are exposed to experts on social justice, equity, and other important issues, as well as trainings and workshops that provide skills development and education. These efforts will work to increase students' sense of community, belonging, and ability to succeed at HCC and beyond.

Accessibility Services

The Accessibility Services Coordinator meets with incoming students once they have completed the application process, taken the Accuplacer test, and registered for classes. Students set up a meeting with [Accessibility Services](#) to review their disability documentation (learning disability, physical disability, and/or psychiatric disability). Students and parent(s), or an advocate of their choosing, review their documentation with the Coordinator and discuss any specific challenges the student experienced in K-12. The Accessibility Coordinator identifies successful strategies and encourages students to continue them in college.

Accessibility Services provides access to students in the form of academic accommodations for students with a documented disability. If a student's disability qualifies that student for testing in a reduced distraction environment, there are private testing rooms in the Accessibility Suite, along with dedicated Test Proctors who have been selected to work with this population. The Accessibility Services Coordinator is a licensed professional counselor whose goal is to meet the holistic needs of students.

Because of their unique modality, many accommodations are naturally built into online classes. For accommodations such as additional time on assessments, a student's professor is easily able to adjust the test settings after receiving a Letter of Accommodations from Accessibility Services.

Academic Support

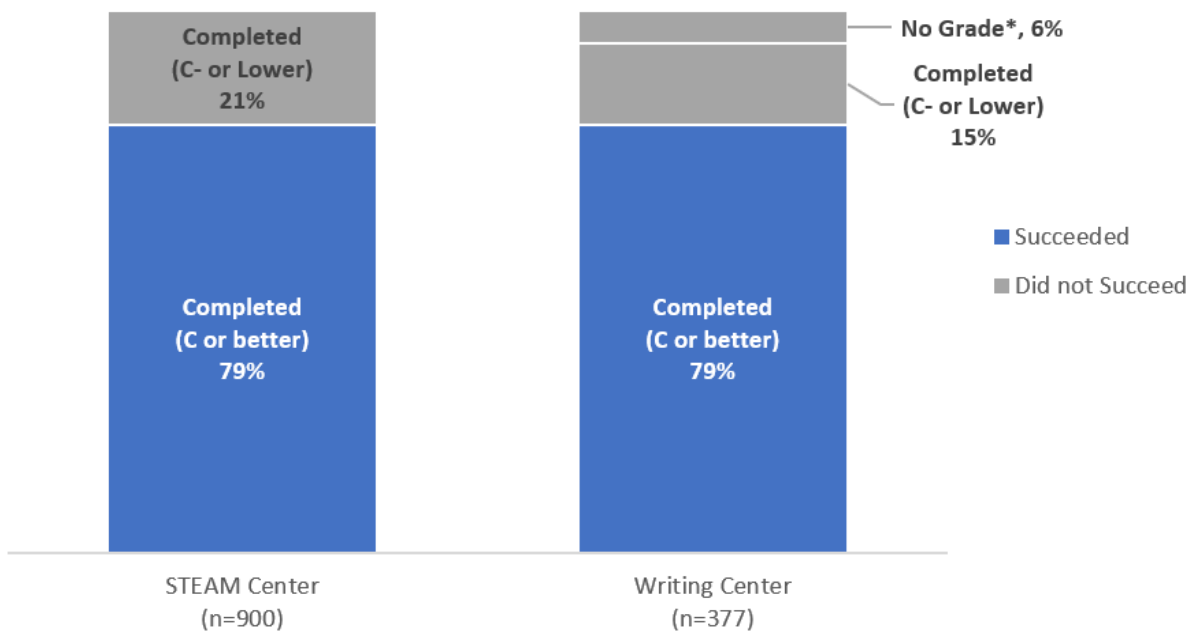
[The Academic Support Center](#) (ASC), which includes the [STEAM Center of Excellence](#) and the [Writing Center](#), and oversees the [Center for Academic Progress](#), provides tutoring services to all Housatonic students. During the 2018-2019 academic year, the ASC served a record number of students: 2018 (1,358 more than the previous year). This was accomplished through eTutoring, one-on-one tutoring, drop-in tutoring in math and writing, and weekly faculty-led study groups. In addition to these services, students can borrow study materials from the ASC, or utilize available computers and printers. The ASC's outreach efforts include classroom presentations, email outreach, and digital bulletin board messages. In Fall 2018, the Center upgraded to the online, cloud-based appointment and tracking system Accudemia. Using any device, enrolled students can now make, reschedule, or cancel an appointment with the STEAM Center of Excellence, Writing Center, and CAP. Both the Writing Center and the STEAM Center of Excellence hire student tutors, providing the opportunity for professional and academic growth to outstanding students. In addition, Writing Center student tutors participate in monthly training sessions.

The College’s Writing Center helps students to improve their writing skills in courses across the curriculum. The Writing Center offers one-on-one tutoring via appointment or drop-in and organizes special events and workshops to assist students with writing assignments. To meet the needs of distance learning students, the Writing Center developed an in-house eTutoring paper submission service, allowing students to submit essay and paper drafts for feedback from an HCC Writing Tutor. This service supports both learning during the pandemic and improves general Writing Center access for all students.

Students who visit the STEAM Center of Excellence and the Writing Center experience a high rate of success in their courses, as seen in the Figure 5.2 and as further explored in Standard 8.

Course Success Rates, Fall 2018 Tutored Students

79% of students who visited the STEAM and Writing Centers passed their courses with a grade of C or better.



* No Grade category includes W (Withdrawal), AU (Audit), I (Incomplete) grades.

Figure 5.2 – Course Success Rates for Students Tutored in the STEAM and Writing Centers, Fall 2018

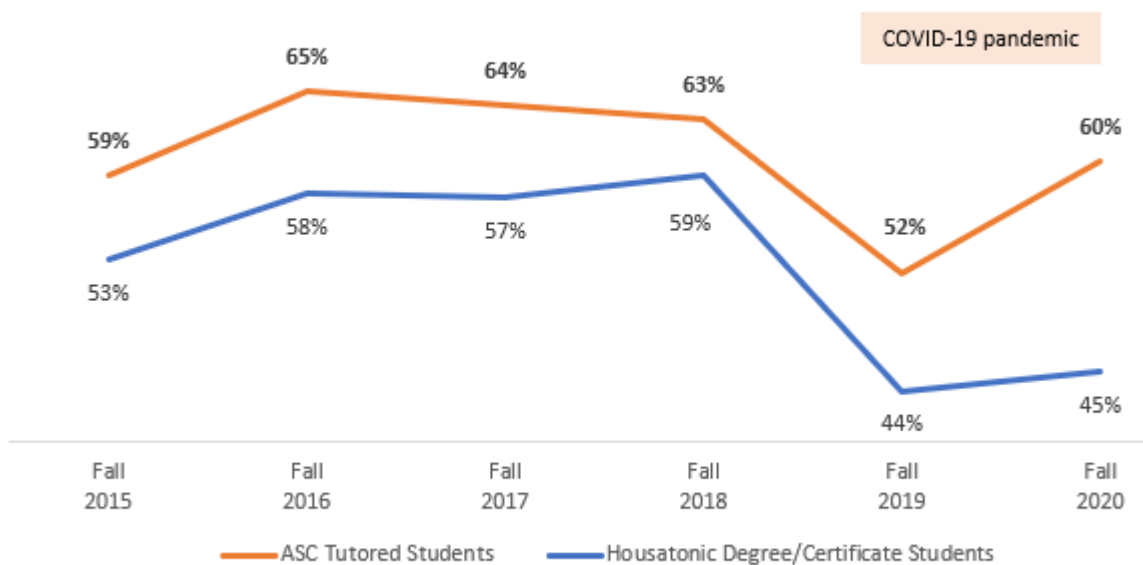
As seen in Table 5.4 and Figure 5.3, students who visit the ASC (including the CAP) are retained at higher rates than the overall student population, with the highest retention rates for students who had multiple tutoring sessions.

Table 5.4 – Fall-to-Fall Retention Rate of ASC Tutored Students by Number of Sessions Attended, Fall 2015 – Fall 2020

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Tutoring Sessions Attended					COVID-19 pandemic	
1 to 3 Sessions	56%	66%	63%	59%	52%	58%
4 or More Sessions	64%	62%	65%	70%	53%	63%
Total	59%	65%	64%	63%	52%	60%

Retention Rate Comparison - ASC Tutored Students

Fall-to-fall retention of students tutored in the Academic Support Center remains above the College rate.



* The Academic Support Center (ASC) includes the Center for Academic Progress (CAP), STEAM Center of Excellence and the Writing Center (WC).

Figure 5.3 – Fall-to-Fall Retention Rate Comparison – CAP Tutored Students vs. HCC Degree/Certificate Students, Fall 2015 – Fall 2020 Cohorts

Supplemental Instruction

In 2017 the College piloted a Supplemental Instruction (SI) program, which has since grown to have SI Leaders integrated into all academic disciplines at the College. The [SI Program](#) is a self-selecting, course-specific, peer-led program that promotes active, collaborative learning involving critical thinking and transferable study skills. SI has been added to many STEM, high-withdrawal, and high failure courses, helping students pass these courses at a higher rate, and thus improving their retention rate. SI leaders are all high-achieving students; they attend classes, model good student behaviors, answer questions, and plan and deliver weekly study sessions led by a peer who has successfully taken the course.

Table 5.5 – Pass Rates for Supplemental Instruction-Supported Courses – SI and Non-SI Groups, Spring 2017 – Spring 2020

		Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Total
								COVID-19 pandemic	
SI-Supported Courses Offered		2	2	8	5	11	8	7	43
SI Students	Enrolled	25	22	51	49	112	106	77	442
	Passed (C or Better)	20	18	37	33	86	69	49	312
	Pass Rate	80%	82%	73%	67%	77%	65%	64%	71%
Non-SI Group	Enrolled	17	17	105	38	100	78	72	427
	Passed (C or Better)	2	5	69	13	41	29	38	197
	Pass Rate	12%	29%	66%	34%	41%	37%	53%	46%

As seen in Table 5.5, the SI program has been successful, with an overall 71% of students enrolled in sections earning a grade of C or better (Standard 8). HCC’s SI program was recognized by the Community College Futures Assembly, naming the program as a finalist for its prestigious 2020 Bellwether Award. These awards are widely regarded as the nation’s most competitive and prestigious recognition for community colleges, and are the only awards evaluated by experts and practitioners in the field. An HCC student SI leader, the SI Coordinator, and HCC Dean of Academic Affairs presented at the 2020 Bellwether Conference. Recently, SI received \$30,000 from the HCC Foundation to continue its efforts.

Student Services Center

The creation of the new Student Services Center in Lafayette Hall (Standard 2) brought the major student support services in close proximity, along with an enhanced customer service system that improved service to students in the areas of admissions, financial aid, career and internship services, professional advising, counseling, and business services. Students access these services in one place, where they are met by a multi-disciplinary staff at a service desk to offer them immediate assistance with their needs. The close proximity of student services offices means that students won’t get “the runaround” and can talk with service providers from a number of offices at one time to identify and resolve their needs.

Counseling and Wellness Center

HCC is a diverse, non-residential urban commuter campus; [the Counseling and Wellness Center](#) is continuously working to create and offer culturally sensitive mental health and wellness services according to the specific needs of its student population. In 2019, the department hired a new director, and counseling staff bought in and developed new programming to support the mental health needs of HCC’s student body. The Center offers short-term counseling, referral services, and wellness programming. Counseling and Wellness is located in an easily accessible area of the campus and provides students with the ability to discreetly access services. The Director of Counseling and Wellness has developed ethical protocols and procedures for working with students.

The College continues to support and address the needs of students with mental health issues through mental health promotion events. Counseling and Wellness sponsors an annual Fresh Check Day,

received the Connecticut Healthy Campus Initiative Opioid Prevention Grant, a Substance Abuse and Mental Health Services Association (SAMHSA) grant, and has partnered with the JED Foundation to promote mental and emotional wellness and prevent suicide. In 2019, HCC became the first [JED Healthy Campus](#) in the Connecticut Community College system. In addition, the office sponsors substance abuse prevention workshops, including Overdose Prevention and Narcan Trainings for students, faculty, and staff.

The Campus Care and Support Team (CCAST) was established to provide crisis intervention and support to students in distress. The team, composed of faculty, staff, and security, was designed to respond to mental health crises on campus. They developed educational resources to help faculty and staff deal with crisis on campus.

In 2020, Housatonic established the first All-Recovery Campus Meeting in the Connecticut Community College System. A partnership with the Connecticut Community for Addiction Recovery (CCAR) provided free drop-in Recovery Coach support for students, faculty, and staff to promote sobriety, recovery from addiction, and mental health awareness. In 2020, the Center partnered with the FBI to hold a public Sex Trafficking Education Conference, and in 2019-2020 they partnered with AmeriCorps Prevention Program to conduct substance abuse and opioid prevention outreach on campus.

In summer 2021, the College began participating in the QPR (Question, Persuade, Refer) suicide prevention training and train-the-trainer programs. The Dean of Students, Dean of Academic Affairs, and some faculty and staff are now train-the-trainers certified. Starting in Fall 2021, the system invested in [TimelyCare](#) telehealth services for students, making virtual mental health services available so that more students will be able to access them.

Career Services

[The Office of Career Services and Internships](#) offers students access to on- and off-campus jobs, internships, and recruitment activities throughout the year. The Office also assists students with resume and cover letter writing and interview preparation. The career readiness competencies developed by the National Association of Colleges and Employers (NACE) are incorporated into the services the office provides for students. The NACE competencies for a career-ready workforce include: career & self-development; leadership; communication; professionalism; critical thinking; teamwork; equity & inclusion; and technology.

The Office utilizes career interest assessments, online job boards, interview software, major, career, and labor market information, as well as comprehensive career advising to assist students to reach their professional and personal goals. Some of these opportunities target internships and jobs for female, LGBTQ, Black, Latinx, and Native American students. In 2018-2019, Career Services moved from the Office of Academic Affairs to Student Services in order to have a front-end approach and help students think about career readiness early on in their college journey.

Career Services has worked closely with area employers to offer a variety of opportunities for students. They have organized an annual job fair, mini sector-specific recruitment events, and career informational sessions, bringing employers such as ASML, Lockheed Martin, Bridgeport Hospital/Yale New Haven, AmeriCorps, and Amazon to campus to meet students. The Office has also cultivated relationships and shared the college's program information with businesses, community-based organizations, schools, and government agencies to develop partnerships for off-campus jobs, internships and volunteer opportunities for students.

To serve students for whom the cost of professional attire is a barrier to better opportunities, the Office of Career Services created a Career Closet in 2018. Hundreds of professional items were donated by faculty, staff, and HCC Foundation Members in fall and spring. Students in need of this attire for job interviews or professional presentations may access the clothes at scheduled Career Closet Events.

Food Pantry

In partnership with The Storehouse Project, The Council of Churches of Greater Bridgeport, and the AmeriCorps VISTA Connecticut Food Justice Project, to address food insecurity on campus, HCC provides a [food pantry](#) service to current students, staff, and faculty. The pantry began in 2019 and was entirely mobile during the pandemic; a permanent onsite location was opened July 2021. This onsite food pantry, open daily, is stocked by a grant from Stop & Shop and the HCC foundation; in addition, weekly fresh food for students is supported with donations from the HCC foundation. Over 100 students are served monthly by the food pantry. Student testimonials demonstrate the pantry's effectiveness:

- “Very effective. It helps single family homes who tend to struggle due to the current economy and [their] economic status. Thank you!”
- “It has helped stretch my food budget.”
- “It has filled my home with more food.”
- “Many people benefit from it. People feel comfortable coming here.”

Student Clubs, Organizations, and Co-Curricular Activities

The college offers a variety of student clubs, organizations, and activities to complement students' academic lives. Housatonic's [42 clubs](#) include one of the only community college chapters of the NAACP, as well as a [Student Senate](#). The Student Senate President is also involved in the Student Advisory Committee put together by the BOR, where they can speak at appropriation meetings and lobby for policy change at the capital. Student clubs are open for all students to join and address the needs of a diverse student body including LGBTQ, Black, and Latinx students. Social activities include events such as March Madness Tournament, movie nights, paint night, game nights, Open Mic Night, Welcome Back Party, Halloween Trick or Treat, Chat & Chew with the President and the Deans, Student Appreciation Day and more. Cultural events include Hispanic Heritage Month, Day of the Dead party, Black History Month movie series, as well as musical presentations and panel discussions on topics of interest.

Campus events range from off-campus travel to on-campus workshops. Bus trips to NYC, Washington DC, Philadelphia, Eastern States Expositions, and Six Flags allow students to explore the greater New York-New England region. On campus, activities such as musical presentations, movies, leadership training and workshops, finals kickbacks, group exercise classes, and Health Fairs give students the chance to experience a vibrant and engaging campus.

Many activities allow Housatonic's students to broaden their academic skills and experiences. HCC students attend conferences such as the OER Summit, National Conference of Student Leaders (NCSL), Student Government Leadership Summit, Childhood Conservations Conference for ECE students, True Colors Pride Conference, NAACP Annual & State Conference, Harvard Hip-hop Conference. The College also provides the students with numerous community service opportunities such as March for Education, Thanksgiving Luncheon, Earth Day Cigarette Butt Pick Up, Community Garden clean up and rebuild, and the Mary Eady Book Award.

Educational tours and programming help students deepen their learning. The Criminal Justice Club participates in tours of the Connecticut State Police Academy and Garner Correctional Institution; they also invite officers to campus to provide students with information about police and career opportunities. The Business Club toured the New York City Financial District to learn more about business and finance; they also participate in financial literacy workshops for the student body. The campus STEAM club participated in a tour of the Yale Physics Lab. To create awareness of social issues, the College offers educational programming such as Alcohol Awareness and Prevention, Black Women in Higher Education panel, Financial Freedom Chat & Chew, NAACP World Health Day, Personal Finance Matters, Michelle Alexander book talk, The ABC's of Cannabis, Lecture on the Music Industry, and the Great Debate.

Phi Theta Kappa

[The Chi Rho chapter of Phi Theta Kappa](#) inducts students every Spring. The chapter is very active on campus. In 2017 and 2018, members assisted with online registration. Every year, the chapter runs booths at Fresh Check Day. Efforts such as these have garnered the chapter wider recognition. In 2018, the second year in a row, members of the Chi Rho chapter took 1st place for their entry into the Honors in Action Project at the Northeast Regional Phi Theta Kappa Conference. That same year, they also won second runner up in the “Distinguished Officer Team” and received the “Five Star Chapter Award.” In 2021, the chapter again received the “Five Star Chapter Award.”

Awards Night

Each academic year culminates with a College Awards Night. Forty-nine awards are handed out to graduating students based on their academic performance, scholarship, and involvement in College activities. Highlights include The Martha Flint Dean of Academic Affairs Prize (awarded to the graduating student with the highest GPA), The Elizabeth Lombardi Doane Endowed Scholarship/Honors Project Award (based on independent Honors Project work, awarded to a student continuing education in computer science, math, or engineering and used for attending another college), and the Outstanding Work Study Student Award (offered to an outstanding student assistant who has made significant contributions to his/her department, demonstrated personal and/or professional growth, and evidence of leadership development). Awards are presented by the faculty or staff person worked with most closely with the student during their academic career, and many awards come with a financial award.

Financial Aid

Housatonic's [Financial Aid office](#) provides financial aid through a well-organized program, serving students fairly and efficiently, be it in-person, via phone, email, or virtually (Standard 7, Standard 8). The Financial Aid Office aims for fair, accurate, and timely processing of documentation, reports, and files for students, counterparts, and collaborative agencies, making the accessing of aid and information flow smoothly for all parties involved. Via in-person appointments (when possible) and virtual appointments, the Financial Aid office (along with other partners on campus) offers professional assistance to students and community members who are completing the Free Application for Federal Student Aid (FAFSA). Housatonic follows the policies and procedures for record retention for Higher Education, as published by the [State of Connecticut website](#). Privacy and confidentiality of records follow the [Family Education Rights and Privacy Act \(FERPA\) guidelines](#).

APPRAISAL

Admissions

Housatonic Community College's application and acceptance rate remain consistent in the upper 90% range. However, the College will continue to increase its yield rate from acceptance to enroll ratio from the mid 40% to the middle to upper 50% range. The College can also develop a project focused on turning accepted applications into enrolled students. While the College has worked hard to recruit and retain students, in Fall 2021, over 400 students registered and then dropped.

High School Outreach

The College offers three forms of dual enrollment: High School Partnership (through admissions); College Connections (Advanced Manufacturing Technology Center); and College Career Pathways (Business, Allied Health, AMTC, and Early Childhood Inclusive Education).

Housatonic has addressed the pressing needs of local high schools asking for assistance with college-level opportunities for their high school students. For instance, the business department offers the following classes at six area high schools, serving over 250 students annually: Introduction to Business, Personal Finance, Marketing, Accounting, and Introduction to Software Applications. From 2018-2020, the Art department worked with Shelton High Schools to run two dual-enrollment art classes: Drawing and Ceramics. Drawing enrolled between nine and twelve students in the semesters it was run; Ceramics enrolled six students. In Fall 2019 and Spring 2020, Foreign Language faculty offered Elementary Spanish to local high school students, serving a total of 31 students. Starting with the class of 2025, all Connecticut high schools are required to offer foreign language courses; thus, this program will continue as needed.

The Admissions staff also teamed up with local technical high schools to offer language classes on campus. The technical high schools do not offer language classes and in some cases, this may hurt an applicant's chance of being admitted to certain selective colleges and universities. Through the joint efforts of both administrators and faculty, Housatonic offered Spanish 101 and 102 to these students in Fall 2019.

Undocumented Students

In June 2017, HCC Admissions and Financial Aid representatives discussed an action plan to identify the next steps needed to best support undocumented students. They created [the Undocumented Students landing page](#) with a host of resources, scholarship opportunities, application for AACTUS (new financial aid application for undocumented students) and information regarding eligibility for in-state tuition. Before this page was created, HCC did not have a resource page for this specific applicant population.

Center for Academic Progress (CAP)

The College's CAP program is a strong example of how the College's student services areas use data to make informed decisions (Standard 8). CAP staff track students' progress and look at three distinct metrics to determine where adjustments to programming, policy, and curriculum may need to be made. Student completion rates for programming (line 2 in Table 5.6) indicate how many students enroll and complete the online curriculum. CAP staff look at how many students completing the online curriculum subsequently advanced in their course placement upon retaking the placement test (line 3 in Table 5.6).

Finally, they look at the subsequent gateway course success (grade of C or better) for students who have taken a refresher program (lines 4 & 5 in Table 5.6), and at both the 1-year and 2-year completion rates.

Table 5.6 – CAP Refresher Program Enrollment, Gateway Course Placement (after Retest) and Pass Rates, AY 2014-2015 to AY 2020-2021

Refresher Program	Enrolled	Completed Curriculum		Of those who completed curriculum...					
				Gateway Course Placement Improved by At Least One Level after Retest		Succeeded in Gateway Course within 1 Yr		Succeeded in Gateway Course within 2 Yrs	
				(n)	%	(n)	%	(n)	%
COMPUTER-BASED PROGRAMS									
iMath	351	156	44%	108	69%	79	51%	90	58%
iEnglish	370	213	58%	117	55%	139	65%	151	71%
TOTAL – COMPUTER-BASED	969	508	52%	300	59%	305	60%	337	66%
ON-CAMPUS PROGRAMS									
Jumpstart Math	174	68	39%	40	59%	16	24%	25	37%
Jumpstart English	199	136	68%	50	37%	33	24%	56	41%
TOTAL – ON-CAMPUS	434	244	56%	115	47%	60	25%	98	40%
TOTAL - ALL PROGRAMS	1,403	752	54%	415	55%	365	49%	435	58%

Student Services and Co-Curricular Experiences

Orientation

Orientation of new students, as redeveloped under the Title III Grant, is a key student success measure. One aim of the grant was to have 80% of new, degree seeking students participating in an orientation program by the Fall of 2020, with an additional increase of 5% each subsequent Fall. In Fall 2018 and Fall 2019, student participation in orientation was not mandatory and only 26.7% and 23.1% of this population was participating. By making orientation the first step in the mandatory new student advising session, the College was able to get 93.9% of new, degree seeking students to participate in online orientation. Furthermore, in Fall 2018 and Fall 2019, the students attending orientation were retained from fall to fall at a significantly higher rate, 15 and 12 percentage points. Those students also completed more courses successfully (P, C, or higher) than those who did not experience orientation. The orientation redesign has also had a positive effect on equity in the accessibility of these campus services. The Hispanic or Latino new student population went from 9.68% completing orientation in Fall 2018 to 40.08% completing in Fall 2020 while the Black or African American population went from 5.9% to 26.06% completing during the same period. White student completion also improved during this time, growing from 5.21% to 21.30% completion.

Advising

The College continues to increase the number of new, degree-seeking students being advised. In Fall 2020, advisors served 93% of the new, degree-seeking student population, 10 percentage points up

from Fall 2019 (83%). Students who are advised show better retention rates than those who are not. Even with the ramifications of the pandemic, Fall 2019 students who were advised were retained at a higher percentage rate (44.6% vs 39.4%) than those who did not get advised. Successful course completion rates are slightly better in the advised group as well.

Beginning in Fall 2021, Advising moved to the Guided Pathways model, hiring 19 new Guided Pathways Advisors. [The Guided Pathways Advisors](#) (GPAs) provide advising, support, mentoring, and guidance to students under the Holistic Case Management Advising (HCMA) policy and the Guided Pathways Advising (GPA) program. HCC is aligned with best practices in terms of advisor-to-student ratios with a 1 to 250 ratio. GPAs are the primary point of contact for students from admission to completion. Advisors support students in the creation of an academic and career plan and are responsible for monitoring student progress on their plan, conducting outreach, and providing and coordinating resources, referrals, and support to facilitate student retention and completion and to eliminate equity gaps that exist for Black, LatinX, and other marginalized students. HCC was one of three community colleges in Connecticut to pilot the GPA program; all remaining community colleges will implement GPA by Fall 2022.

The College did not offer any virtual or extra services for online students pre-COVID-19. While HCC offered a complete online General Studies Degree, there was no specific online advising support for these students. All students were advised in person. As detailed in the COVID-19 Pandemic section, COVID-19 completely shifted the advising office's methods of student interaction, sharing of documentation, and data collection, resulting in improvements in reaching the online student population.

The process for advising new and continuing ESL students was significantly revised in summer 2018 to follow Guided Pathways principles. This included general advising "Q and A sessions" presented in all six-credit ESL courses by the ESL coordinator. This has contributed to an increase in enrollment amid system wide declining enrollment.

The Rigorous Intervention Summer Enrichment (RISE) Program

The RISE program, developed under the Title III Grant, is a free, voluntary summer learning community for new registered students with placement test scores putting them into specific developmental courses in their first Fall semester at HCC. RISE launched its first summer cohort in 2018. Enrollment doubled in 2019 but was significantly impacted by COVID-19, resulting in small cohorts in 2020 and 2021.

Tutors and professors work with RISE students over three to five weeks to improve student preparedness in Math and English. Successful program completion allows students to waive developmental courses and freshman seminar and instead start their college experience in college-level courses, bringing students closer to completion and graduation. These students have the added benefit of connecting with each other and Housatonic culture, professors, advisors, and tutors, easing the transition to college.

Comparing students who have completed college-level English and math successfully (C or above) in the first year with the Board of Regent's [Key Performance Indicators](#) (KPIs) shows that the program had a positive impact on the students' success in completing college-level math and English in their first year. Students who completed the Summer 2018 RISE program had an increase of almost 25 percentage points in successful completion of math and an increase of ten percentage points in English when

compared to all new HCC students. In Summer 2019, these comparisons were only notable in the college-level English completion. Unfortunately, the numbers of participants in the program have been small and these results may not prove to be consistently higher in larger groups.

Table 5.7 shows the overall success rates for students enrolled in RISE. In 2018, all students were in both Math and English (total enrollment 17). In 2019, all students except one were in both Math and English (total enrollment 34). In 2020, no students were in both (total enrollment eight). For the last three rows, success in a gateway course is defined as a C or better in English 101 or Math 137 (or higher).

Table 5.7 – CAP RISE Program Enrollment, Gateway Course Placement (after Retest) and Pass Rates, AY 2018-2019 to AY 2020-2021

RISE Program	Enrolled	Completed Curriculum		Of those who completed curriculum...					
				Gateway Course Placement Improved by At Least One Level upon Retest		Succeeded in Gateway Course within 1 Yr		Succeeded in Gateway Course within 2 Yrs	
				(n)	%	(n)	%	(n)	%
	(n)	(n)	%	(n)	%	(n)	%	(n)	%
RISE Math	56	52	93%	32	62%	16	31%	16	31%
RISE English	58	53	91%	42	79%	30	57%	31	58%
TOTAL	114	105	92%	74	70%	46	44%	47	45%

The RISE program was started in 2018 and has been funded under Title III, which ends during the 2021-2022 academic year. The Center for Academic Progress is in the process of fully integrating the RISE program into their suite of supports for students both before and during enrollment; this will be completed by June 1, 2022. CAP will run free on-campus math and English sessions over the summers, beginning summer 2022, for students seeking to prepare for non-credit and gateway English and math courses. CAP will also offer Academic Coaching to students in the summer and subsequent semesters, also at no cost to students.

Family Economic Security Program (FESP)

In collaboration with Fairfield County’s Community Foundation’s Fund for Women and Girls, the College received a two-million-dollar grant to develop the [Family Economic Security Program](#). Beginning in the Fall 2015 semester, the program provided academic and life coaching, career advising, financial literacy assistance, and scholarships to 400 students balancing college, work, and family.

By Spring 2019, FESP enrolled 413 students, exceeding the program target of 400. The students enrolled were in the target populations: most were women, Black or African American or Hispanic or Latino, and low income (a median of \$16,000/year). As the program expanded, demographics shifted. For example, the percentage of women in the program decreased from 97% in Fall 2015 to 67% in Fall 2018. The increase in males is generated, in part, by the addition of the Advanced Manufacturing Program. However, this only accounts for 18% of the males in the program. On average, FESP students are younger. The percentage of students with child dependents has decreased from 81 to 32 percent.

FESP coaches provided a high volume of services to students. From Fall 2017 to Spring 2019, the program logged 2,030 achievement coaching sessions and 403 career coaching sessions, for a total of 1,862 hours. Financial barriers were by far the most common issues addressed, with 49% of students needing help in this area. Between 10 and 20 percent of students utilized the emergency fund per

semester, for a total disbursement of over \$57,000 from Fall 2017 to Spring 2019. Scholarship funds increased dramatically as cohorts grew. From Fall 2017 to Spring 2019, the program disbursed over \$363,000 in scholarship funds.

Program retention and completion for FESP students were near targets. The percentage of students who were still in the program (31%) or had transferred (13%) or graduated (31%) was near the target of 85% of those who were enrolled. The FESP graduation rate surpassed the rate for all HCC students by 30 percentage points. The program was near target outcomes for participant satisfaction, with 82% of students who responded to the end of the year survey rating the Achievement Coaches as useful. While the FESP program experienced much success, it did fall short of a few outcomes. For example, the program fell short of performance targets for the number of students creating a personal budget, improving their credit scores, and having \$500 or more in savings, demonstrating participants' continued financial struggles (Standard 8).

Since Fall 2017, HCC has absorbed two FESP staff positions into the college budget. The HCC Foundation continues to raise scholarship funds through private and corporate donations. Starting in Fall 2021, FESP 2.0, funded by the HCC Foundation, began recruitment of new students for the program.

Financial Aid

Starting in Fall 2017, the Financial Aid Department began efforts to combat over-borrowing and utilize other solutions to help bring more financial aid awareness to students (Standard 8). Staff speak to all students requesting loans via in-person meetings, email, or virtual appointments. The office conducts one-on-one counseling with new loan borrowers using the Direct Loan Entrance Counseling Brochure from Federal Student Aid. Staff urge students to read through the brochure and complete the "Student Contact Information and Acknowledgement" and "Your Rights and Responsibilities as a Borrower" sections to verify that they personally acknowledge what they've read before discussing their requested loan amounts. Since the pandemic necessitated the move to more virtual communication, the Financial Aid Office also sends students initially requesting federal student loans to the [Federal Student Aid](#) website to complete the Direct Loan Entrance Counseling and Master Promissory Note online. For students visiting the office in person, the booklet is given to the student to keep and use as a reference guide for future student loan questions. Students are asked if they have any questions regarding their rights and responsibilities as a student loan borrower throughout the entrance loan counseling process. If the student does not have any questions, they complete the in-office loan request form, which is used to discuss the actual loan amount the student is requesting and as a guide to make sure students are not over-borrowing. In these ways, the Financial Aid office consistently takes a more conservative, thoughtful, and informative approach with students who take out federal student loans. Finally, the CSCU System Office is currently solidifying a contract with the Educational Credit Management Corporation Foundation (ECMC) for all 12 community colleges and the four state universities to help student loan borrowers manage their debt.

PROJECTIONS

- HCC will implement the Retention Plan strategies that include: holistic case management advising with student caseloads assigned to each advisor, intake surveys to determine student success needs, and CRM Advise.
 - Who: Dean of Student Affairs, Student Success Committee
 - When: by Fall 2022

- Three mentoring programs will be implemented to support connection and retention of Housatonic students. These programs are a peer mentoring program, PASS (Promoting Academically Successful Students), and a community-based mentoring program.
 - Who: Dean of Student Affairs, Advising Teams
 - When: by Fall 2022
- Surveys will be conducted to gather information from non-returning students to determine the reason for non-return, and a survey will be sent to Housatonic graduates to understand their experience and future plans.
 - Who: Dean of Student Affairs, Student Success Committee
 - When: by Fall 2022

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

3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)
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? Number of Faculty by category

Full-time	80	74	73	73
Part-time	309	257	182	160
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Total	389	331	255	233

Percentage of Courses taught by full-time faculty

52.3%	47.6%	56.7%	62.95%
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? Number of Faculty by rank, if applicable

Professor	34	32	33	34
Associate	18	19	17	16
Assistant	15	12	14	13
Instructor	11	8	6	7
Other; specify below:				
Lecturer	2	3	3	3
Total	80	74	73	73

? Number of Academic Staff by category

Librarians	5	5	5	5
Advisors		1	2	1
Instructional Designers	8	8	7	6
Other; specify below:				
Curators (25-4012)	1	1	1	1
Other Education, Training, and Library Occupations (25-9000)	28	19	18	15
Education, Training, and Library Workers, All Other (25-9099)	10	16	15	12
Total	52	50	48	40

Please enter any explanatory notes in the box below

**Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)**



3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)
------------------------------	------------------------------	-----------------------------	-----------------------------

Highest Degree Earned: Doctorate

Faculty		8	5	4	5
	Professor				
	Associate	1	2	3	2
	Assistant	1	3	3	2
	Instructor	4	1	1	2
	No rank				
	Other: Lecturer		1		
	Total	14	12	11	11

Academic Staff	Librarians				
	Advisors	2	1		
	Inst. Designers				
Other; specify*					

Highest Degree Earned: Master's

Faculty		26	27	29	29
	Professor				
	Associate	17	17	14	14
	Assistant	13	8	9	9
	Instructor	6	6	5	5
	No rank				
	Other	2	2	3	2
	Total	64	60	60	59

Academic Staff	Librarians	6	6	6	6
	Advisors	16	13	12	11
	Inst. Designers	3	5	4	7
Other; specify*					

Highest Degree Earned: Bachelor's

Faculty					
	Professor				
	Associate				
	Assistant	1	1	1	1
	Instructor				
	No rank				
	Other				
	Total	1	1	1	1

Academic Staff	Librarians				
	Advisors	11	11	9	10
	Inst. Designers	4	3	3	
Other; specify*					

Highest Degree Earned: Professional License

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

Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

* Please insert additional rows as needed

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 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor	34		32		33		34	
Associate	18		19		17		16	
Assistant	15		12		14		13	
Instructor	11		8		6		7	
No rank								
Other: Lecturer	2	234	3	232	3	174	3	160
Total	80	234	74	232	73	174	73	160

Number of Faculty in Tenured Positions

Professor	34		32		33		34	
Associate	15		15		13		13	
Assistant	5		2		3		3	
Instructor								
No rank								
Other								
Total	54	0	49	0	49	0	50	0

Number of Faculty Departing

Professor								
Associate	1							
Assistant			1		1			
Instructor	5				1		1	
No rank								
Other					1		2	
Total	6	0	1	0	3	0	3	0

Number of Faculty Retiring

Professor			4		3		2	
Associate	1		2					
Assistant			1					
Instructor								
No rank								
Other								
Total	1	0	7	0	3	0	2	0

Fall Teaching Load, in credit hours

Professor	Maximum	18		21		21		21	
	Median	15		15		14		12	
Associate	Maximum	20		21		24		20	
	Median	15		15		15		15	
Assistant	Maximum	21		18		18		19	
	Median	12		12		12		12	
Instructor	Maximum	21		21		18		21	
	Median	15		16		15		18	
No rank	Maximum								
	Median								
Other	Maximum	12	6	15	6	12	6	15	6
	Median	12	3	12	3	12	3	14	3

Explanation of teaching load if not measured in credit hours

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(Fall 2018)		(Fall 2019)		(Fall 2020)		(Fall 2021)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty by Department (or comparable academic unit); insert additional rows as needed

Behavioral & Social Sciences	14	60	10	59	13	49	13	38
Business	9	30	10	23	9	18	10	16
First Year Studies	16	39	13	42	14	14	11	14
Humanities	17	54	17	57	19	44	19	45
Math/Science	22	51	19	50	20	40	20	40
Unknown						22		24
Total	78	234	69	231	75	187	73	177

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (FY 2023)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	40	95	135	135
Male	33	82	115	115
African American	7	18	25	25
Hispanic/Latino	2	7	9	9
Multiple Races	1		1	1
Asian	3	3	6	6
White	59	139	198	198
American Indian			0	0
Unknown Race/Ethnicity	1	10	11	11
TOTAL	73	177	250	250
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (FY 2023)
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	27		27	27
Male	12	1	13	13
African American	10		10	10
Hispanic/Latino	9		9	9
Multiple Races			0	0
Asian	5		5	5
White	14	1	15	15
American Indian				
Unknown Race/Ethnicity	1			
TOTAL	39	1	40	40

Please enter any explanatory notes in the box below

Current year data for Fall 2021 term only.

Standard 6: Teaching, Learning, and Scholarship

DESCRIPTION

Faculty and Academic Staff

At Housatonic Community College, teaching, learning, and scholarship are housed in Academic Affairs. As of FY 2020, the College employed 74 full-time faculty (49 of whom had tenure), with 32 at the rank of professor, 19 at the rank of associate professor, 12 at the rank of assistant professor, eight instructors and three lecturers (temporary full-time positions). The College also employs 231 adjunct faculty. Faculty are highly qualified (credentials align with NECHE requirements); almost all hold at least one post-graduate degree. Those who were hired with exceptions are required to obtain their master's degree within six years of their hire date. Credentials are maintained by Human Resources, and other relevant documentation is stored in faculty Professional Files, located in the CEO's office.

The College's 49 academic staff members include staff working in the Academic Support Center, the Center for Academic Progress, the Library, Continuing and Professional Education, Educational Technology, Media Services, the Early Childhood Lab School, and the CCP/Perkins-High School Partnerships.

The academic administrative structure of the College consists of the Dean of Academic Affairs, department chairs, program coordinators, and directors. Academic Affairs includes five academic divisions, each headed by a Department Chair: Humanities, Behavioral & Social Sciences, Business, Math and Science, and First Year Studies. Department chairs are elected through a ballot process by the faculty within each department every three years and approved by the College's Administrative Team. Responsibilities, salaries, workload, tenure processes, and criteria for evaluation of faculty and academic staff at the College are largely determined by statewide bargaining agreements. The Congress of Connecticut Community Colleges (4c's) Contract applies to full-time faculty, professional staff and adjunct faculty.

Part-time lecturers and Educational Assistants are now searched for collectively under Connecticut State Community College. These changes were made to ensure the diversity of candidates. Hiring under this new system has delayed the process of hiring for critical roles in teaching and learning (Standard 7).

Housatonic Community College is an affirmative action/equal opportunity institution and does not discriminate on the basis of race, creed, religion, color, gender, gender identity, sexual orientation, age, disability, genetic information, maternity leave, military service, or national origin in its education programs or employment. This policy is posted on the College's [website](#). The College's Diversity Awareness Committee is charged with promoting and furthering the commitment to create an inclusive climate and initiatives to increase diversity.

Through the collective and collaborative work with the [CSCU Equity Council](#), HCC will be better positioned to address any barriers to access for employees and students served. The CSCU Equity Council works to collaborate with councils, workgroups, and other stakeholders to cultivate equitable policies and practices that guide faculty, staff, and administrators. In addition, this council will leverage resources for training and professional learning opportunities for campus stakeholders and will work with subject matter experts to promote an inclusive, responsive, and anti-racist culture.

Connecticut State Community College commits to bold and disruptive change by actively identifying, naming, and dismantling structural racism, systemic poverty, and other barriers caused by marginalization; establishing equitable and anti-racist policies and practices; and empowering students, faculty, staff, and administrators to advance racial, social, and economic justice.

Additionally, through CSCU Human Resources Shared Services (HRSS), mechanisms are already in place to ensure equity and equal opportunity are the foundational framework for every search and selection process. These efforts, combined with campus leadership's commitment to enhance the college workforce and ensure it reflects the students that the college serves, put HCC on track to break down barriers related to equal opportunity and equity.

Housatonic continually assesses faculty and academic staff hiring needs by analyzing student enrollment data, program reviews, and input from the Dean of Academic Affairs, department chairs, and program coordinators. HRSS coordinates the hiring process for all full-time positions at the College; in addition, the Dean of Academic Affairs, the campus CEO, and the regional CEO all must approve requests. Position postings are written in consultation with academic departments, Dean of Academic Affairs, and the CEO to reflect the College's commitment to recruiting diverse faculty and staff. Minimum and preferred qualifications are vetted through faculty and HRSS and listed in position postings to guarantee the recruitment and employment of highly qualified faculty and staff. Once postings have been approved by HRSS and the CEO, vacancies are distributed via College email, posted on the College [website](#), and in local, regional, and national newspapers and publications, and listed in professional journals. An HRSS committee performs an initial scan of applications to ensure there is a diverse pool of candidates.

Once designated, the search committee chair appoints committee members. Search committees are composed of three members who are expected to be diverse in race and gender and reflective of the campus community. If possible, the system prefers that one member of the committee be from another college in the same region. All search committees are required to meet with HRSS (or HRSS designee) for an overview of the process, discussion of ethics, and adherence to the [Connecticut Board of Higher Education Policy on Affirmative Action, Equal Opportunity & Diversity](#). Interview questions are vetted by HRSS. Search committees review application materials, select candidates to interview based on standardized criteria, conduct interviews that include a teaching demonstration, and recommend candidates for final interviews with the Dean of Academic Affairs and the department chair. The search process for adjunct faculty is also overseen by HRSS, in consultation with department chairs.

Faculty and professional staff salaries are determined by the [4C's Contract](#). This contract ended in June 2021 and is currently being renegotiated. As Connecticut state employees, all faculty and professional staff are required to adhere to the State Ethics Commission's rules and regulations, including an ethics training required of all employees every year.

A decrease in the number of course sections offered in recent years has resulted in a corresponding decrease in the ratio of part-time lecturers to full-time faculty from 324:71 in Fall 2011 to 228:72 in Fall of 2019, with 46% of college courses taught by part-time lecturers.

In addition to teaching, all full-time faculty are contractually obligated to participate in student advising (Standard 5) and hold office hours. Faculty attend department meetings, faculty meetings, and community meetings, all held monthly. As outlined in the Collective Bargaining Agreement, all faculty hired prior to July 2017 may complete additional responsibilities (AR) or elect to teach a fifth course in place of AR. Additional responsibilities must fall into one of three buckets: system office work; campus work, or other. Full-time faculty submit Additional Responsibilities Proposals for the upcoming academic

year by May 15, reports on their mid-term progress by December 1, and reports on their years' AR work on June 1. Proposals are approved by the Dean of Academic Affairs and returned to faculty by June 1st. Per Article XVIII of the Collective Bargaining Agreement, faculty attend an annual Professional Development Day during the academic year and are also required to attend graduation.

The Collective Bargaining Agreement specifies teaching and workload requirements in and out of the classroom. Faculty Additional Responsibilities Reports were maintained by the Dean of Academic Affairs until Spring 2021; beginning Fall 2021, they are maintained by the Dean of Academic Affairs but made visible to the System Office. Faculty hired after July 2017 teach five courses per semester and are not required to complete Additional Responsibilities, but still must complete the activities required for promotion and tenure, such as committee work and community service.

Faculty evaluation is managed and supported by department chairs under the guidance of the Office of Academic Affairs and based upon criteria consistent with the Board of Regents' policy and Collective Bargaining Agreements. Full-time faculty members are evaluated once a year for the first two years of their appointment, every three years thereafter, and every five years thereafter if holding a tenured appointment. The evaluation process includes a pre-classroom-observation form, a class observation by the faculty member's department chair or program coordinator, a self-evaluation and professional development plan written by the faculty member, and an overall evaluation written by the department chair or program coordinator. To conclude the process, the department chair or program coordinator meets with the faculty member to discuss the final write-up, and then either suggest edits or sign the evaluation. All forms are provided by the union, and all these documents are maintained in faculty professional files.

Part-time faculty are evaluated either by the department chair or by a senior full-time faculty member who fulfills this obligation as part of additional responsibilities. The teaching evaluation, written by the observing faculty and signed by the part-time faculty member and the department chair, is the only component of the part-time faculty evaluation process and is maintained in the part-time faculty member's professional file.

All full-time academic staff are evaluated on the same schedule as full-time faculty and also use union forms. The staff member completes a self-evaluation, and the director and the employee then meet to discuss employee's performance. The director then writes up the evaluation, including any information raised in the meeting. The employee is invited to meet once again to discuss the final write-up, and then either suggest edits or sign the evaluation. The evaluation is then sent to the Dean of Academic Affairs, and a copy is placed into the employee's department file.

Students complete course evaluations (Standard 8) after each teaching semester (fall, winter, spring, and summer). Course evaluations are completed online, and the results are available to the faculty about a month after the semester ends. Copies of these student evaluations are kept in faculty professional files, located in the CEO's office. Course evaluations are heavily promoted each semester via social media and on the College website.

Faculty and staff Promotion and Tenure Applications are located on the HRSS [website](#). Candidates for promotion must show continuous professional growth. Forms, along with resources and examples of successful applications, are also found on the [4C's website](#). Promotion and Tenure committee membership is per the Collective Bargaining Agreement. The CEO selects the management members, and tenured faculty and staff committee members are elected by bargaining unit members. HRSS

charges the committee in consultation with the 4Cs union. The committees makes a recommendation to the CEO, who in turn makes the final decision on the candidate's promotion or tenure.

Through the collective bargaining process between the 4Cs Union and the Board of Regents, faculty and professional staff at Housatonic Community College have access to professional development funds that can be utilized for, but not limited to, "tuition & fees for course work relevant to the member's employment; conference, seminar, and workshop fees relevant to the member's employment; professional memberships relevant to the member's employment, and related travel." Recent examples include:

- A foreign language faculty member participated in the EF College Study Global Educator Symposium in Lisbon, Portugal (Jan. 2019);
- A First Year Studies math faculty member completed graduate classes in mathematics education for an Advanced Certificate in mathematics education (Fall 2019-Spring 2021);
- An Art faculty member attended the American Institute of Graphic Arts Design Conference in Pasadena, California. This multi-day conference focused on design and current trends in the Art World; the faculty member was also able to visit several museums and galleries in the Pasadena area (2019);
- An academic staff member enrolled in computer science classes to further the ability to help students in that area (2020-2021);
- Several academic staff members are currently pursuing Masters' Degrees in relevant fields.

In Fall 2021, Professional Development funding was on hold until October due to contract renegotiations.

Awards are available at both the system and campus level to recognize outstanding faculty. The [Board of Regents Faculty Awards](#) recognize excellence in teaching or research/creative/scholarly work by full-time, junior faculty members of the Connecticut State Colleges & Universities. These awards, given to faculty across the entirety of the CSCU System, include Teaching Awards, Scholarly Excellence Awards, and Adjunct Faculty Teaching Awards. In 2018, 2020, and 2021, Housatonic professors (of Biology, English, and History, respectively) won the CSCU system-wide Teaching Award. The College also offers yearly Merit Awards for faculty and staff demonstrating unusual service, superior performance, exceptional duty, or excellence in teaching. All principal (20 hours per week or greater) bargaining unit members of the unclassified AFT, AFSCME, and Congress Bargaining Units are eligible for these awards. In the amount of \$1,500 each, Merit Awards are paid from Collective Bargaining Agreement contract funds. Funding for awards in the 2021-2022 AY is still being negotiated.

Sabbaticals for full-time faculty and academic staff are another form of professional development funded by the College. The application and approval process for sabbatical is outlined in Article XVii of the [4C's contract](#) and, in the past ten years, the College has funded two sabbatical projects. In one Sabbatical project, a Journalism faculty member worked with an international non-profit organization whose mission is to link East and West; he used his research to revise curriculum to include cross-cultural issues relevant to his field, and learned how to use low-threshold technology for reporting, writing, and photography. Some of this work became part of a new "Mindfulness in Literature" course. In the other project, an Art faculty member visited 15 Colleges and Universities along the east coast from Florida to Massachusetts to explore their Art and Graphic Design Programs and to research other schools' art and graphic design classrooms. This project helped him learn how the art department could utilize HCC's new art space (then under construction) and what equipment was necessary to help expand art programs at the College.

Teaching and Learning

Faculty focus on teaching excellence, and they are committed to student success. The knowledge and professional development of faculty is essential for maintaining and improving academic programs. Expectations for learning are outlined for each course taught at HCC; all course outlines are available on the HCC website for student review and for faculty to include in their course syllabi. Faculty are expected to follow course outcomes, as well as to adapt their teaching based on student needs.

Academic Freedom is fundamental to the work of the College's faculty and academic staff and is protected under Article VI of the [4C's contract](#) agreement. In the past ten years, no grievances for violation of academic freedom have been filed. Faculty choose their own teaching procedures and course materials to meet the course outcomes. The Dean of Academic Affairs oversees all courses and is responsible for verifying consistent learning experiences for all students regardless of instructor and instruction modalities.

The [Center for Teaching \(CFT\)](#), a state-wide professional development organization with members and officers on each campus, supports faculty development by providing programs designed to enhance teaching effectiveness while nurturing the talents that make each educator unique. Housatonic's CFT is run by an HCC faculty member (the CFT Coordinator), and CFT work is supported by the Dean of Academic Affairs. Both full-time and part-time faculty are invited to CFT events.

The CFT campus space, renovated in 2018 to include a lounge area and enhanced technological capability, is a valued resource for faculty. The CFT Coordinator works in close conjunction with faculty to plan events, and often asks faculty to lead CFT events, surveying faculty on topics and areas of interest. Workshops offered in the past two years include: TILTed (Transparency in Learning and Teaching) Assignments; Retention Strategies; Speaking Across the Curriculum-Helping Students Find Their Voice; and The Undercover Professor. The CFT has also developed partnerships with other campus groups, such as the HCC Men's Center, to read and discuss books such as Dr. Bettina Love's *We Want to do More Than Survive*.

The CFT also promotes and engages faculty in state-wide CFT initiatives, such as the [Barnes Teaching Seminar](#) and [Pathways to Teaching Success](#) workshops. In 2018, as part of a statewide initiative, HCC faculty, both full-time and part-time, participated in the Teaching Squares program. The Teaching Squares program used a non-evaluative process of reciprocal classroom observation and self-reflection to provide faculty with new insight into their teaching. HCC had the most participants among all 12 community colleges with a total of 11 faculty participating (nine full-time and two part-time).

Each Spring, the CFT Coordinator works in conjunction with the Dean of Academic Affairs to plan Faculty Professional Development Day. Under the CFT, this day has become more productive and meaningful for participants. Planning begins with a survey of faculty to determine need; in 2018, for example, 70% of the faculty surveyed selected Active Learning Techniques as the most wanted topic. As a result, Martha Bless, Educational Consultant and Director of Programs for the Association of College and University Educators (ACUE), visited the campus and delivered an engaging workshop demonstrating active learning techniques and growth mindset. Fifty-five faculty, both full-time and part-time, attended. Thirty-three faculty submitted a survey at the conclusion of the event and rated the usefulness of the Active Learning Techniques workshop a 4.2 out of 5.

As part of the ongoing professional development of faculty and staff, the College has offered a variety of workshops, events, and training opportunities. Two workshops focusing on equity and social justice

issues in higher education were offered in 2019, both conducted by Dr. Veronica Keiffer-Lewis. In Summer 2020, HCC offered Unconscious Bias webinars to faculty and staff. These workshops resulted in improved instructional techniques; for example, faculty recently worked to make materials more accessible to all students, starting with course syllabi.

HCC was one of two community colleges in Connecticut that participated in a pilot project designed to enhance faculty and student success. ACUE offered the course in Effective Teaching Practices to 15 faculty participants in Spring 2017. Participating faculty earned a nationally recognized Certificate in Effective College Instruction endorsed by the American Council on Education (ACE). While the program was extremely well-received and useful for all who participated (Standard 8), the needed funding to continue the course was not available.

From 2015 to early 2019, the Educational Technology department had only one staff person, a director. The director conducted many one-on-one trainings, until an additional full-time person was hired. At that time, the Educational Technology department began offering training and workshops. Under the Dean of Academic Affairs, Educational Technology and Media Services merged, and now has a budget and has hired additional staff.

Every online faculty member is provided with training in the Blackboard content management system, and training is offered to all faculty whether they are teaching online or not, to encourage use of online tools even in the traditional classroom (Standard 4). By 2023, the system plans to require all online instructors to be iTeach-certified.

Currently, all faculty teaching online are strongly encouraged to earn their iTeach certification, which is offered through the College's Educational Technology department, as well as through the other community colleges in the system. iTeach begins with The Best Practice in Online Pedagogy (BPOP) course, an intensive online 6-week course focusing on topics that are paramount to facilitating online learning. This course was developed by the Connecticut State Colleges and Universities (CSCU) system. To complete the iTeach certificate, after completing BPOP, faculty schedule an online Tech Badge Test with the Director of Educational Technology.

In response to increased demand for online classes, the College set into motion plans to require iTeach certification for all online instructors; before these plans could be implemented, the COVID-19 pandemic shut down the campus, and most faculty began the move to online teaching out of necessity. As discussed in the COVID-19 section, many faculty took it upon themselves to earn their iTeach certification following the Spring 2020 shutdown.

Staff in the Academic Support Center (ASC), which includes the STEAM Center of Excellence, the Writing Center, and the Center for Academic Progress (CAP), assist student learning in a variety of ways (Standard 5). Both professional tutors and student tutors are on-hand to work with students one-on-one or in small groups, by appointment or drop-in. Several science professors hold review sessions and office hours in the ASC. In 2019, the ASC used grant funds to purchase enhanced STEM supplies, including models, games, and books. Students may also borrow lap-tops and other equipment. The CAP offers placement test preparation, tutoring, and advising. The CAP also works closely with the First Year Studies Department to support students in Intensive MAT and ENG courses (Standard 5).

College librarians support the General Education Core Competency of "Continuing Learning & Information Literacy" in several ways. A College librarian provides Library instruction to all students enrolled in ENG 094 and ENG 101. This instructional session consists of a lecture with a follow-up assignment and assessment, so students benefit from the immediate practice of these skills. Librarians

will adapt and present Library instruction to other classes from various disciplines upon request. In addition to in-class information literacy presentations, librarians use guides, tutorials, and quizzes to reach and teach students in all modalities. Table 6.1 shows how often classes and students have accessed Library services and instruction in the past three academic years.

Table 6.1 – Library Services Statistics, AY 2017-2018 to AY 2019-2020

	AY 2017-2018	AY 2018-2019	AY 2019-2020
Patronage and Circulation			COVID-19 pandemic
Patron Count*	-	111,505	73,361
Circulation	21,460	26,012	16,151
Interlibrary Loan - Loaned	439	510	252
Interlibrary Loan - Borrowed	48	62	41
Databases - Full Text Retrievals	85,817	94,062	86,399
HCC Library Website - Unique Views	43,089	44,147	38,768
Research and Assistance			
Reference Desk	3,625	4,032	3,484
LibGuides - Total Views	10,868	15,008	20,563
FAQs - Total Views**	-	-	161
Instruction			
Classes	52	130	124
Students	819	2,160	1,750

* Incomplete data for AY 2017-2018 patron count.

** New feature for AY 2019-2020.

The HCC Library works consistently to strengthen partnerships with faculty and enhance students' classroom experiences. The Library has developed [Lib Guides](#) to assist with research in other subject areas using Springhare LibGuides (online guides for classes and topic areas). These active content management tools allow librarians to create a website that supports students by highlighting the best resources for a subject area in multiple formats. Housatonic librarians have worked in collaboration with faculty on creating LibGuides for all the major subject areas at the College, in addition to LibGuides covering specific classes and topic areas. These guides have been integrated into both Blackboard and the Library [website](#).

The Library also develops programming to complement and enhance student learning. For example, Writers in the Housatonic Classroom brings local writers to campus every other semester to discuss their work and the writing process. A librarian arranges the visit to occur in conjunction with Creative Writing and Literature and Composition class times. Additionally, from 2016-2019, a librarian spearheaded a [One Book One College](#) (OBOC) program. The goal of OBOC, which collaborated with the CFT and Writers in the Housatonic Classroom, was to build a sense of community at Housatonic through a shared reading and learning experience. The program included reading groups, bringing the author to campus for a talk, and other events. In 2016 and 2017, OBOC events hosted 360 and 230 people respectively. In 2019, there were 401 attendees. Despite these large audiences, there was not enough budget or administrative support to continue the program and writing the grants necessary to keep the program running was not sustainable.

In 2016, HCC was awarded a \$100,000 grant from Achieving the Dream to create a fully Open Educational Resources (OER) General Studies degree path. Math faculty, early adopters of OER, led the pursuit of this grant. Faculty from every discipline rose to the challenge of reusing, remixing, revising, retaining, and redistributing their own open educational resources to help students have more affordable access to their education. This work was supported by funds provided through the grant to compensate faculty for the considerable time spent on researching and curating, and sometimes writing and creating, these resources.

The Dean of Academic Affairs provided full support for campus wide OER, the OER Coordinator, and inclusion of OER in Additional Responsibilities for faculty. As a result of OER being part of AR, there was a significant increase in OER courses in 2019-2020. HCC became a model in the OER System-wide Council. Additionally, an HCC faculty member serves as the community college representative for the state-wide [Connecticut OER Coordinating Council](#).

OER adoption has continued to grow at HCC (Standard 8), with up to 209 sections per semester meeting the criteria for “no or low-cost textbook” (NoLo). OER and NoLo designation is located on course search for students building schedules. Faculty currently using OER resources are supported by other grants, such as Connecticut State Colleges and Universities mini grant program, which awarded various faculty members \$3000 for work completed in 2019, and Connecticut State OER grant program, which awarded \$3500 for work completed in 2020. To date, HCC students have saved over \$2.7 million because of faculty efforts. By making extensive use of OER or low-cost materials, the College helps to make education more attainable for all students (Standard 8).

Faculty members mentor many discipline-based student clubs, organize field trips, supervise internships, and bring community organizations and employers to campus. For example, each year the College holds the Voluntary Income Tax Assistance (VITA) program for households earning less than \$57,000. Through this program, overseen by two Business faculty members and run in partnership with Connecticut Association for Human Services (CAHS), students are trained by the IRS to provide income tax assistance. Housatonic has offered this program to the greater Bridgeport community for 14 years; it has been held on site at HCC since 2019. In 2019, 34 volunteers, including seven students, prepared 820 returns; in 2020, 39 volunteers, including 11 students, prepared 732 returns. Faculty and academic staff also lead Financial Literacy Workshops.

Math and Science faculty organize the College’s annual STEAM Fest, which brings experts in the fields of science, technology, engineering, art, and math to campus, while also inviting students to present their research. Under faculty guidance, the STEAM Club opened a community garden on campus. Such extra-curricular programming reinforces program standards, professional expectations, and opportunities for further study and employment. The College is a STEAM Center of Excellence and is seeking National Science Foundation funding.

Faculty-led activities increase awareness of the College as an accessible and inviting place for information, study, and professional development, as well as help students develop professional identities and make connections to the professional world they will enter after graduation. The Business Department faculty prepare and help students participate in practical, real-world experiences and opportunities. The Elevator Pitch Competition allows students to share product ideas, innovative services, or a start-up plan at any stage of development. Over the last five years, on average 13 HCC students have participated at the Community College level every semester; they are funded in part by Education Innovation and Research (EIR) money. HCC students place either 1st or 2nd, and some years place 1st, 2nd, and 3rd. Every year, approximately five students move on to the State Elevator Pitch

Competitions, which include participants from four-year colleges; HCC students often place in this competition as well. Students also participate in State Business Plan competitions, which include two- and four-year colleges, during the Spring semester, and place in those competitions as well. In 2019, the Writing Center Coordinator led student writing tutors through the process of applying for, and then creating a professional presentation for the Northeast Writing Center Association (NEWCA) annual conference, held that year in Danbury, CT. To help students cover the cost of attending the conference, the Writing Center Coordinator applied for and received a scholarship from NEWCA covering travel and registration costs for the students.

APPRAISAL

Faculty and Academic Staff

In order to clarify the promotion and tenure application process, campus union representatives began hosting yearly workshops for faculty applying for promotion and tenure. At these workshops, successful applications are shared, along with strategies for compiling supporting documents. Faculty applying for promotion and tenure can also request a mentor to guide them through the process.

Department chairs are an integral aspect of faculty leadership and serve a vital administrative function at HCC. Elected by faculty in their departments and serving with the approval of College leadership, department chairs are granted two courses of reassign time (meant to be the equivalent of 18 hours per week as per the Collective Bargaining Agreement). Department chairs are responsible for scheduling, pre-semester course determination, evaluating faculty, resolving any student/faculty conflict or classroom issue, the hiring and overall supervision of full-time and part-time faculty, and for serving as the primary line of communication between full and part-time faculty within their departments and the administration. Department Chairs run monthly department meetings and attend bi-weekly meetings with the Dean of Academic Affairs.

In 2018, in a partial response to the ever-increasing duties of department chairs, the Dean of Academic Affairs re-allocated resources and assigned a clerical support person to each Academic Department. This move somewhat enhanced the effectiveness with which department chairs could manage a multitude of academic processes, but workload for department chairs is still a serious issue in need of resolution. The department support person also provides a limited amount of assistance to both full-time and part-time faculty members for work with assessment, record-keeping, reporting, and promotion of courses and programs. To provide additional workload support, the Dean of Academic Affairs further reviewed chair needs and provided reassign time to staff to act as coordinators of disciplines (for example, the Math Coordinator and the AMTC Coordinator) to further support the workload of chairs.

The College has worked to increase engagement of part-time faculty members. In 2017, under the direction of a new Dean of Academic Affairs, each semester's opening meeting was moved to the evening and now requires attendance from both full-time and part-time faculty. Previously, full-time faculty met during the day, and part-time faculty met at night. This joint meeting, which includes dinner, is an opportunity for all faculty to interact and learn about campus initiatives and to engage in professional development sessions. The meeting culminates with individual department meetings that now include part-time faculty.

In 2010, the College moved to online student course evaluations (Standard 8) in response to a system directive intended to save money. This has resulted in students largely not filling out the course evaluation forms. Faculty are encouraged to promote the evaluations in classes, but the numbers are

still very low. In Fall 2019, a formal intervention to correct this problem was offered: the HCC Educational Technology Department offered nine sessions during which students could drop in to fill out their course evaluations with technical assistance. This had a small but positive effect on the number of evaluations completed, and more work is being planned by this department to improve in this area so that faculty receive feedback in a timely manner. With the increase in online course offerings, instructors now also have the option of granting department chairs access to Blackboard for the purposes of annual review.

Teaching and Learning

The College has increased efforts to provide faculty with written resources to guide their work, to ensure that necessary information is more accessible, and to aid faculty in assisting students with a more streamlined experience. Examples include the Distance Learning Manual (2018) and Faculty Advising Handbook (2018). All handbooks were developed in conjunction with the appropriate department and staff persons. The Distance Learning Manual provides greater support for faculty teaching online courses, while the Faculty Advising Handbook, published and modified yearly, provides a smoother advising experience for students and enhances collaboration between faculty and advisors. In 2019, a Faculty Resource Guide was also developed.

To provide students with more accessible advising and registration, and to increase opportunities to talk to faculty in specific programs, departments have begun holding their own “Advising Days” to talk with students and register them for upcoming semesters. Faculty also join in on Open House, Super Saturday, and Enroll in a Day events. Students can contact faculty and advisors via email with any questions about their programs, or for help with registering for courses. The College now recognizes the need to evaluate the reach of these efforts and how well they help students.

Faculty have developed other ways to be more proactive about advising. For example, a Humanities faculty member created a Blackboard advising shell and a Blackboard advising module, both of which she updates and disseminates to faculty every semester. Faculty can have their advisees added to a copy of the Blackboard shell, incorporate the advising unit into their Blackboard course pages, or both. The shell is a resource center for students, with information related to advising and registering in one place. These resources include clear and simple directions for doing everything needed to register, including checking DegreeWorks, checking for holds, checking financial aid and/or financial responsibility, registering, and paying. Communication with the assigned advisor is built into those steps, but the advising shell provides clear guidance for self-service in such a way that it informs the student about the process and thus offers students some training and agency. The advising module is a simplified version of the self-service elements of the advising shell. The module includes resources for connecting with one's assigned advisor or with the advising center, as well as the self-service elements, making it easy for both full- and part-time faculty to use. While part-time faculty are not required to participate in advising, they can add this module to their Blackboard course page and send an announcement to students encouraging them to use it, but do not have to answer advising questions because the module directs students to seek out their own advisors or the advising center.

Based on feedback from the campus's Organizational Culture Committee, the Center for Teaching has worked to improve community and collegiality among faculty. In 2018-2019, the CFT selected *Cultivating Emotional Resilience in Educators* by Elena Aguilar for a campus read. Book events and monthly workshops were held consistently on the fourth Tuesday of every month (now the set CFT programming time). In October 2020, the CFT held a Faculty Paint Night. This event brought faculty together to build collegiality and allowed faculty to experience what it is like to be a student again. An Art Professor set up

the Painting Lab with still life works and demonstrated painting techniques, which helped faculty create their own art.

PROJECTIONS

- The Educational Technology Department will continue to work with Academic Affairs to devise strategies for increasing the completion rates of course evaluations.
 - Who: Educational Technology Department, Academic Affairs, and faculty
 - When: ongoing
- The College will continue to assure sufficient staffing to meet student needs by addressing possible service gaps due to the anticipated retirement wave in 2022.
 - Who: Campus CEO and HRSS
 - When: ongoing
- With a larger percentage of classes moving online, a new tool for evaluation of online classes will need to be developed.
 - Who: Dean of Academic Affairs, Director of Educational Technology
 - When: Fall 2022

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

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

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2019)			2 Years Prior (FY 2020)			1 Year Prior (FY 2021)			Current Year (FY 2022)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
	Instructional Staff	80	188	268	74	257	331	73	188	261	73	177
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	6		6	5		5	5		5	5		5
Library Technicians	3		3			0			0			0
Archivists, Curators, Museum staff			0	1		1	1		1	1		1
Student and Academic Affairs	48	3	51	44	3	47	42	2	44	33	1	34
Management Occupations	8		8	12		12	12		12	9		9
Business and Financial Operations	16		16	11		11	13		13	11		11
Computer, Engineering and Science	7	1	8	7	1	8	7	1	8	7	1	8
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	7	1	8	14	1	15	14		14	27	1	28
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	9		9	15		15	14		14	12		12
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	22	2	24	20		20	22		22	21	1	22
Natural Resources, Construction, Maintenance	5		5	1		1			0			0
Production, Transportation, Material Moving	1		1	1		1	1		1	1		1
Total	212	195	407	205	262	467	204	191	395	200	181	381

Please enter any explanatory notes in the box below

Current Year (FY 2022) data is preliminary and has not been submitted to IPEDS. The college hired several Guided Pathways advisors in FY 2022.

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

Fiscal Year ends - month & day: (06 /30)		2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent Year (FY 2020)	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$2	\$2	\$2	0.0%	0.0%
?	Cash held by State Treasurer	\$23,259	\$17,997	\$14,451	-22.6%	-19.7%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$4,596	\$4,262	\$4,858	-7.3%	14.0%
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses	\$13	\$9	\$19	-30.8%	111.1%
?	Long-Term Investments				-	-
?	Loans to Students	(\$1)	(\$2)	(\$1)	100.0%	-50.0%
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$112,365	\$111,920	\$112,086	-0.4%	0.1%
?	Other Assets				-	-
	Total Assets	\$140,234	\$134,188	\$131,415	-4.3%	-2.1%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$7,008	\$5,632	\$4,515	-19.6%	-19.8%
?	Deferred revenue & refundable advances	\$918	\$786	\$1,016	-14.4%	29.3%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	\$108	\$84	\$115	-22.2%	36.9%
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities				-	-
	Total Liabilities	\$8,034	\$6,502	\$5,646	-19.1%	-13.2%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$12,077	\$10,232	\$8,945	-15.3%	-12.6%
?	Foundation				-	-
	Total	\$12,077	\$10,232	\$8,945	-15.3%	-12.6%
	Temporarily restricted net assets					
	Institutional				-	-
?	Foundation				-	-
	Total	\$0	\$0	\$0	-	-
	Permanently restricted net assets					
	Institutional	\$117,223	\$114,660	\$114,087	-2.2%	-0.5%
?	Foundation				-	-
	Total	\$117,223	\$114,660	\$114,087	-2.2%	-0.5%
	Total Net Assets	\$129,300	\$124,892	\$123,032	-3.4%	-1.5%
	TOTAL LIABILITIES and NET ASSETS	\$137,334	\$131,394	\$128,678	-4.3%	-2.1%

Please enter any explanatory notes in the box below

The most recent detailed financial statement available from the CSCU System Office is for FY 2020.

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

Fiscal Year ends - month& day: (6/30)	3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year* (FY 2021)	Next Year Forward (FY 2022)
OPERATING REVENUES (in 000s)					
⌵ Tuition and fees	\$17,406	\$17,552	\$16,746	\$16,746	\$16,746
⌵ Room and board					
⌵ Less: Financial aid	-\$9,852	-\$10,144	-\$9,721	-\$9,721	-\$9,721
Net student fees	\$7,554	\$7,408	\$7,025	\$7,025	\$7,025
⌵ Government grants and contracts	\$2,432	\$2,577	\$2,587	\$2,587	\$2,587
⌵ Private gifts, grants and contracts	\$759	\$808	\$371	\$371	\$371
⌵ Other auxiliary enterprises					
Endowment income used in operations					
⌵ Other revenue (specify):	\$432	\$446	\$394	\$394	\$394
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$11,177	\$11,239	\$10,377	\$10,377	\$10,377
OPERATING EXPENSES (in 000s)					
⌵ Instruction	\$18,107	\$19,027	\$19,311	\$19,311	\$19,311
⌵ Research					
⌵ Public Service					
⌵ Academic Support	\$9,552	\$9,885	\$10,044	\$10,044	\$10,044
⌵ Student Services	\$4,976	\$5,123	\$5,344	\$5,344	\$5,344
⌵ Institutional Support	\$6,539	\$4,319	\$3,125	\$3,125	\$3,125
Fundraising and alumni relations					
⌵ Operation, maintenance of plant (if not allocated)	\$6,627	\$6,408	\$5,807	\$5,807	\$5,807
⌵ Scholarships and fellowships (cash refunded by public institution)	\$3,667	\$2,888	\$4,595	\$4,595	\$4,595
⌵ Auxiliary enterprises					
⌵ Depreciation (if not allocated)	\$2,858	\$2,759	\$2,980	\$2,980	\$2,980
⌵ Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$52,326	\$50,409	\$51,206	\$51,206	\$51,206
Change in net assets from operations	-\$41,149	-\$39,170	-\$40,829	-\$40,829	-\$40,829
NON OPERATING REVENUES (in 000s)					
⌵ State appropriations (net)	\$23,863	\$24,518	\$26,552	\$26,552	\$26,552
⌵ Investment return	\$229	\$306	\$206	\$206	\$206
⌵ Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations					
⌵ Other (specify):	\$9,797	\$9,360	\$9,476	\$9,476	\$9,476
Other (specify):			\$1,231	\$1,231	\$1,231
Other (specify):					
Net non-operating revenues	\$33,889	\$34,184	\$37,465	\$37,465	\$37,465
Income before other revenues, expenses, gains, or losses	-\$7,260	-\$4,986	-\$3,364	-\$3,364	-\$3,364
⌵ Capital appropriations (public institutions)	\$664	\$1,112	\$191	\$191	\$191
⌵ Other (specify): Capital and other additions (deductions) and interagency transfers	\$1,773	(\$532)	\$661	\$661	\$661
TOTAL INCREASE/DECREASE IN NET ASSETS	-\$4,823	-\$4,406	-\$2,512	-\$2,512	-\$2,512

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

FISCAL YEAR ENDS month & day (6/30)		3 Years Prior (FY2018)	2 Years Prior (FY2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
	Long-term Debt	The Connecticut Community Colleges do not carry debt.				
	Beginning balance	\$0	\$0	\$0	\$0	\$0
	Additions					
	Reductions	\$0	\$0	\$0	\$0	\$0
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets					
	Debt to Assets Ratio Long-term Debt / Total Assets					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

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

Future borrowing plans (please describe).

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

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	Most Recently Completed Year (FY 2020)	Current Year* (FY 2021)	Next Year Forward (FY 2022)
NET ASSETS					
Net assets beginning of year	\$129,299	\$124,892	\$123,032	\$123,032	\$123,032
Total increase/decrease in net assets	(\$4,823)	(\$4,406)	(\$2,513)	(\$2,513)	(\$2,513)
Net assets end of year	\$124,476	\$120,486	\$120,519	\$120,519	\$120,519
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$2,141	\$26,079	\$26,820	\$26,820	\$26,820
Federal, state and private grants	\$11,378	\$88,620	\$97,811	\$97,811	\$97,811
Restricted funds					
Total	\$13,519	\$114,699	\$124,631	\$124,631	\$124,631
% Discount of tuition and fees	-56.60%	-57.80%	-58.10%	-58.10%	-58.10%
? % Unrestricted discount	126.20%	120.50%	124.60%	124.60%	124.60%
Net Tuition Revenue per FTE	\$3	\$3	\$3	\$3	\$3
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:					
Please enter any explanatory notes in the box below.					
* The most recent detailed financial statement available from the CSCU System Office is for FY 2020.					

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

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	Most Recently Completed Year (FY 2020)	Current Year* (FY 2021)	Next Year Forward (FY 2022)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$33,990	\$23,261	\$17,999	\$17,999	\$17,999
Cash Flow from Operating Activities	(\$37,793)	(\$38,312)	(\$37,999)	(\$37,999)	(\$37,999)
Cash Flow from Investing Activities	\$189	\$219	\$307	\$307	\$307
Cash Flow from Financing Activities	\$26,875	\$32,831	\$34,147	\$34,147	\$34,147
Cash and Cash Equivalents end of year	\$23,261	\$17,999	\$14,454	\$14,454	\$14,454

LIQUIDITY RATIOS					
Current Assets	\$27,870	\$22,269	\$19,330	\$19,330	\$19,330
Current Liabilities	\$8,033	\$6,502	\$5,646	\$5,646	\$5,646
Current Ratio	3.47	3.42	3.42	3.42	3.42
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	171.63	137.87	109.39	109.39	109.39

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the stat's authority.

Please enter any explanatory notes in the box below.

* The most recent detailed financial statement available from the CSCU System Office is for FY 2020.

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

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year*	Next Year Forward (goal)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

Total Expenditures

Materials	\$93,754	\$86,817	\$85,949	\$85,949	\$85,949
Salaries & wages (permanent staff)	\$599,966	\$632,531	\$651,506	\$651,506	\$651,506
Salaries & wages (student employees)					
Other operating expenses	\$19,563	\$23,203	\$23,899	\$23,899	\$23,899

Expenditures/FTE student

	2888	2698	2195		
Materials	\$32	\$32	\$39	\$39	\$39
Salaries & wages (permanent staff)	\$208	\$234	\$297	\$297	\$297
Salaries & wages (student employees)					
Other operating expenses	\$7	\$9	\$11	\$11	\$11


Collections

Percent available physically	40%	38%	33%	33%	33%
Percent available electronically	60%	62%	67%	67%	67%
Number of digital repositories	101	97	62	62	62

Personnel (FTE)

Librarians - main campus	6	6	5	5	5
Librarians - branch /other locations					
Other library personnel - main campus	4	4	2	2	2
Other library personnel - branch/other locations					

Availability/attendance

 Hours of operation/week main campus	62	62	58	58	58
Hours of operation/week branch/other locations					

 **Consortia/Partnerships**

CSCU Library Consortium

URL of most recent library annual report:

Please enter any explanatory notes in the box below

* Current Year (FY 2022) expenditure data has not been finalized. Data for Most Recently Completed Year (FY 2021) will be reported to IPEDS in Spring 2022; data for Current Year will not be reported until Spring 2023.

See Form 4.5 for data about Information Literacy

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

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)*	(FY 2023)

Course management system

Blackboard				
1,340	1,292	1,131	692	692

Number of classes using the system

Bandwidth

1,000 Mbps	1,000 Mbps	1,000 Mbps	1,000 Mbps	1,000 Mbps
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On-campus network

Off-campus access

10,000 Mbps	10,000 Mbps	10,000 Mbps	10,000 Mbps	10,000 Mbps
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commodity internet (Mbps)

2,000 Mbps	2,000 Mbps	2,000 Mbps	2,000 Mbps	2,000 Mbps
------------	------------	------------	------------	------------

high-performance networks (Mbps)

802.11 a/n/ac/g/n	802.11 a/n/ac/g/n	802.11 a/n/ac/g/n	802.11 a/n/ac/g/n	802.11 a/n/ac/g/n
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Wireless protocol(s)

Typical classroom technology

Main campus	Windows 10, Office 365, Adobe Suite PC 16Gb Ram i5 CPU 256SSD
Branch/other locations	

Software systems and versions

Students	Windows 10, Office 365, Adobe Suite, QuickBooks
Finances	Same as Main campus
Human Resources	Same as Main campus
Advancement	
Library	Windows 10, Office 365, Adobe Suite, QuickBooks
Website Management	Mac OS, Office 365, Adobe Suite
Portfolio Management	
Interactive Video Conferencing	Cisco WebEx, MS Teams, Blackboard Collaborate
Digital Object Management	

Website locations of technology policies/plans

Integrity and security of data	https://www.ct.edu/files/it/BOR_IT-004.pdf
Privacy of individuals	https://www.ct.edu/privacy/data
Appropriate use	https://www.ct.edu/files/it/BOR_IT-001.pdf
Disaster and recovery plan	https://www.ct.edu/it/security
Technology replacement	5 year replacement plan

Please enter any explanatory notes in the box below

* Current Year (FY 2022) courses using Blackboard system includes Summer and Fall courses only.

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

Campus location	Serviceable Buildings	Assignable Square Feet (000)
	Main campus	3
Other U.S. locations		
International locations		

	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year* (FY 2021)	Next Year Forward (goal) (FY 2022)
Revenue (\$000)					
Capital appropriations (public institutions)	\$664	\$1,112	\$191	\$191	\$191
Operating budget	\$614	\$556	\$531	\$531	\$531
Gifts and grants					
Debt					
Total	\$1,278	\$1,668	\$722	\$722	\$722
Expenditures (\$000)					
New Construction	\$7,997	\$1,763	\$345	\$345	\$345
Renovations, maintenance and equipment	\$7,333	\$7,737	\$6,397	\$6,397	\$6,397
Technology	\$1,540	\$1,567	\$1,623	\$1,623	\$1,623
Total	\$16,870	\$11,067	\$8,365	\$8,365	\$8,365

Assignable square feet (000)	Main campus	Off-campus	Total
	Classroom	47	
Laboratory	61		61
Office	24		24
Study	14		14
Special	14		14
General	97		97
Support	5		5
Residential			0
Other			0

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

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

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

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

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

The list below includes renovations costing [] or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Lafayette Hall Addition	Additional classrooms/Support Art & Design	29.27	\$37,500	2017

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

The list below includes renovations costing [] or more

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

Please enter any explanatory notes in the box below

* The most recent detailed financial statement available from the CSCU System Office is for FY 2020.

Standard 7: Institutional Resources

DESCRIPTION

Human Resources

[CSCU Human Resources](#) drives a Human Resources Shared Services (HRSS) model in the delivery of high-quality services across Connecticut's twelve community colleges, Charter Oak State College, and the System office. HRSS creates strategies to drive operational improvements, promote a culture of continuous growth and development, and enable employees to access and leverage the HR Shared Services through a Center of Excellence (COE) model.

Job announcements are based on job descriptions provided by the system office. Job descriptions are ranked and approved prior to announcement. In accordance with Collective Bargaining Agreements, terms and conditions of appointments are contained in the letter of appointment, which states the terms of the initial appointment and any special conditions of the appointment. Employees are provided with a copy of a job description, which outlines the requirements of the position to support the Mission of the College. Terms of employment, compensation, regular evaluations, and professional development are based on [union contracts](#).

Policies regarding compensation are consistently applied in accordance with state and federal laws and regulations and Collective Bargaining Agreements. Policies are also provided in a welcome package to new employees. The College conducts performance evaluations in accordance with schedules contained in the Collective Bargaining Agreements. All performance evaluations are expected to be conducted on-time and supervisors are notified of the specific contractual guidelines for evaluations. Professional development is managed and supported by each department based upon criteria consistent with the Board of Regents' policy and Collective Bargaining Agreements.

There is a link to all Collective Bargaining Agreements on the [HR Shared Services website](#) which includes the process for filing grievances and the arbitration process. The College's policies and Collective Bargaining Agreements promote an efficient procedure for investigation and resolution of complaints and grievances. Grievance procedures protect faculty and staff against violations of any alleged infringement of institutional policies or procedures.

Financial Resources

Housatonic Community College has a systematic and consistent budget process which is guided by the Connecticut State College and Universities (CSCU) finance department and its staff. Each college in the CSCU system prepares a budget and a six-month review. The budget process begins at the college level and includes all constituents of the college. Past, present, and future needs are reviewed by each division head, who then reviews the budgets with their division members. The process follows the schedule shown in the FY2020-21 SPENDING PLAN CALENDAR. The final step is approval by the Board of Regents. Board of Regents meetings are broadcast and open to the public.

FY2020-21 SPENDING PLAN CALENDAR

April 23, 2020	FY 2020-21 Spending Plan worksheets and instructions distributed to Colleges/Universities.
May 15, 2020	Spending Plan is due in the System Office.
May 29, 2020	Consolidated schedules mailed to Finance Committee.
June 3, 2020	Finance Committee meeting
June 18, 2020	BOR approval of FY 2020-21 Spending Plans.

Prior to submission to the Finance Committee, the budgets are analyzed and reviewed by the following members of the finance team: HCC Director of Finance, HCC CEO, Regional CFO, Regional President, CSCU Budget Director, CSCU Comptroller, and CSCU CFO. Budget adjustments are made based on these reviews and on evolving enrollment estimates. Outcomes are reviewed at the six-month mark, following a similar schedule and review process, and culminating in a presentation to the Board of Regents. Weekly budget reports are sent to each division head for review and distribution.

Budget transfers are required to complete purchases. Payroll transactions are reviewed biweekly for accuracy and changes in employee rosters. Payroll is currently operating as a shared service. Account reconciliations are completed, reviewed, and submitted to System Office on a monthly basis.

The Business Office is staffed by well trained, qualified, and experienced employees. The Business Office, supervised by the Director of Finance, is responsible for: Budgets and Budget Control; Purchasing; Accounts Payable; Accounts Receivable; and Student Accounts. Compliance of the HCC Business Office internal control procedures is monitored by the CT Auditors of Public Accounts. All departments of Housatonic Community College follow generally accepted internal control procedures. Compliance is monitored by the CT Auditors of Public Accounts. The CEO signs a certificate of completion at the end of each fiscal year.

Financial statements are prepared by the CSCU System office in compliance with generally accepted accounting principles. The financial records and transactions of the College are audited by an external accounting firm, Grant Thornton, LLP, and by the State of Connecticut Auditors of Public Accounts. Financial Statements are prepared by the System Office for all twelve community colleges. The Financial Statements and audit recommendations are published online and available to the public. The auditors of public accounts recently submitted the preliminary audit findings for FY 2018-2020. The finance department had a minor finding which it was able to justify. There were other findings related to HR. The preliminary audit and response are included in the virtual workspace.

The Board of Regents and the employees of the College are held to the highest level of integrity, honesty, and independence. To help assure this standard, a contract process is strictly enforced for personnel services provided by non-State employees. Purchasing and procurement is subject to the State of Connecticut rules and regulations requiring bids, quotes, and appropriately approved transactions.

All fiscal policies related to budgeting, employment, insurance, risk management, contracts, and grants are in writing and easily accessible online to all employees and to the general public. They can be found on the State of CT Comptroller's website as well as the CSCU website.

As seen in Figure 7.1, HCC is financially stable and is not dependent on vulnerable or narrow sources of revenue. The College’s revenue is derived from the following primary sources: operating revenue (tuition and fees); state appropriations; grants; the now-regionalized Continuing Education and Workforce Development; and other revenue (Early Childhood Lab School, bookstore and cafeteria commissions, and facility rentals). HCC has sufficient cash reserves to support its Mission as well as to respond to emergencies and unforeseen circumstances. A contingency budget is set up at the beginning of the fiscal year.

HCC State-Held and Unrestricted Cash Reserves (000)

State-held cash reserves are decreasing but sufficient to cover emergency expenses. Unrestricted reserves are being depleted due to operating losses.

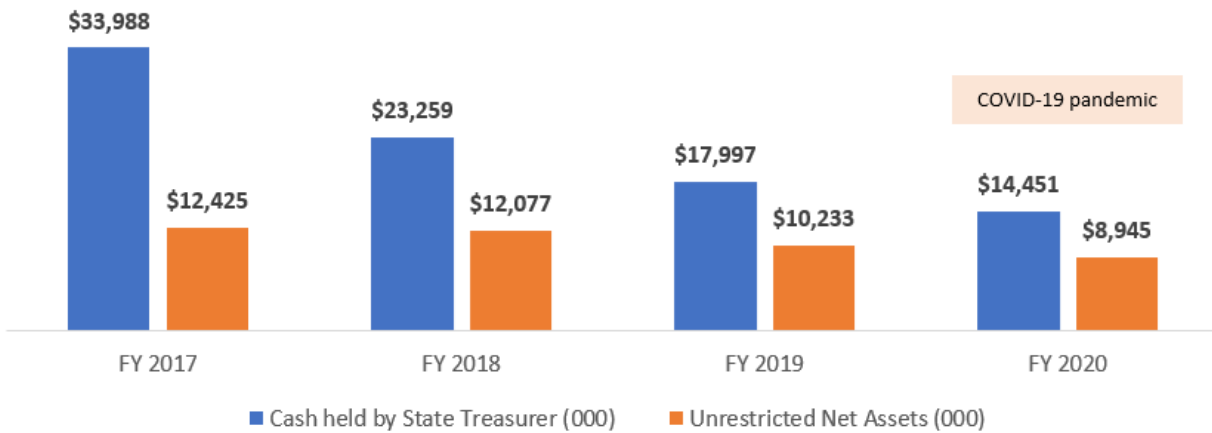


Figure 7.1 – Cash Held by State Treasurer (000) and Unrestricted Net Assets (000), Fiscal Year 2017-2020
Source: CSCU Connecticut Community Colleges Financial Statements, FY 2017 to FY 2020

Grants are an important part of Housatonic’s fiscal operations. Opportunities are identified and pursued based on the College’s goals and Mission Statement. The College’s grant revenue is shown in Table 7.1.

Table 7.1 – Grant Revenue (000), FY 2017 – FY 2020

Grant Source	FY 2017	FY 2018	FY 2019	FY 2020
				COVID-19 pandemic
Federal	\$ 880	\$ 930	\$ 1,158	\$ 1,178
Private	\$ 482	\$ 759	\$ 808	\$ 371
State	\$ 1,364	\$ 1,502	\$ 1,419	\$ 1,409
Total Grants	\$ 2,727	\$ 3,191	\$ 3,385	\$ 2,958

The CSCU AVP for Financial Aid Services and Title IV Compliance, CSCU Financial Aid Team, and the Directors of Financial Aid within the CSCU System meet monthly to discuss pertinent policy updates and financial aid information. When necessary, additional meetings are scheduled to ensure the Directors of Financial Aid stay abreast of the ever-changing world of Financial Aid and stay on task to complete important projects. These meetings cover financial aid topics and items that impact

institutional effectiveness regarding financial aid policies, procedures, and practices. Detailed suggestions are then shared with other aid directors and the System Office Financial Aid Team. When follow-up research is needed, the CSCU AVP for Financial Aid and their team investigate the issue(s) and send updates to the Financial Aid Directors. Financial Aid Directors are sometimes asked to provide input from their respective institutions to the CSCU System Office, who then makes an informed decision to produce the most favorable Financial Aid Policy and Procedure outcome for students at all colleges.

Private donations and related grants are overseen by the Housatonic Community College Foundation, a separate not-for-profit entity that exists solely to support the College. Founded in 1990 by a group of Greater Bridgeport residents and business and arts leaders, the Foundation's mission is to solicit, secure, and manage contributions from the private sector through philanthropic individuals, corporations, and foundations for the benefit of Housatonic Community College. The Foundation provides financial assistance to the College and its students beyond the fundamentals provided by the State of Connecticut and assists the College in becoming a unique educational resource for its students and the community. The Foundation's commitment and consistent support of College needs often fills gaps the College faces due to budget constraints.

The Housatonic Community College Foundation expands access to quality, affordable higher education and works closely with the College to enhance the learning experience, workforce development, education and training of students. The Foundation has funded the College's Equity Project, Women's Center, Men's Center, STEAM efforts, Blackboard 101 for students, Family Economic Security Program, the Supplemental Instruction program, and program enhancements and support of the Housatonic Museum of Art. The Foundation also serves as a vehicle generating funding for Housatonic student scholarships, student emergency assistance, book and emergency funds, exam fees, transportation assistance, and childcare assistance for parents enrolled at Housatonic.

Annually, the Foundation directs approximately \$1 million or more in support to the HCC community. In Fall 2021, the Foundation received a one-million-dollar donation from Peter J. Werth, which was used to establish the Werth Entrepreneurship and Innovation Center. This was the largest gift from an individual in school history.

The HCC Foundation maintains policies and procedures to accurately record and report on grants and donor gifts. Its Annual Report recognizes gifts and grants, as well as outcomes and data associated with this funding, and is provided to all donors and partners. Regular communications to donors through email and print also illustrate grant and gift spending, as well as impact. Fundraising and gift acceptance policies for individual, foundation, and corporate grants and gifts are managed by the HCC Foundation leadership. The HCC Foundation Board of Directors has the following standing committees who annually review procedures and policies, and present suggested changes, if any, at Board meetings: Finance, Investment, Executive, and Nominating.

Information, Physical, and Technological Resources

Housatonic Community College sits on 10 acres in the heart of Bridgeport, CT. The campus consists of three buildings totaling 426,898 gross square feet. The buildings include a parking garage with 1,418 spaces, as well as proximal access to community transportation.

In 2016, HCC completed a comprehensive new Facilities Master Plan. The master plan team assessed Housatonic's existing urban campus: its context, access, land use, buildings, circulation landscape, and

infrastructure. The team then projected future needs based on the College's strategic goals, projected enrollment, academic goals, student needs, and building condition. The plan was a deeply collaborative effort, including stakeholders from across the College.

The resulting conceptual recommendations have served as a road map for capital investment and renewal for the plan period (10 years). This plan identified under-utilized, surplus, and vacant space and repurposed it to align with future needs. The plan also examined classroom congestion, right-sizing the classroom inventory, and spreading class starts more evenly across the day. As a result, students have better access to the courses they need to graduate and garage congestion is avoided. More importantly, surplus space has been utilized to serve other needed functions, especially expanded student support services.

Decreased enrollments and the pandemic have triggered some short-term challenges such as budget reductions, staffing changes, and the transition to remote learning, but despite these challenges, the College is committed to improving the campus facilities. Examples of improvements made in recent years include:

- Installation of upgraded LED lighting in classrooms and advanced manufacturing labs;
- Renovations of several classrooms, including new furniture and instructor technology;
- Increased use of technology accessible to students;
- Increased use of technology to broadcast courses and programs in support of distance learning;
- Marketing department upgrades;
- Presidential suite upgrades;
- Upgrades to some areas of the Behavioral and Social Sciences department;
- New furniture for the Medical Assisting program;
- Parking Garage improvements, including new floor membrane, upgraded elevators, painting of stair towers, electric car charging stations, new surveillance cameras, new LED lights, interior signs and exterior signs;
- Lafayette Hall improvements, including new roof, floors, wayfinding signage, and paint;
- Electrical upgrades in the Art department;
- Teacher's lounge upgrades;
- Lafayette Hall cafeteria upgrades with new furniture, painting, and kitchen;
- New chillers for Beacon Hall.

A major renovation to highlight is the addition to Lafayette Hall (Capital Project) (Standard 2). This project was based on the 2001 Master Plan, the growing enrollment of the College, and the need for modernization of College curriculum and equipment. The Project included the renovation of approximately 36,000 square feet of space in Lafayette Hall, as well as a 46,000 gross square foot addition. Renovated areas included the Library, Academic Support Center, Media Services, and Science and Math spaces. The addition included a new "Welcome Center," student services suites, two multi-purpose spaces, several general classrooms, and the College's Art department. The addition is four stories tall and exceeds threshold limitations. The project also includes a renovation of the existing Central Plant (2,952 square feet, which is included in the total renovation square footage noted), including new chillers and boilers.

The new Student Services Center has combined the major student support services in one main location, along with an enhanced customer service system that improved service to students in the areas of

admissions, financial aid, career and internship services, professional advising, counseling, and business services (Standard 5).

HCC's Library maintains a strong level of support for both on-site and online students. Students have access to the Library resources such as the online catalog, research databases, internet resources, specialized services such as Films on Demand and NYTimes Online, and general library information via links on the Library webpage. The Library's site also provides LibGuides, which direct students to resources in a particular course or subject, as well as "how-to" tutorials for Library resources. The Library now offers a Chat service and a text option as well as email and phone consultations with reference librarians to assist students in their research.

Library resources are chosen to support areas of study and patron interests. The print collection includes approximately 54,000 print titles and 55,287 electronic books. The Library subscribes to 75 research databases which include three electronic indexes providing access to full-text articles. One example of these indexes is Academic Search Premier, which consists of 6,801 journal titles and over 12,500,000 articles. The Library also carries 45 print periodicals, including three newspapers. There are special collections such as Personal Finance, Careers, Student Success, and Faculty Resources.

In Fall 2018, after a yearlong renovation, the Library added three small group study rooms, a large seminar room, and a full classroom, as well as more work/storage space in the circulation area. The Library space was reconfigured to provide more student workspace, additional computer stations, and additional areas for students to relax. The renovation also replaced circulation and reference area desks, lighting, furniture such as tables and chairs, and added two new offices for staff. Discarding collections no longer in use provided more space for the book collection. Additionally, two TV monitors were set up inside and outside the Library to promote resources and services. Finally, the renovation added wireless access points around the Library to enhance wireless service.

The HCC Archive (part of the Library) was established as separate organization and given its own room in September 2018. The Archive collects and catalogs all materials relevant to Housatonic that contribute to the understanding and evolution of the institution, including College-generated print materials, articles about the College in the media, oral histories, physical objects, photos, and items published by faculty and staff. The archive is open to the public by appointment and answers questions from the public and researchers. Housatonic is one of only a few community colleges in the Connecticut system with an archive; in 2020, the Library began cataloging the HCC Archive for inclusion in Connecticut's Archives Online. This statewide resource includes information from the Connecticut State Archives, and other notable state-wide archives such as: Yale, Trinity, Wesleyan, and UConn.

With the new addition to Lafayette Hall, there have been several improvements to academic spaces. The Academic Support Center was expanded, new science laboratories were constructed, and new space for HCC's visual arts programs was created.

HCC's technological infrastructure meets the College's institutional Mission and strategic priorities. HCC's Information Technology Department (IT) is responsible for all aspects of technology procurement and deployment, including hardware and software, and provides administrative and classroom computer support services for students, faculty, and staff.

The College has a high-performance 10Gb Ethernet backbone that delivers 1Gb connections to desktop computing campus-wide. This provides ample bandwidth to support the existing and emerging applications used to enhance pedagogy on campus. There are 1,400 Windows-based desktop computers campus-wide, with 1,000 of them dedicated for student use. The other 400 are for faculty and support

staff. There are two Apple Mac classrooms that provide 46 desktops, as well as 125 Apple iPads for student use. Housatonic's wireless network spans the campus, supporting a wide variety of college-provided technology as well as students' personal devices.

Since 2017, the college has increased the number of media rich classrooms, with 54 media rich rooms in Lafayette Hall, 45 media rich classrooms in Beacon Hall, and 3 conference rooms. Beacon Hall also has one video-conferencing room and a dividable, media rich Events Center. Most technologies were refreshed in 2015. Since the installation of HCC's first media-rich classroom in 2003, Media Services has maintained and administered all classroom and related instructional technologies on campus, as well as all media-rich meeting and presentation spaces.

Classroom technologies are intentionally consistent and follow a list of standards for media-rich classrooms and meeting spaces. To be considered "media-rich," a classroom or meeting space must contain a projector and screen, PC, document camera, BluRay or DVD player, ceiling speakers, and connectivity for instructor laptops. This list of standards is fluid and constantly evolving, and requests by faculty are accommodated whenever possible.

Lafayette Hall's technology focuses on using instructor lecterns, rather than the typical, larger instructor desks. Additionally, there has been a shift in focus to technology that improves teaching and learning processes, such as lecture capture and wireless projection from mobile devices. Lecture capture is particularly important in a community college setting, where students have many external factors influencing their success. From 2014-2017, the state received funding for three separate phases of "21st Century Classroom" funding. The technology is IPTV, which replaced the old coaxial technology and delivers the broadcasting technology over ethernet, increasing efficiency and reliability. The purpose of this project was to provide funding that would allow campuses to explore emerging technologies and to help faculty to take risks in a way that they are not often able to with limited funding. The project also provided funding for new furniture (approved by faculty), all of which encourages flexible arrangements that allow students to work in group settings when appropriate.

The Media Services department provides support to faculty, students, and staff for the use of the technological resources necessary to achieve their educational goals. Media Services helps to resolve classroom technology issues, assists with events set-up, and offers one-on-one training for technology such as WebEx. They support all campus online events (including community and faculty meetings), streaming for on-ground events, and PA system needs. They also run the equipment lending program, which allows students to borrow Chromebooks, laptops, and cameras (reserved for photography students only). Finally, they manage the campus-wide digital signage system that displays College event bulletins and emergency information on various LCD televisions throughout Beacon and Lafayette Halls.

APPRAISAL

Human Resources

Human Resources was the first department to be consolidated into Shared Services. The effort has faced many challenges. Housatonic Community College does not have the previous level of HR support, both at the individual employee level and the broader financial level. The campus went from a full staff of HR professionals on-site to one HR Generalist assigned to HCC who is not able to be on campus every day. The Human Resources Shared Services (HRSS) model, as implemented so far, has led to basic HR functions being delayed, reduced, and less easy to access. Former HR functions, such as new employee

onboarding and oversight of training requirements, have been shifted to supervisors. There is understandably an adjustment period for the new, reduced level of service in this area.

HRSS distributed a satisfaction survey to management personnel to solicit feedback on the new model. The survey is conducted continuously on a quarterly basis. Additionally, an HRSS feedback form has been created to determine the level of satisfaction with the services provided; this data has not been made available to Housatonic.

HCC maintains all policies on the Human Resources Shared Services website. All policies and procedures are easily accessible and periodically sent out to all employees. Policies are consistently applied in accordance with state and federal laws and regulations and Collective Bargaining Agreements. Policies are distributed to employees and continual online training is provided on specific policies. Policies are periodically reviewed and modified by Human Resources and/or the Board of Regents if changes in state or federal law occur.

Financial Resources

Housatonic Community College has faced challenges due to declining enrollment and reduced tuition revenue. Costs have continued to escalate due to mandated salary increases and increases in other operating expenses. Tuition increases, which have been kept low to ensure affordability, have not been sufficient to offset increases in operating costs. As a result, and as illustrated in Figure 7.2 and Figure 7.3, the College has faced increasing deficits.

Declining Enrollment and Tuition Revenue, FY 2013 - FY 2020

Declining annual FTE and flat tuition have led to a decrease in net tuition revenue.

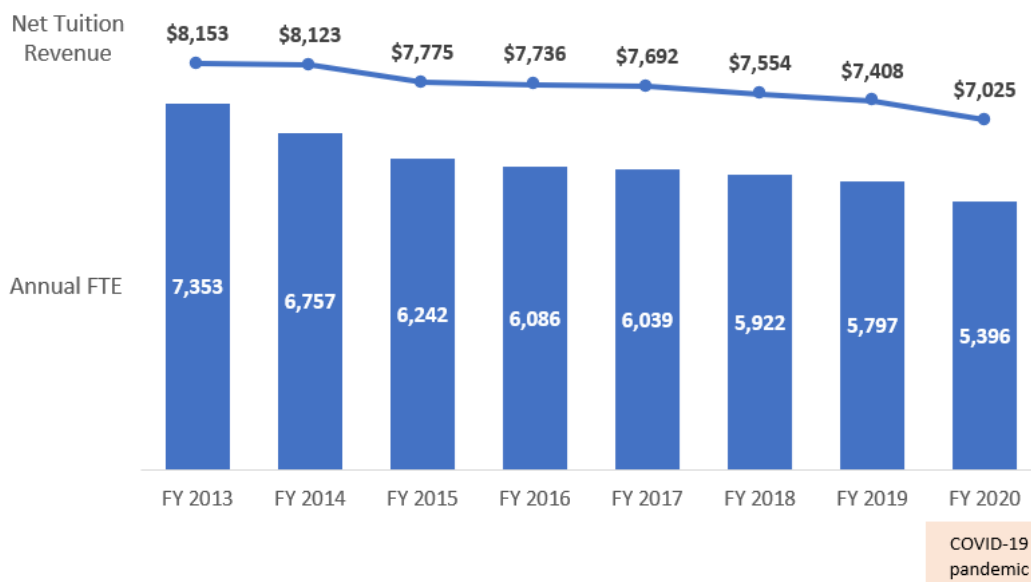


Figure 7.2 – Annual FTE and Net Tuition Revenue, FY 2013 – FY 2020

Source: CSCU Connecticut Community Colleges Financial Statements, FY 2013 to FY 2020; HCC Office of Institutional Effectiveness

Operating Losses, FY 2017 - FY 2020

Housatonic has faced increasing deficits as revenue declines and costs increase.

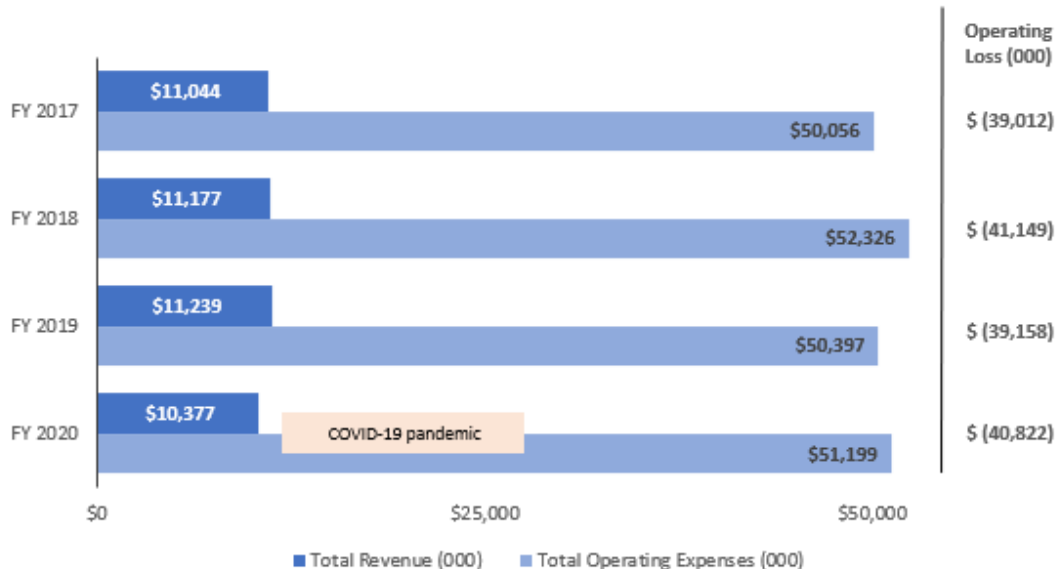


Figure 7.3 – Total Revenue, Operating Expenses and Operating Loss (000), FY 2017 – FY 2020

Source: CSCU Connecticut Community Colleges Financial Statements, FY 2017 to FY 2020

As shown in Figure 7.4, Housatonic Community College has also been depleting unrestricted reserves.

	<u>Housatonic Community College Unrestricted Net Assets (000)</u>
<u>FY17</u>	<u>12,425</u>
<u>FY18</u>	<u>12,077</u>
<u>FY19</u>	<u>10,233</u>
<u>FY20</u>	<u>8,945</u>

Figure 7.4 Housatonic Community College unrestricted reserves

There has been concern that the Connecticut Community College system, including Housatonic Community College, would not have the financial resources to support its programs and fund institutional priorities. These concerns were an Area of Special Emphasis in the 2017 Interim Report. In response to these concerns, the Connecticut State Colleges and Universities (CSCU) launched Students

First in April 2017 with the goal of strengthening CSCU's ability to provide students with a high quality, affordable, and accessible post-secondary education that enables them to achieve their life and career goals. A single administrative infrastructure was designed to eliminate redundant functions system-wide and to provide shared services to all colleges and universities. Sharing resources across state campuses would reduce costs, eliminate redundancies, and leverage expensive expertise. These real concerns served as one of the main, important reasons for the consolidation. It is hoped that the merger will increase enrollment and result in savings due to administrative consolidation. The final merger of the twelve institutions is a work-in-progress with a projected CSCC start date of Fall 2023. The goal is to achieve fiscal health, including rebuilding appropriate reserve levels. Despite the challenges, Housatonic Community College continues to operate in an ethical, efficient manner that serves its students, employees, and the community at large.

Information, Physical, and Technological Resources

In January 2017, the HCC Library, along with the other college and university libraries in the CSCU system and the State Library, joined their collection catalogs into one shared system. The system, from Ex Libris, consists of Alma (the ILS) and Primo (the discovery system that patrons use), and created a unified catalog that allows students to search the holding of all participating libraries. This system makes it easy for students to borrow materials from all libraries in the consortium, which will allow students seamless transfer of library searching skills.

The Library keeps statistics for areas such as circulation, reference questions, database and LibGuides usage, and instruction, among others. For the past five years, use of the Library and its resources has been increasing, with only a minor drop in some areas due to lower enrollment. In the spring of 2019, the mandatory ENG 101 and ENG 094 Library instruction reached 90% of the courses given.

HCC currently has an aging fleet of computers across campus. Bond fund money requests have been submitted in the last year to secure funding to begin replacing these computers. It is anticipated that funding will be issued in Spring 2022. In addition, due to the pandemic and as a result an infusion of funding through the Higher Education Emergency Relief Fund (HEERF), HCC is in the process of upgrading a dozen classrooms with the latest technology to support multi-modality learning. These classrooms have been identified as a critical need and other classrooms needing upgrades are in the pipeline. As part of the one college merger, Information Technology and Educational Technology offices within the system will merge and extensive work will be done to standardize systems across all campuses, including establishing schedules for life cycle replacement in order to support the academic technology needs of Housatonic classrooms.

PROJECTIONS

Human Resources

- The College is working with BOR leadership to transition to Connecticut State Community College (CSCC) by aligning the organizational structure and staffing, and implementing shared services functions.
 - Who: Campus CEO and CT State leadership
 - When: ongoing

Financial Resources

- The College finances will be aligned with the one college chart of accounts. The budget and spending plan will come under a regional structure in the one college model and achieve financial stability.
 - Who: Regional Chief Fiscal Officer and Director of Finance
 - When: ongoing
- The greatest challenge in terms of moving forward financially is rebuilding enrollment, which has been in consistent decline in the state of Connecticut and nationwide and was exacerbated by the pandemic. The Guided Pathways (Standard 5) program has been identified as the way the college plans to meet this challenge over the next two years.
 - Who: Guided Pathways Advising Team, Dean of Student Services
 - When: ongoing

Information, Physical, and Technical Resources

- A planning process is currently in progress to establish a new system-wide IT model that will address the future needs of the merged CSCC. Elements of this plan will include a more strategic approach to the standardization of software and hardware throughout the entire CSCC system, as well as a sustainability plan that will be applied through the new College.
 - Who: CSCC CIO, Associate Dean of Campus Operations
 - When: Spring and Fall 2022
- Given changes nationwide in higher education, changing leadership in the administration and the impending one college merger, HCC will be looking to revise its CSCU HCC Facilities Master Plan and align the plan with future growth strategies, continued high-level support of academic programs, and continued maintenance and upgrade of the existing facilities.
 - Who: CEO, Associate Dean of Campus Operations, Vice President of Facilities, Real Estate and Infrastructure Planning
 - When: ongoing

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
IPEDS <u>Retention</u> Data	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
Associate degree students	57%	59%	44%	45%	45%
Bachelors degree students					
? IPEDS <u>Graduation</u> Data (150% of time)	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
Associate degree students	12%	14%	12%	12%	12%
Bachelors degree students					
? IPEDS <u>Outcomes Measures</u> Data	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort
First-time, full time students					
Awarded a degree within six years	16%	17%	22%	19%	19%
Awarded a degree within eight years	18%	20%	24%	20%	20%
Not awarded within eight years but still enrolled	6%	5%	4%	4%	4%
First-time, part-time students					
Awarded a degree within six years	11%	10%	9%	13%	13%
Awarded a degree within eight years	14%	13%	11%	14%	14%
Not awarded within eight years but still enrolled	6%	6%	5%	5%	5%
Non-first-time, full-time students					
Awarded a degree within six years	25%	18%	25%	22%	22%
Awarded a degree within eight years	26%	20%	27%	22%	22%
Not awarded within eight years but still enrolled	2%	2%	2%	1%	1%
Non-first-time, part-time students					
Awarded a degree within six years	13%	12%	11%	14%	14%
Awarded a degree within eight years	15%	13%	12%	14%	14%
Not awarded within eight years but still enrolled	2%	2%	2%	3%	3%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

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

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago (Fall 2015)	4 years ago (Fall 2017)	6 years ago (Fall 2015)	4 years ago (Fall 2017)
First-time, Full-time Students				
Degree from original institution			21%	17%
Not graduated, still enrolled at original institution			6%	18%
Degree from a different institution			7%	1%
Transferred to a different institution			21%	20%
Not graduated, never transferred, no longer enrolled			46%	44%
First-time, Part-time Students				
Degree from original institution			13%	5%
Not graduated, still enrolled at original institution			7%	16%
Degree from a different institution			2%	2%
Transferred to a different institution			18%	14%
Not graduated, never transferred, no longer enrolled			60%	62%
Non-first-time, Full-time Students				
Degree from original institution			23%	27%
Not graduated, still enrolled at original institution			2%	14%
Degree from a different institution			21%	8%
Transferred to a different institution			25%	26%
Not graduated, never transferred, no longer enrolled			30%	25%
Non-first-time, Part-time Students				
Degree from original institution			14%	11%
Not graduated, still enrolled at original institution			6%	7%
Degree from a different institution			29%	20%
Transferred to a different institution			20%	32%
Not graduated, never transferred, no longer enrolled			31%	30%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort

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

1	150% Transfer Rate	18%	16%	17%	12%	12%
2	150% Still Enrolled Rate	19%	17%	18%	17%	17%
3						
4						

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	The 150% Transfer Rate is the percentage of first-time, full-time degree/certificate students who transfer to another institution, without graduating from HCC, within 150% of the normal time to complete the program.
2	150% Still Enrolled Rate is the percentage of first-time, full-time degree/certificate students remain enrolled at HCC, without graduating, after 150% of the normal time to complete the program.

**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 2018)	(FY 2019)	(FY 2020)	(FY 2021)

? State Licensure Examination Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? National Licensure Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Certified Surgical Technologist			8	5	13	9	14	12
2									
3									
4									
5									

? Job Placement Rates										
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Surgical Technology				12	8	15	11	16	11
2										
3										
4										
5										

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

Web location of gainful employment report (if applicable)

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	
	(Fall 2015 Cohort)	(Fall 2016 Cohort)	(Fall 2017 Cohort)	(Fall 2018 Cohort)	(Fall 2019 Cohort)	
1	Adv. Mfg. Machine Technology (EK60)	75%	68%	68%	81%	81%
2	BOT: Admin Support Asst-CT (EJ09)	0%	-	0%	-	-
3	Child Devl Associate Prep (EJ73)	-	0%	-	-	-
4	Corrections-CT (EJ62)	-	-	-	0%	0%
5	Criminal Investigation-CT (EJ61)	0%	0%	0%	0%	0%
6	Early Child Ed Administrator (EJ79)	-	-	0%	-	-
7	Early Childhood Ed-CT (EJ89)	0%	0%	0%	0%	0%
8	Electrical-CT (EN12)	0%	-	-	0%	0%
9	Graphic Design-CT (EJ91)	0%	-	0%	0%	0%
10	Health Career Pathways Cert (EK55)	0%	0%	0%	0%	0%
11	HS: Behav Hlthcare Spec I-CT (EJ67)	0%	0%	-	0%	0%
12	HS: Child/Youth Mntl Hlth-CT (EJ71)	0%	0%	0%	0%	0%
13	HS: Disabilities Spec-CT (EJ72)	-	-	0%	0%	0%
14	Infant & Toddler Care Cert (EJ07)	-	33%	0%	-	-
15	PC Repair Technology (EJ02)	0%	-	0%	-	-
16	Police Management & Admin Cert (EJ06)	-	-	-	0%	0%
17	Small Business Mgmt/Entrprn CT (EK05)	-	0%	0%	0%	0%
18	Web Design - Technology CT (EK07)	-	-	-	0%	0%
19						
20						

? Placement Rates					
1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

The Surgical Technology program began in AY 2017-2018 and produced its first graduates in FY 2019. Completion Rates for Short-Term Vocational Training programs are 150% graduate rates for first-time, full-time certificate seeking students.

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	67%	72%	71%	73%	73%
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations	The modalities for distance education/online courses are ONLN (Fully Online), LRON (Live/Remote Online) and OLCR (Online with Classroom Component). Current Year (FY 2022) course completion data for Summer and Fall 2021 terms only.				
1					
2					
3					
4					
5					

Standard 8: Educational Effectiveness

DESCRIPTION

Since 2012, Housatonic Community College has experienced numerous successes. Departments and programs have continued to focus on student success and student learning, and this work has been recognized on a national level. In 2016, HCC was recognized as an Achieving the Dream (ATD) Leader College. In 2017, HCC was recognized as an Aspen Institute top 150 Community College and invited to apply for the Aspen Prize. In 2021, [Intelligent.com](https://www.intelligent.com), a trusted resource for online/on-campus program rankings and higher education planning, included Housatonic in its list of the Best Community Colleges in Connecticut, and awarded HCC's Honors Program the top-ranking among Connecticut Community Colleges.

The 2017 Aspen Prize application is one example of how HCC uses grants and awards as an opportunity to reflect on progress and establish goals. As a result of the Aspen application, a Student Success Committee was created. This subcommittee of the President's Cabinet addresses student success in a purposeful, coordinated manner, thus maximizing limited campus resources and identifying pathways for student success. Best practices, course completion, and retention data are analyzed in courses and programs to identify opportunities for improving student success.

As described in Standard 3, even before COVID-19, the past five years at Housatonic have been an extended period of transition and uncertainty. Key leadership positions at all levels of the administration have changed hands several times. Consolidation concerns continue to weigh on faculty, creating a kind of wait-and-see mentality that can hinder long-term planning. While the potential benefits consolidation in the form of financial stability and shared services efficiencies are acknowledged, these benefits have yet to materialize. Meanwhile, faculty fear a loss of autonomy over programs, departments, and courses. Further, as the system moves towards the consolidated Connecticut State Community College, some staff find themselves reporting to the system instead of to the College. For example, two leaders of the Student Services department have been taken from the College and report to the system for their work on the Guided Pathways plan.

Despite the challenges and uncertainty, the College has maintained a continual focus on student success and academic excellence. Table 8.1 shows the number and percent of the first-time, full-time, degree/certificate seeking students that graduated within three years (150% timeframe) in ten fall cohorts. None of these cohorts reached the 15% graduation rate goal set by NECHE. However, the trend of the 150% graduation rate has been improving. The 2016 fall cohort is 14% --only one percent short of NECHE's target. While the Fall 2017 cohort's 150% graduation rate did fall to 11.7%, this was heavily influenced by stresses due to the COVID-19 pandemic and having to move all Spring 2020 classes online mid-semester. The 2013-2016 cohorts all had 30% success rates; data from the 2019 cohort will help determine if 2018 is a trend or an anomaly due to COVID.

Graduation is not the only criteria of student success; non-graduate transfer is another. Putting these two metrics together can provide a better measure of student success. Table 8.1 shows the number and percentage of student success rates in this area. Comprehensive information about all the college's efforts at increasing the graduation rate can be found in the March 2021 "Graduation Rate Information Project Response" report.

Table 8.1 – 150% Graduation and Transfer Rates for First-time, Full-time, Degree/Certificate Students, Fall 2009 to Fall 2018 Cohorts

Fall Cohort	Headcount	Within three years						
		Graduates		Non-Graduate Transfers		Total Success		
		N	%	N	%	N	%	
2009	783	63	8.0%	132	16.9%	195	24.9%	
2010	858	71	8.3%	156	18.2%	227	26.5%	
2011	761	72	9.5%	143	18.8%	215	28.3%	
2012	714	89	12.5%	114	16.0%	203	28.4%	
2013	574	57	9.9%	117	20.4%	174	30.3%	
2014	522	65	12.5%	96	18.4%	161	30.8%	
2015	597	71	11.9%	110	18.4%	181	30.3%	
2016	685	96	14.0%	109	15.9%	205	29.9%	
COVID-19 pandemic	2017	631	74	11.7%	105	16.6%	179	28.4%
	2018	511	60	11.7%	60	11.7%	120	23.5%

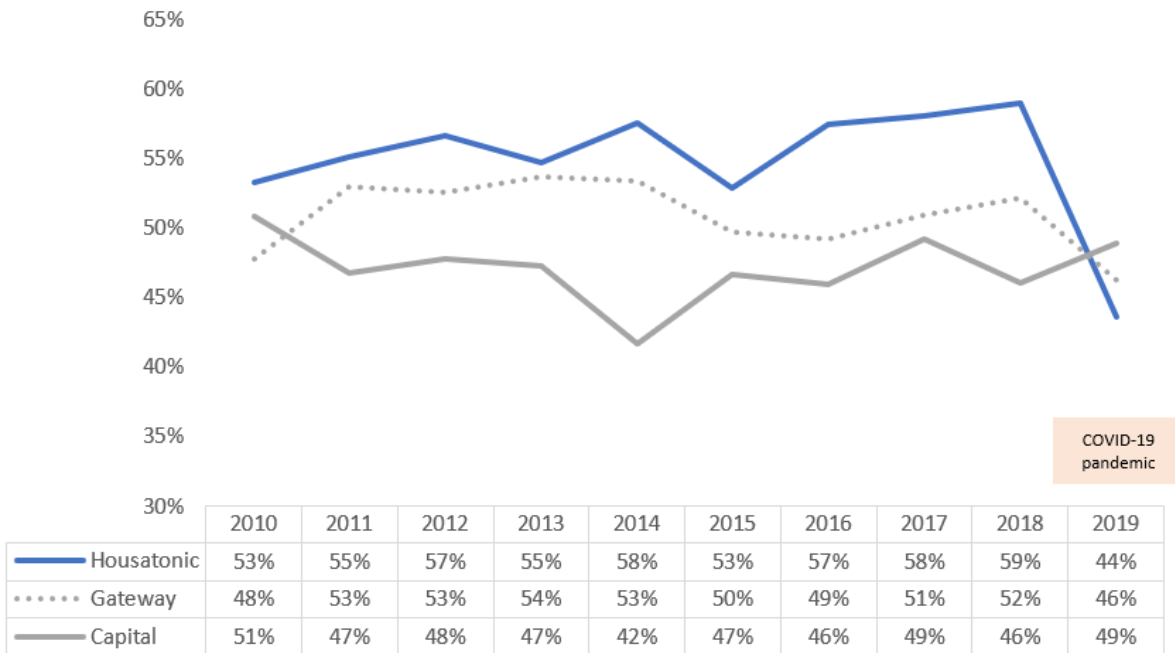
Student Success and Enrollment

The College defines student success as how well students are prepared to accomplish their current and future academic, personal, and professional goals. Student success was the overall goal of the [2017-2022 Strategic Plan](#), developed in 2016. The Strategic Plan (Standard 2) called for a more “Systematic Approach to Student Retention, Progression and Graduation.” Many aspects of the plan recognized the need for Student Services to play a more important role in students’ educational success and to improve retention.

Pre-COVID-19, Fall-to-Fall retention rates at HCC remained consistent and slightly above the retention rates for the system. During COVID-19, retention rates were consistent with the system. When compared to Connecticut’s other urban, diverse community colleges (Figure 8.1), Housatonic was able to retain students at somewhat higher levels until the COVID-19 pandemic. While this recent decline is concerning, the College is confident that its current efforts can reverse this trend.

Retention Rates Comparison - CSCU Peer Institutions*

HCC's fall-to-fall retention rates remain on par with other urban, diverse community colleges in the system.



* Housatonic, Gateway and Capital Community Colleges are located in dense urban centers (Bridgeport, New Haven, Hartford) with large enrollments of Black and Latinx students.

Figure 8.1 – Fall-to-Fall Retention Rates for Housatonic, Gateway, Capital and Community Colleges, Fall 2010 to Fall 2019 Cohorts

Source: National Center for Education Statistics IPEDS Data Feedback Reports 2011-2021

National trends have led to declining enrollment at Housatonic despite considerable efforts to attract new students and retain existing students. The 10-year trend of total enrollment has been declining by 41% (from 6,077 to 3,604), and the five-year trend by 33% (from 5,369 to 3,604). However, HCC’s retention rate increased from 52.9% to 59% between the Fall 2015 and Fall 2019 cohorts of students, a reflection of the hard work of the student services team. The Fall 2019 cohort retention rate did fall to 43.6% as a result of the pandemic, which led to many uncertainties for students (COVID-19 Pandemic section).

Student retention efforts at HCC have been guided by policies at both the system (Guided Pathways) and the college level. In Spring 2021, the College contracted FSL Educators, LLC, an enrollment management company, to review Housatonic’s current enrollment management strategies and develop a strategic enrollment management plan. FSL noted that the College’s enrollment peaked at 6197 in Fall 2010 and declined to 3821 by Fall 2020, and set goals for increasing enrollment to 6000 within 9 years and improving retention to 70%. FSL identified several strengths that the College should build on, including the commitment of the faculty and staff to serve students, the reputation of the College for academic quality, and strong student support services. FSL developed 14 recommendations, most of which are being implemented through a college-wide effort as follows:

- Recommendation 1: Improve segmentation and saturation of the traditional high school market.

- Increased outreach to area schools, including virtual presentations, visits to schools, and hosting lunches for high school guidance counselors.
- Recommendation 2: Create a robust digital media recruitment and retention campaign
 - Campaign created ahead of Fall 2021, allowing College to meet enrollment targets.
- Recommendation 3: Target adult learners and veterans
 - Created an area of the website specifically aimed at adult learners.
- Recommendation 5: Target GED and high school-equivalency students
 - Creating scholarships for students with high potential;
 - Partnering with the Mercy Learning Center, an organization in Bridgeport that provides life skills and literacy education for low-income women.
- Recommendation 6: Target stopped-out students
 - Increasing phone and email outreach
- Recommendation 8: Create and sustain a multi-dimensional communication strategy
 - Creating a campaign through Constant Contact;
 - Developing processes through CRM Recruit.
- Recommendation 10: Maintain the Special Population Registration Dashboard
 - Weekly Strategic Enrollment Dashboard implemented in Fall 2020.
- Recommendation 12: HCC should explore paperless processes for student services
 - Working with System Office on imaging files and paperwork.
- Recommendation 13: Prioritize assessment of student service and enrollment areas
 - Monthly planning and assessment meetings, and weekly meetings during peak times to adjust plan to meet student needs.

In Fall 2020, in consultation with FSL Educators, Institutional Research created a weekly Strategic Enrollment Dashboard (example shown in Figure 8.2) as part of the campaign to encourage current and former students to register for the upcoming Spring term. As suggested in Recommendation 10, Institutional Research has continued to maintain the dashboard and provide the Enrollment Management team with data and analysis for outreach campaigns during open registration periods.

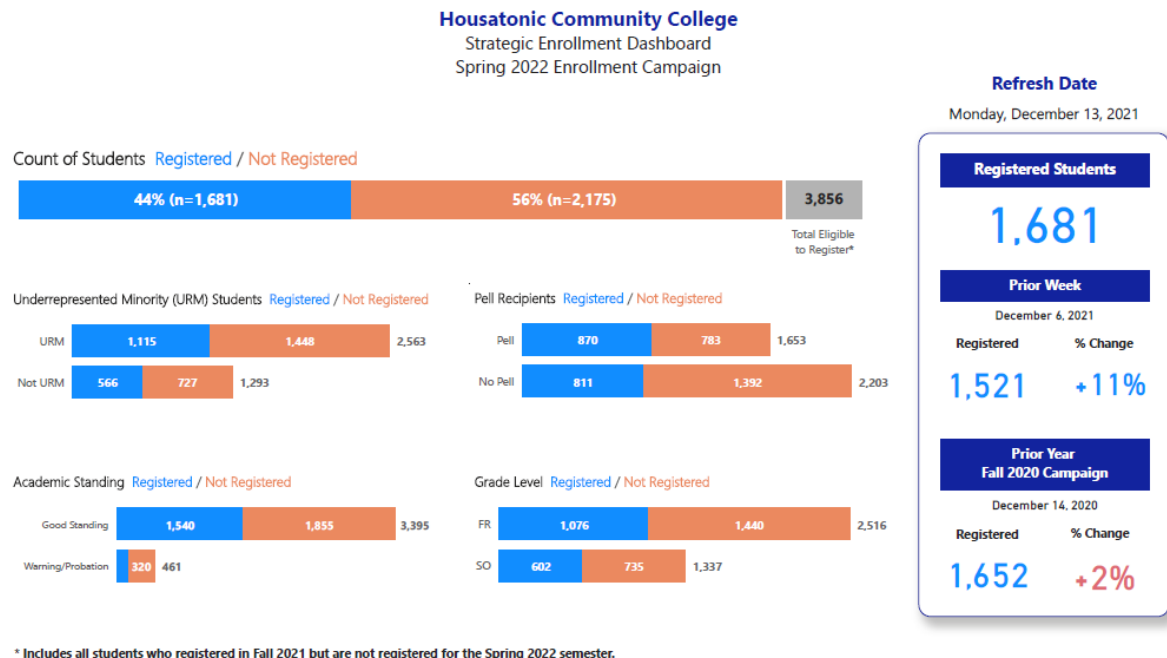


Figure 8.2 – Strategic Enrollment Dashboard, Spring 2022 Enrollment Campaign, Page 1

HCC realizes that improving educational effectiveness means working with students holistically; many new wrap-around services have been developed and designed to improve student outcomes by providing students with more holistic services (Standard 5). The FSL recommendations will help HCC build on its current students supports, including the Family Economic Security Program (FESP) (Standard 5). This program served 413 students before the grant funding ended in 2019; recently, funding was secured to re-establish FESP. FESP uses scholarships and emergency funding to remove material barriers preventing college success. Through life, career, financial, and academic coaching, students in FESP are provided tools that empower them to be successful. The program shows high rates of success (retention, graduation, and transfer). Table 8.2 highlights the program’s success, with 70% of FESP students either completed or still enrolled at HCC.

Table 8.2 – Family Economic Security Program Success Rates, Fall 2015 – Spring 2021

	N	%
FESP Participants since 2015	413	
Graduates	179	43.3%
Non-Graduate Transfers	65	15.7%
Total Success	244	59.1%
Still Enrolled	44	10.7%

FESP enabled the College to make lasting changes to student support services, including emergency funds, scholarships for part-time students, food pantry, and the Guided Pathways Advising Model. These resources have been especially vital to many students during COVID-19. In addition to these lasting changes for all students, the College began FESP 2.0 in Fall 2021 (Standard 5).

Financial Aid Borrowing and Loan Default Rates

In Fall 2017, the Financial Aid team led an initiative to lower student loan borrowing by providing more in-depth financial counseling to students upon their request for additional loan funds. As seen in table 8.3 and Figure 8.3, this initiative led to an almost 60% reduction in student loan borrowing mid-way through 2017/2018 Award Year.

At HCC, Financial Aid student counseling procedures involve speaking with recurring student loan borrowers who need to borrow student loans for living expenses and counseling them on ways to reduce those loan amounts (Standard 7). These efforts intensified in Fall 2017 and onward. The steps taken to help students borrow less money, which included making students more aware of their borrowing, resulted in a significant reduction in the amount of Direct Loans Housatonic taken out by students over the last few award years. Table 8.3 and Figure 8.3 show data from the financial aid processing system documenting this favorable downward trend in student loan borrowing at Housatonic. The HCC Financial Aid Team attributes the sharp decline in student loan borrowing to active student loan counseling and to making students more aware of the effects of their current and future borrowing. While, since 2017, HCC significantly decreased loans to students, it should also be noted that there was a corresponding, significant decline in enrollment. Nevertheless, the average loan per borrower decreased from \$4724 in AY2016-2017 to \$3522 in AY2017-2018.

Table 8.3 – Loan Disbursements, Borrowers and Unduplicated Annual Enrollment, Award Year 2001-2002 to 2020-2021

	Award Year	Total Loan Amount	Borrowers	Annual Enrollment
	2001-2002	\$214,165	101	6,196
	2002-2003	\$223,027	104	6,389
	2003-2004	\$350,755	154	6,488
	2004-2005	\$428,713	201	6,591
	2005-2006	\$361,351	195	6,383
	2006-2007	\$439,437	211	6,373
	2007-2008	\$649,438	206	6,685
	2008-2009	\$820,779	267	7,570
	2009-2010	\$958,960	307	8,430
	2010-2011	\$1,005,337	238	8,672
	2011-2012	\$1,381,603	295	8,721
	2012-2013	\$1,596,840	334	8,438
	2013-2014	\$1,495,837	304	7,864
	2014-2015	\$1,431,800	282	7,235
	2015-2016	\$1,314,760	283	7,140
	2016-2017	\$1,299,034	275	6,979
	2017-2018	\$753,640	214	6,618
	2018-2019	\$483,694	169	6,499
COVID-19 pandemic	2019-2020	\$478,631	165	6,466
	2020-2021	\$253,130	96	5,372

Loan Disbursement and Borrowers, 20 Year History

Active student loan counseling since Fall 2017 has led to a sharp decline in borrowing.

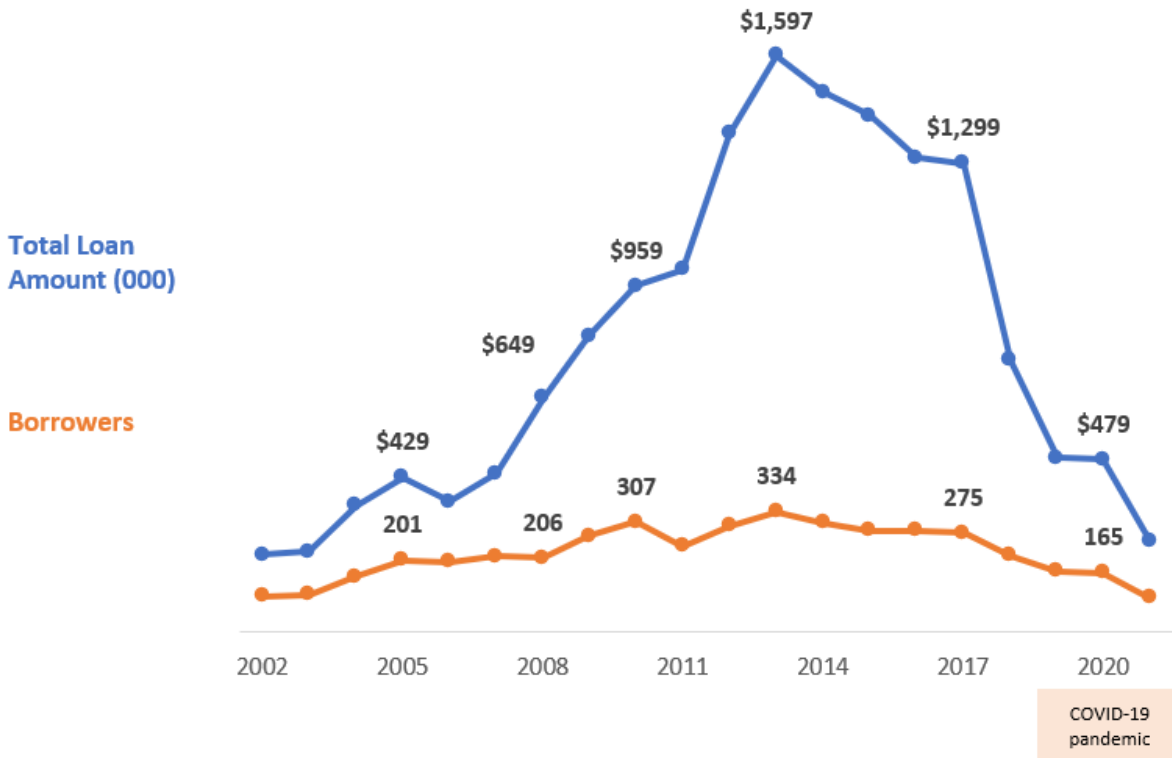


Figure 8.3 - Loan Disbursements and Borrowers, Award Year 2001-2002 to 2020-2021

The Financial Aid Office believes that as student loan rates decrease, the Default Student Loan rate will continue to decrease as well. Housatonic’s official 3-Year default rate shows that the College’s default rates have been decreasing since 2015.

In the Spring of 2020, the CSCU System Office contracted Blue Icon Advisors to work with all Connecticut Community Colleges to review current policies and help draft a system-wide Financial Aid Policy and Procedures guideline, which all schools will use in the future. In March of 2021 the system office rolled out its initial systemwide Policy and Procedure Guide, which HCC has been steadily implementing over the past few months. This standard, system-wide policy and procedure guide will be used to assist the Financial Aid Office administer Financial Aid funds more accurately and concisely, as well as helping to streamline, advance, and enhance HCC’s Financial Aid Department’s offerings, thus helping students attain their educational goals.

Making Data Informed Decisions

The two most recent SENSE and CCCSE surveys provided useful data for HCC. Overall patterns show strengths and challenges for the College.

Table 8.4 - Survey of Entering Student Engagement (SENSE) Standardized Benchmark Scores, 2016 and 2019.

SENSE Survey Benchmark	2016		2019	
	HCC	Top 10%	HCC	Top 10%
Early Connections	48	66.7	46	69.8
High Expectations and Aspirations	45	57.9	52	57.9
Clear Academic Plan and Pathway	48	62	43	63.1
Effective Track to College Readiness	55	59.1	60	62.5
Engaged Learning	54	60.2	51	64.9
Academic and Social Support Network	50	58.4	52	59.9

Source: Survey of Entering Student Engagement (SENSE) Executive Summary of Results, 2016 and 2019

SENSE data shows that in both 2016 and 2019, students reported they engaged at least once in many high impact practices, including:

- asked questions or contributed to class discussions;
- prepared at least two drafts of assignments;
- used tutoring services;
- used writing, math, or other skill lab;
- and used the computer lab.

However, the College sees the opportunity for even more growth, with students reporting low participation in the following areas:

- Worked with classmates outside of class on class projects or assignments
- Participated in a required study group outside of class
- Participated in a student-initiated study group outside of class

These three indicators of student engagement can be improved through the Supplemental Instruction program (Standard 5), which offers students the opportunity to engage in learning groups outside of class, led by other students.

HCC has significantly improved in High Expectations and Aspirations. The College’s two most recent former Presidents frequently stressed to faculty the importance of holding students to high standards, and the current CEO has continued this by asking HCC to aspire to be a benchmark institution.

The low scores on SENSE for Early Connections and Clear Academic Plan and Pathway are surprising given the emphasis placed on these areas in the Strategic Plan and in the development of the new student services spaces. HCC is fostering an environment with a strong Academic and Social Support Network through a more integrated approach to student success, and the College anticipates these scores will improve.

One explanation for the low SENSE scores on Clear Academic Plan and Pathway could be the increasing complexity that comes from more degree options and from the changes brought by system requirements. For example, the addition of TAP programs increased degree options in those subject areas. To address the confusion some students feel, the College’s new Guided Pathways Plan (Standard 5) offers improved guidance and support for all students as they navigate their academic options.

Another explanation is the problem of unclear expectations in the form of prerequisites; for example, a program may say it only requires Calculus, but students must first take prerequisites to reach that course level (see the TAP Business Studies example discussed later in this chapter). Similarly, many programs have very prescriptive sequences of courses.

Table 8.5 – Community College Survey of Student Engagement (CCSSE) Standardized Benchmark Scores, 2015 and 2018.

CCSSE Survey Benchmark	2015		2018*	
	HCC	Top 10%	HCC	Top 10%
Active and Collaborative Learning	47.6	59.4	47.5	59.6
Student Effort	55	58	55.7	59.7
Academic Challenge	52.7	56.6	50.1	57
Student-Faculty Interaction	47.3	58.9	48.6	60.1
Support for learners	53.2	59.8	51	60.8

*CCSSE 2021 Survey was conducted online and garnered low response rates across the system, invalidating the data.

Source: Community College Survey of Student Engagement (CCSSE) Executive Summary of Results, 2015 and 2018.

The SENSE rankings on Engaged Learning are consistent with the 2018 CCSSE results, where HCC ranks above the mean in Student Effort, Academic Challenge, and Support for Learners. These scores indicate that students at HCC are aware of the resources available to them to help them succeed. While the SENSE scores for Engaged Learning are encouraging, the CCSSE scores for Active and Collaborative Learning and Student-Faculty Interaction identify areas for improvement. The HCC Student Success Committee recognized the need to improve these two benchmarks through professional development. In 2017, the CSCU system planned for all faculty to take the Association of College and University Professors (ACUE) Effective College Teaching course, which promoted many collaborative activities and stressed the importance of student-faculty interactions. Only one cohort of faculty at HCC took the ACUE course (approximately 20 faculty total), but many of the resources from the ACUE training were shared with the wider College audience through the CFT, such as the Jigsaw and Fishbowl methods of class discussion, and a workshop on TILTed (Transparency in Learning and Teaching) assignments (how to make assignment instructions more transparent and connected to learning outcomes) (Standard 6).

The latest CCSSE survey was conducted in an online format for the first time in Spring 2021 due to the ongoing pandemic. The survey garnered very low response rates from students across the CSCU community colleges. In addition, the number of colleges providing cohort data for the survey's comparisons was "much lower than typical due to COVID-19." For this reason, the CCSSE 2021 data has not been incorporated into the College's assessment and planning efforts.

Initiatives for Student Success

As the Connecticut Community Colleges move toward a unified system in Fall 2023, many system-wide initiatives have created more opportunities for student success at HCC. For example, as part of the move to Guided Pathways (Standard 5), CSCU began publishing Key Performance Indicators ([KPI](#)) for each college and the community college system overall.

Table 8.6 – Comparison of Key Performance Indicators – Housatonic, Capital, and Gateway Community College, Fall 2013 – Fall 2020 Cohorts

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
Key Performance Indicator (KPI)	College									COVID-19 pandemic
KPI 02: Earned 24 or more college-level credits in first year	Housatonic	9%	12%	12%	14%	12%	13%	10%	15%	
	Capital	6%	5%	8%	6%	7%	6%	9%	12%	
	Gateway	10%	9%	9%	9%	11%	9%	9%	16%	
KPI 06: Passed (C or better) both college-level Math and English in first year	Housatonic	17%	23%	20%	19%	16%	19%	16%	16%	
	Capital	13%	15%	17%	13%	16%	20%	24%	21%	
	Gateway	20%	19%	18%	20%	19%	18%	23%	26%	
KPI 16: Attempted 15 or more credits in first term	Housatonic	10%	17%	18%	21%	13%	17%	13%	17%	
	Capital	4%	8%	7%	8%	4%	5%	4%	18%	
	Gateway	7%	9%	7%	9%	12%	9%	10%	10%	
KPI 20: Average number of credits attempted in first year	Housatonic	18.7	19.2	18.5	19.6	18.4	19.0	17.7	17.1	
	Capital	16.8	16.1	16.1	15.0	15.4	16.0	16.7	16.3	
	Gateway	17.7	18.7	17.4	17.7	17.6	17.1	17.5	16.6	
KPI 21: Average number of credits earned first year	Housatonic	13.6	14.0	13.0	14.6	13.3	13.6	11.9	10.0	
	Capital	11.7	10.8	12.0	10.7	11.1	11.7	11.7	10.8	
	Gateway	13.4	13.5	12.6	12.7	12.6	12.2	12.3	12.0	
KPI 22: Earned zero credits of any kind in first term	Housatonic	13%	15%	18%	13%	15%	16%	18%	31%	
	Capital	13%	18%	14%	15%	17%	14%	15%	22%	
	Gateway	10%	11%	13%	13%	13%	16%	15%	17%	

Source: CSCU Student Success Key Performance Indicators: 2020 Community Colleges Report

When compared to the other urban, diverse community colleges in the system, HCC can identify areas of both strengths and challenges. As seen in Table 8.6, HCC has seen some recent improvements in KPI 2. At the same time, HCC has fallen behind on KPI 6 despite its efforts to improve supports for students in gateway math and English courses. KPI 22 is particularly concerning as it shows that too many of our students who began during COVID are not succeeding. The clearest conclusion to be drawn is that HCC needs to continue to support its most at-risk students.

As part of consolidation, the BOR created a new policy for Alignment and Completion of Mathematics and English (ACME). Under this policy, by Fall 2025 the College will no longer offer developmental courses. Instead, all students will enroll in credit-bearing English and Math courses with levels of supports based on students' needs, as determined by multiple measures, including high school GPA, SAT scores, and guided self-placement. Faculty will design new ENG 101 and introductory-level math courses, as well as the different levels of support. The supports will have both credit and non-credit options, based on student needs. Currently, the College offers six-credit workshop courses for ENG 101

and MAT 137 for students who place in the upper range of developmental courses, as well as three and six credit versions of developmental ENG and MAT courses.

As seen in Table 8.7, the percentage of students in developmental ENG courses and ESL has shrunk dramatically during COVID. Students might be using new placement policies to self-place into gateway courses instead of developmental or ESL courses; another possibility is that these students are choosing to not enroll at this time. The same pattern is evident in MAT courses.

Table 8.7 – Percentage of New, First-time Students Enrolled in Developmental ENG, ENG 101, and ESL Courses, Fall 2018-Fall 2020

	Developmental ENG Courses			Developmental Total	ESL	ENG 101 with Workshop	ENG 101
	Developmental Reading ONLY	Developmental Writing ONLY	Developmental Reading & Writing				
2018	6.1%	3.7%	33.2%	41.0%	11%	14%	34%
2019	13.1%	6.2%	28.9%	48.2%	6%	12%	34%
2020	5.0%	1.3%	18.5%	26.2%	1%	22%	51%

HCC works hard to place students into the correct level, knowing that effective placement is key to student success. The Lafayette Hall addition (Standard 2) features a larger placement exam computer lab, allowing more students to be placed more quickly. Recently, both math and English placement exams were updated and cut scores changed. Depending on scores, students place into either three-credit or six-credit versions of key gateway courses. HCC has reduced the number of developmental courses required, while increasing the amount of support within each class, so students can more quickly progress to credit-bearing courses (KPI 06).

An analysis of course pass rates from 2015-2020 shows that the traditional Accuplacer exam (phased out starting in 2018) had the highest accuracy in predicting success in English 101, with Next Generation, official high school GPA, and self-reported high school GPA all having lower predictive capabilities. Even accounting for the stresses of the pandemic in Fall 2020 (the only year for which self-reported GPA is available), a comparison of only that year tells a stark story in the difference of success rates based on the type of placement tool used. For example, only 46.7% of the students placed into ENG 101 using self-reported GPA passed, compared to 74.1% of students placed using the traditional Accuplacer scores (as shown in Table 8.8).

Table 8.8 – Placement Tools and ENG 101/101W Course Pass Rates, Fall 2020

Placement Tool	ENG 101			ENG 101W		
	Headcount	Passed (C or higher)	Pass Rate	Headcount	Passed (C or higher)	Pass Rate
Grade Point Average						
Official	229	115	50%	74	45	61%
Self-reported*	184	86	47%	48	20	42%
Placement Tests						
NextGen	38	37	97%	19	9	47%
Accuplacer	27	20	74%	9	6	67%

* Self-reported GPA used for the first time in Fall 2020, due to the COVID-19 pandemic. Accuplacer Test is being phased out.

As seen in Table 8.9, analysis of NextGen reading placement scores from 2019 showed no correlation between test scores and success in ENG 101. The NextGen writing scores were slightly more predictive of student success.

Table 8.9 – NextGen Reading and Writing Placement Scores and ENG 101 Pass Rates, Fall 2019.

	NextGen Reading			NextGen Writing		
	Headcount	Passed ENG101 (C or higher)	Pass Rate	Headcount	Passed ENG 101 (C or higher)	Pass Rate
Test Score Threshold						
251 Or Higher	266	170	64%	114	166	69%
255 Or Higher	200	124	62%	91	130	70%
260 Or Higher	125	78	62%	59	87	68%
265 Or Higher	72	42	58%	37	54	69%
270 Or Higher	40	26	65%	21	26	81%
275 Or Higher	25	15	60%	9	10	90%
280 Or Higher	17	10	59%	6	6	100%
285 Or Higher	6	4	67%			
300 Or Higher	2	2	100%	1	1	100%

Beginning in Fall 2020, due in part to the pandemic, the CSCU Provost mandated that high school GPA could be used for placement in MAT and ENG courses; this mandate will stay in place at least until the consolidation (planned for 2023). Student success rates for Fall 2020 in Table 8.10 show that GPA alone is not an effective placement tool for math courses. Students placed into math courses by high school GPA alone were less successful than students placed by other measures (such as placement exams). The pass rates and retention rates were statistically significant and prompted further study during Spring 2021.

Table 8.10 – Enrollment and Fall-to-Spring Retention Outcomes for Students Placed in Math 137 or Higher using High School GPA, Fall 2020

Completion Outcome	Enrolled		Returned Next Spring	
	N	%	N	%
C or better	32	22%	30	94%
C- or lower	107	74%	57	53%
Both outcomes (enrolled in more than one course)	5	3%	4	80%
TOTAL	144		91	63%

CSCU Pathway Transfer Articulation Program Degrees (TAP)

Since the Fall of 2019, enrollment in CSCU TAP transfer degrees has made up a significant percentage of enrollment at Housatonic Community College. As the total TAP enrollment figures listed by semester in Table 8.11 indicate, TAP enrollment declined after Fall 2020 (during a period of declining enrollment across the state, due to COVID-19). However, TAP enrollment at Housatonic Community College rebounded in Fall 2021, and through coordination with the system office’s Director of Office of Transfer and Articulation and ongoing efforts to provide TAP orientation events and TAP degree advising, the College expects TAP degrees to see continued growth over the next five years.

Table 8.11 – College and Transfer Articulation Enrollment and Graduates, AY 2016-2017 to AY 2021-2022.

Academic Year	Fall Enrollment			Graduates		
	HCC	TAP	% TAP	HCC	TAP	% TAP
2016-2017	5,143	19	0.4%	501	2	0.4%
2017-2018	5,138	122	2.4%	442	7	1.6%
2018-2019	5,012	469	9.4%	463	19	4.1%
2019-2020	4,836	673	13.9%	350	23	6.6%
2020-2021	3,821	671	17.6%	357	47	13.2%
2021-2022	3,604	557	15.5%	-	-	-

* Full graduate data for AY 2021-2022 will not be available until May 2022.

While these high TAP enrollment numbers are encouraging, some TAP advisors believe that too many students select TAP programs when they would be better off in parallel programs (for example, Business Administration instead of TAP Business Studies). Program advisors are concerned about students’ ability to complete the math requirements in TAP programs, which are often more rigorous than in other HCC programs. For example, as shown in Table 8.12, students who select TAP Business Studies but who place into MAT 095 will have to complete 4 additional math classes not part of that program (to qualify for MAT 254 Calculus, which is required for the TAP Business program), whereas Business Administration students in HCC’s program who place into MAT 095 would only have to take one additional math class. Business department faculty stand by the HCC Business degrees, which are part of articulation agreements with many area colleges.

Table 8.12 – Required and Pre-requisite Math courses for Business Administration and CSCU Transfer: Business Studies Degrees

Course		Business Administration	TAP Business Studies
MAT 095	Elementary Algebra	Pre-Requisite	Pre-Requisite
MAT 137	Intermediate Algebra	Required	Pre-Requisite
MAT 167	Statistics		Required
MAT 172	College Algebra		Pre-Requisite
MAT 186	Pre-Calculus		Pre-Requisite
MAT 254	Calculus		Required

* Pre-requisites are for next course in sequence.

Because of more restrictive TAP requirements, only four students have earned the TAP Business Studies degree since it was first offered in 2016, while hundreds of students graduated from HCC’s Business degrees during that time. Further, the Business Department’s program advisory board, consisting of both local business leaders and colleagues from four-year transfer institutions, have consistently approved of the HCC Business degree’s content and outcomes.

The TAP Psychology Studies program, on the other hand, meets the needs of those students planning on transferring. The program’s growth (as shown in Figure 8.4) may indicate that students see it as a better path than the Liberal Arts and Sciences degree; TAP Psychology Studies is currently the College's fifth largest program.

Transfer Articulation Program Growth

TAP Program enrollment has increased over the last 5 years, while General Studies and Liberal Arts & Sciences enrollment has declined significantly.

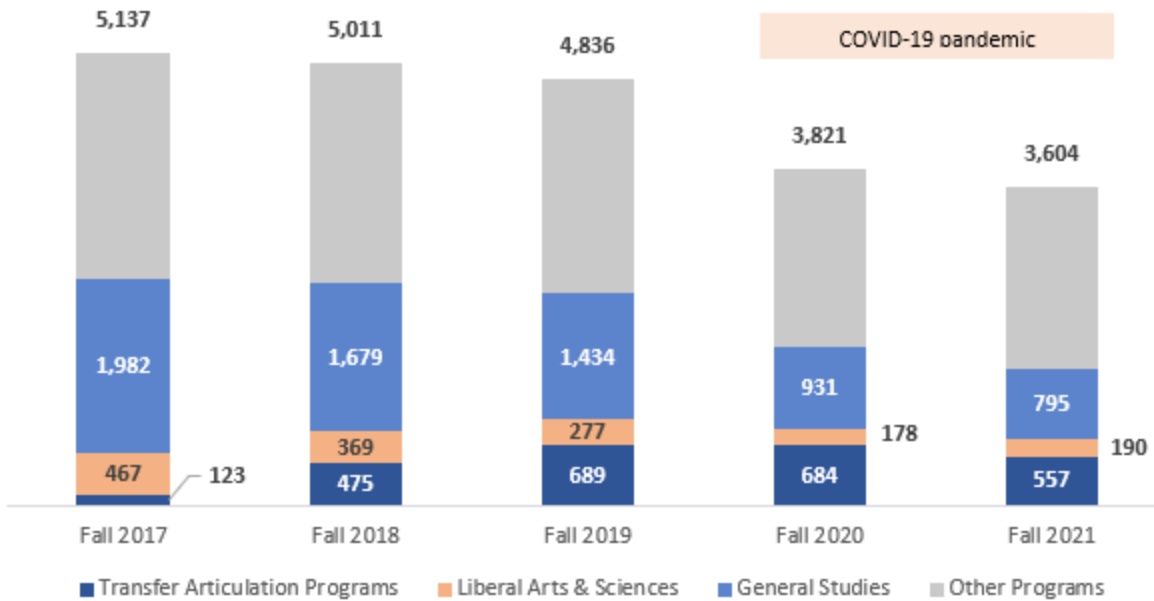


Figure 8.4 – Fall Enrollment in Transfer Articulation (TAP), Liberal Arts & Sciences (LAS), and General Studies Programs, Fall 2017 to Fall 2021

Part of the process of creating TAP programs required extensive mapping of course outcomes to TAP outcomes. This was completed by the General Education Committee. From 2016 through 2019, courses meeting TAP requirements were assessed on a predetermined schedule. Assessment results from all departments were collected by TAP coordinators and submitted to a system-level TAP committee. Many of the assessments of courses meeting TAP requirements were consistent with system-wide TAP assessments, which found that TAP outcomes were not producing data useful for improving student success. Thus, TAP assessments became “an assessment of the assessment.” Furthermore, many faculty expressed a distrust of assessments that required the collection and submission of artifacts.

In 2020, system-wide committees of faculty began revising the TAP outcomes. These new outcomes were revealed in Spring 2021 in draft form. In 2020, the College began planning its own General Education assessment through the General Education Committee. These plans were delayed by the COVID-19 pandemic, but the assessment was implemented again beginning Spring 2021. Departments were instructed to use the old TAP rubrics and outcomes to identify course-specific outcomes that could be assessed and were encouraged to revise the TAP outcomes to better identify ways to improve student learning. Departments have assessments scheduled through the Spring 2022 semester.

Educational Excellence and Programs

Individual departments constantly seek ways to improve their degree offerings. The E-Series Forms (see Appendix) show the many ways that departments are committed to understanding student learning priorities and success. For example, in 2018, after working with faculty across the state to create consistency among programs, the College’s Computer Science faculty developed 5 new certificates that

better addressed the requirements of the workforce requirements. Additionally, the Art Department continued to expand its offerings, adding degrees based on specific workforce demands in the fields of Photography and Illustration. The department also identified a transfer opportunity with Albertus Magnus College for students entering the growing field of Art Therapy. In 2018, in response to growing industry needs, the Business Department added a Marketing degree. The Math and Science Department added a Pre-Nutrition degree, created another transfer opportunity through the statewide College of Technology agreement, and revised the Advanced Manufacturing certificate to emphasize the importance of computer and machine drafting. Departments have also terminated programs that were not effective for students or had low completion rates. The Art Department terminated the Industrial Design program; the Business Department terminated the Business Office Technology program; and the Math and Science department terminated the Aviation Maintenance program.

The story of the Surgical Technology program shows HCC's ability to recognize opportunities, maximize available resources, and develop plans based on data. Recognizing that healthcare jobs would be one of the fastest growing fields in the region, HCC entered into a partnership with Bridgeport Hospital. Students train on equipment donated to HCC by the hospital before completing their clinical work at various hospitals across the state, including Bridgeport, Danbury, Griffin, Yale, Greenwich, and Stamford. The Surgical Technology program started with a class of 38 students in 2017-2018 and has enrolled 107 students to date. Since the program's implementation, 100% of the students have been National Board of Surgical Technology and Surgical Assisting Certified Surgical Technologist (NBSTSA/CST) exam eligible. Furthermore, 63% of the students passed the CST Exam on the first attempt, and 93% of the students were placed in jobs.

Medical Assisting and Advanced Manufacturing are other examples of programs developed in response to employment trends. Advanced Manufacturing has improved its outreach to female students, international students, and low-income students. As a result, the program has grown and in Spring 2020 offered its first Spring cohort.

Academic Program Review plays an important role in maintaining academic excellence. New programs are reviewed after 3 years (based on 150% graduation rate) and then every 7 years after that. Housatonic provides course release to a faculty member who coordinates and organizes the program review schedule and processes. The BOR updated the process for Academic Program Reviews to put more emphasis on program outputs, including graduation rates. Programs that fall below the threshold of a 3-year graduation of 8 students must complete a Low Completer Report that asks programs to document their contribution to the College, make plans for improvement, or to recommend termination of the program. The BOR process also provides programs with the chance to describe other measures of student success. The new Theater Arts Performance Certificate, for example, only has a 3-year graduation rate of 1.67, but 5 of 10 students who have been enrolled in the program since its inception have completed it, so by that alternative measure, its success rate is 50%.

One key change in HCC's program review process is the shift from describing resources to measuring student success. Based on a Learning Opportunities Chart used by the Early Childhood Inclusive Education department to map their curriculum, program reviews now include more evaluation and assessment of student learning outcomes. For example, the Criminal Justice program used their program review to plan more significant opportunities for students to develop their writing skills through more scaffolding of writing assignments.

As part of the self-study process, HCC inventoried its Academic Program Reviews. Two major programs did not have current reviews: General Studies (GS) and Liberal Arts and Science Humanities/Behavioral

and Social Science (LAS). A review of GS was completed in Fall 2021, and the review of LAS is scheduled to begin in January 2022. Before Guided Pathways, GS was the default program for new students, but improvements in advising (Standard 5) have led to a decline in GS enrollment from a high of 45.8% of students in 2016 to 26.8% in 2020. LAS enrollment was 6.1% of students in 2017, declining to 3.7% in Fall 2020. Both programs offer students a wide selection of courses that can meet the program requirements; thus, specific courses are not mapped to specific program outcomes, and review of these programs depends upon General Education assessments.

The General Studies program review began in 2020. The General Studies program is housed in the First Year Studies (FYS) department. This department teaches only one required course in the degree: Freshman Seminar. As part of their review, FYS recognized the need to prepare students for a wide variety of potential educational and career paths; thus, they revised the program outcomes to better describe the ways that a General Studies degree gives students a foundation in communication, disciplinary knowledge, and critical thinking, as well as preparing students for college and career success. FYS also worked with IR to identify the courses General Studies students take most frequently. The General Studies program allows students to explore a wide variety of courses or to earn a degree for transfer. Many General Studies students use the degree as a pre-nursing degree, which is why Anatomy and Physiology is one of the most frequently taken courses in that program. The BOR has also approved an online version of the GS program.

One key to success in the General Studies program is the new Freshman Seminar (FS 100) course. Beginning in 2017, the College began requiring FS 100 of all students who placed into developmental-level courses. FS 100 is now required of all GS students. Based on best practices and guided by a state-wide work group, the FS 100 course provides students practical college success skills and encourages reflective thinking on goals and planning. Students in the course practice mapping out their entire schedule of course work, research educational and employment opportunities in their desired field, and submit a portfolio with reflective work on their growth in the course. FS 100 also introduces students to campus resources and college success strategies.

As seen in Table 8.13 and Table 8.14, analysis shows a high level of success for General Studies students who pass FS 100 with a C or higher in their first semester of college, with Fall-to-Fall retention significantly above the average. The 150% graduation rates for the 2017 cohort passing FS 100 in the first semester was significantly higher than the rate for the 2017 cohort overall. This quantitative data combined with the qualitative data from student surveys and students' reflective writing in their FS 100 portfolios shows that FS 100 has a clear and measurable impact on student success. In particular, the course effectively promotes success for students who place into developmental courses and pass FS 100 in the first semester.

Table 8.13 – Fall-to-Fall Retention for Students Enrolled/Not Enrolled in Freshman Seminar (FS 100) in First Term, Fall 2016 – Fall 2019 Cohorts

Fall Term	Enrolled in FS 100						Not Enrolled in FS 100		
	Completed with C or better			Completed with C- or Lower			Cohort Size	Returned Fall	Rate
Cohort Size	Returned Fall	Rate	Cohort Size	Returned Fall	Rate				
2016	65	53	82%	39	15	38%	206	125	61%
2017	46	37	80%	41	17	41%	165	103	62%
2018	27	22	81%	21	6	29%	113	69	61%
COVID-19 pandemic 2019	30	19	63%	39	10	26%	83	37	45%
Total	168	131	78%	140	48	34%	567	334	59%

Table 8.14 – Graduation 150% Time for Students Enrolled/Not Enrolled in Freshman Seminar (FS 100), Fall 2016 & Fall 2017 Cohorts

Fall Term	Enrolled in FS 100						Not Enrolled in FS 100		
	Completed (C or better)			Completed (C- or lower)			Cohort Size	Grads	Rate
Cohort Size	Grads	Rate	Cohort Size	Grads	Rate				
2016	65	8	12%	39	0	0%	206	23	11%
COVID-19 pandemic 2017	46	5	11%	41	0	0%	165	14	8%
Total	111	13	12%	80	0	0%	371	37	10%

However, analysis of the data also shows some areas for improvement. Students who took FS 100 in the first semester and did not earn a C or higher have significantly lower levels of retention and success. Only 40% of those students are retained, and none graduate in 150% time. For the cohorts analyzed, the pass rates declined from 63% in 2016 to 43% in 2019. As part of the consolidation efforts, the FS 100 course will be replaced by CCS 101 in Fall 2023. During the 2022-2023 academic year, HCC will pilot CCS 101. Three community colleges are currently piloting this new course.

Strategies for Promoting Student Academic Success

To better serve students, the College has begun to increase course offerings outside the traditional semester timeframe: 8 Week Courses that run during the first and second halves of the semester, and Late Start Courses that run after the Add/Drop Date (Standard 4). HCC has long offered “late start” courses that begin during the third week of the semester and end on-time at the end of the semester; however, only a small number of these courses were offered, primarily in those courses needed as prerequisites and co-requisites. In 2018, the College President encouraged the development of 8-week courses to better meet the needs of students.

Assessment of success rates in these courses show that late start courses promote student success at a high level compared to students starting regular courses after the semester begins; however, student success rates were considerably lower in 8-week courses than in 14-week courses (see Table 4.1, Standard 4). The exception to these lower rates were in sequential courses, such as Spanish 1 and Spanish II and Psychology 101 and Psychology 102.

Based on these results, HCC has started offering many more late start courses. Late start courses are also key to enrollment management. By offering more late start courses, students who are not able to register for the beginning of the semester can still enroll in a full semester of course work without adding a class after it begins. Furthermore, low-enrolled classes that need to run for students to complete key program requirements have more time to fill. As shown in Figure 4.1, since their implementation in 2018, an increasing number of students have been able to register for late-start and 8-week sources.

Late-Start Course Progression

Data analysis of academic performance led to the expansion of late-start course offerings.

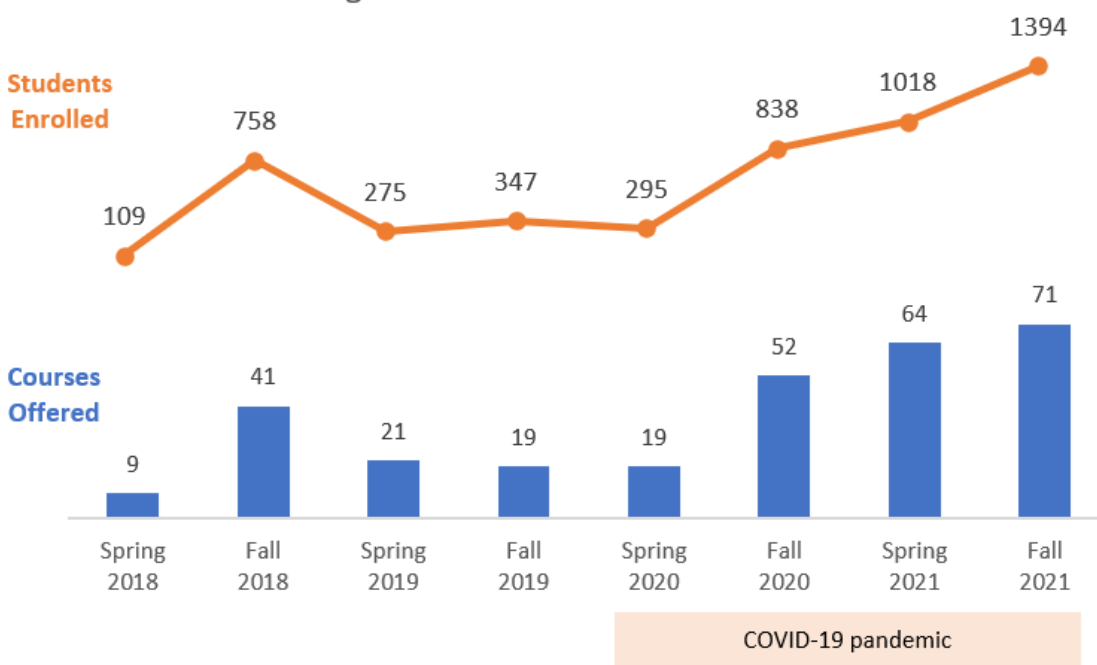


Figure 4.1 - Late-Start (14-Week) Courses and Enrollment, Spring 2018 – Fall 2021

The College has implemented several additional initiatives that show quantifiable student success, and it plans on scaling these initiatives as resources allow. For example, after the Achieving the Dream grant to develop a Zero Cost degree based on Open Educational Resources (OER) (Standard 6), some courses chose to keep using OER materials. The College then moved to a NoLo designation for courses that kept textbook costs below \$40. As seen in Figure 8.5, in Spring and Summer 2020, a peak of 228 courses were designated NoLo.

Expansion of Open Educational Resources (OER)

Course sections with no or low-cost textbooks have increased dramatically since campus-wide adoption of OER in 2019.

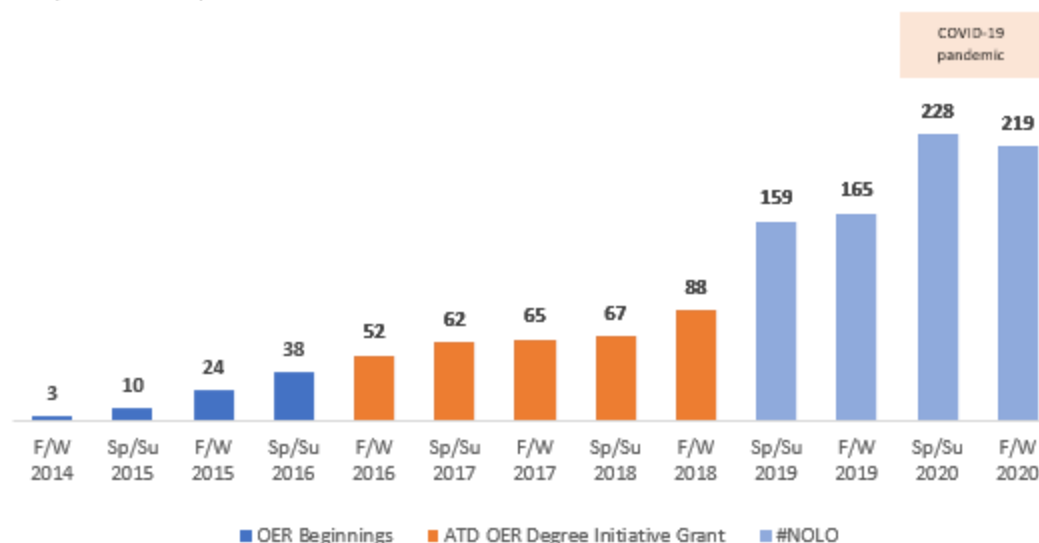


Figure 8.5 – Open Educational Resources (OER) Course Sections, Fall 2014 – Winter 2020

Given declining enrollments, these numbers show that NoLo courses make up increasing percentages of course offerings. Many faculty have been awarded grants from CSCU and the Connecticut OER Coordinating Council, and as part of those grants, faculty are asked to evaluate the effectiveness of OER in comparison to non-OER. These reports are consistent with national data that OER produces better or the same outcomes as non-OER.

Before the pandemic, the Writing Center (Standard 5) had expanded its services, offering drop-in “Writing Days” during reading days and at the end of semester, and embedding tutors in classes for Peer Reviews. The Writing Center employs student tutors and professional tutors (many of whom are graduates of HCC), maintaining a strong student writing tutor program despite the limitations of the strongest students only being enrolled for 2-3 years. As shown in Table 8.15, in Fall 2019, of the 326 students who used the Writing Center, 84% percent earned a grade of C or higher in the courses for which they visited. In ENG 101, with a pass rate in Fall 2019 of 62.8%, the Writing Center improved the pass rate for the course by 2%.

Table 8.15 – Pass Rates (Grade C or better) for Students Enrolled in ENG 101 who Visited/Did Not Visit the Writing Center, Fall 2019

	Headcount	Pass (C or better)	Pass Rate
Visited Writing Center	95	75	79%
Did not visit Writing Center	749	455	61%
TOTAL	844	530	63%

The Supplemental Instruction (SI) program (Standard 5) at HCC started in 2017, serving 6 classes in 2017-2018 (182 students); 16 classes in 2018-2019 (300 students); 18 classes in 2019-2020 (333 students); and 11 classes in 2020-2021 (183 students).

As shown in Table 8.16, analysis of the 2018-2019 data provides a strong example of SI’s consistent impact on student success. Of the 300 students enrolled in SI sections, 161 used SI services. Seventy-five percent (75%) of students who used SI services earned a C or higher in the course; only 39% of students who did not use SI earned a C or higher; students who used SI earned higher grades (average grade 2.75) than the students who did not use SI (average grade 1.63). Students who attended 1-4 SI sessions showed moderate gains; the biggest increase in pass rates and grades were enjoyed by students who attended 5 or more sessions. SI results in 2019-2020 were consistent with the prior year.

Table 8.16 – Pass Rates for All Courses with Supplemental Instruction Option, Fall 2018 – Fall 2019

	Headcount	Completed (C or better)	Pass Rate
SI Courses			
1-4 Sessions	85	54	64%
5-9 Sessions	37	30	81%
10 or More Sessions	39	37	95%
Total SI Courses	161	121	75%
Non-SI Courses	139	54	39%
Total All Courses	300	175	58%

APPRAISAL

Areas in need of improvement cannot be explained by either the administrative turnover or concerns about consolidation. Two of the College’s former Presidents spoke frequently of the importance of maintaining high standards and making data-informed decisions, and the 2017 Strategic Plan heavily emphasized such decisions as a result. The years of change and upheaval, then, can be used to explain the challenges the College has faced and to help contextualize the success the College has had.

The College recognizes the need for systematic assessment of institutional and academic effectiveness, especially in areas such as program review and supporting students in their transition to college, during the first year of study. In Fall 2019, a Program Review and Assessment Committee was formed under the College Curriculum Committee as a direct result of the noted need for better oversight of, and engagement with, program review. In addition, faculty members have been given course release time to work to support program review by the Office of Academic Affairs. Further, as part of this self-study process, all department chairs, program coordinators, and directors were invited to participate in a NECHE-led assessment workshop, conducted by Dr. Laura Gambino. Following her sessions, faculty from the Early Childhood Education and Art Departments presented their assessment and program review materials at a College Community Meeting.

The College has also noted a need to better archive its assessments and reviews. During the Connecticut State Community College IT merger, some previously completed electronically archived assessments were lost in the shift between the old and new archiving and storage software platforms. Some faculty

were able to recover previous assessments from their own computers. Going forward, to maintain consistent access to College reports and data, the College will store information on One Drive, or similar cloud-based services.

While the College often offers innovative programming and services, a general initiative fatigue sometimes prevents faculty and staff from keeping newly developed opportunities in mind. For example, the College experimented with a partnership with nearby Southern Connecticut State University in which students could take 300- and 400- level courses in Business, Education, and Psychology at HCC that would count towards a degree at SCSU. To help support the program, SCSU provided an advisor to be present at HCC one or two times per week. Unfortunately, the program levels of student use were not what had been anticipated, with courses frequently running with fewer than ten students. A more intentional effort is underway to increase student use of this resource.

PROJECTIONS

- Use General Education assessment to improve student success as measured by KPI 13 (Rate of College Level Course Passing with Grade of C or higher in student's first academic year).
 - Who: General Education, Department Chairs, Dean of Academic Affairs
 - When: ongoing
- Improve student success in ENG 101 and MAT 137 by creating better pathways from developmental to credit-bearing courses now, and by implementing ACME policies as they are developed.
 - Who: Math, English, and First-Year Studies Faculty
 - When: ongoing
- Increase student use of (and access to) supports with measurable success, including Center for Academic Progress, STEAM Center of Excellence, Writing Center, and Supplemental Instruction.
 - Who: Faculty, Academic Support Center staff, Supplemental Instruction Coordinator
 - When: ongoing

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

12 Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		HCC Code of Student Rights, Responsibilities and Conduct	Dean of Student Services
Intellectual property rights		2016-2021 Collective Bargaining Agreement	Dean of Academic Affairs
Conflict of interest		Ethical Conduct Policy	Human Resources
Privacy rights		https://www.housatonic.edu/ferpa	
Fairness for students		HCC Code of Student Rights, Responsibilities and Conduct	Dean of Student Services
Fairness for faculty		2016-2021 Collective Bargaining Agreement	Human Resources
Fairness for staff		2016-2021 Collective Bargaining Agreement	Human Resources
Academic freedom		2016-2021 Collective Bargaining Agreement	Dean of Academic Affairs
Research		Faculty Consulting and Research Policy	Dean of Academic Affairs
Title IX		https://www.housatonic.edu/title-ix-information	Dean of Student Services (Deputy Title IX Coordinator)
Other; specify			

Non-discrimination policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Recruitment and admissions		https://www.housatonic.edu/about-us/nondiscrimination-at-hcc	Admissions
Employment		https://www.ct.edu/hr/diversity	Human Resources
Evaluation		2016-2021 Collective Bargaining Agreement	Human Resources
Disciplinary action		2016-2021 Collective Bargaining Agreement	Human Resources
Advancement		2016-2021 Collective Bargaining Agreement	Human Resources
Other; specify			
Affirmative Action		https://www.housatonic.edu/about-us/affirmative-action	Equal Opportunity Officer

Resolution of grievances	Last Updated	Website location where policy is posted	Responsible Office or Committee
Students		HCC Code of Student Rights, Responsibilities and Conduct	Dean of Student Services
Faculty		2016-2021 Collective Bargaining Agreement	Human Resources
Staff		2016-2021 Collective Bargaining Agreement	Human Resources
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	https://catalog.housatonic.edu/
Obligations and responsibilities of students and the institution	HCC Code of Student Rights, Responsibilities and Conduct
Information on admission and attendance	Academic Procedures
Institutional mission and objectives	https://www.housatonic.edu/about-us/mission-statement
Expected educational outcomes	Degree & Certificate Offerings/Outcomes
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	Catalog - Becoming CT State Community College https://www.ct.edu/ctstate/academics
Requirements, procedures and policies re: admissions	https://www.housatonic.edu/enroll
Requirements, procedures and policies re: transfer credit	https://www.housatonic.edu/enroll/transferring-to-hcc
A list of institutions with which the institution has an articulation agreement	Transferring to a Four Year
Student fees, charges and refund policies	https://housatonic.edu/paying-for-hcc/tuition
Rules and regulations for student conduct	HCC Code of Student Rights, Responsibilities and Conduct
Procedures for student appeals and complaints	HCC Code of Student Rights, Responsibilities and Conduct
Other information re: attending or withdrawing from the institution	https://housatonic.edu/add-drop-information
Academic programs	https://www.housatonic.edu/academics/degrees-certificates
Courses currently offered	https://www.housatonic.edu/search-courses
Other available educational opportunities	
Other academic policies and procedures	Academic Procedures
Requirements for degrees and other forms of academic recognition	https://housatonic.edu/graduation-information
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.housatonic.edu/directory-list/category/faculty-all
Names and positions of administrative officers	https://www.housatonic.edu/directory-list/category/administration
Names, principal affiliations of governing board members	Catalog - Housatonic People
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.housatonic.edu/fastfacts
Description of the campus setting	https://www.housatonic.edu/about-us
Availability of academic and other support services	https://housatonic.edu/current-student/student-resources
Range of co-curricular and non-academic opportunities available to students	https://www.housatonic.edu/student-life
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	https://www.housatonic.edu/about-us/mission-statement
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.housatonic.edu/fastfacts
Total cost of education and net price, including availability of financial aid and typical length of study	Housatonic Community College Net Price Calculator
Expected amount of student debt upon graduation and loan payment rates	
Statement about accreditation	https://www.housatonic.edu/about-us/license-and-accreditation-neche

Standard 9: Integrity, Transparency, and Public Disclosure

DESCRIPTION

Integrity

Integrity lies within the College's [Mission, Vision, and Values Statement](#), which contains the value "Ensuring personal, academic, and organizational integrity and honesty in all endeavors." Framed plaques along many of HCC's hallways display these core values. Additionally, the College's Mission, Vision, and Value Statements are printed in major College publications, viewbooks, student handbooks, the College catalog, and on the website, as well as standing as headers at the top of Cabinet meeting agenda documents.

Students are reminded to act responsibly, ethically, and with integrity through the [Student Code of Conduct](#), which can be found on the College's website as well as in the student handbook, provided to all students at orientation. Administration, faculty, and staff are given [Code of Conduct](#) policy copies in their welcome packets.

Institutional leadership fosters an atmosphere where issues of integrity can be openly considered. Each semester, open forums are held for faculty and staff to address issues and share ideas. College and Student Senate meetings provide additional outlets for the HCC community. Leadership and Cabinet meeting [minutes](#) are published regularly, as are College Senate meeting [minutes](#).

The BOR [CCSU Student Code of Conduct](#) was last reviewed in July of 2020. Housatonic Community College students are expected to do their own work on assignments, laboratory exercises, quizzes, examinations, and any other academic work. Cheating in any form is viewed by the faculty, the students, and the administration as a most serious offense. These details are clearly explained on the [Office of Student Life's Student Conduct page](#). Faculty members are expected to explain to students exactly what is meant by academic dishonesty and plagiarism, and what the penalties are, at the beginning of the semester. During the annual review of the College catalog, the "[Copyright Policy for Students](#)" is reviewed and published. It is also housed in the student handbook.

In Fall 2019, the College adopted [the Advocate System](#). The Advocate System (open to students, faculty, staff, and the public) is used for online reporting of incidents, student conduct, student concerns, and Title IX reports. Student conduct/incident reports provide the College with a process to report and resolve questions about a student's conduct in relation to the Code of Student Rights, Responsibilities and Conduct. The Care Report provides the opportunity to share concerns about the well-being of any member of the campus community.

All college work and events happen within the traditions of open inquiry, academic freedom, and the pursuit of truth and knowledge. The college encourages faculty and students to plan student activities and events, including [programs that involve outside speakers or performers](#). Such programs are an invaluable opportunity for the free exchange of ideas in an atmosphere of mutual respect and civility. Within this same atmosphere, faculty are encouraged and supported in their pursuit of professional development. The on-campus [Center for Teaching](#) nurtures the talents that make each educator unique. Faculty also have access to funds for coursework, conferences, sabbaticals, and other opportunities (Standard 6). The [CSCU Faculty Consulting & Research Policy](#) provides parameters for additional research or consulting activities that faculty might choose to undertake within their field. However, the

policy clearly states that full-time faculty's primary academic year responsibility is to the Board of Regents and their respective institutions.

Housatonic is accredited by the New England Commission of Higher Education and its curricula are licensed and accredited by the Connecticut Board of Regents for Higher Education. Housatonic is an affirmative action/equal opportunity institution. The College grants both degrees and certificates [according to clearly explained criteria](#), including [Non-Credit Accreditation, Certification & Licensure Approvals](#).

The College's [non-discrimination statement](#) is printed on admissions materials such as viewbooks and brochures. Print and digital admissions materials depict people of diverse characteristics and backgrounds. Materials are accessible in print as well as on digital platforms and within ADA compliance standards. HCC's Diversity Awareness Committee's (DAC) mission reads "Appreciating diversity means acknowledging that people think, act, interact, and learn differently." Additionally, the DAC promotes valuing the impact those differences have on the HCC community. These differences stem from factors such as socio-economic status, language, personal beliefs, political views, age, race, color, religious creed, physical and mental abilities, sexual orientation, ancestry, marital status, gender identity, and others. The College website includes a [Diversity & Awareness](#) webpage with resources and links.

While accessibility services are available to students at any time, new students are encouraged to register with the [Accessibility Services Office](#) immediately after acceptance by the College. Accessibility Services are available to students at any time during their enrollment with the college. These services are further enhanced by the system directive in Fall 2021 to establish a new Accessibilities Campus Committee. This Committee has been giving presentations and building awareness of how faculty can make course materials more accessible.

Housatonic Community College is an [Affirmative Action/Equal Opportunity Employer](#). HCC has a clear policy for affirmative action and equal opportunity for all persons in all its personnel practices. The College fully supports and follows the Affirmative Action/Equal Employment Opportunity policy of the Board of Regents for Higher Education.

[Academic Standards](#) are published in the College Catalog and on the website, along with information for [withdrawing from a course](#). [Financial information and obligations](#) are published in the College Catalog and on the website. Prospective and current students also receive email and text message notifications of deadlines, drop dates, payment plans, and financial responsibilities. [The Student Accounts webpage](#) explains how students can go about making payments, setting up payment plans, checking their balances, and more.

Faculty, staff, and students who need to address a grievance have several resources at their disposal. As previously stated, faculty, staff, and students can file a [Public Incident Report](#) online through the Advocate system. The College posts [Affirmative Action Grievance Procedures](#), as well as a series of policies that both define and provide steps and resources for handling inappropriate, unethical, or illegal activities: [BOR Ethical Conduct Policy](#); [Nepotism in Employment](#); [Policy Against Sexual Harassment](#); [Policy on Consensual Relationships](#); and the [Policy on Violence Prevention and Response](#).

Transparency

HCC's College Catalog, Student Handbook, and [College website](#) offer an accurate and detailed overview of the institution's policies for academics, admissions and financial aid, student life, and more for public consumption. The website, which was updated in 2017, is ADA compliant and compatible with mobile

devices. Website information is refreshed and added on a regular basis by the Marketing Department. College publications offer sufficient, consistent, and transparent information on all aspects of the institution and its processes.

The College Catalog is the primary publication for up-to-date information pertaining to academic programming and courses. The College website provides digital [Archived Catalogs](#) dating back to the 1999-2000 academic year, and the College Archive contains print catalogs from 1966-present. This archive is particularly useful to those students who matriculated in those years. [Degree](#) and [certificate](#) program flyers are updated annually based on the College Catalog, and [Program webpages](#) are reviewed by program coordinators and department chairs annually to reflect the College Catalog. The Marketing Department has created a streamlined process for submitting web content updates. Each spring, Catalog descriptions are distributed to the appropriate department head or administrative leader with the expectation that they will review and provide feedback to ensure accuracy.

Official College publications do not make explicit promises to students but do provide a listing of career opportunities upon graduation. [Career Services](#) also provides several resources to assist students with choosing a major and identifying careers compatible with their interests and skills, including [Focus2Career](#) and the [College Central Job Board](#). Data posted on the Institutional Research [Fast Facts](#) webpage includes institutional profiles, enrollment trends (including student demographics), graduation and retention rates, and IPEDS.

HCC maintains a strong sense of pride with its community, graduates, and faculty, and shares achievements and accolades when they arise via the College website, social media, press releases, and local media appearances. This information is also maintained in the permanent College Archive (Standard 7).

Information on College business is disseminated in several ways. Meeting minutes are shared via email and stored in a [Sharepoint folder](#), accessible via the website, and included in the College Archive. The College has increased its utilization of social media platforms including Twitter, Facebook, Instagram and YouTube to keep the community apprised of activities and news.

Public Disclosure

The website and printed publications display images of the campus setting, including the courtyard, student lounges, and newly remodeled Lafayette Hall Student Services Center. The website describes HCC's location--Bridgeport, Connecticut's largest city--and the eleven southwestern Connecticut towns that complete the college's primary service area. The website also gives information about [The Housatonic Museum of Art and Sculpture Gardens](#).

The College's website is updated continuously as programs/offerings, services, and policies change. Printed program flyers and brochures are updated annually with the current academic year catalog content.

- The Mission and Vision Statements are available in the [College Catalog](#) and the [Mission, Vision and Values](#) section of the website.
- [HCC's Strategic Plan](#) is also listed on the website.
- Continuing faculty and staff are listed in the [HCC Directory](#) on the website and in the [College Catalog](#), with degrees and institutions granted thereof as well as department affiliation. This

directory provides an easy way for both the College community and the public to identify the specific role of any member of the College faculty or staff.

- The names and positions of administrative officers, and the names of principal affiliations of members of governing boards are listed in the [HCC Catalog](#) as well as in the Commencement Program books each year.
- The College publishes a description of its size and characteristics of the student body on the [Fast Facts](#) page of the website. These reports are updated after the freeze date of each semester.
- [How to Apply and Enroll](#) contains information on procedures and policies related to admissions, including [transfer-in policies](#).
- [Financial aid resources](#) are easily accessible under the Paying for HCC tab on the website.
- [Tuition and fees](#) are clearly posted on the website under the Paying for HCC tab. Tuition and fees are also printed on admissions publications such as the Viewbook and Accepted Student Guide. Information on [fees, charges](#), and [refund](#) policies is also available through the Paying for HCC section of the website and in the College Catalog.
- The [Net Price Calculator](#) is easily accessible under the Paying for HCC tab. This calculator is intended to provide estimated net price information (defined as estimated cost of attendance—including tuition and required fees, books and supplies, and other related expenses—minus estimated grant and scholarship aid) to current and prospective students and their families based on what similar students paid in a previous year.
- A [Resources and Offices](#) tab was added to the HCC website in August 2020 to make resources easier for students to find on the website.
- The [Current Student page](#) and [Student Life](#) pages of the website show the range of co-curricular and non-academic opportunities available to students. The [HCC homepage](#) includes a College calendar that lists an array of student clubs and events for students. In addition, the College’s [Facebook](#) and [Instagram](#) pages promote events, clubs, and resources.
- Students receive a bi-weekly “HCC Connected” email communication that promotes events, important dates, deadlines, registration reminders, and support services. An example can be found [here](#).
- Rules and regulations for [student conduct](#), and instructions for filing an [incident report](#), are found in the Student Life section of the website.
- The College Catalog sets forth the obligations and responsibilities of both students and the institution in several areas including: [Academic Goals](#) of the college, [Academic Support and Student Services](#), [Conduct Policies and Responsibilities for Students, Faculty, and Staff](#).
- Academic [Policies and Procedures](#), such as [attending/withdrawal policies](#) and [Credit](#) and [Non-Credit](#) Academic Program listings are available both on the website and in the catalog.
- [Educational Outcomes](#) are listed on the website program pages and in program flyers.
- Procedures and policies related to [transfer of credit](#) and a list of institutions with which the College has [articulation agreements](#) are readily available on the website.
- The [Consumer Information](#) page of the website includes information about accreditation, campus safety, and financial information such as the net price calculator and tuition and fees, as well as important academic policies.

The College also has an active social media presence on Instagram and Facebook. On these pages, the college promotes various events and provides information to the College community and the public. In addition, starting during the pandemic, the College began using these platforms to host livestream events such as “Chat and Chews.” Hosting these live events on social media created a greater reach, allowing not just current students, faculty, and staff, but also the wider public to get involved in

conversations about admission and registration, transfer, accreditation, the proposed Connecticut State Community College, and other important events and initiatives.

HCC offers classes at two offsite locations: Jonathan Law High School in Milford, CT. These courses are listed in the [HCC course search](#) and labeled accordingly. The College publishes [Study Abroad Offerings](#) on a dedicated webpage under the Academics tab of the website. These programs are also promoted on social media and through email blasts, and mentioned in the Admissions Viewbook.

HCC is an [Achieving the Dream College](#) (Standard 4, Standard 5, Standard 8) and joins community colleges nation-wide to determine initiatives that will improve student retention and success. Achieving the Dream priorities are published on the college website. The [institution's accreditations](#) are listed on the website under the About tab. The 2012 report is available to view as well as the 2017 Five-Year Interim report.

APPRAISAL

Integrity

The College reviewed the Mission, Vision, and Values Statements in Spring 2021 (Standard 2). The College plans to continue this process of reflection and reaffirmation to maintain its strong focus its mission and shared goals.

In Spring 2019, the College worked to develop a streamlined student complaint process that respected the rights of all constituents. There were discussions at community meetings, faculty meetings, and College Senate meetings, as well as at faculty forums, about how the report would work. Faculty expressed concerns that student complaints would be viewed more widely by College community members under the new system, rather than following the policy of going through the department chairs before moving any further up the administrative chain. Discussions about restorative justice took place at this same time. To address faculty concerns, while still focusing on student rights and equitable solutions, the College ultimately chose to publish the official [Academic Complaint Process](#) on the website alongside the Advocate and Cares reports.

Transparency

HCC's website features a user-friendly interface and navigation. Information is accessible and sufficient and allows prospective students to gain easy access to information about the College. On this website, HCC provides sufficient information relating to processes for admissions, employment, grading, assessment, student discipline, and complaints/appeals.

HCC offers numerous ways for the public to request information, including contact forms on its website. The Registrar, Student Accounts, Financial Aid and Admissions Departments also have the Call Center phone number listed on their webpages. Located off-campus, the Call Center is staffed by personnel who are solely dedicated to answering questions from the community about navigating college processes and general questions as well. When the Lafayette Hall expansion opened (Standard 2), all student services division offices were moved to the new Student Services Center; the Call Center design used QNOMY/QFlow, a technology platform which allowed students to schedule appointments, track wait times, allow students to be referred between offices, and monthly data reports.

The Call Center Monthly Reports do show some preliminary statistics. For example, the March 2021 Summary reads as follows:

Calls and Chats:

- Combined call answer percentage for the month was 91% (90.99%)
- Combined chat answer percentage for the month was 96% (95.98%)
- Chat answer percentage for the month for Housatonic was 94% (94.44%)
- Call answer percentage for the month for Housatonic was 92% (91.6%)
- First call resolution for the month was 95% - answered 893 calls with an escalation percentage of 2.8%

This Call Center data suggests that the public does have questions and they are able to get the information they need by calling.

Beginning in April of 2016, Housatonic Community College went through a major overhaul of its website. Prior to this, the College had a website that consisted of flat HTML pages. The site was moved into a CMS (Content Management System) using the Joomla platform. This allowed utilization of some newer technologies and for a site that worked properly on all devices, including tablets and mobile phones.

In September of 2020, more major changes were made to the College website. The events area was replaced with Google Calendar and added to the homepage, with the news right beside it, solving the problem of outdated events cluttering the website. The navigation was completely revamped: menus were consolidated, and many items were moved to more logical locations. The new [Resources and Offices](#) page cut back on the clutter; all offices could now be listed on this page without crowding the menus. The redesign also provided easier navigation.

In February of 2021, a link to social media was added to the bottom of the homepage, using a plug-in to bring in the Instagram posts. A designated area was added for students to find their contacts, as well as links for how to enroll, creating far easier access to enrollment pages. To familiarize the community with the new CEO, a panel was added to the homepage to introduce him and bring awareness to his vision for the college.

Public Disclosure

All faculty and staff members have their contact information, title, and role at the College listed in the directory. However, the College recognized the need to make even more information about full-time faculty readily accessible for students. In 2017, the Center for Teaching and the Office of Academic Affairs developed an initiative where all full-time faculty submitted bios for the website, in addition to having up-to-date professional photos taken by the College.

In June 2021, the College began a review of the College Catalog to ensure that courses not offered within the last two years were no longer listed publicly, either in the print catalog or online. As a result, 48 courses were removed from the course listings and all courses listed are currently being offered regularly.

PROJECTIONS

- The College will continue its effort to be transparent with policies and procedures, and to disseminate information as it pertains to the community college merger.
 - Who: CEO and Administration
 - When: ongoing

- The College will continue its efforts to publicize disaggregated student success rates, especially regarding students of color. It is expected that this endeavor will help the college community understand the data and lead to efforts in closing equity gaps.
 - Who: All employees and staff
 - When: ongoing

Appendix A
Affirmation of Compliance



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

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

- 1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.housatonic.edu/academics/transferring
Print Publications	College Catalog
Self-study/Fifth-year Report Page Reference	pp. 23-25

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://www.housatonic.edu/student-life/student-conduct https://www.housatonic.edu/safety
Print Publications	Printable PDF available on website at above link.
Self-study/Fifth-year Report Page Reference	pp. 95-96

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

Method(s) used for verification	<ul style="list-style-type: none"> Identity of student is verified through the admissions process of assigning a Banner ID. Students must then use their Banner ID and password to gain access to the online class.
---------------------------------	--

	<ul style="list-style-type: none"> Proctoria is also available to faculty to give online proctored exams.
Self-study/Fifth-year Report Page Reference	p. 25

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

URL	https://www.housatonic.edu/about-us/license-and-accreditation-neche https://www.facebook.com/HCCBridgeport
Print Publications	n/a
Self-study Page Reference	pp. xx, 95

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

Chief Executive Officer: _____
Housatonic Community College

Date: 2/17/22

March, 2016, June 2020, August 2021

Appendix B
Audited Financial Statement

2021

Financial Statements

INCLUDING

Required Supplementary Information
Additional Supplemental Information

June 30, 2021



**Connecticut State
Universities**

Connecticut State Universities Mission Statement

As part of the Connecticut State Colleges & Universities (CSCU) system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.



Members of the Board of Regents for Higher Education (Between 7/1/20 and 6/30/21)

- 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 6/30/21

(Four vacancies: two legislative appointees and two Student Regent vacancies.)

Matt Fleury, Chair
 Merle W. Harris, Vice Chair
 Richard J. Balducci
 Aviva D. Budd
 Naomi K. Cohen
 Felice Gray-Kemp
 Holly Howery
 David R. Jimenez
 JoAnn Ryan
 Ari Santiago
 Elease E. Wright

EX-OFFICIO, NON-VOTING MEMBERS

David Blitz – Chair of the Faculty Advisory Committee
 Colena Sesanker – Vice Chair of the Faculty Advisory Committee
 Kurt Westby – Commissioner of the CT Department of Labor
 Charlene Russell-Tucker – Acting Commissioner of the State Department of Education
 David Lehman – Commissioner of Department of Economic and Community Development
 Dr. Deidre Gifford – Acting Commissioner CT Dept. of Public Health

Former Board members (who served between 7/1/20 – 6/30/21)

Monica Maldonado, SAC, Chair
 Elena Ruiz, Vice Chair of Student Advisory Committee
 Dr. Miguel A. Cardona – (Former) Commissioner of the State Department of Education

Connecticut State Universities

Central Connecticut State University (CCSU)
1615 Stanley Street
New Britain, CT 06050
Dr. Zulma Toro, President

Eastern Connecticut State University (ECSU)
83 Windham Street
Willimantic, CT 06226
Dr. Elsa Nunez, President

Southern Connecticut State University (SCSU)
501 Crescent Street
New Haven, CT 06515
Dr. Joseph Bertolino, President

Western Connecticut State University (WCSU)
181 White Street
Danbury, CT 06810
Dr. John B. Clark, President

System Office, Connecticut State Colleges & Universities (CSCU)
61 Woodland Street, Hartford, CT06105
Mark E. Ojakian, CSCU President (Until December 31, 2020)
Terrence Cheng, CSCU President (Beginning July 2, 2021)

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Introduction

Management's Discussion and Analysis provides an overview of the financial position and results of activities of the Connecticut State University System ("CSUS" or "System") and its component units for the fiscal year ended June 30, 2021 and 2020. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section.

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

CSUS is a state-wide public university system of higher learning in the State of Connecticut with 29,874 enrolled students. The Universities offer high-quality applied educational doctoral, graduate and undergraduate programs in more than 150 subject areas and provide extensive opportunities for internships, community service and cultural engagement. In total, CSUS employed approximately 3,000 full time employees at June 30, 2021.

The CSUS is composed of four Universities that make up the primary reporting entity. The System's four Universities include:

- Central Connecticut State University (CCSU) in New Britain,
- Eastern Connecticut State University (ECSU) in Willimantic,
- Southern Connecticut State University (SCSU) in New Haven, and
- Western Connecticut State University (WCSU) in Danbury

As comprehensive, fully accredited Universities, CSUS institutions are Connecticut's Universities of choice for students of all ages, backgrounds, races and ethnicities. CSUS provides affordable and high quality, active learning opportunities, which are geographically and technologically accessible. CSUS graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life.

Using the Financial Statements

CSUS's financial report includes the following financial statements: the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and Universities, and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, fiscal year 2021 and 2020 financial data is presented, both for the CSUS *primary institution*, as well as for certain other organizations that have a significant related party relationship with CSUS (the "component units").

The component units are the CCSU Foundation, Inc., the ECSU Foundation, Inc., the Southern Connecticut State University Foundation, Inc., the Western Connecticut State University Foundation Inc. and the Connecticut State Colleges and Universities Foundation, Inc. (collectively, the "Foundations"). The Foundations are legally independent, tax-exempt non-profit organizations separate from university control, founded to foster and promote the growth, progress and general welfare of the Universities and to solicit, receive and administer donations for such purposes. The Foundations manage the majority of the Universities' endowments. However, the assets of these component units are not available to CSUS

for use at its discretion. This MD&A discusses the University's financial statements only and not those of its component units.

Financial Highlights

At June 30, 2021, total assets of the System were \$1,825.2 million, an increase of \$29.5 million or 1.6% over the prior year, primarily due to an increase in accounts receivable, net of \$15.5 million and an increase in investment in plant, net of \$25.3 million, offset by a decrease in investments of \$21.7 million.

Condensed Statements of Net Position

June 30, 2021 and 2020

(in millions)

	2021	2020	% Change
ASSETS			
Current assets	\$ 389.6	\$ 387.7	0.5%
Non-current assets:			
Capital assets, net	1,255.8	1,230.6	2.1%
Other	179.8	177.4	1.4%
Total assets	<u>1,825.2</u>	<u>1,795.7</u>	<u>1.6%</u>
DEFERRED OUTFLOWS OF RESOURCES	682.7	699.3	(2.4%)
LIABILITIES			
Current liabilities	158.1	150.9	4.8%
Non-current liabilities	<u>2,934.9</u>	<u>2,822.6</u>	<u>4.0%</u>
Total liabilities	<u>3,093.0</u>	<u>2,973.5</u>	<u>4.0%</u>
DEFERRED INFLOWS OF RESOURCES	170.4	138.8	22.8%
NET POSITION *			
Net investment in capital assets	1,002.7	976.5	2.7%
Restricted nonexpendable	0.5	0.5	0.0%
Restricted expendable	117.6	133.7	(11.9%)
Unrestricted	<u>(1,876.2)</u>	<u>(1,728.0)</u>	<u>(8.6%)</u>
Total net position	<u>(755.4)</u>	<u>(617.3)</u>	<u>(22.4%)</u>

* During fiscal year 2021, management identified a correction of an error related to presentation of certain restricted expendable and unrestricted net assets which were reported as net investment in capital assets, resulting in a reclassification of \$116.8 million for fiscal year 2020. Refer to Note 1 of the financial statements for additional details.

Total liabilities at June 30, 2021 of \$3,093.0 million increased by \$119.5 million, which is largely due to the pension and other post-employment benefits liabilities, which increased by \$130.4 million due to changes in valuation assumptions reflecting known changes to the Medicare Advantage plan rates and a lowering of the discount rate. Bonds payable decreased by \$18.7 million.

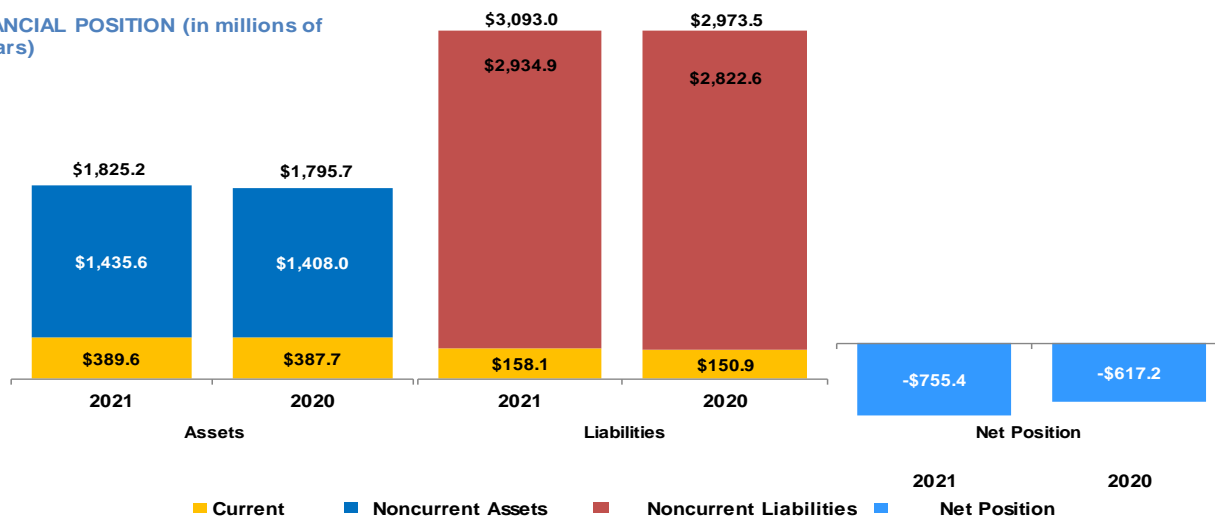
At June 30, 2021 total net position, which represents the residual interest in the System's assets and deferred outflows of resources after liabilities and deferred inflows of resources are deducted, was (\$755.4) million, a decrease of \$138.1 million or 22.4% over fiscal year 2020. This decrease was primarily due to a decrease in deferred outflows related to the pension and an increase in deferred inflows related to the pension and OPEB. Without reflecting the pension and other post-employment benefit liabilities, the total unrestricted net position would be \$160.2 million and \$125.8 million, respectively, as of June 30, 2021 and 2020, which is a \$34.4 million increase year over year. The increase in unrestricted net position is largely due to federal grant funding relating to the COVID-19 pandemic.

Statements of Net Position

The Statements of Net Position present the overall financial position of the System at the end of the fiscal year, and includes all assets and liabilities of the Connecticut State University System, including capital assets net of depreciation.

Current assets at June 30, 2021 of \$389.6 million increased by \$1.9 million or 0.5% primarily due to the decrease in investments of \$20.4 million offset by an increase in accounts receivable of \$14.9 million and an increase in Due from the State of \$7.1 million. The decrease in investments is primarily driven by \$29.7 million in debt service payments and \$16.0 million in Construction Fund projects payments offset by \$26.5 million in transfers from Debt Service - STIF account. The increase in accounts receivable is mainly due to grants receivable for federal grant funding related to the COVID-19 pandemic.

FINANCIAL POSITION (in millions of dollars)



Total non-current assets at June 30, 2021, of \$1,435.6 million increased by \$27.6 million primarily due to an increase in capital assets, net, of \$25.3 million. See Net Investment in Capital Assets section for more information.

Current liabilities at June 30, 2021 of \$158.1 million increased by \$7.2 million or 4.8% due to an increase in accrued salaries and benefits payable of \$4.0 million from bargaining unit raises and an increase in unearned tuition, fees and grant revenue of \$3.9 million offset by a decrease in accounts payable of \$3.2 million which is due to timing.

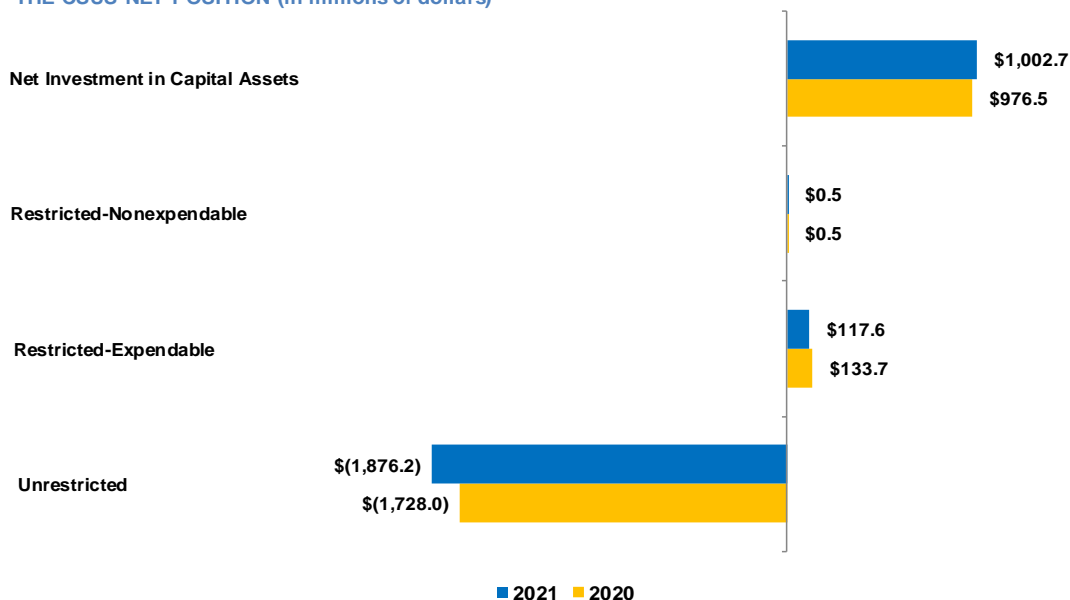
Non-current liabilities at June 30, 2021 of \$2,934.9 million increased by \$112.3 million. This is mainly due to a decrease in bonds payable of \$19.4 million offset by an increase in pension liability, net of \$25.9 million and an increase in OPEB, net of \$104.4 million. Bonds payable decreased due to \$100.3 million in additions with the issuance of Series R-1 and R-2 offset by the refunding of Series I and partial refunding of portions

of Series J, M, and N of \$119.0 in total retirements. Pension liabilities represent the System’s proportionate share of the State Employee Retirement System’s (SERS) and the Teachers Retirement System’s (TRS) net pension liability. Other post-employment benefits liability represents the System’s proportionate share of the State’s OPEB liability as a whole.

Deferred inflows and outflows of resources are related to future periods. This is primarily related to the impact of recognizing net pension and net OPEB liabilities and refunding of debt. For pension and OPEB net liabilities they reflect differences between projected and actual assumptions and earnings, changes in actuarial assumptions, changes in proportion and differences between contributions and proportionate share of contributions and employer contributions subsequent to the measurement date. The difference between the reacquisition price and the net carrying amount of the old debt is reported as a deferred outflow of resources (loss) or deferred inflow of resources (gain).

Net investment in capital assets represents the System’s capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

THE CSUS NET POSITION (in millions of dollars)



Restricted net position is divided into two classifications, expendable and nonexpendable. Restricted expendable net position is subject to externally imposed restrictions governing its use. In the System, restricted expendable net position primarily represents unexpended proceeds from bond issuances for capital projects and the residual balances of the System’s unexpended grant funds. Restricted nonexpendable net position comprises the System’s permanent funds such as the Endowment Fund. Most endowed funds are held with the individual institutions foundations for the benefit of the Universities.

Unrestricted net position (UNP) represents funds available to support CSUS activities and operations at the discretion of the Board of Regents, the President, and the University Presidents. Unrestricted net position is negative due to the System’s share of the State’s pension plan’s net pension liability and OPEB. Although unrestricted net position is not subject to externally imposed restrictions, substantially all of the System’s reserves are allocated for academic initiatives or programs and for capital and other purposes, including University fee receipts and parking fee receipts that have been designated by Universities to meet debt service obligations. Without reflecting the net pension liability and OPEB, unrestricted net position increased \$34.4 million from 2020 to 2021. The increase in unrestricted net position is largely due the CSUs recouping lost revenue and other COVID-related expenses from the Higher Education Emergency Relief Fund

(HEERF). UNP adjusted for net pension liability beginning in FY 2015 and net OPEB liability beginning in FY 2017 is as follows:

	FY15	FY16	FY17	FY18	FY19	FY20	FY21
UNP Adjusted:	\$ 115.1	\$ 136.8	\$ 143.1	\$ 143.5	\$ 148.5	\$ 125.8	\$ 160.2
UNP: *	\$ (370.5)	\$ (361.6)	\$ (1,411.9)	\$ (1,462.7)	\$ (1,531.0)	\$ (1,728.0)	\$ (1,876.2)

* During fiscal year 2021, management identified a correction of an error related to presentation of certain restricted expendable and unrestricted net assets which were reported as net investment in capital assets, resulting in a \$7.1 million increase in UNP for fiscal year 2020. Refer to Note 1 of the financial statements for additional details.

At fiscal year end June 30, 2021, the System had a net investment in capital assets of \$2,293.1 million, an increase of \$84.1 million or 3.8% over fiscal year end 2020. This increase was primarily due to the increase in buildings and improvements placed in service and construction in progress.

Net Investment in Capital Assets
June 30, 2021 and 2020
 (in millions)

	2021	2020	% Change current year
Land	\$ 19.9	\$ 19.9	0.0%
Buildings & improvements	1,872.5	1,838.7	1.8%
Land improvements	109.2	107.2	1.9%
Furniture, fixtures & equipment	146.6	147.5	(0.6%)
Library books and materials	24.4	25.8	(5.4%)
Construction in progress	120.5	69.9	72.4%
Total investment in capital assets	2,293.1	2,209.0	3.8%
Less accumulated depreciation	1,037.3	978.4	6.0%
Investment in capital assets, net	\$ 1,255.8	\$ 1,230.6	2.0%

In November 2007, Governor Rell signed Public Act 07-7, “An Act Authorizing and Adjusting Bonds of the State for Capital Improvements and Transportation Infrastructure Improvements and Concerning the Connecticut State University Infrastructure Act” which authorized \$80 million for CSUS capital projects. The total amount of allocations to CSUS between 1997 and 2017 were \$710.7 million.

Public Act 07-7 also established a \$950 million, 10-year program to support the financing of acquisition, construction, reconstruction, improvement and equipping of the facilities, structures, and related systems at the four Connecticut State Universities. This program, known as “CSCU 2020”, provided the CSU’s with additional flexibility in the allocation of bond funds with allotments approved annually by the Governor. The program was extended into funding year 2021 with a total allotment of \$1,069.5 million as of June 30, 2021. To date, the System has received \$1,069.5 million of the \$1,069.5 million program total. Fiscal year 2021 is the final year of the CSCU 2020 program with all funding received to date. No other new fiscal year 2021 bond funds are legislatively authorized.

In addition to its capital plan for academic and related facilities that are supported by State general obligation bonds, the System is in the twenty-sixth year of its long-range capital plan for the renovation and

development of auxiliary service facilities. During fiscal year 2021, Series R-1 and R-2 Connecticut Health and Educational Facilities Authority (“CHEFA”) bond funds totaling \$99.7 million have been issued. Series R-1 and R-2 resulted in the refunding of Series I and partial refunding of portions of Series J, M, and N. Total construction funds allotted from the Connecticut Health and Educational Facilities Authority (“CHEFA”) revenue bond issues A - R is \$644.6 million.

Statements of Revenues, Expenses and Changes in Net Position

The Statements of Revenues, Expenses and Changes in Net Position present CSUS’ results of operations, as well as the non-operating revenues and expenses.

Condensed Statements of Revenues, Expenses and Changes in Net Position

June 30, 2021 and 2020

(in millions)

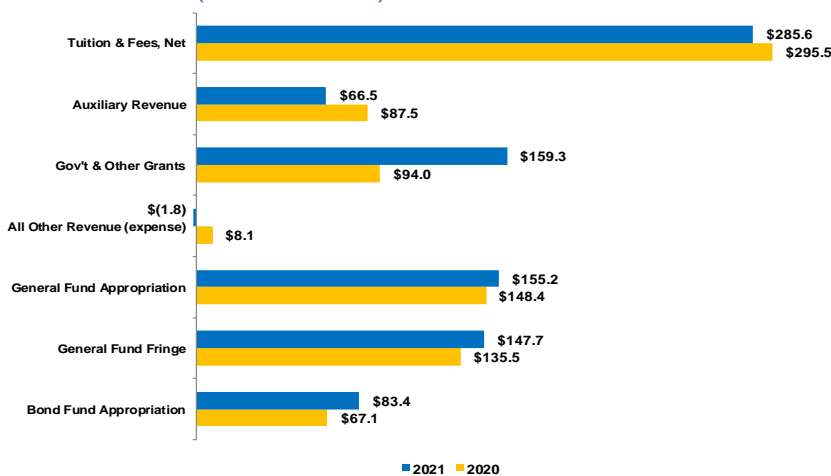
	2021	2020	% Change
OPERATING REVENUES			
Tuition and fees, net	\$ 285.6	\$ 295.5	(3.3%)
Auxiliary revenues	66.5	87.5	(24.0%)
Grants and indirect cost recoveries	30.5	28.0	9.0%
Other	3.1	8.4	(62.9%)
Total operating revenues	<u>385.7</u>	<u>419.3</u>	<u>(8.0%)</u>
OPERATING EXPENSES			
Expenses before depreciation and amortization	968.3	964.4	0.4%
Depreciation and amortization	65.7	67.1	(2.1%)
Total operating expenses	<u>1,034.0</u>	<u>1,031.6</u>	<u>0.2%</u>
Operating loss	<u>(648.3)</u>	<u>(612.3)</u>	<u>(5.9%)</u>
NON-OPERATING REVENUES (EXPENSES)			
State appropriations - general fund	302.9	283.9	6.7%
State appropriations - bond fund	83.4	67.1	24.2%
Pell grant revenue	41.8	45.1	(7.3%)
Federal emergency grant revenue	87.0	20.9	315.8%
Investment income	1.0	7.9	(87.4%)
Other	(5.9)	(8.2)	28.1%
Total non-operating revenues (expenses)	<u>510.2</u>	<u>416.7</u>	<u>22.4%</u>
NET POSITION			
Change in net position	(138.1)	(195.6)	29.4%
Net position, beginning of year	<u>(617.3)</u>	<u>(421.7)</u>	<u>(46.4%)</u>
Net position, end of year	<u>\$ (755.4)</u>	<u>\$ (617.3)</u>	<u>(22.4%)</u>

Total *operating revenues* for fiscal year 2021 were \$385.7 million after the reduction for scholarship allowances, a decrease of 8.0% from \$419.3 million in fiscal year 2020. *Student tuition and fees* represent the largest portion of operating revenue on a gross basis, but are offset by student financial aid and waivers of \$56.0 million, resulting in net tuition and fee revenue of \$285.6 million. On a gross basis, fiscal year

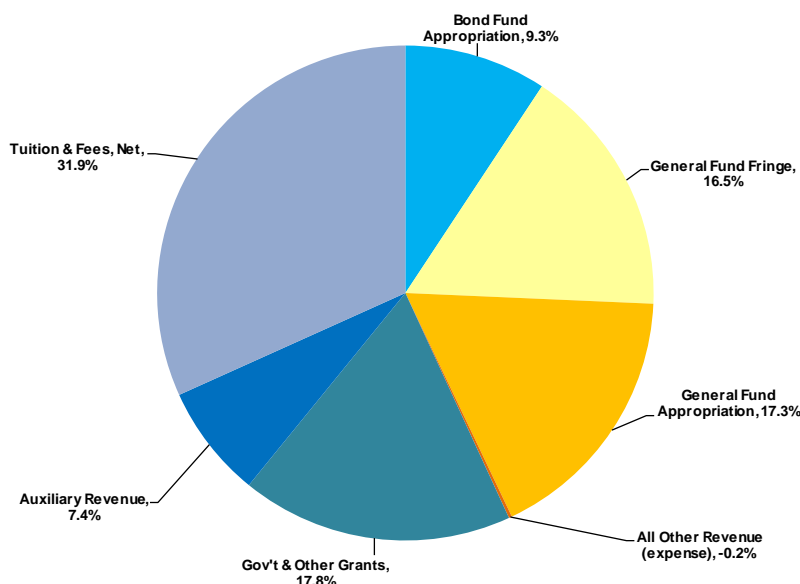
2021 tuition revenues decreased by 3.2% from the previous year, or \$11.1 million due to the decline in enrollment resulting from the coronavirus pandemic. These revenues reflect a FTE credit enrollment decrease of 5.8% in fiscal year 2021. Auxiliary revenues, which are mainly driven by room and board fees, decreased by 24.0% due to the decline in students staying on campus during the pandemic.

In fiscal year 2021, state appropriations of \$386.3 million, representing 42.8% of the System's total net revenues, were \$35.3 million or 10.1% higher than fiscal year 2020. State appropriations are received for both operating and capital purposes. The majority of the State appropriation dollars for operating purposes are used to fund salaries and fringe benefits. In fiscal year 2021, 52.9% of the System's salary and fringe benefit costs were funded from State appropriations. This compares to 50.3% in fiscal year 2020. Federal emergency grant revenues are mainly from HEERF and Coronavirus Relief Fund (CRF) grants awarded to the CSUS. Total emergency grant revenue increased by \$66.1 million and was spent on student financial awards, lost revenue, and other expenses associated with the coronavirus pandemic. See Note 1 for more information on the HEERF grant award. Investment income decreased by \$6.9 million due to the decline in interest rates.

REVENUE SUMMARY (in millions of dollars)



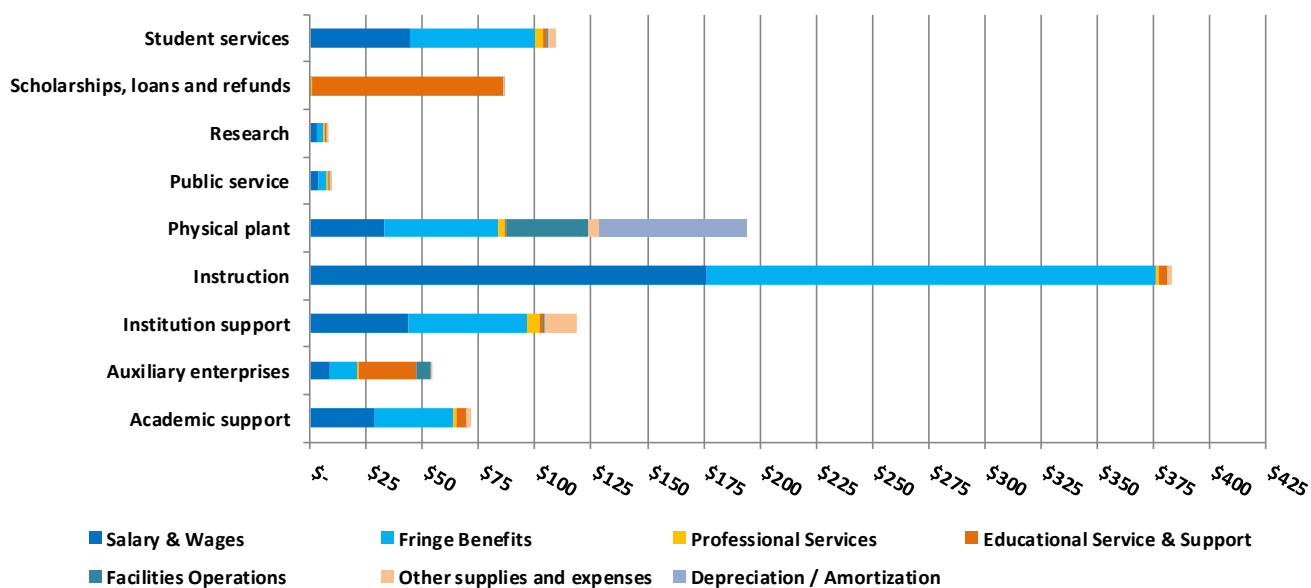
REVENUE DISTRIBUTION



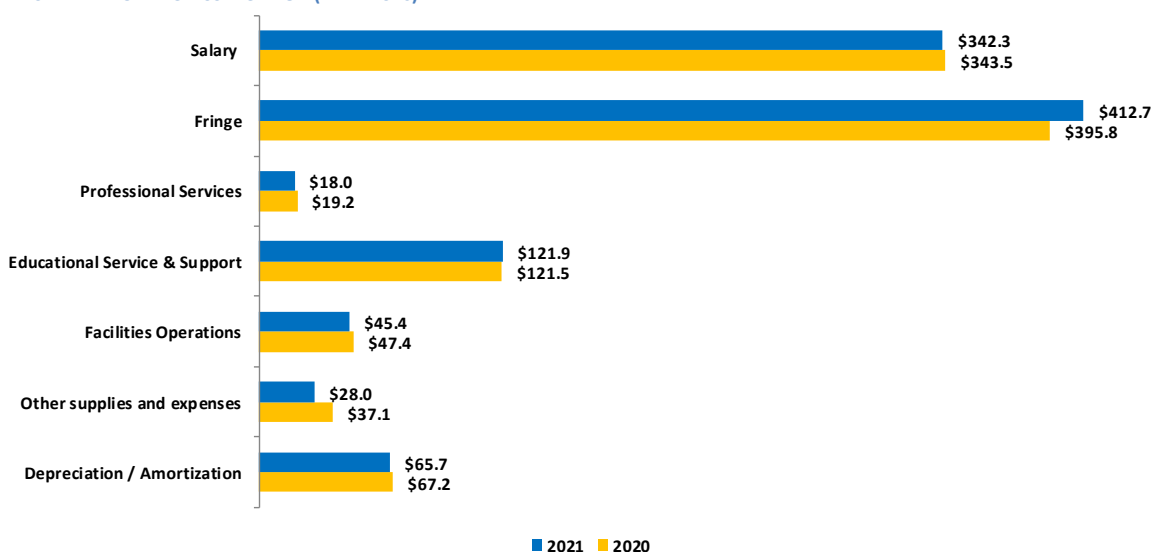
In fiscal 2021, total *operating expenses* less depreciation and amortization of \$968.3 million increased by \$3.8 million or 0.4% from the prior fiscal year. There was an overall decrease in operating expenses such as travel, operations of facilities, supplies and expenses, and professional service fees due to the effects of the pandemic and the transition to remote teaching, remote learning, and remote work. The decline in many operating expenses was offset by a \$16.9 million increase in fringe benefits related to pension and OPEB which caused total operating expenses to remain relatively flat.

Note 11 to the financial statements details operating expenses by function. The following graph illustrates operating expenses by program & account type for the year ended June 30, 2021:

EXPENSE (in millions)
by Program and Account Type



EXPENSE BY NATURAL CLASSIFICATION (in millions)



Statements of Cash Flows

The statements of cash flows present the significant sources and uses of cash. The System's net change in cash and cash equivalents at June 30, 2021 increased \$2.8 million or 0.8%. This small increase was primarily driven by a \$63.9 million increase in nonoperating grants and revenue receipts and a \$17.9 million increase in state appropriation receipts, which were partially offset by a \$55.9 million decrease in cash from operating activities, a \$12.4 million increase in payments for capital assets, and a \$7.3 million decrease in investment income receipts due to lower interest rates. The additional \$63.9 million in nonoperating grants and revenue was the result of increased federal emergency grant revenues in 2021 that were mainly from HEERF and CRF. The major components of the \$55.9 million decrease in cash flows from operating activities were a \$19.8 million decrease in auxiliary receipts due to pandemic resulting in less students living on campus, a \$16.7 million increase in payments for salaries and benefits, and a \$7.3 million decrease in operating grants and contracts.

Condensed Statement of Cash Flows June 30, 2021 and 2020 (in millions)

	2021	2020	% Change
NET CASH PROVIDED BY (USED IN)			
Operating activities	\$ (407.2)	\$ (351.3)	(15.9%)
Non-capital financing activities	433.7	351.5	23.4%
Capital & related financing activities	(46.5)	(34.6)	(34.4%)
Investing activities	22.8	22.3	2.2%
Net change in cash and cash equivalents	2.8	(12.1)	123.1%
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	345.7	357.8	(3.4%)
Cash and cash equivalents, end of year	\$ 348.5	\$ 345.7	0.8%

Economic Outlook

While the national and state economies have improved as the severity of the pandemic recedes, the disruption to public higher education – and specifically to CSCU – has worsened and threatens to persist beyond the expiration of federal pandemic relief.

The State of Connecticut has shown strong economic and fiscal conditions during 2021, including reduced unemployment claims, strong growth in withholding taxes, and job growth. This strong labor market is one driver of inflation that the US has experienced starting in the fall of 2021, and it will also exacerbate skill mismatches between Connecticut employers and job seekers. CSCU institutions are uniquely well positioned to help ensure that employers can continue to find qualified workers to support their growth. At the same time the state is well positioned to support CSCU in this effort.

Unfortunately, the same labor force conditions that are driving overall economic success, including strong wage increases for low-skilled labor, tend to reduce enrollment at public regional universities and community colleges that make up CSCU. Overall enrollment is down nearly 20% below pre-pandemic levels in both of those sectors nationally and in Connecticut. The corresponding drop in tuition and fee revenue is likely to take years to recover and creates short-term fiscal challenges that the System and the State of Connecticut will need to resolve.

Fortunately, federal assistance through the Higher Education Emergency Relief Fund and the State-directed Coronavirus Relief Fund have made up for lost revenue during the first two years of the pandemic, while also supporting unusual costs related to the pandemic, especially testing.

CSCU will continue to face fiscal headwinds as the state’s economy and labor market enjoy strong recovery. This challenge is mitigated by the extraordinary opportunities to partner with public and private sector entities to meet growing workforce and social equity challenges in a fast-growing economy.

The following table indicates historical enrollment of undergraduate and graduate students for the 2016-2017 through 2020-2021 academic years. Also indicated is full-time equivalent student enrollment. Enrollment this fiscal year has declined by 5.9% compared to 3.0% for previous fiscal year, which followed a few years of relatively flat enrollment.

Fall Headcount Enrollment and Full Time Equivalent								
Year Ending June 30	Undergraduate	% Change	Graduate	% Change	TOTAL	% Change	Full Time Equivalent	% Change
2021	25,148	-6.14%	4,726	-1.34%	29,874	-5.41%	24,735	-5.88%
2020	26,792	-3.31%	4,790	-4.45%	31,582	-3.48%	26,280	-3.03%
2019	27,709	0.17%	5,013	-6.68%	32,722	-0.94%	27,101	-0.73%
2018	27,661	-0.69%	5,372	0.71%	33,033	-0.46%	27,301	0.14%
2017	27,853	-2.04%	5,334	2.34%	33,187	-1.36%	27,263	-0.75%

Additional Information

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

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

The Board of Regents of
Connecticut State Colleges and Universities

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System (The System Office; Central Connecticut State University; Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University), an enterprise fund of the State of Connecticut (collectively, "CSUS" or the "System") as of and for the years ended June 30, 2021 and 2020, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

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

Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the aggregated discretely presented component units (the affiliated foundations (the "Foundations")), which statements reflect total assets of \$202.8 million and \$167.3 million, and total net assets of \$201.1 million and \$165.7 million as of June 30, 2021 and June 30, 2020, respectively, and total revenues, capital gains and losses, and other support of \$49.6 million and \$17.1 million for the years then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's

preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System as of June 30, 2021 and 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the years 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, 2021 or June 30, 2020, the changes in its financial position or where applicable, its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 10 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Other Post-Employment Benefits and Related Ratios, and Schedule of Contributions on pages S-2 through S-6 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 audits were conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Combining Statement of Revenues, Expenses, and Changes in Net Position, Combining Statement of Cash Flows, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group included on pages S-7 through S-13 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

Boston, Massachusetts
January 25, 2022

Connecticut State University System

Statements of Net Position

June 30, 2021 and 2020

The logo for Connecticut State University (CSCU) consists of the letters "CSCU" in a bold, blue, sans-serif font, enclosed within a blue rectangular border.

	<u>2021</u>	<u>2020</u>
Assets		
Current assets		
Cash and cash equivalents (Notes 2 and 6)	\$ 206,266,476	\$ 206,682,716
Investments (Note 2)	85,680,030	106,039,932
Accounts receivable, net (Note 3)	27,637,462	12,740,050
Due from the State of Connecticut (Note 6)	62,476,253	55,381,257
Prepaid expenses and other current assets	7,531,309	6,819,679
Total current assets	<u>389,591,530</u>	<u>387,663,634</u>
Noncurrent assets		
Cash and cash equivalents (Notes 2 and 6)	142,220,512	139,059,549
Investments (Note 2)	33,165,374	34,517,743
Accounts receivable, net (Note 3)	4,253,489	3,697,799
Other assets	132,948	183,292
Investment in capital assets, net of accumulated depreciation (Note 4)	1,255,839,175	1,230,558,300
Total noncurrent assets	<u>1,435,611,498</u>	<u>1,408,016,683</u>
Total assets	<u>\$ 1,825,203,028</u>	<u>\$ 1,795,680,317</u>
Deferred outflows of resources		
Deferred pension (Note 13)	\$ 277,875,100	\$ 331,267,755
Deferred other post employment benefits (Note 13)	399,794,623	367,238,214
Deferred loss on bond refunding (Note 13)	5,065,016	842,046
Total deferred outflows of resources	<u>\$ 682,734,739</u>	<u>\$ 699,348,015</u>

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

Connecticut State University System

Statements of Net Position

June 30, 2021 and 2020



	<u>2021</u>	<u>2020</u>
Liabilities		
Current liabilities		
Accounts payable	\$ 14,402,716	\$ 17,573,799
Accrued salaries and benefits	77,870,806	73,919,436
Accrued compensated absences (Note 5)	6,244,655	5,316,466
Due to the State of Connecticut	343,524	746,318
Unearned tuition, fees and grant revenue (Note 10)	26,584,742	22,662,269
Bonds payable (Note 12)	19,060,000	18,345,000
Accrued bond interest payable	1,794,813	2,314,059
Other liabilities	3,372,421	3,281,311
Depository accounts	8,389,029	6,719,975
Total current liabilities	<u>158,062,706</u>	<u>150,878,633</u>
Noncurrent liabilities		
Accrued compensated absences (Note 5)	70,963,333	68,428,599
Bonds payable (Note 12)	315,541,933	334,986,976
Federal loan program advances	3,138,445	5,462,757
Deferred compensation	343,240	317,915
Other noncurrent liabilities	1,152,571	-
Pension liability, net (Note 8)	1,100,362,493	1,074,431,967
Other post employment benefits, net (Note 9)	1,443,409,037	1,338,986,646
Total noncurrent liabilities	<u>2,934,911,052</u>	<u>2,822,614,860</u>
Total liabilities	<u>\$ 3,092,973,758</u>	<u>\$ 2,973,493,493</u>
Deferred inflows of resources		
Deferred pension (Note 13)	\$ 30,059,852	\$ 23,621,531
Deferred other post employment benefits (Note 13)	140,331,043	115,194,745
Total deferred inflows of resources	<u>\$ 170,390,895</u>	<u>\$ 138,816,276</u>
Net Position		
Net investment in capital assets	\$ 1,002,711,339	\$ 976,551,439
Restricted		
Nonexpendable	538,076	467,116
Expendable	117,609,013	133,664,203
Unrestricted	(1,876,285,314)	(1,727,964,195)
Total net position	<u>\$ (755,426,886)</u>	<u>\$ (617,281,437)</u>

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



	<u>2021</u>	<u>2020</u>
Assets		
Cash and cash equivalents	\$ 4,947,246	\$ 7,656,077
Investments	187,954,244	150,043,565
Contributions and other receivables	4,883,527	4,710,531
Prepaid expenses and other assets	461,724	432,331
Beneficial interest in trusts	777,524	642,758
Investment in plant, net	3,744,406	3,788,092
Total assets	<u>\$ 202,768,671</u>	<u>\$ 167,273,354</u>
Liabilities		
Accounts payable and accrued expenses	1,067,450	1,165,923
Other liabilities	594,919	417,760
Total liabilities	<u>1,662,369</u>	<u>1,583,683</u>
Net Assets		
Without donor restrictions	9,628,871	7,774,068
With donor restrictions	191,477,431	157,915,603
Total net assets	<u>201,106,302</u>	<u>165,689,671</u>
Total liabilities and net assets	<u>\$ 202,768,671</u>	<u>\$ 167,273,354</u>

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

Connecticut State University System
 Statements of Revenues, Expenses and Changes in Net Position
 Years Ended June 30, 2021 and 2020



	<u>2021</u>	<u>2020</u>
Operating revenues		
Tuition and fees		
Tuition and fees (Note 1)	\$ 341,601,749	\$ 352,716,298
Less		
Scholarships allowance	(37,261,901)	(36,412,517)
Waivers	(18,719,270)	(20,826,328)
Tuition and fees, net of scholarship allowances and waivers	285,620,578	295,477,453
Federal grants and contracts	11,310,907	8,701,180
State and local grants and contracts	11,492,053	11,635,511
Nongovernment grants and contracts	7,063,353	6,869,900
Indirect cost recoveries	649,042	766,028
Auxiliary revenues (Note 1)	66,476,526	87,471,363
Other operating revenues	3,077,513	8,359,015
Total operating revenues	<u>385,689,972</u>	<u>419,280,450</u>
Operating expenses (Note 11)		
Salaries and wages	342,265,416	343,466,114
Fringe benefits	412,710,588	395,780,745
Professional services and fees	17,982,136	19,202,627
Educational services and support	121,933,383	121,492,594
Travel expenses	1,068,701	4,907,325
Operation of facilities	45,439,639	47,402,613
Other operating supplies and expenses	26,891,571	32,190,063
Depreciation expense	65,667,260	67,152,130
Amortization expense	38,341	37,887
Total operating expenses	<u>1,033,997,035</u>	<u>1,031,632,098</u>
Operating loss	<u>(648,307,063)</u>	<u>(612,351,648)</u>
Nonoperating revenues (expenses)		
State appropriations	302,916,543	283,884,100
Pell grant revenue	41,811,345	45,078,419
Federal emergency grant revenue	86,988,869	20,921,780
Gifts	3,637,245	3,648,396
Investment income	987,009	7,928,517
Interest expense	(8,725,538)	(11,670,523)
Other nonoperating revenues (expenses), net	(619,750)	1,415,597
Net nonoperating revenues (expenses)	426,995,723	351,206,286
Loss before other changes in net position	(221,311,340)	(261,145,362)
Other changes in net position		
State appropriations restricted for capital purposes	83,425,566	67,124,021
Loss on disposal of capital assets	(259,675)	(1,604,663)
Other changes in net position	83,165,891	65,519,358
Change in net position	(138,145,449)	(195,626,004)
Net position at beginning of year	(617,281,437)	(421,655,433)
Net position at end of year	<u>\$ (755,426,886)</u>	<u>\$ (617,281,437)</u>

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



	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>2021 Total</u>	<u>2020 Total</u>
Revenues, gains and other support				
Contributions	\$ 4,047,519	\$ 7,983,720	\$ 12,031,239	\$ 14,675,058
Program income	34,530	166,553	201,083	188,168
Investment income, net	1,769,706	35,506,454	37,276,160	2,149,315
Other income (loss)	576,917	(474,768)	102,149	83,096
Net assets released from restrictions	9,620,131	(9,620,131)	-	-
Total revenues, gains and other support	<u>16,048,803</u>	<u>33,561,828</u>	<u>49,610,631</u>	<u>17,095,637</u>
Operating expenses				
Program services	10,795,855	-	10,795,855	12,149,318
Management and general	1,799,372	-	1,799,372	1,433,623
Fundraising	1,598,773	-	1,598,773	1,548,545
Total operating expenses	<u>14,194,000</u>	<u>-</u>	<u>14,194,000</u>	<u>15,131,486</u>
Change in net assets	1,854,803	33,561,828	35,416,631	1,964,151
Net assets				
Beginning of year	7,774,068	157,915,603	165,689,671	163,725,520
End of year	<u>\$ 9,628,871</u>	<u>\$ 191,477,431</u>	<u>\$ 201,106,302</u>	<u>\$ 165,689,671</u>

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

Connecticut State University System

Statements of Cash Flows

Years Ended June 30, 2021 and 2020



	<u>2021</u>	<u>2020</u>
Cash flows from operating activities		
Tuition and fees	\$ 282,441,670	\$ 291,077,192
Grants and contracts	21,897,478	29,229,363
Auxiliary revenues	66,901,760	86,687,164
Other operating revenues	4,452,664	12,997,460
Payments to employees for salaries and benefits	(564,389,956)	(547,718,642)
Payments to suppliers	(4,510,983)	(3,756,684)
Professional services and fees	(17,923,311)	(19,202,627)
Educational services and support	(121,933,383)	(121,492,786)
Travel expenses	(1,068,701)	(4,907,325)
Operation of facilities	(48,928,083)	(49,913,592)
Other operating supplies and expenses	(24,123,497)	(24,322,239)
Net cash used in operating activities	<u>(407,184,342)</u>	<u>(351,322,716)</u>
Cash flows from noncapital financing activities		
State appropriations	301,871,579	283,551,363
Gifts for other than capital purposes	3,637,245	3,648,395
Nonoperating grants and revenue other	128,155,542	64,284,113
Net cash provided by noncapital financing activities	<u>433,664,366</u>	<u>351,483,871</u>
Cash flows from investing activities		
Proceeds from sales and maturities of investments	49,339,610	49,069,490
Purchases of investments	(27,662,707)	(35,234,896)
Interest and dividends received on investments	1,116,401	8,483,564
Net cash provided by investing activities	<u>22,793,304</u>	<u>22,318,158</u>
Cash flows from capital and related financing activities		
Cash paid for capital assets	(90,857,479)	(78,468,180)
State capital appropriations received	77,246,143	77,636,522
Proceeds from refunding of bonds	100,317,660	-
Repayments of capital debt	(18,345,000)	(19,520,000)
Interest paid on capital debt	(11,371,756)	(14,212,603)
Payments to refunded bond escrow agent	(102,433,598)	-
Bond issuance payments	(1,084,575)	-
Net cash provided by capital and related financing activities	<u>(46,528,605)</u>	<u>(34,564,261)</u>
Net increase in cash and cash equivalents	2,744,723	(12,084,948)
Cash and cash equivalents, beginning of year	<u>345,742,265</u>	<u>357,827,213</u>
Cash and cash equivalents, end of year	<u>\$ 348,486,988</u>	<u>\$ 345,742,265</u>

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

Connecticut State University System

Statements of Cash Flows

Years Ended June 30, 2021 and 2020

(Continued)



	<u>2021</u>	<u>2020</u>
Reconciliation of operating loss to net cash used in operating activities		
Operating loss	\$ (648,307,063)	\$ (612,351,648)
Adjustments to reconcile operating loss to net cash used in operating activities		
Depreciation expense	65,667,260	67,152,130
Amortization	38,341	37,887
Changes in assets and liabilities:		
Receivables	(15,761,324)	(31,273)
Prepaid expenses and other	(698,097)	2,119,692
Accounts payable	(3,852,681)	(1,580,588)
Accrued salaries and benefits	3,951,369	12,970,695
Other liabilities	18,887	(58,948)
Due to/from the State of Connecticut	(392,811)	(4,078,808)
Unearned tuition, fees and grant revenues	4,230,694	(74,805)
Deferred compensation	25,325	29,558
Depository accounts	1,669,052	1,562,329
Accrued compensated absences	3,462,924	8,641,663
Pension Liability	25,930,526	167,426,397
Other post employment benefits	104,422,391	377,213,924
Changes in deferred outflows	20,836,246	(378,550,557)
Changes in deferred inflows	31,574,619	8,249,636
Net cash used in operating activities	<u>\$ (407,184,342)</u>	<u>\$ (351,322,716)</u>
Noncash financing activity		
Fixed assets included in accounts payable	\$ 5,504,580	\$ 5,740,571
Reconciliation of cash and cash equivalents to the combined statements of net position		
Cash and cash equivalents classified as current assets	\$ 206,266,476	\$ 206,682,716
Cash and cash equivalents classified as noncurrent assets	142,220,512	139,059,549
	<u>\$ 348,486,988</u>	<u>\$ 345,742,265</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 ("CSUS"), the Connecticut Community College System ("CCC") and Charter Oak State College ("COSC") under the newly formed Board of Regents (BOR) for Higher Education. The financial statements presented herein represent only the financial activities of CSUS. Separate financial statements are issued for CCC and COSC.

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

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

Basis of Presentation

The financial statements for the CSUS institutions have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP), as prescribed by the Government Accounting Standards Board (GASB). Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. These financial statements include the statements of CSUS institutions (the System) which includes: Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), Southern Connecticut State University (SCSU), Western Connecticut State University (WCSU), and System Office (SO) and their aggregate discretely presented component units (primarily the foundations that support the four universities and the System Office).

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

- The statement of net position presents information on all of the system's assets, liabilities, deferred outflows and inflows, and net position.
- The statement of revenues, expenses and changes in net position presents 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 the statement for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).
- The statement of cash flows 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).

Several legally separate, tax-exempt, affiliated organizations (the "Foundations") must be considered component units of the CSUS 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 Universities in support of their programs. Although the Universities 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 Universities by the donors. Since these restricted resources held by the Foundations can only be used by, or for the benefit of, the Universities, the Foundations are considered component units of CSUS 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. The disclosures included in the financial statements address only the Universities and not the related Foundations. No modifications have been made to the Foundation's financial information in CSUS's financial reporting entity for these differences.

Net Position

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

- **Net Investment in Capital Assets**

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 net assets without donor restrictions in the statements of the component units.

- **Restricted Nonexpendable**

Net position subject to externally imposed stipulations that they be maintained in perpetuity by CSUS. Similar net assets are referred to as net assets with donor restrictions in the statements of the component units.

- **Restricted Expendable**

Net position whose use by CSUS is subject to externally imposed stipulations that can be fulfilled by actions of CSUS pursuant to those stipulations or that expire by the passage of time. Similar net assets are referred to as net assets with donor restrictions in the statements of the 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. Similar net assets are referred to as net assets without donor restrictions in the statements of the component units



Correction of an Error

In 2021, management identified an error relating to the classification of net assets primarily related to the classification of unspent bond proceeds. As a result, the net assets of fiscal year 2020 have been adjusted. Management determined the error was not material to the fiscal year 2020 financial statements.

A summary of the net effects of this error on the fiscal year 2020 financial statements follows:

	June 30, 2020, as previously reported	Adjustments to net position	June 30, 2020, as adjusted
Net investment in capital assets	\$ 1,093,326,197	\$ (116,774,758)	\$ 976,551,439
Restricted			
Nonexpendable	467,116	-	467,116
Expendable	24,026,020	109,638,183	133,664,203
Unrestricted	(1,735,100,770)	7,136,575	(1,727,964,195)
Total net position	\$ (617,281,437)	\$ -	\$ (617,281,437)

Classification of Assets and Liabilities

CSUS 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 the reporting date. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from the reporting date. 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 the reporting date. Long-term cash and cash equivalents and investments include balances with a maturity of greater than one year from the reporting date 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 fair value, is held on behalf of CSUS by the State Treasurer and has original maturities of three months or less (see Notes 2 and 6). CSUS has long-term investments which include debt service reserve funds which are restricted for purposes in accordance with CHEFA regulations. Interest income is recognized on the accrual basis.

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. Investments are carried at fair value, based upon quoted market prices.

Investment in Capital Assets, Net

Capital assets of the primary institutions are stated at historical cost or, in the case of donated property, at acquisition value at the date of the gift. Land, capitalized collections, and construction in progress are not depreciated. Construction period interest costs in excess of earnings associated with related unspent debt proceeds are capitalized as a component of the fixed asset. Depreciation of capital assets is



calculated on a straight-line basis over the respective asset's estimated useful life. Useful lives assigned to assets are as follows:

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

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"). The cost value of the project is recognized as revenue and recorded as state financed plant facilities by the Colleges and Universities when eligibility requirements are met. There were no such projects recognized at CSUS for the fiscal years ended June 30, 2021 and 2020.

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

Interest Capitalization

Interest expense incurred during the construction of capital assets is capitalized, if material, net of interest income earned on related debt proceeds. CSUS incurred net interest expense of \$10.1 million and \$10.7 million in the fiscal years ended June 30, 2021 and 2020, respectively. Interest capitalized for the fiscal years ended June 30, 2021 and 2020 totaled \$0.5 million and \$0.6 million, respectively. The cumulative capitalized interest was \$28.6 million and \$28.1 million as of June 30, 2021 and 2020, respectively, and is being amortized over 35 years. The cumulative capitalized interest net of amortization was \$20.6 million and \$20.9 million as of June 30, 2021 and 2020, respectively. Amortization of capitalized interest for each of the years ended June 30, 2021 and 2020 was \$0.8 million.

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 reflects the accrual for the amounts earned as of year-end.

Pension & Other Post Employment Obligations

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

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

remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

Unearned Tuition, Fees and Grant Revenues

Unearned tuition, fees and grant revenues consist primarily of tuition and fees that have been collected but are applicable to the summer and fall sessions held subsequent to the reporting date. Charges related to these sessions are reported in the period the tuition and fees are recognized as income.

The CSUS were awarded a total of \$148.1 million from the Higher Education Emergency Relief Fund (HEERF) to address the unprecedented COVID-19 challenges. Of that total award, \$84.5 million is the institutional portion of the award and \$63.7 million is the student portion of the award. The CSUs disbursed \$15.7 million of Emergency Financial Aid Grants to students under the student portion of the grant, and spent \$35.7 million of the institutional portion of the grant during fiscal year 2021. The remaining balances from the HEERF funds will be drawn down and spent in 2022.

Tuition and Fees Revenue

Student tuition and fees revenue is recognized in the period earned net of scholarship allowance and waivers. Student aid for scholarships recorded in the statement of revenues, expenses and changes in net position includes payments made directly to students. Any aid applied directly to the students' accounts in payment of tuition and fees, housing charges and dining services is reflected as a scholarship allowance.

Auxiliary Revenues

Auxiliary revenues consist of housing charges, dining services, fees for health and injury insurance coverage and telecommunication charges. The auxiliary revenues are recognized in the period earned.

Operating Activities

Operating activities as reported in the statement of revenues, 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 CSCU expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, including state appropriations, Pell, gifts and investment income.

Income Taxes

CSUS 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. CSUS 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 requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension and other post-employment benefit liabilities, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

GASB Pronouncements Effective in Fiscal Year 2021

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

beginning after December 15, 2019, with earlier application encouraged. This standard was adopted in fiscal year 2021 and there was no impact as a result of the adoption.

GASB Pronouncements Effective in Future Fiscal Years

In June 2017, GASB released Statement No. 87, Leases. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The requirements of this Statement are effective for reporting periods beginning after December 15, 2020 in accordance with GASB 95, with earlier application encouraged.

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

In May 2019, GASB released Statement No. 91, Conduit Debt Obligations. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The requirements of this Statement are effective for reporting periods beginning after December 15, 2021 in accordance with GASB 95.

In January 2020, GASB issued Statement No. 92, Omnibus 2020. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations. The requirements of this Statement are effective for reporting periods beginning after June 15, 2021.

In March 2020, GASB issued Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements. The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset. The requirement of this Statement is effective for reporting periods beginning after June 15, 2022.

In May 2020 GASB issued Statement No. 96, Subscription-Based Information Technology Arrangements (SBITA). The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-to-use-asset and a corresponding liability would be recognized for SBITAs. The requirement of this Statement is effective for reporting periods beginning after June 15, 2022.

In June 2020 GASB issued Statement No. 97, Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457, Deferred Compensation Plans. The objective of this Statement is to provide financial reporting consistency in which the potential component unit does not have a governing board and the primary government performs the duties that a governing board would perform. In the absences of a governing board of the potential component unit, the situation should be treated the same as the primary government appointing a majority of the potential component unit's governing board. The requirement of this Statement is effective for reporting periods beginning after June 15, 2021.

Management has not completed its review of the requirements of these statements and their applicability.



Subsequent Events

In accordance with generally accepted accounting principles, CSUS has evaluated subsequent events for the period after June 30, 2021, through January 25, 2022, 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 are 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. CSUS may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet participants’ daily cash flow requirements.

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

Cash and cash equivalents also include operating funds held by the State 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 rates at June 30, 2021 and 2020 were 0.10% and 0.25% respectively.

Cash, cash equivalents and investments at June 30 are as follows:

	2021		2020	
	Cost	Fair Value	Cost	Fair Value
Cash and cash equivalents	\$ 348,486,988	\$ 348,846,988	\$ 345,742,265	\$ 345,742,265
U.S. Mutual Funds-Governmental	104,280,106	104,280,106	125,992,378	125,992,378
Guaranteed Investment Contracts	14,565,298	14,565,298	14,565,297	14,565,297
	<u>\$ 467,332,392</u>	<u>\$ 467,692,392</u>	<u>\$ 486,299,940</u>	<u>\$ 486,299,940</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. CSUS is invested in U.S. Government obligations, which are not considered to have credit risk. The average credit quality rating of CSUS’s guaranteed investment contracts was AA-, as rated by Standard & Poor’s Ratings as of June 30, 2021 and 2020.

Custodial Credit Risk – At June 30, 2021 and 2020, the carrying amount of CSUS’s bank deposits was \$5.1 million and \$4.9 million as compared to bank balances of \$8.2 million and \$7.5 million respectively. The difference between the carrying amount and bank balances was primarily caused by outstanding checks and deposits in transit. Of such bank balances, \$7.4 million and \$6.7 million was uninsured and uncollateralized and therefore subject to custodial credit risk as of June 30, 2021 and 2020 respectively.

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. 73% and 70% of CSUS total cash, cash equivalents and investments was invested in the STIF and the State’s pooled interest credit program accounts as of June 30, 2021 and 2020 respectively.



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.

Investment maturities of CSUS’s debt securities at June 30 (in years) are as follows:

Debt Securities	Fair Value	Less Than 1 Year	1 to 5 Years	6 to 10 Years	More Than 10 Years
June 30, 2021					
U.S. Government obligations	\$ 104,280,106	\$ 104,280,106	\$ -	\$ -	\$ -
Guaranteed Investment Contracts	14,565,298	-	14,565,290	5	3
	<u>\$ 118,845,404</u>	<u>\$ 104,280,106</u>	<u>\$ 14,565,290</u>	<u>\$ 5</u>	<u>\$ 3</u>
June 30, 2020					
U.S. Government obligations	\$ 125,992,378	\$ 125,992,378	\$ -	\$ -	\$ -
Guaranteed Investment Contracts	14,565,298	-	14,565,288	1	9
	<u>\$ 140,557,676</u>	<u>\$ 125,992,378</u>	<u>\$ 14,565,288</u>	<u>\$ 1</u>	<u>\$ 9</u>

GASB No. 72, “Fair Value measurements and Application” sets forth the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under GASB No. 72 are described as follows:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that CSUS has the ability to access.

Level 2 - Inputs other than Level 1 that are observable, either directly or indirectly and include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value measurement. Unobservable inputs are developed based on the best information available in the circumstances and may include the CSUS’s own data.

All of the investments held at June 30, 2021 and 2020 are Level 1. There are no liabilities subject to the fair value provisions of GASB No. 72.

3. Accounts Receivables

Receivables consisted of the following at June 30:

	<u>2021</u>	<u>2020</u>
Student accounts receivable	\$ 17,810,854	\$ 15,694,398
Student loans receivable	7,413,003	8,390,727
Grants receivable	18,022,814	3,775,913
Miscellaneous receivables	<u>364,584</u>	<u>583,527</u>
	43,611,255	28,444,565
Less allowance for doubtful accounts	<u>(11,720,304)</u>	<u>(12,006,716)</u>
Net accounts receivable	<u>\$ 31,890,951</u>	<u>\$ 16,437,849</u>

Student loans made through the Federal Perkins Loan Program (the “Program”) comprise substantially all of the loans receivable at June 30, 2021 and 2020. The Program provides for cancellation of a loan at rates of 10% to 30% per year up to a maximum of 100% if the participant complies with certain provisions. The federal government reimburses the CSUS for amounts cancelled under these provisions.

CSUS has provided an allowance for uncollectible loans, which, in management’s opinion, is sufficient to absorb loans that will ultimately be written off. The allowance for uncollectible loans was \$1.8 million and \$3.5 million as of both June 30, 2021 and 2020, respectively. As management determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are written off and assigned to the US Department of Education.

Connecticut State University System

Notes to the Financial Statements

June 30, 2021 and 2020



4. Capital Assets

Capital assets for the Universities consist of the following at June 30, 2021 and 2020:

	Balance June 30, 2019	Additions	Retirements and Transfers	Balance June 30, 2020	Additions	Retirements and Transfers	Balance June 30, 2021
Capital assets not being depreciated							
Land	\$ 19,926,269	\$ -	\$ -	\$ 19,926,269	\$ 24,409	\$ -	\$ 19,950,678
Capitalized collections	8,908,910	47,000	(225,665)	8,730,245	109,020	-	8,839,265
Construction in progress	97,580,442	54,119,956	(81,815,768)	69,884,630	81,493,168	(30,851,433)	120,526,365
Total capital assets not being depreciated	<u>\$ 126,415,621</u>	<u>\$ 54,166,956</u>	<u>\$ (82,041,433)</u>	<u>\$ 98,541,144</u>	<u>\$ 81,626,597</u>	<u>\$ (30,851,433)</u>	<u>\$ 149,316,308</u>
Other capital assets:							
Land improvements	\$ 105,830,501	\$ 2,259,581	\$ (841,106)	\$ 107,248,976	\$ 1,959,944	\$ -	\$ 109,208,920
Buildings and building improvements	1,746,105,629	95,702,661	(3,110,894)	1,838,697,396	33,989,839	(202,123)	1,872,485,112
Furniture, fixtures and equipment	148,661,345	3,981,524	(5,105,052)	147,537,817	4,339,924	(5,261,382)	146,616,359
Library materials	17,731,276	168,556	(935,165)	16,964,667	152,986	(1,578,889)	15,538,764
Total other capital assets	<u>2,018,328,751</u>	<u>102,112,322</u>	<u>(9,992,217)</u>	<u>2,110,448,856</u>	<u>40,442,693</u>	<u>(7,042,394)</u>	<u>2,143,849,155</u>
Less accumulated depreciation for:							
Land improvements	(71,774,881)	(3,992,319)	609,906	(75,157,294)	(3,854,974)	-	(79,012,268)
Buildings and building improvements	(725,098,525)	(52,627,924)	2,195,092	(775,531,357)	(52,759,518)	145,887	(828,144,988)
Furniture, fixtures and equipment	(111,906,128)	(9,608,037)	4,864,458	(116,649,707)	(8,185,687)	5,047,897	(119,787,497)
Library materials	(11,104,074)	(923,850)	934,582	(11,093,342)	(867,081)	1,578,888	(10,381,535)
Total accumulated depreciation	<u>(919,883,608)</u>	<u>(67,152,130)</u>	<u>8,604,038</u>	<u>(978,431,700)</u>	<u>(65,667,260)</u>	<u>6,772,672</u>	<u>(1,037,326,288)</u>
Other capital assets, net	<u>\$ 1,098,445,143</u>	<u>\$ 34,960,192</u>	<u>\$ (1,388,179)</u>	<u>\$ 1,132,017,156</u>	<u>\$ (25,224,567)</u>	<u>\$ (269,722)</u>	<u>\$ 1,106,522,867</u>
Capital asset summary:							
Capital assets not being depreciated	\$ 126,415,621	\$ 54,166,956	\$ (82,041,433)	\$ 98,541,144	\$ 81,626,597	\$ (30,851,433)	\$ 149,316,308
Other capital assets, at cost	<u>2,018,328,751</u>	<u>102,112,322</u>	<u>(9,992,217)</u>	<u>2,110,448,856</u>	<u>40,442,693</u>	<u>(7,042,394)</u>	<u>2,143,849,155</u>
Total cost of capital assets	2,144,744,372	156,279,278	(92,033,650)	2,208,990,000	122,069,290	(37,893,827)	2,293,165,463
Less accumulated depreciation	<u>(919,883,608)</u>	<u>(67,152,130)</u>	<u>8,604,038</u>	<u>(978,431,700)</u>	<u>(65,667,260)</u>	<u>6,772,672</u>	<u>(1,037,326,288)</u>
Capital assets, net	<u>\$ 1,224,860,764</u>	<u>\$ 89,127,148</u>	<u>\$ (83,429,612)</u>	<u>\$ 1,230,558,300</u>	<u>\$ 56,402,030</u>	<u>\$ (31,121,155)</u>	<u>\$ 1,255,839,175</u>

5. Accrued Compensated Absences

Accrued compensated absences as of June 30 include:

	<u>2021</u>	<u>2020</u>
Accrued vacation	\$ 30,217,065	\$ 28,801,409
Accrued sick leave	26,652,511	26,105,970
Other accrued fringe benefits	20,338,412	18,837,686
	<u>77,207,988</u>	<u>73,745,065</u>
Less: current portion	6,244,655	5,316,466
Noncurrent portion	<u>\$ 70,963,333</u>	<u>\$ 68,428,599</u>

Activity for compensated absences, as of June 30, includes:

Balance as of June 30, 2019	\$ 64,956,173
Additions in fiscal year 2020	14,417,055
Benefits paid to participants in fiscal year 2020	<u>(5,628,163)</u>
Balance as of June 30, 2020	<u>\$ 73,745,065</u>
Additions in fiscal year 2021	9,141,910
Benefits paid to participants in fiscal year 2021	<u>(5,678,987)</u>
Balance as of June 30, 2021	<u>\$ 77,207,988</u>

These accruals represent estimated amounts earned by all eligible employees through June 30, 2021 and 2020. These accrued compensated absences 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 compensated absences is estimated based on recent past history and is presented in today's dollars.

6. Related Parties

Periodically, public acts may be signed into law by the Governor stating that the Secretary of the Office of Policy and Management may approve monies to be transferred from CSCU's operating reserves to another purpose within the State of Connecticut. CSUS made no transfers to the State of Connecticut during fiscal years 2021 and 2020.

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



Amounts due from the State of Connecticut as of June 30 are comprised of the following:

	<u>2021</u>	<u>2020</u>
Receivable for accrued salaries, interest and fringe benefits to be paid by State of Connecticut General Fund	\$ 39,144,231	\$ 36,301,453
State appropriations for capital projects	<u>23,332,022</u>	<u>19,079,804</u>
	<u>\$ 62,476,253</u>	<u>\$ 55,381,257</u>

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

	<u>2021</u>	<u>2020</u>
Cash balances held with the State of Connecticut on behalf of the CSUS	\$ 252,656,953	\$ 252,947,884
Amounts invested in the State of Connecticut Short-Term Investment Fund (STIF)	<u>90,754,993</u>	<u>87,871,563</u>
	<u>\$ 343,411,946</u>	<u>\$ 340,819,447</u>

7. Commitments and Contingencies

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

CSUS 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 the eventual liability, if any, will not have a material effect on CSUS's financial position.

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

	<u>2021</u>	<u>2020</u>
System Office	3,331,984	6,102,334
Central Connecticut State University	7,405,968	2,829,839
Eastern Connecticut State University	1,920,190	1,713,436
Southern Connecticut State University	5,952,908	2,639,703
Western Connecticut State University	<u>1,983,247</u>	<u>4,645,485</u>
	<u>\$ 20,594,297</u>	<u>\$ 17,930,797</u>

8. Pension Plans

Plan Description

All regular full-time employees participate in one of two retirement plans. The State of Connecticut is statutorily responsible for the pension benefits of CSCU employees who participate in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined



benefit public employee retirement system (“PERS”). SERS provides retirement, disability, death benefits and cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in agreements between the State and the State Employee Bargaining Agent Coalition (“SEBAC”) as authorized by the General Statutes. SERS does not issue standalone financial reports. Information on the plan is currently publicly available in the State of Connecticut’s Comprehensive Annual Financial Report prepared by the Office of the State Comptroller, and in annual actuarial valuations prepared by the State Retirement Commission.

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

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

Employees hired after July 31, 2017 are eligible to participate in Tier IV as a result of the 2017 SEBAC agreement. The SERS Tier IV plan is comprised of both a traditional Defined Benefit component and a new Defined Contribution component. The Tier IV Defined Benefit component provides a pre-defined monthly retirement income for life, with the amount being affected by years of service, retirement age, and the member’s final average earnings for members that satisfy the Tier IV minimum age and service eligibility requirements. The Tier IV Defined Contribution component establishes an account consisting of an accumulation of employee and employer contributions both set equal to 1%, as well as investment gains or losses. Each Tier IV member will have an account with the third party administrator of the State of Connecticut Alternate Retirement Program (ARP). CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut.

Alternatively, employees may choose to participate in the ARP, which is a defined contribution plan managed by Prudential. Under this arrangement, plan participants contribute 6.5% of their pay or they can opt out of the 6.5% and contribute 5% and the State contributes 6.5% to individual participants’ investment accounts managed by Prudential. CSCU pays a fringe benefit charge to the State which includes the 6.5% employer contribution, employee health benefits and an administrative charge.

Funding Policy

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

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

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The State contributed \$73.5 million and \$1.6 million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2021, equal to 100% and 115%, respectively, of the required contributions that year. The State contributed \$72.1 million and \$1.9



million, on behalf of the System, for SERS and TRS, respectively, for fiscal year 2020, equal to 100% and 77%, respectively, of the required contributions that year.

Net Pension Liability

The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2021 and 2020 was measured and valued as of June 30, 2020 and 2019, respectively and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of those dates. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, the CSUS's proportion was 0.11% and 0.19% as of June 30, 2021 and 2020, respectively. For the SERS plan, the CSUS's proportion was 4.55% and 4.57% as of June 30, 2021 and 2020, respectively.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CSUS is calculated separately. The net pension liability for the CSUS as of June 30, 2021 for SERS and TRS was \$1,078.8 million and \$21.6 million, respectively. The net pension liability for the CSUS as of June 30, 2020 for SERS and TRS was \$1,042.3 million and \$32.1 million, respectively.

Actuarial Assumptions for SERS:

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

Measurement Year	2020	2019
Inflation	2.50%	2.50%
Salary increases including inflation	3.50% to 19.50%	3.50% to 19.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%	6.90%

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

The actuarial assumptions used in the June 30, 2020 valuation (which was the basis for recording the June 30, 2021 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2020. The actuarial assumptions used in the June 30, 2019 valuation (which was the basis for recording the June 30, 2020 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2019.

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



The best estimates of geometric rates of return for each major asset class as of the 2020 and 2019 measurement date are summarized in the following table:

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

Actuarial Assumptions for TRS:

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

Measurement Year	2020	2019
Inflation	2.50%	2.50%
Salary increases including inflation	3.00% to 6.50%	3.25% to 6.50%
Investment rate of return net of pension plan investment expense, including inflation	6.90%	6.90%

Mortality rates were based on the PubT-2010 Healthy Retiree Table (adjusted 105% for males and 103% for females at ages 82 and above), projected generationally with MP-2019 for the period after service retirement. The PubT-2010 Disabled Retiree Table projected generationally with MP-2019 was used for the period after disability retirement. The PubT-2010 Contingent Survivor Table projected generationally with MP-2019 and set forward 1 year for both males and females was used for survivors and beneficiaries. The PubT-2010 Employee Table projected generationally with MP-2019 was used for active members.

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



The target asset allocation and best estimates of arithmetic real rates of return for each major asset class as of the 2020 measurement date are summarized in the following table:

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

The target asset allocation and best estimates of arithmetic real rates of return for each major asset class as of the 2019 measurement date are summarized in the following table:

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

Discount Rate for SERS:

The discount rate used to measure the total pension liability was 6.9% in the 2020 and 2019 measurement years. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the State's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Discount Rate for TRS:

The discount rate used to measure the total pension liability was 6.9% in the 2020 and 2019 measurement years, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate



of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability to Changes in Discount Rate

The following table presents the current-period net pension liability of the CSU System calculated using the current-period discount rate assumption of 6.9% for SERS and 6.9% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

	1% Decrease (SERS - 5.9%) (TRS - 5.9%)	Current Discount (SERS - 6.9%) (TRS - 6.9%)	1% Increase (SERS - 7.9%) (TRS - 7.9%)
SERS	\$ 1,281,651,610	\$ 1,078,763,292	\$ 909,202,535
TRS	27,013,567	21,598,562	17,102,996

The following table presents the June 30, 2019 measurement date net pension liability of the CSU System calculated using the current-period discount rate assumption of 6.9% for SERS and 6.9% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1% lower or 1% higher than the current rate:

	1% Decrease (SERS - 5.9%) (TRS - 5.9%)	Current Discount (SERS - 6.9%) (TRS - 6.9%)	1% Increase (SERS - 7.9%) (TRS - 7.9%)
SERS	\$ 1,244,792,451	\$ 1,042,307,443	\$ 873,402,450
TRS	40,071,419	32,123,860	25,442,342

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

For the years ended June 30, 2021 and 2020, the CSUS recognized pension expense of \$85.8 million and \$97.2 million, respectively. A schedule of deferred outflows and inflows of resources as of June 30, 2021 and 2020 is presented in Note 13. The net amount of deferred outflows and deferred inflows of resources related to the pensions attributed to the CSUS that will be recognized in pension expense during the next five years is as follows (in thousands):

Fiscal Year Ending June 30,	SERS	TRS	Total
2021	\$ 64,789,902	\$ 1,263,259	\$ 66,053,161
2022	33,680,072	1,362,987	35,043,059
2023	35,317,306	1,133,118	36,450,424
2024	21,962,540	(58,627)	21,903,913
2025	473,531	(1,086,823)	(613,292)
Thereafter	-	(547,121)	(547,121)



9. Other Post-Employment Benefits

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

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

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

Plan Description

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

Funding Policy

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



Investments

The State Treasurer employs several outside consulting firms as external money and investment managers, to assist the State's Chief Investment Officer, as they manage the investment programs of the State Employee OPEB Plan. Plan assets are managed primarily through asset allocation decisions with the main objective being to maximize investment returns over the long term at an acceptable level of risk. There is no concentration of investments in any one organization that represents 5.0 percent or more of plan net position available for benefits.

The following is the asset allocation policy as of June 30, 2021 and 2020:

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

Net OPEB Liability

The Systems' net OPEB liability is valued one year in arrears. The net OPEB liability recorded in the financial statements as of June 30, 2021 of \$1,443.4 million was measured and valued as of June 30, 2020 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The net OPEB liability recorded in the financial statements as of June 30, 2020 of \$1,339.0 million was measured and valued as of June 30, 2019 and the total liability used to calculate the net liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net OPEB liability was based on a projection of the System's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating entities and the State, actuarially determined.

For the SEOPEBP plan, at June 30, 2021 and 2020 the System's proportion was 6.13% and 6.47%, respectively. All plan assets are available to pay any participants benefits. However, the portion of each plan's net liability attributable to CSCU is calculated separately.



Actuarial Assumptions:

The total OPEB liability was determined by actuarial valuations as of June 30, 2020 and 2019, using the following actuarial assumptions:

Measurement Year	2020
Payroll growth rate	3.50%
Salary increases	3.25% to 4.50% varying by years of service and retirement system
Discount rate	2.38%
Healthcare cost trend rates:	
Medical	6.0% graded to 4.5% over 6 years
Prescription drug	3.00%
Dental and Part B	4.50%
Administrative expense	3.00%

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

Mortality Rates

Pre-Retirement:	RP-2014 White Collar Employee Mortality Table projected to 2020 with Scale BB at 60% for males and 55% for females
Healthy Annuitant:	RP-2014 White Collar Employee Mortality Table projected to 2020 with Scale BB at 100% for males and 95% for females
Disabled Annuitant:	RP-2014 Disabled Retiree Mortality Table at 65% for males and 85% for females

The projection of cash flows used to determine the discount rate was performed in accordance with GASB pronouncements.

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

For measurement date of June 30, 2020:

Discount rate comparison:	1% Decrease (1.38%)	Current Discount (2.38%)	1% Increase (3.38%)
Net OPEB Liability	\$ 1,697,867,781	\$ 1,443,409,039	\$ 1,238,854,421

Health care trend rate comparison:	1% Decrease	Current Rate	1% Increase
Net OPEB Liability	\$ 1,210,048,210	\$ 1,443,409,039	\$ 1,743,507,186



For measurement date of June 30, 2019:

Discount rate comparison:	1% Decrease (2.58%)	Current Discount (3.58%)	1% Increase (4.58%)
Net OPEB Liability	\$ 1,558,371,578	\$ 1,338,986,646	\$ 1,160,895,577

Health care trend rate comparison:	1% Decrease	Current Rate	1% Increase
Net OPEB Liability	\$ 1,147,843,319	\$ 1,338,986,646	\$ 1,580,245,043

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

For the year ended June 30, 2021 and 2020, the CSUS recognized OPEB expense of \$97.0 million and \$76.9 million, respectively. A schedule of deferred outflows and inflows of resources as of June 30, 2021 and 2020 is disclosed in Note 13. The net amount of deferred outflows and deferred inflows of resources related to OPEB attributed to the CSUS that will be recognized in pension expense during the next five years is as follows:

Fiscal Years Ending June	OPEB
2022	\$ 50,667,810
2023	57,018,219
2024	69,938,630
2025	26,294,817
2026	2,525,852
Thereafter	\$ -

10. Unearned Tuition, Fees and Grant Revenue

Unearned tuition, fees and grant revenue consists of the following at June 30:

	2021	2020
Unearned tuition and fees	\$ 21,335,220	\$ 18,210,948
Grants and contracts	5,139,405	4,388,287
Other	110,117	63,034
	<u>\$ 26,584,742</u>	<u>\$ 22,662,269</u>



11. Natural Classification with Functional Classification

The operating expenses by functional classification were as follows:

Year ended June 30, 2021										
Natural Classification										
	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses	Depreciation expense	Amortization expense	Total
Academic support	\$ 29,073,068	\$ 34,569,828	\$ 1,654,572	\$ 4,068,698	\$ 192,951	\$ 215,013	\$ 1,980,840	\$ -	\$ -	\$ 71,754,970
Auxiliary enterprises	8,985,422	11,978,315	988,901	25,269,738	10,291	6,307,764	686,818	-	-	54,227,249
Institution support	43,692,271	52,523,135	6,123,021	1,124,923	108,343	1,052,096	14,223,262	-	-	118,847,051
Instruction	176,114,610	199,720,848	1,531,573	3,301,263	87,183	380,425	1,821,147	-	-	382,957,049
Physical plant	32,770,074	51,051,750	2,565,473	678,281	13,829	36,593,642	4,828,775	65,667,260	38,341	194,207,425
Public service	3,685,780	3,804,643	879,831	247,240	78,144	29,828	305,686	-	-	9,031,152
Research	2,985,400	3,037,960	726,221	300,215	46,092	43,730	489,231	-	-	7,628,849
Scholarships, loans and refunds	429,824	155,108	185,446	85,314,785	173	30,375	146,063	-	-	86,261,774
Student services	44,528,967	55,869,001	3,327,098	1,628,240	531,695	786,766	2,409,749	-	-	109,081,516
Total expenses	\$ 342,265,416	\$ 412,710,588	\$ 17,982,136	\$ 121,933,383	\$ 1,068,701	\$ 45,439,639	\$ 26,891,571	\$ 65,667,260	\$ 38,341	\$ 1,033,997,035

Year ended June 30, 2020										
Natural Classification										
	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses	Depreciation expense	Amortization expense	Total
Academic support	\$ 28,700,045	\$ 32,626,368	\$ 2,064,918	\$ 4,268,682	\$ 1,152,100	\$ 190,629	\$ 2,408,059	\$ -	\$ -	\$ 71,410,801
Auxiliary enterprises	9,746,940	11,801,711	1,192,205	25,476,933	148,326	7,039,262	784,792	-	-	56,190,169
Institution support	43,135,277	50,745,134	6,569,203	1,037,743	518,352	727,223	17,693,432	-	-	120,426,364
Instruction	175,515,508	189,135,871	1,564,582	2,667,995	454,857	1,263,814	1,116,530	-	-	371,719,157
Physical plant	33,266,857	51,202,278	1,696,365	800,076	96,731	37,128,243	6,100,961	67,152,130	37,887	197,481,528
Public service	3,881,654	3,753,188	1,032,332	472,449	382,950	233,021	434,468	-	-	10,190,062
Research	3,274,629	3,152,454	629,780	334,641	319,303	46,815	533,514	-	-	8,291,136
Scholarships, loans and refunds	486,459	173,377	1,256,110	84,238,076	9,048	4,304	140,524	-	-	86,307,898
Student services	45,458,745	53,190,364	3,197,132	2,195,999	1,825,658	769,302	2,977,783	-	-	109,614,983
Total expenses	\$ 343,466,114	\$ 395,780,745	\$ 19,202,627	\$ 121,492,594	\$ 4,907,325	\$ 47,402,613	\$ 32,190,063	\$ 67,152,130	\$ 37,887	\$ 1,031,632,098



12. Bonds, Notes Payable and Capital Lease Obligations

The State of Connecticut, through acts of its legislature, provides funding for certain major plant facilities at CSCU. 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 CSCU and, accordingly, the State's debt obligation attributable to CSCU's educational and general facilities is not reported as CSCU debt in the accompanying financial statements.

Principal outstanding of the CHEFA Bonds issued directly by CSCU at June 30 was as follows:

CHEFA Series	Issue Date	Issuance Amount	Mature in Fiscal Years:	Interest Rates:	Outstanding Principal 2021	Outstanding Principal 2020
I	4/18/2007	\$ 62,760,000	2008 - 2021	3.00% - 5.25%	\$ -	\$ 15,160,000
J	6/22/2011	27,035,000	2013 - 2022	2.00% - 4.00%	1,270,000	18,205,000
L	4/4/2012	49,040,000	2013 - 2030	2.50% - 4.00%	45,500,000	45,515,000
M	1/10/2013	34,060,000	2014 - 2022	3.00% - 5.00%	3,130,000	25,800,000
N	10/23/2013	80,340,000	2015 - 2026	4.10% - 5.00%	18,925,000	63,875,000
O	9/16/2014	21,240,000	2015 - 2031	2.00% - 4.00%	16,770,000	16,790,000
P-1	9/13/2016	55,030,000	2018 - 2037	2.50% - 5.00%	47,660,000	49,640,000
P-2	9/13/2016	19,530,000	2018 - 2036	2.50% - 5.00%	5,080,000	5,080,000
Q-1	5/10/2019	71,260,000	2021 - 2040	3.00% - 5.00%	69,045,000	71,260,000
Q-2	5/10/2019	20,845,000	2021 - 2032	5.00% - 5.00%	12,680,000	20,845,000
R-1	4/27/2021	14,640,000	2033 - 2034	2.00% - 2.125%	14,640,000	-
R-2	4/27/2021	85,110,000	2023 - 2034	0.35% - 2.45%	85,110,000	-
					<u>\$ 319,810,000</u>	<u>\$ 332,170,000</u>

In connection with the fiscal year 2021 refunding of Series I and refunding of portions of Series J, M, and N, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds has been removed from the statement of net positions as of June 30, 2021. The \$15.2 million that was refunded for Series I was redeemed prior to the maturity date on May 27, 2021 at a price of 100% of the principal amount, plus accrued interest to the redemption date. The outstanding amount of the portions refunded for Series J, M and N totaled \$78.6 million as of June 30, 2021. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of \$4.3 million. The difference, which is recorded as a deferred loss on bond refunding, is being charged to interest expense over the remaining lives of Series I, J, M and N, before the refunding. As a result of the defeasance, CSUS reduced its aggregate debt service payments by \$11.5 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of \$10.1 million.



Revenue bond interest is payable to the bondholders on May 1 and November 1 of each year. Revenue bonds mature on November 1, in the years set forth below:

<u>Maturity</u>	<u>Principal</u>	<u>Interest</u>
2022	\$ 19,060,000	\$ 10,256,661
2023	21,065,000	9,361,285
2024	21,730,000	8,509,275
2025	21,370,000	7,707,979
2026	22,175,000	6,879,896
2027-2031	106,545,000	24,146,366
2032-2036	84,935,000	8,270,486
2037-2040	22,930,000	1,262,194
	<u>\$ 319,810,000</u>	<u>\$ 76,394,142</u>

Long-term liabilities activity for the year ended June 30, 2021 and 2020 was as follows:

	<u>Balance June 30, 2020</u>	<u>Additions</u>	<u>Retirements</u>	<u>Balance June 30, 2021</u>
Bonds payable	\$ 332,170,000	\$ 99,750,000	\$ (112,110,000)	\$ 319,810,000
Premium on bonds payable	22,514,454	725,186	(7,744,816)	15,494,824
Discount on bonds payable	(1,352,478)	(157,526)	807,113	(702,891)
Total bonds payable	<u>\$ 353,331,976</u>	<u>100,317,660</u>	<u>\$ (119,047,703)</u>	<u>\$ 334,601,933</u>
	<u>Balance June 30, 2019</u>	<u>Additions</u>	<u>Retirements</u>	<u>Balance June 30, 2020</u>
Bonds payable	\$ 351,690,000	\$ -	\$ (19,520,000)	\$ 332,170,000
Premium on bonds payable	25,584,719	-	(3,070,265)	22,514,454
Discount on bonds payable	(1,524,043)	-	171,565	(1,352,478)
Total bonds payable	<u>\$ 375,750,676</u>	<u>-</u>	<u>\$ (22,418,700)</u>	<u>\$ 353,331,976</u>

Connecticut State University System

Notes to the Financial Statements

June 30, 2021 and 2020

13. Deferred Outflows and Inflows of Resources

Deferred outflows and deferred inflows of resources consisted of the following as of June 30, 2021 and 2020:

As of June 30, 2021	SERS	TRS	OPEB	Debt Refunding	Total
DEFERRED OUTFLOWS OF RESOURCES					
Difference between expected and actual experience	\$ 58,222,795	\$ -	\$ -	\$ -	\$ 58,222,795
Changes of assumptions or other inputs	28,734,630	4,718,915	239,591,307	-	273,044,852
Net difference between projected and actual earnings on pension plan investments	18,182,992	887,538	2,846,206	-	21,916,736
Changes in proportion and differences between employer contributions and proportionate share of contributions	71,800,606	5,802,517	104,377,180	-	181,980,303
Employer contributions after measurement date	87,693,785	1,831,321	-	-	89,525,106
Loss on bond refunding	-	-	-	5,065,016	5,065,016
Total	\$ 264,634,808	\$ 13,240,291	\$ 346,814,693	\$ 5,065,016	\$ 629,754,808
DEFERRED INFLOWS OF RESOURCES					
Difference between expected and actual experience	\$ -	\$ 648,604	\$ 33,317,424	\$ -	\$ 33,966,028
Changes of assumptions or other inputs	-	-	28,029,875	-	28,029,875
Net difference between projected and actual earnings on pension plan investments	-	-	-	-	-
Changes in proportion and differences between employer contributions and proportionate share of contributions	20,717,674	8,693,574	79,022,064	-	108,433,312
Total	\$ 20,717,674	\$ 9,342,178	\$ 140,369,363	\$ -	\$ 170,429,215
As of June 30, 2020					
DEFERRED OUTFLOWS OF RESOURCES					
Difference between expected and actual experience	\$ 70,816,198	\$ -	\$ -	\$ -	\$ 70,816,198
Changes of assumptions or other inputs	68,418,762	7,873,592	178,870,945	-	255,163,299
Net difference between projected and actual earnings on pension plan investments	-	533,544	-	-	533,544
Changes in proportion and differences between employer contributions and proportionate share of contributions	100,785,007	7,741,045	135,193,590	-	243,719,642
Employer contributions after measurement date	73,503,269	1,596,338	53,173,679	-	128,273,286
Loss on bond refunding	-	-	-	842,046	842,046
Total	\$ 313,523,236	\$ 17,744,519	\$ 367,238,214	\$ 842,046	\$ 699,348,015
DEFERRED INFLOWS OF RESOURCES					
Difference between expected and actual experience	\$ -	\$ 800,429	\$ 33,788,936	\$ -	\$ 34,589,365
Changes of assumptions or other inputs	-	-	44,308,283	-	44,308,283
Net difference between projected and actual earnings on pension plan investments	2,480,091	-	290,514	-	2,770,605
Changes in proportion and differences between employer contributions and proportionate share of contributions	19,263,919	1,077,092	36,807,012	-	57,148,023
Total	\$ 21,744,010	\$ 1,877,521	\$ 115,194,745	\$ -	\$ 138,816,276

Connecticut State University System

Supplemental Financial Information

June 30, 2021 – 2014

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State Employee Retirement System Plan
 Last 10 Fiscal Years ¹

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u> ¹
System's proportion of the net pension liability	4.55%	4.57%	4.07%	3.81%	4.23%	3.96%	3.61%	3.12%
System's proportionate share of the net pension liability	\$ 1,078,763,292	\$ 1,042,307,443	\$ 882,364,851	\$ 876,023,924	\$ 972,052,721	\$ 653,585,476	\$ 577,889,607	\$ 516,857,599
System's covered payroll	\$ 205,686,655	\$ 196,237,881	\$ 175,778,524	\$ 144,700,282	\$ 152,194,773	\$ 154,782,123	\$ 140,369,452	\$ 119,305,259
System's proportionate share of the net pension liability as a percentage of its covered payroll	524%	531%	502%	605%	639%	422%	412%	433%
Plan Fiduciary net position as a percentage of the total pension liability	35.84%	36.79%	36.62%	36.25%	31.69%	39.23%	39.54%	N/A ¹

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

Teachers Retirement System Plan
 Last 10 Fiscal Years ¹

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u> ¹
System's proportion of the net pension liability	0.11%	0.19%	0.19%	0.09%	0.09%	0.10%	0.10%	0.10%
System's proportionate share of the net pension liability	\$ 21,598,562	\$ 32,123,860	\$ 24,769,362	\$ 12,309,255	\$ 12,986,359	\$ 10,523,910	\$ 9,727,277	\$ 10,728,942
State's proportionate share of the net pension liability associated with the System	\$ 21,612,130	\$ 27,059,919	\$ 24,769,425	\$ 12,986,445	\$ 12,986,447	\$ 10,523,916	\$ 9,714,654	N/A ¹
Total	<u>\$ 43,210,692</u>	<u>\$ 59,183,779</u>	<u>\$ 49,538,787</u>	<u>\$ 25,295,700</u>	<u>\$ 25,972,806</u>	<u>\$ 21,047,826</u>	<u>\$ 19,441,931</u>	<u>\$ 10,728,942</u>
System's covered payroll	\$ 5,330,522	\$ 5,075,252	\$ 4,728,567	\$ 3,652,263	\$ 4,127,906	\$ 3,930,206	\$ 3,813,448	\$ 3,063,073
System's proportionate share of the net pension liability as a percentage of its covered payroll	405%	633%	524%	337%	315%	268%	255%	350%
Plan Fiduciary net position as a percentage of the total pension liability	49.24%	52.00%	57.69%	55.93%	52.26%	59.50%	61.56%	N/A ¹

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



Schedule of Net Other Post Employment Benefits Liability and Related Ratios
 Last 10 Fiscal Years ¹

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
System's proportion of the net OPEB liability	6.13%	6.47%	5.57%	4.62%	4.73%
System's proportionate share of the net OPEB liability	\$ 1,443,409,039	\$ 1,338,986,646	\$ 967,345,901	\$ 996,032,245	\$ 1,021,241,708
System's covered payroll	\$ 229,673,610	\$ 234,304,156	\$ 246,718,621	\$ 251,238,643	\$ 260,590,503
System's proportionate share of the net OPEB liability as a percentage of its covered payroll	628%	571%	392%	396%	392%
Plan Fiduciary net position as a percentage of the total OPEB liability	6.13%	5.47%	4.69%	3.03%	1.94%

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

Connecticut State University System

Schedule of Contributions (Unaudited)

June 30, 2021 – 2014



State Employee Retirement System Plan

Last 10 Fiscal Years ¹

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 73,503,269	\$ 72,114,688	\$ 59,187,070	\$ 64,638,177	\$ 64,086,201	\$ 54,526,224	\$ 45,788,758	\$ 33,007,798
Contributions in relation to the contractually required contribution	(73,503,269)	(72,114,688)	(58,713,574)	(64,121,072)	(63,573,511)	(54,253,593)	(45,788,758)	(32,974,790)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 473,496</u>	<u>\$ 517,105</u>	<u>\$ 512,690</u>	<u>\$ 272,631</u>	<u>\$ -</u>	<u>\$ 33,008</u>
System's covered payroll	\$ 205,686,655	\$ 196,237,881	\$ 175,778,524	\$ 144,700,282	\$ 152,194,773	\$ 154,782,123	\$ 140,369,452	\$ 119,305,259
Contributions as a percentage of covered payroll	35.74%	36.75%	33.40%	44.31%	41.77%	35.05%	32.62%	27.64%

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

Teachers Retirement System Plan

Last 10 Fiscal Years ¹

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	1,386,231	2,431,612	2,393,909	922,727	\$ 889,376	\$ 943,917	\$ 909,799
Contributions in relation to the contractually required contribution	(1,596,338)	(1,860,654)	(1,234,134)	(569,543)	(1,323,934)	(1,516,991)	(1,343,282)
Contribution deficiency (excess)	<u>\$ (210,107)</u>	<u>\$ 570,958</u>	<u>\$ 1,159,775</u>	<u>\$ 353,184</u>	<u>\$ (434,558)</u>	<u>\$ (573,074)</u>	<u>\$ (433,483)</u>
System's covered payroll	\$ 5,330,522	\$ 5,075,252	\$ 4,728,567	\$ 3,652,263	\$ 4,127,906	\$ 3,930,206	\$ 3,813,448
Contributions as a percentage of covered payroll	29.95%	36.66%	26.10%	15.59%	32.07%	38.60%	35.22%

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

Connecticut State University System

Schedule of Contributions (Unaudited)

June 30, 2021 – 2014

**Other Post Employment Benefits**Last 10 Fiscal Years ¹

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Contractually required contribution	53,173,679	48,745,744	44,676,991	38,553,325	36,046,001
Contributions in relation to the contractually required contribution	(53,173,679)	(48,745,744)	(44,676,991)	(38,553,325)	(36,046,001)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
System's covered payroll	\$ 229,673,610	\$ 234,304,156	\$ 246,718,621	\$ 251,238,643	\$ 260,590,503
Contributions as a percentage of covered employee payroll	23.15%	20.80%	18.11%	15.35%	13.83%

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

1. Changes in Benefit Terms

Pension Plans

Changes of benefit terms:

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

Changes of assumptions:

For measurement year 2020:

- Decrease the annual rate of real wage increase assumption from 0.75% to 0.50%.
- Decrease payroll growth assumption from 3.25% to 3.00%
- Rates of withdrawal, disability, retirement, mortality, and assumed rates of salary increase were adjusted to more closely reflect actual and anticipated experience

For measurement year 2019:

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

State Employee OPEB Plan

Changes of benefit terms: none

Changes of assumptions:

- The discount rate was updated in accordance with GASB Statement No. 75 to 2.38% as of June 30, 2020 and 3.58% as of June 30, 2019.
- The trends for Medicare-eligible retiree costs were updated to reflect final negotiated changes in Medicare Advantage rates for calendar year 2022..

Connecticut State University System
 Supplemental Information – Combining Statements of Net Position
 June 30, 2021 and 2020



	<u>CCSU</u>	<u>ECSU</u>	<u>SCSU</u>	<u>WCSU</u>	<u>SO</u>	<u>Combining Adjustments</u>	<u>2021</u>	<u>2020</u>
Assets								
Current assets:								
Cash and cash equivalents	\$ 69,959,676	\$ 33,046,653	\$ 56,605,825	\$ 20,305,007	\$ 26,349,315	\$ -	\$ 206,266,476	\$ 206,682,716
Investments	-	-	-	-	85,680,030	-	85,680,030	106,039,932
Accounts receivable, net	14,069,385	6,983,417	4,163,798	2,420,862	-	-	27,637,462	12,740,050
Due from the State of Connecticut	23,985,709	9,757,472	16,923,184	8,444,016	3,365,872	-	62,476,253	55,381,257
Due from SO and Universities	1,784,395	1,245,605	605,418	244,448	367,048	(4,246,914)	-	-
Prepaid expenses and other current assets	3,744,532	726,319	1,716,815	118,531	1,225,112	-	7,531,309	6,819,679
Total current assets	113,543,697	51,759,466	80,015,040	31,532,864	116,987,377	(4,246,914)	389,591,530	387,663,634
Noncurrent assets:								
Cash and cash equivalents	13,715,169	16,130,734	27,326,897	953,267	84,094,445	-	142,220,512	139,059,549
Investments	-	-	-	-	33,165,374	-	33,165,374	34,517,743
Accounts receivable, net	924,936	324,303	1,456,108	1,548,142	-	-	4,253,489	3,697,799
Other assets	-	-	120,948	12,000	-	-	132,948	183,292
Investment in capital assets	655,565,354	516,912,036	642,784,707	436,699,609	41,203,757	-	2,293,165,463	2,208,990,000
Accumulated depreciation	(282,346,736)	(206,389,934)	(326,431,189)	(204,313,788)	(17,844,641)	-	(1,037,326,288)	(978,431,700)
Investment in capital assets, net of accumulated depreciation	373,218,618	310,522,102	316,353,518	232,385,821	23,359,116	-	1,255,839,175	1,230,558,300
Total noncurrent assets	387,858,723	326,977,139	345,257,471	234,899,230	140,618,935	-	1,435,611,498	1,408,016,683
Total assets	\$ 501,402,420	\$ 378,736,605	\$ 425,272,511	\$ 266,432,094	\$ 257,606,312	\$ (4,246,914)	\$ 1,825,203,028	\$ 1,795,680,317
Deferred outflows of resources:								
Deferred pension	\$ -	\$ -	\$ -	\$ -	\$ 277,875,100	\$ -	\$ 277,875,100	331,267,755
Deferred other post employment benefits	-	-	-	-	399,794,623	-	399,794,623	367,238,214
Deferred loss on bond refunding	-	-	-	-	5,065,016	-	5,065,016	842,046
Total deferred outflows of resources	\$ -	\$ -	\$ -	\$ -	\$ 682,734,739	\$ -	\$ 682,734,739	\$ 699,348,015



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2021	2020
Liabilities								
Current liabilities:								
Accounts payable	\$ 7,092,617	\$ 2,419,059	\$ 2,817,259	\$ 1,567,802	\$ 505,979	\$ -	\$ 14,402,716	\$ 17,573,799
Accrued salaries and benefits	26,388,074	13,116,285	25,333,760	12,500,117	532,570	-	77,870,806	73,919,436
Accrued compensated absences	2,024,005	890,910	1,793,333	1,381,675	154,732	-	6,244,655	5,316,466
Due to the State of Connecticut	14,306	167	329,051	-	-	-	343,524	746,318
Due to SO and Universities	308,224	58,824	-	-	3,879,866	(4,246,914)	-	-
Unearned tuition, fees and grant revenue	12,163,392	2,634,108	8,635,045	3,132,765	19,432	-	26,584,742	22,662,269
Bonds payable	-	-	-	-	19,060,000	-	19,060,000	18,345,000
Accrued bond interest payable	-	-	-	-	1,794,813	-	1,794,813	2,314,059
Other liabilities	330,378	17,512	2,577,719	213,843	232,969	-	3,372,421	3,281,311
Depository accounts	2,466,583	1,377,632	3,960,015	585,129	(330)	-	8,389,029	6,719,975
Total current liabilities	<u>50,787,579</u>	<u>20,514,497</u>	<u>45,446,182</u>	<u>19,381,331</u>	<u>26,180,031</u>	<u>(4,246,914)</u>	<u>158,062,706</u>	<u>150,878,633</u>
Noncurrent liabilities:								
Accrued compensated absences	22,014,057	12,924,877	21,578,922	12,796,802	1,648,675	-	70,963,333	68,428,599
Bonds payable	-	-	-	-	315,541,933	-	315,541,933	334,986,976
Federal loan program advances	809,515	754,533	493,441	1,080,956	-	-	3,138,445	5,462,757
Deferred compensation	-	-	-	-	343,240	-	343,240	317,915
Other noncurrent liabilities	-	-	1,152,571	-	-	-	1,152,571	-
Pension liability, net	-	-	-	-	1,100,362,493	-	1,100,362,493	1,074,431,967
Other post employment benefits, net	-	-	-	-	1,443,409,037	-	1,443,409,037	1,338,986,646
Total noncurrent liabilities	<u>22,823,572</u>	<u>13,679,410</u>	<u>23,224,934</u>	<u>13,877,758</u>	<u>2,861,305,378</u>	<u>-</u>	<u>2,934,911,052</u>	<u>2,822,614,860</u>
Total liabilities	<u>\$ 73,611,151</u>	<u>\$ 34,193,907</u>	<u>\$ 68,671,116</u>	<u>\$ 33,259,089</u>	<u>\$ 2,887,485,409</u>	<u>\$ (4,246,914)</u>	<u>\$ 3,092,973,758</u>	<u>\$ 2,973,493,493</u>
Deferred inflows of resources:								
Deferred pension	\$ -	\$ -	\$ -	\$ -	\$ 30,059,852	\$ -	\$ 30,059,852	23,621,531
Deferred other post employment benefits	-	-	-	-	140,331,043	-	140,331,043	115,194,745
Total deferred inflows of resources	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 170,390,895</u>	<u>\$ -</u>	<u>\$ 170,390,895</u>	<u>\$ 138,816,276</u>
Net Position								
Net investment in capital assets	\$ 373,216,995	\$ 310,445,374	\$ 316,353,518	\$ 232,385,821	\$ (229,690,369)	\$ -	\$ 1,002,711,339	\$ 976,551,439
Restricted:								
Nonexpendable	-	60,000	70,960	407,116	-	-	538,076	467,116
Expendable	10,021,633	2,908,176	6,772,356	2,654,426	95,252,422	-	117,609,013	133,664,203
Unrestricted	44,552,641	31,129,148	33,404,561	(2,274,358)	(1,983,097,306)	-	(1,876,285,314)	(1,727,964,195)
Total net position	<u>\$ 427,791,269</u>	<u>\$ 344,542,698</u>	<u>\$ 356,601,395</u>	<u>\$ 233,173,005</u>	<u>\$ (2,117,535,253)</u>	<u>\$ -</u>	<u>\$ (755,426,886)</u>	<u>\$ (617,281,437)</u>

Connecticut State University System

Supplemental Information – Combining Statements of Revenues, Expenses and Changes in Net Position
June 30, 2021 and 2020



	<u>CCSU</u>	<u>ECSU</u>	<u>SCSU</u>	<u>WCSU</u>	<u>SO</u>	<u>Combining Adjustments</u>	<u>2021</u>	<u>2020</u>
Operating revenues:								
Tuition and fees:								
Tuition and fees, gross	\$ 117,155,535	\$ 51,293,206	\$ 115,913,941	\$ 57,239,067	\$ -	\$ -	\$ 341,601,749	\$ 352,716,298
Less:								
Scholarships allowance	(10,889,079)	(11,867,158)	(9,422,464)	(5,083,200)	-	-	(37,261,901)	(36,412,517)
Waivers	(4,875,503)	(2,113,357)	(10,250,402)	(1,480,008)	-	-	(18,719,270)	(20,826,328)
Tuition and fees, net of scholarship allowances and waivers	101,390,953	37,312,691	96,241,075	50,675,859	-	-	285,620,578	295,477,453
Federal grants and contracts	4,400,151	971,250	3,898,422	2,041,084	-	-	11,310,907	8,701,180
State and local grants and contracts	3,981,976	1,252,810	4,334,086	1,923,181	-	-	11,492,053	11,635,511
Nongovernment grants and contracts	1,804,229	758,806	4,442,967	57,351	-	-	7,063,353	6,869,900
Indirect cost recoveries	298,902	83,561	240,629	25,950	-	-	649,042	766,028
Auxiliary revenues	13,349,032	22,795,490	17,117,877	13,211,127	3,000	-	66,476,526	87,471,363
Other operating revenues	985,506	600,682	661,311	830,014	-	-	3,077,513	8,359,015
Total operating revenues	126,210,749	63,775,290	126,936,367	68,764,566	3,000	-	385,689,972	419,280,450
Operating expenses:								
Salaries and wages	104,289,845	59,090,563	112,866,302	61,838,951	4,179,755	-	342,265,416	343,466,114
Fringe benefits	70,693,373	41,752,018	73,595,561	41,063,257	185,606,379	-	412,710,588	395,780,745
Professional services and fees	4,660,238	2,694,515	6,386,129	2,977,694	1,263,560	-	17,982,136	19,202,627
Educational services and support	40,711,537	16,374,243	42,235,108	22,018,882	593,613	-	121,933,383	121,492,594
Travel expenses	551,963	191,940	190,561	90,662	43,575	-	1,068,701	4,907,325
Operation of facilities	21,673,397	7,257,446	9,433,578	6,961,210	114,008	-	45,439,639	47,402,613
Other operating supplies and expenses	7,852,105	3,465,236	6,396,854	4,648,741	4,528,635	-	26,891,571	32,190,063
Depreciation expense	15,874,706	16,286,681	20,131,664	12,562,346	811,863	-	65,667,260	67,152,130
Amortization expense	-	-	36,810	1,531	-	-	38,341	37,887
Total operating expenses	266,307,164	147,112,642	271,272,567	152,163,274	197,141,388	-	1,033,997,035	1,031,632,098
Operating loss	\$ (140,096,415)	\$ (83,337,352)	\$ (144,336,200)	\$ (83,398,708)	\$ (197,138,388)	\$ -	\$ (648,307,063)	\$ (612,351,648)

Connecticut State University System

Supplemental Information – Combining Statements of Revenues, Expenses and Changes in Net Position

June 30, 2021 and 2020



	<u>CCSU</u>	<u>ECSU</u>	<u>SCSU</u>	<u>WCSU</u>	<u>SO</u>	<u>Combining Adjustments</u>	<u>2021</u>	<u>2020</u>
Nonoperating revenues (expenses)								
State appropriations	\$ 93,952,185	\$ 57,752,719	\$ 88,769,807	\$ 54,423,997	\$ 8,017,835	\$ -	\$ 302,916,543	\$ 283,884,100
Pell grant revenue	13,519,411	6,208,717	15,035,858	7,047,359	-	-	41,811,345	45,078,419
Federal emergency grant revenue	30,127,053	16,321,644	27,897,043	12,150,423	492,706	-	86,988,869	20,921,780
Gifts	2,835,406	542,206	256,419	3,214	-	-	3,637,245	3,648,396
Investment income	84,069	49,317	85,283	22,481	745,859	-	987,009	7,928,517
Interest expense	-	-	-	-	(8,725,538)	-	(8,725,538)	(11,670,523)
Capital projects financed by SO	11,130,659	1,320,470	1,572,518	1,687,971	(15,711,618)	-	-	-
Other nonoperating revenues (expenses), net	238,757	1,558	(69,069)	68,579	(859,575)	-	(619,750)	1,415,597
Net nonoperating revenues (expenses)	<u>151,887,540</u>	<u>82,196,631</u>	<u>133,547,859</u>	<u>75,404,024</u>	<u>(16,040,331)</u>	<u>-</u>	<u>426,995,723</u>	<u>351,206,286</u>
Loss before other changes in net position	11,791,125	(1,140,721)	(10,788,341)	(7,994,684)	(213,178,719)	-	(221,311,340)	(261,145,362)
Other changes in net position								
State appropriations restricted for capital purposes	41,254,769	2,178,215	35,738,646	3,740,336	513,600	-	83,425,566	67,124,021
Loss on disposal of capital assets	(169,442)	(70,458)	(12,614)	(7,161)	-	-	(259,675)	(1,604,663)
Interagency transfers	(11,750,102)	(7,285,958)	(9,486,661)	(6,417,545)	34,940,266	-	-	-
Other changes in net position	<u>29,335,225</u>	<u>(5,178,201)</u>	<u>26,239,371</u>	<u>(2,684,370)</u>	<u>35,453,866</u>	<u>-</u>	<u>83,165,891</u>	<u>65,519,358</u>
Change in net position	41,126,350	(6,318,922)	15,451,030	(10,679,054)	(177,724,853)	-	(138,145,449)	(195,626,004)
Net position at beginning of year	<u>386,664,919</u>	<u>350,861,620</u>	<u>341,150,365</u>	<u>243,852,059</u>	<u>(1,939,810,400)</u>	<u>-</u>	<u>(617,281,437)</u>	<u>(421,655,433)</u>
Net position at end of year	<u>\$427,791,269</u>	<u>\$344,542,698</u>	<u>\$356,601,395</u>	<u>\$233,173,005</u>	<u>(2,117,535,253)</u>	<u>\$ -</u>	<u>\$ (755,426,886)</u>	<u>\$ (617,281,437)</u>

Connecticut State University System

Supplemental Information – Combining Statements of Cash Flows
June 30, 2021 and 2020



	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2021	2020
Cash flows from operating activities:								
Tuition and fees	\$ 101,737,692	\$ 32,796,801	\$ 97,791,013	\$ 50,116,164	\$ -	\$ -	\$ 282,441,670	\$ 291,077,192
Grants and contracts	5,522,459	2,982,866	9,532,912	3,859,241	-	-	21,897,478	29,229,363
Auxiliary revenues	14,381,848	23,026,846	16,559,008	12,931,058	3,000	-	66,901,760	86,687,164
Other operating revenues	1,619,548	1,119,243	1,003,140	710,733	-	-	4,452,664	12,997,460
Payments to employees for salaries and benefits	(174,007,684)	(98,964,061)	(182,649,323)	(101,296,969)	(7,471,919)	-	(564,389,956)	(547,718,642)
Payments to suppliers	(1,569,971)	(478,731)	(750,401)	(1,046,845)	(665,035)	-	(4,510,983)	(3,756,684)
Professional services and fees	(4,660,237)	(2,635,691)	(6,386,129)	(2,977,694)	(1,263,560)	-	(17,923,311)	(19,202,627)
Educational services and support	(40,711,537)	(16,374,243)	(42,235,108)	(22,018,882)	(593,613)	-	(121,933,383)	(121,492,786)
Travel expenses	(551,963)	(191,940)	(190,561)	(90,662)	(43,575)	-	(1,068,701)	(4,907,325)
Operation of facilities	(21,673,396)	(10,745,842)	(9,433,578)	(6,961,210)	(114,057)	-	(48,928,083)	(49,913,592)
Other operating supplies and expenses	(8,190,165)	452,527	(7,128,433)	(4,336,939)	(4,920,487)	-	(24,123,497)	(24,322,239)
Net cash used in operating activities	(128,103,406)	(69,012,225)	(123,887,460)	(71,112,005)	(15,069,246)	-	(407,184,342)	(351,322,716)
Cash flows from noncapital financing activities:								
State appropriations	93,014,644	57,210,424	88,123,762	55,621,069	7,901,680	-	301,871,579	283,551,363
Gifts for other than capital purposes	2,835,406	542,206	256,419	3,214	-	-	3,637,245	3,648,395
Nonoperating grants and revenue other	43,351,232	22,317,095	42,863,833	18,905,676	717,706	-	128,155,542	64,284,113
Interagency transfers	(11,750,102)	(7,285,958)	(9,486,660)	(6,417,546)	34,940,266	-	-	-
Net cash provided by noncapital financing activities	\$ 127,451,180	\$ 72,783,767	\$ 121,757,354	\$ 68,112,413	\$ 43,559,652	\$ -	\$ 433,664,366	\$ 351,483,871
Cash flows from investing activities:								
Proceeds from sales and maturities of investments	\$ -	\$ -	\$ -	\$ -	\$ 49,339,610	\$ -	49,339,610	\$ 49,069,490
Purchases of investments	-	-	-	-	(27,662,707)	-	(27,662,707)	(35,234,896)
Interest and dividends received on investments	84,069	49,318	183,581	22,482	776,951	-	1,116,401	8,483,564
Net cash provided by investing activities	84,069	49,318	183,581	22,482	22,453,854	-	22,793,304	22,318,158
Cash flows from capital and related financing activities:								
Cash paid for capital assets	(43,964,308)	(5,823,411)	(35,977,422)	(5,092,338)	-	-	(90,857,479)	(78,468,180)
Capital projects financed by SO	9,735,905	2,450,131	1,768,072	2,034,063	(15,988,171)	-	-	-
State capital appropriations received	35,246,770	2,178,215	33,702,838	3,740,336	2,377,984	-	77,246,143	77,636,522
Proceeds from refunding of bonds	-	-	-	-	100,317,660	-	100,317,660	-
Repayments of capital debt	-	-	-	-	(18,345,000)	-	(18,345,000)	(19,520,000)
Interest paid on capital debt	-	-	-	-	(11,371,756)	-	(11,371,756)	(14,212,603)
Payments to refunded bond escrow agent	-	-	-	-	(102,433,598)	-	(102,433,598)	-
Bond issuance payments	-	-	-	-	(1,084,575)	-	(1,084,575)	-
Net cash provided by (used in) capital and related financing activities	1,018,367	(1,195,065)	(506,512)	682,061	(46,527,456)	-	(46,528,605)	(34,564,261)
Net increase (decrease) in cash and cash equivalents	450,210	2,625,795	(2,453,037)	(2,295,049)	4,416,804	-	2,744,723	(12,084,948)
Cash and cash equivalents, beginning of year	83,224,635	46,551,592	86,385,759	23,553,323	106,026,956	-	345,742,265	357,827,213
Cash and cash equivalents, end of year	\$ 83,674,845	\$ 49,177,387	\$ 83,932,722	\$ 21,258,274	\$ 110,443,760	\$ -	\$ 348,486,988	\$ 345,742,465

Connecticut State University System
 Supplemental Information – Combining Statements of Cash Flows
 June 30, 2021 and 2020



	<u>CCSU</u>	<u>ECSU</u>	<u>SCSU</u>	<u>WCSU</u>	<u>SO</u>	<u>Combining Adjustments</u>	<u>2021</u>	<u>2020</u>
Reconciliation of operating loss to net cash used in operating activities:								
Operating loss	\$ (140,096,415)	\$ (83,337,352)	\$ (144,336,200)	\$ (83,398,708)	\$ (197,138,388)	\$ -	\$ (648,307,063)	\$ (612,351,648)
Adjustments to reconcile operating income (loss) to net cash provided by (used in) operating activities:								
Depreciation expense	15,874,706	16,286,681	20,131,664	12,562,346	811,863	-	65,667,260	67,152,130
Amortization	-	-	36,810	1,531	-	-	38,341	37,887
Changes in assets and liabilities:								
Receivables	(8,761,489)	(4,925,586)	(1,155,018)	(919,231)	-	-	(15,761,324)	(31,273)
Prepaid expenses and other	(680,528)	61,659	(395,935)	(67,824)	384,531	-	(698,097)	2,119,692
Accounts payable	(1,320,404)	(77,009)	(515,573)	(506,277)	(1,433,418)	-	(3,852,681)	(1,580,588)
Accrued salaries and benefits	516,228	771,070	1,805,102	811,229	47,740	-	3,951,369	12,970,695
Other liabilities	8,858	(34,015)	204,985	(160,941)	-	-	18,887	(58,948)
Due to/from State of Connecticut	-	167	13,882	-	(406,860)	-	(392,811)	(4,078,808)
Due to/from Universities	49	-	-	-	(49)	-	-	-
Unearned tuition, fees and grant revenues	5,330,467	765,023	(1,499,752)	(365,044)	-	-	4,230,694	(74,805)
Deferred compensation	-	-	-	-	25,325	-	25,325	29,558
Depository accounts	565,817	369,853	604,477	136,905	(8,000)	-	1,669,052	1,562,329
Accrued compensated absences	459,305	1,107,284	1,218,098	794,009	(115,772)	-	3,462,924	8,641,663
Pension liability	-	-	-	-	25,930,526	-	25,930,526	167,426,397
Other post employment benefits	-	-	-	-	104,422,391	-	104,422,391	377,213,924
Changes in deferred outflows	-	-	-	-	20,836,246	-	20,836,246	(378,550,557)
Changes in deferred inflows	-	-	-	-	31,574,619	-	31,574,619	8,249,636
Net cash used in operating activities	<u>\$ (128,103,406)</u>	<u>\$ (69,012,225)</u>	<u>\$ (123,887,460)</u>	<u>\$ (71,112,005)</u>	<u>\$ (15,069,246)</u>	<u>\$ -</u>	<u>\$ (407,184,342)</u>	<u>\$ (351,322,716)</u>
Noncash investing, noncapital financing and capital and related financing transactions:								
Fixed assets included in accounts payable	\$ 2,763,906	\$ 1,696,067	\$ 793,146	\$ 251,461	\$ -	\$ -	\$ 5,504,580	\$ 5,740,571
Reconciliation of cash and cash equivalents to the combined statements of net assets:								
Cash and cash equivalents classified as current assets	\$ 69,959,676	\$ 33,046,653	\$ 56,605,825	\$ 20,305,007	\$ 26,349,315	\$ -	\$ 206,266,476	\$ 206,682,716
Cash and cash equivalents classified as noncurrent assets	13,715,169	16,130,734	27,326,897	953,267	84,094,445	-	142,220,512	139,059,549
	<u>\$ 83,674,845</u>	<u>\$ 49,177,387</u>	<u>\$ 83,932,722</u>	<u>\$ 21,258,274</u>	<u>\$ 110,443,760</u>	<u>\$ -</u>	<u>\$ 348,486,988</u>	<u>\$ 345,742,265</u>



Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

June 30, 2021 and 2020

1. Basis of Presentation of Supplemental Information

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

Appendix C
Auditor's Management Letter

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

The Board of Regents of
Connecticut State Colleges and Universities

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System (The System Office; Central Connecticut State University; Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University), an enterprise fund of the State of Connecticut (collectively, "CSUS" or the "System") as of and for the years ended June 30, 2021 and 2020, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

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

Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the aggregated discretely presented component units (the affiliated foundations (the "Foundations")), which statements reflect total assets of \$202.8 million and \$167.3 million, and total net assets of \$201.1 million and \$165.7 million as of June 30, 2021 and June 30, 2020, respectively, and total revenues, capital gains and losses, and other support of \$49.6 million and \$17.1 million for the years then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's

preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System as of June 30, 2021 and 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the years 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, 2021 or June 30, 2020, the changes in its financial position or where applicable, its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 10 and the Schedule of Net Pension Liability and Related Ratios, Schedule of Net Other Post-Employment Benefits and Related Ratios, and Schedule of Contributions on pages S-2 through S-6 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 audits were conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Combining Statement of Revenues, Expenses, and Changes in Net Position, Combining Statement of Cash Flows, and Combining Statement of Revenues, Expenses and Changes in Net Position by Fund Group included on pages S-7 through S-13 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

Boston, Massachusetts
January 25, 2022

Appendix D
Electronic Workroom
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Housatonic Community College FOR THE WORK ROOM

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Licensure pass rates	2
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Standard 9: Integrity, Transparency, Public Disclosure

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audited financial statement

Documentation for information in publications regarding 4, 8

Appendix E

E-Series Forms

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

CATEGORY (DEGREE PROGRAMS)	(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)
General Education	https://www.ct.edu/tap#gen catalog.housatonic.edu	General Education outcomes were established system-wide for each category. Departments map course outcomes to General Education outcomes. Outcomes were assessed on a scheduled established at the system level; HCC is currently	Departments review assessments; General Education Committee collects assessment results; results were reported to TAP/FIRC committee until 2019	Beginning 2021, the General Education Committee established its own schedule when TAP/FIRC stopped collecting results	Ongoing
Accounting A.S. (EA03)	Catalog.housatonic.edu	In addition to exams, quizzes, and research papers, students complete case studies and group projects. For example, ACC 170 assessed by Final Fraud Case Project, written and oral presentation; ACC 125 assessed by project requiring students to create a sample company using QuickBooks, applying accounting transactions, creating and analyzing Financial Statements.	Accounting faculty interpret student outcome achievement levels at semester- end meetings. Full time faculty shares results with and seeks feedback from PTLs during beginning of semester orientation.	During COVID, the Business Department made a deliberate effort to improve student engagement, including more detailed rubrics and assignment instructions; continued use of MyAccountingLab for ACC 113, ACC 117, 271 and 272; Supplemental Instruction (SI) has been incorporated into ACC 113 since 2018.	Spring 2019
Advanced English Proficiency Certificate	Catalog.housatonic.edu	Pre- and post-tests are used in the Combined Skills courses. Writing portfolios and final projects are also used throughout the program	Program Coordinator at the end of every semester.	In the Combined Skills courses, grammar instruction has been de-emphasized to make time for more direct instruction in reading comprehension and writing skills. A more structured approach to vocabulary development has been adopted along with a new series of vocabulary textbooks. A new course has been designed and proposed (ESL 169, Advanced Writing) to address gaps in students' composition skills and to help them transition into English 101.	Due 2021

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Advanced Manufacturing - Machine Technology (EF21)	Catalog.housatonic.edu	In addition to homework and exams, students in the Advanced Manufacturing program have extensive practical, project-based assignments, including modeling, programing, and manufacturing	The Advanced Manufacturing Technology Center meets with Industry Partners where graduates of the program are employed upon certificate completion. These partners provide us with feedback regarding strengths and weaknesses in our students. The assessment and feedback from employers allows our instructors to modify their lesson plans to focus on areas of improvement	Blueprint Reading 1 and Blueprint Reading 2: Instructors found that students were weak on the topic of “Threads.” This content is typically only covered in Blueprint Reading 2. We have since made adjustments to cover “Threads” in both courses Blueprint Reading 1 as well. Geometric Dimensioning and Tolerancing: Students were strong with the hands-on inspection of parts but weak with understanding all the symbols and terminology associated with Geometric Tolerances. Moving forward our GD&T course will focus additionally on bookwork and assignments to reinforce their understanding of core GD&T concepts. Introduction/Intermediate Manufacturing Tech: Students struggle with the hole-making process, both tooling and sequence. Moving forward both our lecture and lab associated with manual machining will include more assignments and projects that focus on hole-making. Computer Numerical Control: Feedback from Industry Partners asked that we put more emphasis on long-run production. Moving forward in CNC, we will include a hands-on project where students spend 2-3 hours running a long-run production project. Students were weak with CNC Turning and programming. Moving forward, CNC will include additional assignments/projects relevant to CNC turning to reinforce this skillset.	In Progress, Due 2022
Business Administration, A.S. Finance Option, Global Business Option, Human Resource Management Option, Management Option, Marketing Option,	Catalog.housatonic.edu	The Department uses a robust set of assessment measures. Class participation (in-person and virtual), exams, quizzes, research papers, case studies, group projects etc; Communication skills are assessed when applied within the classroom setting through discussions, individual and group assignments and presentations. Common assessment activities are used across sections of multiple courses required in the major curriculum. MarketWatch portfolio game	Faculty discussion around overall program effectiveness is a significant part of the program review. Full time faculty take the lead on assessment with the participation and advice of part-time faculty. Business faculty interpret student outcome achievement levels at	During COVID, we observed a decline in student engagement. In response, virtual delivery received considerable attention resulting in course modification in many areas. Faculty were trained in more effective online course delivery and introduced to more sophisticated online teaching tools through highly-encouraged, voluntary training. As a result, more formal course design, discussions, video, podcasts and other mechanisms were deployed to involve students and support their learning. Greater emphasis has been given to maintaining engagement. More detailed rubrics, clearer assignment	2018

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Small Business Management/entrepreneurship Option; Banking; Business Certificate: Small Business Management/ Entrepreneurship		remains a tool in a variety of courses. Students enjoy a variety of real-world opportunities to promote their businesses: Students compete in Elevator Pitch competitions across the state, and consistently perform well in these competitions; our department has partnered with a local business in downtown Bridgeport to give students a space to sell their products and services During COVID, measures of engagement, completion and persistence on an aggregated basis was identified. This data is now becoming more available.	year end. Full time faculty members share results with and seek feedback from PTLs during beginning of semester orientation; anecdotal data is gathering throughout the semester.	instructions, extended virtual office hours have been adopted by most faculty. Evaluation of assessment results have also led to other changes, including adopting new texts or new editions. More affordable Open Educational Resources continue to be adopted in lieu of publishers' traditional texts. Additional courses have adopted Lumen – Waymaker and OpenStax have been adopted. Introduction to Business (BBG 101), Principles of Marketing (BNK 210), Business Communications (BBG 210), Organizational Behavior (BMG 210), Principles of Management (BMG 202). In an effort to increase interactivity, publishers' online modules, including Pearson's MyLab platform for Finance, McGraw Hill's Connect, and OpenStax have been adopted or reviewed. To better differentiate our economics offerings, faculty are reviewing alternatives to the current microeconomics text for Fall 2022.	
Criminal Justice, A.S. Certificates: Corrections, Criminal Investigation, Police Management and Administration	Catalog.housatonic.edu	In their final semester, students participate in a 120-hour Practicum internship. As a part of this requirement, students create a portfolio that includes a self-assessment of the program outcomes, a supervisor evaluation of the students' performance, a reflective journal of the students experience, and a paper where the students are required to apply their learning outcomes to their coursework and internship	Collective review and assessment of portfolios by fulltime CJ program faculty Site placement supervisors are responsible for assessing student readiness for the workforce	Field supervisors have continually expressed the need for better writing skills and greater understanding of Criminal Law and Procedure. As a result, a writing requirement has been embedded into each CJS-designated course, and the program has made a fundamental change in requiring Writing and Research for Law Enforcement as a graduation requirement. Since the last program review, the program has put an emphasis on peer review and student self-assessment of both group project work and simulation exercises.	2020
ECIE Program, A.S. Certificates: Childhood Development Associate Preparation, Early Childhood Education, Early Childhood	Catalog.housatonic.edu	6 Key Assessments that measure data across the breadth of the ECIE program and assess student understanding and demonstration of the NAEYC Associate Degree Professional Preparation Standards (our Accrediting body)	Data collection and analysis is reviewed by ECIE program Coordinator, faculty, and advisory board. Presented yearly in an Annual Report to NAEYC (one Standard per year)	Embedding inclusive content in all courses to support student understanding of best inclusive practices (this work has been completed in collaboration with UCONN UCEDD and a federal grant). Each Annual Report includes plans to support areas of weakness in data collection each academic year. Available for review at any time.	NAEYC accredited since 2011; last accreditation completed 2018; next renewal 2025

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CATEGORY (DEGREE PROGRAMS)	(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)
Education Administrator, Family Engagement, Infant and Toddler					
General Studies	Catalog.housatonic.edu	Students only take one program specific course (FS100); students meet program objectives through courses offered in other departments	The department periodically reviews program and FS100 outcomes	In 2019, program outcomes were revised to better account for the range of learning in the courses taken by general studies students. Also, FS 100 was added to the required classes to earn this degree.	Spring 2020
Health Career Pathways Certificate	Catalog.housatonic.edu	Embedded assessments in required courses: Intro to Bio; Anatomy & Physiology; Microbiology. From Fall19 to Spring20, students improved in Anatomy and Experiment Design; A&P students consistently score 80% on practical examination; Microbiology students show improvement in lab safety and bacterial identification	Program Faculty and Program Coordinator review assessment annually	After several years of zero graduates, in 2018 program requirements were changed and degree audit of Microbiology students shows which students are eligible for the certificate; in the past, few students select the certificate as a major, but more students are selecting the certificate now; Students' lab safety improved immediately when students were assessed for this skill in Microbiology	2021
Human Services, A.S., Certificates: Behavioral Health Care Specialist Track I & II; Disabilities Specialist	Catalog.housatonic.edu	Internships and practicums; Portfolio including reflection papers, supervisors' mid-term and final evaluations, and a self-assessment.	Site supervisors assess students' performance and issues a recommended grade. The Program Coordinator reviews the completed portfolio.	Supervisors recommended further instruction in report writing, documentation, and interpersonal skills building. Increased emphasis on these skills has been added to program courses. In the Certificate, Supervisors recommended further instruction in counseling techniques, assessment/intake skills development, and treatment planning skills building. Role playing simulation activities and project-based learning has been added to program courses..	2017
Liberal Arts & Sciences: Pre-Nutrition Option EB76	Catalog.housatonic.edu	Introduction to Nutrition (Bio111) Exit Exam tests students understanding of basic scientific and nutritional principles and their critical reading and thinking skills.	Evidence is interpreted by coordinator of the program.	This is a new program that has just started collecting assessment data	In Progress, Due 2022
Theater Arts AA, Theater Arts Performance Track Certificate	Catalog.housatonic.edu	Students have numerous opportunities to demonstrate practical theater arts skills, including a Theater Arts Practicum and Directing course	Theater Arts Faculty are all practicing artists; Faculty review curriculum and make changes based on industry trends	In response to industry trends in self-production of one-actor shows, students are provided more instruction in this area; during COVID, students utilized video to a greater degree than before After review, and in consultation with CC Theater Arts Faculty workgroup, decision made to terminate the certificate	AA: 2018 Certificate: 2021

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Fine Arts: Art, Illustration Option, Photography Option, Art Therapy Transfer Option	Catalog.housatonic.edu	1-3 classes assessed each semester using Student surveys (indirect assessment) and Student portfolios (direct assessment) General Education assessments for courses meeting Aesthetic Dimension requirement	Art faculty, each semester, review portfolio assessment and discuss results Advisory Council, annually, review indirect assessments	Increased use of thumbnail sketches at all levels to develop critical thinking solutions to assignments. Quick (10 - 30 second) drawings help students visualize completed projects; by completing 20-30 thumbnails, students can evaluate their options for completing projects.	Art and Illustration Option: Spring 2019 Illustration, Photography, Art Therapy New Programs, Due 2022
Graphic Design, Multimedia Option	Catalog.housatonic.edu		Art faculty, each semester, review portfolio assessment and discuss results Advisory Council, annually, review indirect assessments	Increased use of Thumbnails; Identified the need to develop specific assessment process for Graphic Design different than the Fine Art assessment	Spring 2019
Computer Information Systems, A.S.; Certificates: Database Technology, Network Technology, Software Development, Software Testing & Quality Assurance, Web Development	Catalog.housatonic.edu	Hands-on programming tests, hands-on take-home programming tests; semester-long multi-phase design & implementation group project; hands-on OS installation, configuration; customization activities; design, simulation, and analysis of digital circuits .	Business faculty interpret student outcome achievement levels at year-end meetings; Full-time faculty shares results with PTLs at the beginning-of-semester orientation. Every year, the teaching faculty seeks the CS/CIS Advisory Council's feedback on the department reports about the program and student success	The Business Department overall has made a deliberate effort to improve student engagement through more detailed rubrics, assignment and project instructions, etc. To incorporate more effective and current pedagogical approaches and more effective assessment techniques and practices, teaching faculty attended and/or participated in professional and continuing education workshops and training on teaching and student learning. To meet the specific outcomes of the program more effectively, and based on the input and feedback from the CS/CIS Advisory Council members, and to make sure that course content and skills taught stay current and keep pace with changes in the computing field, course content is continually updated when applicable and necessary.	2019
Surgical Technology, A.S.	Catalog.housatonic.edu	Clinical evaluation, graduate satisfaction and employee satisfaction surveys, Certification Exam (See Part B)	Annually, by the surgical technology faculty members and the program advisory committee.	Students' scores on the outcome assessment exam were low for 2 consecutive cohorts. The program offers more review sessions with students and has purchased practice exams for students	2021

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				The program advisory committee suggested that the program extend the clinical hours to 8 hours per day instead of 6 hours per day which helped improve students' performance and helped them meet the outcomes.	
Liberal Arts and Sciences: Humanities and Behavioral and Social Sciences	Catalog.housatonic.edu	Assessment is based on the number of students enrolled in the degree and their graduation rates; and on the General Education assessments.	Presently, there is no designated department or committee that interprets this evidence.	Several LAS programs were terminated for low-enrollment; TAP degrees have grown and LAS programs have declined; most notably, the TAP Psychology program has grown by the same number that LAS has declined. Given that a new system-wide LAS has been developed, no changes are proposed to the program.	Due 2022
Liberal Arts and Sciences: Journalism	Catalog.housatonic.edu	Reflective Portfolio; Students in the program produce a news magazine each semester	Full and part-time faculty meet yearly to plan for next academic year	The publication switched from monthly to twice-yearly publication; more focus on writing for the web; more instruction in evaluation the credibility of sources, especially health and science stories; more practice interviewing subjects and using virtual meeting tools	Due 2022
Pathway to Teaching Careers	Catalog.housatonic.edu	Assessment is based on graduate rates and General Education assessments; Indirect assessment through student satisfaction surveys	Program Coordinator works with Institutional Research and Education program at SCSU to track success of students	Other than General Education courses, the program has only program specific course: EDU200. However, due to low enrollment in the program, this course is rarely offered at HCC, and students received permission to take this course at SCSU; more coordination with the Early Childhood faculty will help this course to run and will allow for assessment of program learning outcomes	2018
Medical Assisting	Catalog.housatonic.edu	Students are assessed by field supervisors in clinical environments and assessed through course work and case studies by the faculty. In their final semester, students participate in a 160- hour Practicum externship in the Medical Assisting field. As a part of this requirement, students create a portfolio that includes a self-assessment of the program outcomes, a supervisor evaluation of the students' performance, a reflective journal of the student's experience, and a paper where the students are required to apply their learning outcomes to their coursework and internship placement	Students are assessed by field supervisors in clinical environments and assessed through course work and case studies by the faculty.	Include teaching two skills previously not taught in MED 245 Clinical Laboratory Procedures and Practices: Ear wash cerumen impact removal and suture removal; Through hiring and training, the faculty in the program improved student learning. In 2015, there were 9/18 students in the Medical Assisting program on SAP Warning, Academic Probation, or Academic Suspension. By 2018, this number of students dropped to 7/26; even during COVID, the rate was only 18/48.	2021

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

Category (Degree Programs)	(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.).	(5) Date and nature of next scheduled review
Surgical Technology	Housatonic Community College (HCC) Surgical Technology Program is licensed and accredited by the Connecticut Board of Regents and is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).	Site visit for continuing accreditation in October 2019. Program placed on probation 2021	It is unclear from documentation submitted if the program meets or exceeds the ARC/STSA established thresholds for Outcomes Assessment Examination (OAE) participation and pass rates. Requested Documentation It is unclear from documentation provided if the program meets the ARC/STSA established threshold for Graduate Placement. The program did not submit documentation (placement verification) that verifies the accuracy of the data reported as requested. It is unclear from documentation submitted if all students complete the program's clinical case requirement, as defined in the Core Curriculum for Surgical Technology, 6th Edition. The clinical case log tool(s) did not include a detailed summary sheet including roles of students in cases, definition of roles and were not comprehensive of all clinical experiences.	Retention: Threshold - 60% HCC ST program - 83% Outcome Assessment Exam Threshold Participation - 100% Pass rate - 70% HCC ST program – 100% participation HCC ST program - 87% pass rate Job Placement Threshold – 80% HCC ST program – 100% Employment Satisfaction Threshold Return rate – 50% Satisfaction rate – 70% HCC ST program return rate - 20% HCC ST program satisfaction rate – 100% Graduate Satisfaction Threshold Return rate – 50% Satisfaction rate 70% HCC ST program return rate – 27% HCC ST program satisfaction – 100%	Reviews are done annually, however due to COVID pandemic, program review by the accrediting body has been postponed. The program advisory committee meets annually to assess the program.